Association of Collegiate Schools of Planning (ACSP)

Committee on Diversity

SYLLABUS BOOK

A COMPILATION OF PLANNING SYLLABI ADDRESSING ISSUES OF DIVERSITY AND SOCIAL JUSTICE

Compiled by
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2013

ABOUT THIS COMPILATION

The purpose of this Syllabus Book is to allow faculty to share pedagogical approaches, specific topics, topical questions, readings, websites, multi-media resources, and other information pertinent to planning in diverse communities and societies. There are many dimensions of diversity—race, ethnicity, gender, sexual identity, religion, language, among others. This initiative is an effort to promote the inclusion of different experiences and perspectives into planning education with an emphasis on equity, democracy, and social justice.

The Planning Accreditation Board (PAB) adopted new Standards and Criteria in April 2012, which included the fair representation of students and faculty of color, an inclusive departmental/program climate where diversity of racial, ethnic, gender, and other backgrounds and interests can thrive, and a program with curricula that equip students with the ethical, methodological, intellectual, and professional orientation and skills to promote social justice. This Syllabus Book was initiated to help faculty and planning schools fulfill those criteria and nurture a learning community.

The call for syllabi was made through email correspondence with those on the ACSP and its Planners of Color Interest Group (POCIG) listservs in 2012 and again in 2013. We asked for syllabi that were either solely dedicated to or contained modules addressing issues of diversity and social justice in planning. We included all those that were submitted, trusting there was relevant content for the stated purpose. Most syllabi were for courses offered in 2012 and 2013, though some were for courses offered as early as 2010. We would like to emphasize that there are many different approaches to addressing planning issues related to diversity and social justice and this compilation is intended to inspire creativity rather than stifle it, as these issues are ever evolving and expanding.

The compilation is organized according to the categories below. These categories do not capture the breadth of the topics included within them and many courses traverse multiple topics. As such, we encourage users to explore them broadly.

Community Planning
Diversity and Social Justice
Demography, Poverty, Immigration
Disaster Planning & Mitigation
Environmental Planning and Sustainability
Economic development
Food Systems
History and Theory
Housing
Policy
Research Methods and Evaluation
Transportation
Urban Design and Land Use

Finally, we would like to thank the dozens of planning instructors across the US who responded to a call by the Association of Collegiate Schools of Planning (ACSP) Committee on Diversity and submitted their syllabi. Without their generosity of spirit, this would not be possible.

Siddhartha Sen, Ph.D., Morgan State University
Karen Umemoto, Ph.D., University of Hawaii at Manoa

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Community Research and Organizing

Marie Kennedy **Course Description** **Spring 2012**

Time:	Mondays, 2:00-4:50pm
Place	PAB 4320B
Course Number	URBN PL 229 - LEC 2
Professor:	Marie Kennedy
Office:	PAB 5-5284
Telephone:	310-206-3708 (w); 310-439-1655 (h); 617-997-6478 (cell)
email:	mariekennedy@ucla.edu
Office hours:	Mondays 10-12; and by appointment

Course Description

In this course we will examine the theory and practice of organizing, analyze the role of community organizing as an empowerment strategy in disadvantaged and marginalized communities, and think about the relationship of community and worker organizing to broader movements for social change. We will analyze different research methods and strategies in terms of best supporting organizing and movement building. Focus will be on action research and community-based participatory research. Participants will gain an understanding of the theories, principles and strategies of community-based research, an appreciation of the advantages and limitations of various approaches, and the of the skills necessary for participating effectively in community-based projects. Students will analyze in depth one organizing model and participate in an ongoing research project that supports a local community or worker organization, exploring the links between the research and the organizing campaign to which it is connected. Throughout, particular attention will be paid to the race, gender and class dimensions of community-based research and issues of power and decolonizing research.

What is research? Research is digging facts. Digging facts is as hard a job as mining coal. It means blowing them out form underground, cutting them, picking them, shoveling them, loading them, pushing them to the surface, weighing them, and then turning them on to the public for fuel—for light and heat. Facts make a fire which cannot be put out. To get coal requires miners. To get facts requires miners, too: fact miners.

--John Brophy, Pennsylvania miner, an advocate of public ownership of resources, 1921.

Community organizing is the process of building power through involving a constituency in identifying problems they share and the solutions to those problems that they desire; identifying the people and structures that can make those solutions possible; enlisting those targets in the effort through negotiation and using confrontation and pressure when needed; and building an institution that is democratically controlled by that constituency that can develop the capacity to take on further problems and that embodies the will and the power of that constituency.

--Dave Beckwith, with Cristina Lopez, Center for Community Change

Course Structure

This course will meet for approximately 3 hours once a week. The course's primary format will reflect participatory research's philosophical commitment to co-teaching and co-learning as opposed to more didactic pedagogical approaches, and critical group discussion will be emphasized. Learning will be through discussion of readings, guest speakers, and critical analysis of experiences and organizing and community-based research cases throughout the United States, and through your own social justice, community organizing, and participatory case study experiences. Participants will be expected to read the articles before class and come prepared to discuss how the theory relates to organizing and/or community-based research practice and to participants' own experiences.

Required Readings

Readings are available via CCLE. You will have approximately 70-90 pages of required reading each week and it is critical that you do the readings. Supplemental readings are not required, but may add to your understanding. In addition, you will each read a book of your choice on organizing (see paper assignment below).

Course Policies

Attendance:
Attendance is mandatory at all class sessions. If you are sick or have an unavoidable conflict, please notify me in advance by email. Any unexcused absences may be counted against your participation grade.

Grading:
Your final grade will be based on three required elements: 1) class participation, 2) organizing analysis paper and oral presentation and 3) research participation and analysis paper.

The elements will be weighted as follows:

Class participation, discussion	30%
Discussion questions	non-graded, but must do to pass
Organizing paper	35%
Research participation, analysis & presentation	35%

Course Requirements

***Participation*:**
Full participation by all students is critical to developing a student-centered learning environment. Participation means regular attendance, knowledge of the reading assignments, and participation in class exercises and discussions.

Discussion Questions
Each week, pose two discussion questions based on the readings. Discussion questions must be posted on CCLE at least by midnight on Saturdays. *No discussion questions are due on the first day of class.* These discussion questions will not be graded, but are required in order to pass the course. You may miss one set of questions during the quarter and still pass.

Analyzing and Evaluating Organizing Approaches and the Role of Research
Content outline of paper due April 30th
Final paper due May 28th

Effective organizers ground their work in theories based on knowledge of issues, groups, and practices of those that came before them. Successful organizing campaigns involve thought, planning and reflection. Organizing efforts often fail because they are reactive, because they lack thoughtful strategies, and/or because they employ the wrong tactics. Most labor and community organizers develop their skills, often with inadequate preparation, in the heat of particular campaigns. By carefully analyzing the strengths and weaknesses of particular organizing approaches and campaigns, we can improve our practice as planners/researchers supporting community and worker organizing.

1. Each student will read and analyze one book about organizing, either from a list provided by the professor (see list at end of assignment) or selected by the student and approved by the professor. In analyzing the particular approach to organizing expressed in the book, identify *[obviously, if something on the following list isn't in the book, you can't write about it, but please note it's absence]*:

    - The political and historical context in which this approach was developed
    - The values and political views of those who developed the approach
    - The short-range and long-range goals of the approach
    - Examples of strategies associated with the approach
    - Tactics associated with the approach
    - What the author, other analysts, participants and the organizers themselves reported on the strengths and weaknesses of the approach and related strategies.

2. Analyze at least one specific organizing campaign described in the book, including:
    - The context in which the organizing campaign took place and how the issues were created and framed by the organizers or by others
    - The target the organizers chose and why
    - The goals the organizers chose for the campaign and why

- The strategy the organizers chose and why
- The choice of strategy, and how it was affected by the values of the organizers and the approach they favored
- What resources the organizers utilized and how well they exploited those resources, including sources of information and funding as well as research and media aid
- What key groups or constituencies had a stake in the outcome
- How well the organizers targeted their opposition and how well they mobilized their constituents and potential allies
- What internal problems (including issues of race, class and gender) and external obstacles (e.g., opposition by media and law enforcement) the organizers faced and how they attempted to overcome those obstacles
- What tactics the organizers adopted, how well they worked, and what tactics organizers ignored
- How well the organizers used the media, and developed a strategy and tactics for doing so
- How well the organizers related to elected leaders and to the members and/or followers they were trying to organize; and how the campaign effort or organization functioned internally in terms of democracy, participation, education and empowerment.

3. Based on the descriptive analysis above, evaluate the organizing approach:
    - How well the organizing model served the activists in providing goals, strategies and tactics
    - How the organizers defined success or failure
    - Why the strategies adopted succeeded or why they failed
    - What role the organizers themselves played and how they were viewed by the people they tried to organize

Your description and analysis will be presented in a professionally written paper, double-spaced (no longer than 20 pages) . You will be primarily referencing the one book that you are reading, but sometimes the author of that book will reference other sources and sometimes you may wish to reference other sources (e.g., course readings). As is usual, you must identify all sources of data, information, and ideas. When quoting or paraphrasing someone else's work, cite the source. Use the author-date form of citation. For example:

> In our view, community development "is more than just bricks and mortar, specific job creation, or legislative reform. It is helping people to increase their control over decisions that affect their lives, developing their capacity to intervene in their own environments, and bring justice to their lives." (Kennedy & Mead, 1996, 101).

Then at the end of the paper, have a complete list of references. For example:

> Kennedy, Marie and Molly Mead. 1996. Serving in One's Own Community: Taking a Second Look at Our Assumptions about Community Service Education. *Metropolitan Universities.* Summer. 99-111.

NOTE: Using someone else's information or ideas without citing the source is misleading, prevents a reader from following up on interesting ideas, and defeats the educational purpose of the assignments (which is to build on other people's work to come up with your own ideas and conclusions). Also, the university forbids it, and stipulates serious penalties if a student is caught at it. Please don't do it. Guidelines for academic honesty are posted at http://www.deanofstudents.ucla.edu/StudentGuide.pdf, with a more complete code of conduct at http://www.deanofstudents.ucla.edu/studentconductcode.pdf. In brief, to adhere to academic honesty, you should:

- Again, provide citations for information, except for information that is general knowledge or that you learned from direct observation.
- When you use a direct quotation, "put it in quotation marks." (For direct quotes, give the page number.) It is not OK to use a close paraphrase as an alternative to a direct quotation—if it's close, we expect you to just use the direct quote.

Choose from this list of books or obtain the professor's approval of an organizing book of your choice:

- Alinsky, Saul D. (1969). *Reveille for Radicals.* New York: Vintage Books.
- Atlas, John. (2010). *Seeds of Change: The Story of ACORN.* Nashville: Vanderbilt University Press.
- Ganz, Marshall. (2009). *Why David Sometimes Wins: Leadership, Organization, and Strategy in the California Farm Worker Movement.* New York: Oxford University Press.
- Hinsdale, Mary Ann, Helen M. Lewis and S. Maxine Waller. (1995). *It Comes from the People: Community Development and Local Theology.* Philadelphia: Temple University Press.
- Medoff, Peter and Holly Sklar. (1994). *Streets of Hope: The Fall and Rise of an Urban Neighborhood.* Boston, MA: South End Press.
- Miller, Mike. (2009). *A Community Organizer's Tale: People and Power in San Francisco.* Berkeley: Heyday Books.
- Ransby, Barbara. ((2003). *Ella Baker and the Black Freedom Movement: A Radical Democratic Vision.* Chapel Hill, NC: University of North Carolina Press.
- Stout, Linda. (1996). *Bridging the Class Divide and Other Lessons for Grassroots Organizing.* Boston: Beacon Press.
- Warren, Mark R. (2001). *Dry Bones Rattling: Community Building to Revitalize American Democracy.* Princeton: Princeton University Press.

Research Participation and Analysis
Paper due June 4th; oral presentation on June 11th.
Los Angeles is a hotbed of community and worker organizing. Each student will participate in an ongoing research project that is connected to a community and/or worker organizing campaign. Students who are already involved in providing research assistance to an organizing campaign or community or worker organization may utilize that work in this assignment. Other students will be provided with a range of options for doing research in support of an organizing campaign. Students may work individually or in a team with other students in the class. Each student should plan on providing at least 30 hours of

work on research over the course of the quarter to the project in addition to the time taken to interview researchers and organizers in order to analyze the overall research design and the connection to organizing of the project in which they are participating:

- What is the overall research design?
- Who was involved in posing the research question(s)?
- What research methods are being employed?
- How and by whom were the research methods determined?
- Why were these research methods chosen?
- Who (besides you) is conducting the research?
- How does the research fit into an organizing campaign? Is the research itself an organizing tool?
- Who will determine how the results of the research are used?
- Will the results of this research help determine the target of an organizing campaign? Of particular strategies and tactics?
- Is there a media strategy connected to the research?
- In your opinion(s), how effective is the overall research design? If you were working with this group from the beginning, would you have suggested a different approach? What would be your appropriate role as a planner?

In a short professionally written paper (no longer than 10 pages, double spaced) and in a 5 minute presentation, share your analysis of the research design, the connection of the research to organizing and reflections on what your role as a planner might be in a similar situation.

Community Research and Organizing

Marie Kennedy **Class Schedule** **Spring 2012**

Class 1: April 2
Introduction—Interweaving Research & Organizing for Community Development

Required reading:

- Lukehart, John. (1997). Collaborative, Policy-Related Research in the Area of Fair Housing and Community Development. In Nyden, Philip, Anne Figert, Mark Shibley and Darryl Burrows. *Building Community: Social Science in Action.* Thousand Oaks, CA: Pine Forge Press. 47-51.
- Gaventa, John and Bill Horton. (Jan.1982) Digging the Facts. *Southern Exposure.*
- Sen, Rinku. (2003). Chapter 6: Take Back the Facts. *Stir It Up: Lessons in Community Organizing and Advocacy.* San Francisco: Jossey-Bass. 116-134.

Supplemental reading:

- Kennedy, Marie and Molly Mead. (1996) Serving in One's Own Community: Taking a Second Look at Our Assumptions about Community Service Education. *Metropolitan Universities*. 7.1. 99-111. [Note: Although about community service education, the point of this article is to think about the "baggage" each of us brings with us into a research/planning/organizing situation—how do we prepare ourselves to truly "hear" the community?]

Assignments:

- 2 discussion questions based on the readings for Class 2 to be posted on CCLE by Saturday, April 7
- Choose an organizing book to read for the organizing paper (see full assignment above)
- If your planned research project is not one of the 6 arranged by the instructor, provide a one to two paragraph description (hard copy) of your planned research project, identifying the group with which you will work and roughly the work that you will do. If it is one of the 6 pre-arranged projects, contact the community supervisor, meet or arrange a meeting with him or her so that you can get started.

Class 2: April 9
What is organizing? Models of organizing, part 1

Required reading:

- Sen, Rinku. (2003). Introduction: Community Organizing—Yesterday and Today. *Stir It Up: Lessons in Community Organizing and Advocacy.* San Francisco: Jossey-Bass. xliii-lxv.
- Obama, Barack. (Aug.-Sept. 1988). Why Organize? Problems and Promise in the Inner City. *Illinois Issues.* Downloaded from the web on 1/22/11.
- Staples, Lee. (2004). Excerpt from "Power to the People" Basic Organizing Philosophy and Goals. *Roots to Power: A Manual for Grassroots Organizing.* London: Praeger. 1-14.
- Stall, Susan and Randy Stoecker. (1997). Community Organizing or Organizing Community? Gender and the Crafts of Empowerment. A COMM-ORG Working Paper. http://comm-org.wisc.edu/papers96/gender2.html
- Kader, Adam. (Jan. 19, 2011). Storytelling as Organizing: How to Rescue the Left from its Crisis of Imagination. *In These Times.*
- Narro, Victor. (2010). In Milkman, Ruth, Joshua Bloom and Victor Narro, eds. Afterword. Ithaca: Cornell University. 233-244.

Skim the following reading related to the guest speaker:

- Milkman, Ruth, Ana Luz González and Victor Narro. (2010). *Wage Theft and Workplace Violations in Los Angeles.* Institute for Research on Labor and Employment, UCLA.
- Carwash Workers Organizing Committee of the United Steelworkers. (March 27, 2008). Cleaning Up the Carwash Industry: Empowering Workers and Protecting Communities.
- National Workers' Rights Board. (May 2010). Raising Standards for Carwash Workers.

Supplementary Reading:

- Waheed, Saba, Miho Kim and Walter Davis. (June 2010). Sustaining Organizing: A Survey of Organizations During the Economic Downturn. Data Center and the National Organizers Alliance.
- Hess, Douglas R. (June 1999). Community Organizing, Building and Developing: Their Relationship to Comprehensive Community Initiatives. Unpublished paper. 47 pages.

Guest speaker: **Victor Narro,** Project Director, UCLA Center for Labor and Education

Assignments:

- 2 discussion questions based on the readings for Class 2 to be posted on CCLE by Saturday, April 14.

Class 3: April 16
Models of organizing, part 2

Required reading:

- Sen, Rinku. (2003). Chapter One: New Realities, Integrated Strategies. *Stir It Up: Lessons in Community Organizing and Advocacy.* San Francisco: Jossey-Bass. 1-23.
- Orr, Marion, ed. (2007) Community Organizing and the Changing Ecology of Civic Engagement. *Transforming the City: Community Organizing and the Challenge of Political Change.* 1-27.
- Smock, Kristina. (2004). Chapter 2, Models of Community Organizing: An Overview & excerpt of Chapter 9, Lessons Learned. *Democracy in Action: Community Organizing and Urban Change*. New York: Columbia University Press. 10-33 & 248-255.
- Kennedy, Marie. (winter 2006). Book Review: Democracy in Action: Community Organizing and Urban Change. *Review of Radical Political Economics.*151-154.
- Rubin, Herbert J. and Irene S. Rubin. (2008). Organizational Models for Social Change. *Community Organizing and Development,* 4th ed. Boston: Pearson Education, Inc. List on inside front cover.
- Caitlin C. Patler. (2010). Alliance-Building and organizing for Immigrant Rights: The Case of the Coalition for Humane Immigrant Rights of Los Angeles. In Milkman, Ruth, Joshua Bloom and Victor Narro, eds. *Working for Justice: The L.A. Model of Organizing and Advocacy.* Ithaca: Cornell University Press. 71-88.

Assignments:

- 2 discussion questions based on the readings for the class 4 to be posted on CCLE by Saturday, April 21.

Class 4: April 23
Models of organizing, part 3
Transformative populism vs. redistributive populism

Required reading:

- Kennedy, Marie, Chris Tilly with Mauricio Gaston. (1990) Transformative Populism and the Development of a Community of Color. In Joseph Kling and Prudence Posner, eds., *Dilemmas of Activism*. Philadelphia: Temple University Press. 302-324.
- Santow, Mark. (2007) Running in Place: Saul Alinsky, Race and Community. In Orr, Marion, ed. *Transforming the City: Community Organizing and the Challenge of Political Change.* 28-55.
- Delgado, Gary. (1994) *Beyond the Politics of Place.* Oakland: Applied Research Center. 85 pages.
- Miller, Michael. (1996) "Beyond the Politics of Place": A Critical Review. San Francisco: Organize Training Center. Downloaded from http://comm-org.wisc.edu/papers96/miller.html on 1/22/11.

Guest speaker: **Carlos Amador,** MSW
Dream Resource Center Coordinator, UCLA Labor Center

Assignments:
- 2 discussion questions based on the readings for the next class to be posted on CCLE by Saturday, April 28.
- Content outline of your paper on an organizing book, hand in hard copy next class.

Class 5: April 30
Action Research-->Participatory Action Research

Required reading:
- Nina Wallerstein and Bonnie Duran. (2003). The Conceptual, Historical and Practice Roots of Community Based Participatory Research and Related Participatory Traditions. In Meredith Minkler and Nina Wallerstein, eds., *Community-Based Participatory Research for Health.* Jossey-Bass. 27-52.
- Sen, Rinku. (2003). Chapter 6: Take Back the Facts. *Stir It Up: Lessons in Community Organizing and Advocacy.* San Francisco: Jossey-Bass. 116-134.
- Chávez, Vivian, Bonnie Duran, et.al. (2003). The Dance of Race and Privilege in Community Based Participatory Research. In Meredith Minkler and Nina Wallerstein, eds., *Community-Based Participatory Research for Health.* Jossey-Bass. 81-97.

A case study: The Roofless Women's Action Research Mobilization
Skim the following:
- Kennedy, Marie with the Roofless Women's Action Research Mobilization researchers. (1996). A hole in my soul: Experiences of homeless women. In Diane Dujon and Ann Withorn, eds. *For Crying Out Loud: Women's Poverty in the United States*, 2nd edition. Boston: South End Press. 41-55.
- Replogle, Elaine M. (Fall 1995). Promising Practices: The Roofless Women's Action Research Mobilization (RWARM). *The Evaluation Exchange.* Harvard Family Research Project.
- Kennedy, Marie and Betsy Reed. (Jan/Feb 1996). *Dollars & Sense.* 27-29, 39.
- Kennedy, Marie. (1998). Lifting Women's Voices: The Roofless Women's Action Research Mobilization and Participatory Action Research. *Planners Network.* July/August 1998. 7-9.

Methods:
- O'Brien, Rory. (1998). An Overview of the Methodological Approach of Action Research. http://www.web.net/~robrien/papers/arfinal.html
- Bradbury, Hilary. (2003). Issues and Choice Points for Improving the Quality of Action Research. In Meredith Minkler and Nina Wallerstein, eds., *Community-Based Participatory Research for Health.* Jossey-Bass. 201-220.
- Brown, Leland and William A. Vega. (2003). A Protocol for Community Based Research. In Meredith Minkler and Nina Wallerstein, eds., *Community-Based Participatory Research for Health.* Jossey-Bass. 407-409.

Supplemental Reading:

- Park, Peter. (1993). What Is Participatory Research? A Theoretical and Methodological Perspective. In Park, Peter, Mary Brydon-Miller, Budd Hall and Ted Jackson. *Voices of Change: Participatory Research in the United States and Canada.* Westport, CT: Bergin & Garvey. 1-19.
- Connell, Dan. (Aug. 1997). Participatory development: An approach sensitive to class and gender. *Development in Practice.* 7:3.
- Eyben, Rosalind, Colette Harris and Jethro Petitit (Nov 2006). Introduction: Exploring Power for Change. *IDS Bulletin.* 37:6. 1-10.

Assignments:
- 2 discussion questions based on the readings for the next class to be posted on CCLE by Saturday, May 5

Class 6: May 7
Collaborative Project-Based Community Research

Required reading:
- Stoecker, Randy. (2005). Chapter 2: The Goose Approach to Research. *Research Methods for Community Change.* Thousand Oaks: Sage Publications. 27-58.
- Stoecker, Randy. (2003). Are Academics Irrelevant?: Approaches and Roles for Scholars in Community Based Participatory Research. In Meredith Minkler and Nina Wallerstein, eds., *Community-Based Participatory Research for Health.* Jossey-Bass. 98-112.
- Nyden, Philip, Anne Figert, Mark Shibley and Darryl Burrows. (1997). University-Community Collaborative Research: Adding Chairs at the Research Table. *Building Community: Social Science in Action.* Thousand Oaks, CA: Pine Forge Press. 3-13.
- Kennedy, Marie, Lorna Rivera and Chris Tilly. (Summer 2003). Looking at Participatory Planning in Cuba…Through an Art Deco Window. *Progressive Planning.* #156. 4-8.
- Kennedy, Marie, Chris Tilly and Mercedes Arce. (2010) Participatory planning in a rural Mexican village: Lessons for community development and planning education. Unpublished paper.

Methods:
- Oxfam. Quick Guide to Power Analysis.
- *Skim for a sense of the wide variety of methods used in 38 different cases:* The Institute for Community Research. (2007). *Case Studies in Community-Based Collaborative Research.*
- Center for Community Planning, UMass Boston. Visioning Exercise for goal setting.
- Fontana, Andrea and James H. Frey. (2005). The Interview: From Neutral Stance to Political Involvement. In Denzin, Norman K. and Yvonna S. Lincoln, eds. *The Sage Handbook of Qualitative Research,* 3rd ed. Thousand Oaks, CA: Sage Publications. 695-727.
- Kamberelis, George and Greg Dimitriadis. (2005). Focus Groups: Strategic Articulations of Pedagogy, Politics, and Inquiry. In Denzin, Norman K. and Yvonna S. Lincoln, eds. *The Sage Handbook of Qualitative Research,* 3rd ed. Thousand Oaks, CA: Sage Publications. 887-907.

Supplemental Reading:

- Kennedy, Marie and Michael Stone. (1997). Bringing the Community Into the University. In Nyden, Philip, Anne Figert, Mark Shibley and Darryl Burrows, eds., *Building Community: Social Science in Action.* Thousand Oaks, CA: Pine Forge Press. 120-128.

Exercise: visioning for goal setting

Assignments:

- 2 discussion questions based on the readings for the next class to be posted on CCLE by Saturday, May 12.

Class 7: May 14
Research and Environmental Justice Organizing

Required reading:

- Bullard, Robert D. (1997). Dismantling Environmental Racism in the Policy Arena: The Role of Collaborative Social Research. In Nyden, Philip, Anne Figert, Mark Shibley and Darryl Burrows. *Building Community: Social Science in Action.* Thousand Oaks, CA: Pine Forge Press. 67-73.
- Bullard, Robert D. (2000). Environmental Justice: Grassroots Activism and Its Impact on Public Policy Decision Making. *Journal of Social Issues.* 56:3. 555-578.
- Robert Gottlieb. (1997). Janitors and Dry Cleaners: Constructing a Collaborative Model for Environmental Research. In Nyden, Philip, Anne Figert, Mark Shibley and Darryl Burrows. *Building Community: Social Science in Action.* Thousand Oaks, CA: Pine Forge Press. 79-84.
- The Building a Regional Voice for Environmental Justice Collaborative. (2004). Building a Regional Voice for Environmental Justice. 14 pages.
- Los Angeles Collaborative for Environmental Health and Justice: Hidden Hazards: A Call to Action for Healthy, Livable Communities.

Methods:

- Brown, Marianne P. (2003). Risk Mapping as a Tool for Community Based Participatory Research and Organizing. In Meredith Minkler and Nina Wallerstein, eds., *Community-Based Participatory Research for Health.* Jossey-Bass. 446-450.
- Wang, Caroline C. (2003). Using Photovoice as a Participatory Assessment and Issue Selection Tool: A Case Study with the Homeless in Ann Arbor. In Meredith Minkler and Nina Wallerstein, eds., *Community-Based Participatory Research for Health.* Jossey-Bass. 179-200.

Supplementary Reading:

- Collin, Robin Morris and Robert Collin. (2005). Environmental Reparations. In Bullard, Robert D., ed., *Environmental Justice: Human Rights and the Politics of Pollution.* San Francisco: Sierra Club Books. 209-221

Guest speaker: **Marcie Hale**

Assignments:
- 2 discussion questions based on the readings for the next class to be posted on CCLE by Saturday, May 19.

Class 8: May 21
Research and Place-Based Organizing

Required reading:
- Gaston, Mauricio and Marie Kennedy. (Sept.1987) Capital Investment or Community Development? The Struggle for Land Control by Boston's Black and Latino Community. *Antipode: A Radical Journal of Geography*. 19:2. 178-209.
- Figueroa Corridor Coalition for Economic Justice and Los Angeles Coalition to End Hunger & Homelessness. (Aug. 2002). Share the Wealth: A Policy Strategy for Fair Redevelopment in L.A.'s City Center.
- Haas, Gilda with Andrea Gibbons. (Sept. 2002). Redefining Redevelopment: Participatory Research for Equity in the Los Angeles Figueroa Corridor. Department of Urban Planning, School of Public Affairs, University of California Los Angeles.

Supplemental Reading:
- Berzofsky, Scott, Christopher Gladora, David Sloan and Nicholas Wisniewski. (2007). Listening, Collaboration, Solidarity. *Critical Planning.* 111-119.

Guest Speaker: **Lauren Ahkiam,** Community and Environmental Planning Team, Pacoima Beautiful

Assignments:
- 2 discussion questions based on the readings for the next class to be posted on CCLE by Saturday, May 26.
- Final paper on book about organizing; bring hard copy to class and submit on CCLE.

Class 9: May 28
Research and Organizing of Workers

Required reading:
- Leavitt, Jacqueline and Gary Blasi. (2010). The Los Angeles Taxi Workers Alliance. In Milkman, Ruth, Joshua Bloom and Victor Narro, eds. *Working for Justice: The L.A. Model of Organizing and Advocacy.* Ithaca: Cornell University Press. 109-124.
- Stuart, Forrest. (2010). From the Shop to the Streets: Unite HERE Organizing in Los Angeles Hotels. In Milkman, Ruth, Joshua Bloom and Victor Narro, eds. *Working for Justice: The L.A. Model of Organizing and Advocacy.* Ithaca: Cornell University Press. 191-210.
- LAANE. (Dec. 2009). Transforming the Gateway to L.A.: The Economic Benefits of a Sustainable Tourism Model.

Methods:

- Lee, Pam Tau, Niklas Krause and Charles Goetchius. (2003). Participatory Action Research with Hotel Room Cleaners: From Collaborative Study to the Bargaining Table. In Meredith Minkler and Nina Wallerstein, eds., *Community-Based Participatory Research for Health.* Jossey-Bass. 390-404.

Guest Speaker: **Jackie Leavitt**

Assignments:

- 2 discussion questions based on the readings for the next class to be posted on CCLE by Saturday, June 2.
- Paper on research project, bring hard copy to class and submit on CCLE.

Class 10: June 4
Utilizing GIS in organizing

Readings:

- Gambhir, Samir, Jason Reece, Matthew Martin, Kwabena Agyeman and Craig Ratchford. (January 2009). *Utilizing GIS To Support Advocacy and Social Justice.* Kirwan Institute for the Study of Race and Ethnicity. The Ohio State University. 62 pages.
- The Neighborhood Economic Development Advocacy Project. Financial Justice Mapping Project. 1 page.
- Lindenbaum Stephanie. (2006). *GIS/Mapping Case Studies.* New York: Open Society Institute. 46 pages.

Assignments:

- oral presentation on June 11th.

CHIC 306

Instructor: Erualdo R. González, Ph.D.
Seminar: Thursdays, 4-6:45pm, H-413
Office: H-312-B
Office Hours: Th. 1-3:00pm and by appointment
Email: egonzalez@fullerton.edu Phone: (657) 278-7672

Department of Chicana and Chicano Studies

Our mission is to enhance critical thinking, communication, and civic-mindedness through an engaging and interdisciplinary curriculum, focusing on the social sciences, humanities, and the arts. We aim to prepare our scholars for future academic and non-academic employment endeavors in order to be successful leaders in Chicana/o and Latina/o-origin communities.

We have three main **student learning outcomes** and they are to: 1. Understand the role of critical theory in social phenomena, 2. Practice diverse research methodologies, and 3. Improve oral and written communication skills.

Course description: This course examines how Latina/o and Mexican-origin communities develop in urban areas and the role of collective action in the community. The course requires service learning and fulfills Chicana Studies Major/Minor Elective. Credit hours/units: 3. No prerequisites.

This class is a seminar. A seminar means the class is small and requires that you be prepared each week. Students are expected to go beyond memorizing theories and facts. The class allows students to *learn* how ideas, assumptions, and biases underpin our worldviews. Students share with the instructor the responsibility to make the class successful.

Course Learning Goals

1. Articulate why planning matters and community planning values.
2. Articulate key social theories of urban space and place.
3. Articulate how the politics of planning, policy, and redevelopment shape and reshape barrios.
4. Gain knowledge of the social, economic, and health issues of our own cities.
5. Gain knowledge of grassroots planning practices and how these can help people pursue individual and public goals.
6. Appreciate the difficulties and opportunities of planning and running a city.

Communication and Class Materials

Course Website is TITANium

To access select course readings and materials, enter the portal http://www.fullerton.edu/ and click "Try the New Portal." There are many resources available to help you with Moodle. One site is http://docs.moodle.org/20/en/Student_tutorials.

Communication

All course announcements and personal e-mail are sent through TITANium. You are expected to check your *Fullerton email account* for updates at least twice a week.

Class Books and Readings

Required Books

1. David R. Diaz and Rodolfo D. Torres (2012). *Latino urbanism: The politics of planning, policy, and redevelopment.* New York: NYU Press.
2. Michael Rios and Leonardo Vazquez, with Lucrezia Miranda (2012). *Dialogos: Placemaking in Latino communities.* London: Routledge
3. Xiangming Chen, Anthony M. Orum, and Krista E. Paulsen (2012). *Introduction to cities: How place and space shape human experience*. West Sussex: Wiley-Blackwell.

Readings on TITANium

1. Arellano, G. (2010). Mi casa es mi cas. OC Weekly.
2. Center for Urban Pedagogy (review About, What we Do, How we Do it and Government in Plain Sight-click "free download" and review brochure).
3. http://welcometocup.org/About
4. http://welcometocup.org/Projects/CityStudies/GovernmentInPlainSight
5. Duerksen, Dale, and Elliot (2009) (4th edition). *The citizen's guide to planning*. Chicago: American Planning Association Planners Press.
6. Gonzales (2010). Santa Ana mom helped push city reform efforts. OC Register
7. Gonzalez (2013). Stop ethnic cleansing! In Downtown Santa Ana! Draft manuscript.
8. Gonzalez, Sarmiento, Urzua, and Luevano (2012). The grassroots and new urbanism: A case from a Southern California Latino community. *Journal of Urbanism: International research on placemaking and urban sustainability*, 5(2-3), 219-239. Special issue on Latino urbanism.
9. Hayden, Dolores (1995). Invisible Angelenos. In *The power of place: Urban landscapes as public history.* United States: MIT Press.
10. Tormey, Jane (2013). Walking the city. In *Cities and photography*. London: Routledge.

Assessment and Assignments

Requirement	Points
1. On-Line Forum	5
2. Urban Photography	10
3. RAD#1	5
4. RAD#2	5
5. RAD#3	5
6. Mid-term	35
7. Final Paper	20
8. Participation	10

This course is based on 100 points and a letter grade: A, B, C, D, F. Plus and minus applies. Late assignments will not be accepted. There is no extra credit option.

The points above do not add to 100 because each group RAD will be graded on a 10 point value, not 5.

A+ (98-100 points/%); A (93-97 points/%); A- (90-92 points/%); B+ (88-89 points/%); B (83-87 points/%); B- (80-82 points/%); C+ (78-79 points/%); C (73-77 points/%); C- (70-72 points/%); D+ (68-69 points/%); D (63-67 points/%); D- (60-62 points/%); F (<59 points/%).

On-Line Forums: is meant to help students think of issues in ways they may have not thought before and develop critical thinking skills.

You will typically respond to two types of questions. The first type of question requires that you identify and comment on key themes/ideas of a reading, lecture, or video. The other type of question will ask you to constructively comment on another student's answer.

You will be expected to answer within a word count per question. Each On-Line Forum will be "timed out" at 11:59pm PST for the respective due date. You can't post at a later date or email answers.

Questions will be available through TITANium.

Your posts are not formal essays, but neither are they private conversations. You will not be held accountable for grammar, usage, mechanics, but you will be expected to write as clearly as you can.

You are required to adhere to the norms of online "netiquette" http://www.albion.com/netiquette/corerules.html. If You Get Stuck…Helpful Phone numbers and contacts: CSUF Student Help Desk for Technical problems: 657-278-7777, helpdesk@fullerton.edu. Titan Help: http://www.fullerton.edu/helpdesk/index.as

On-Line Discussion

Quantity			***Quality***
Criteria Score	**Max Score**	**Max Score**	**Criteria Score**
The student contributed regularly. The sequence of how responses were placed suggests meaningful engagement in the discussions	2.5	2.5	The student showed initiative, interpreted, synthesized, integrated various threads, backed up opinions with concrete examples, or redirected the discussion.
The student's level of contribution was acceptable/of average value.	2	2	The student contributed more than just facts, and responded to the implications of other students' ideas.
The student hardly contributed or the student's posts all came in the final few minutes before the deadline for ending a particular discussion.	1	1	The student displayed a lack of preparation/insight.
The student did not contribute at all.	0	0	The student displayed a lack of preparation/insight

Readiness Assurance Discussion (RAD): has two parts, Individual and Group. There are 3 RADs.

Please see the course calendar.

Individual Written Assignment

The RAD questions should be answered according to the word count that the instructor specifies. Go to "Tools" and select "Word Count" to count your words.

The assignment should be typed in Word, single space, Times New Roman, 12 font, and top, bottom, right, and left margins should be at 1". The name of the student, class title, instructor name, and date should be on the upper left corner, single space. There is no need for a cover page. Staple your assignment if it is more than one page. The student will turn in her/his RAD at the start of class.

NOTE: these guidelines also apply for the group written assignment.

Group Exercise and Written Assignment
Each RAD week, one group will complete the RAD questions as a group and submit one group written assignment.

The group will also structure a creative exercise and discussion based on the RAD questions of that week. We will form groups at the start of the semester and randomly assign the date they go. Each group will have 1 hour and do at least two of the following:

- Create debate. Don't simply ask students to read what they answered. Bring out a different discussion.
- Push students to use vocabulary learned in class; ask them to rephrase when they make statements that they could have made without taking this class.
- Have each student explain why she/he answers the way she/he does (biases, value judgments, personal experiences).
- Allow students to see how different students bring different interpretations and experiences to class topics/questions.
- Push to students to think how they would feel if they, their family, social group, neighborhood or city were the subjects talked about, inferred (or not) in a particular question or scenario.

The group should get the whole class involved in equal ways (not just a few students who always participate). To help you, use at least one of the following: podcasts, short video clips, skits, artwork, role-playing, on-line activities, social media, flip charts, etc.

The group will synthesize what the class is saying and report back during or after the exercise.

Groups are expected to meet with Dr. González during office hours for exercise approval at least one week before leading a group RAD.

RAD

Individual Criteria Score	**Max Points**
The student answered each question completely, showing mastery of class material. This often requires using specific concepts, ideas, or examples used by specific authors and/or lectures.	4
The student followed assignment format and requirements (e.g., word count, format)	1

Group Criteria Score	**Max Points**
The quality and quantity of participation from each member was similar. The use of at least one of the following were used: podcasts, short video clips, skits, artwork, role-playing, on-line activities, or social media.	4
For the written assignment, the group answered each question completely, showing mastery of class material. This often requires using specific concepts, ideas, or examples used by specific authors and/or lectures.	3
For the written assignment, the group followed format and requirements (e.g., word count, format)	1
(Participation) Each group member will evaluate his/her group member to indicate that member's contribution to the group exercise and completion of the written assignment. This will be confidential, averaged, and used in the student's class participation grade.	(2)

Urban Photography: Take pictures of your city and explore the relationship between people and the city. Focus on documenting one topic, such as social, political, economic, and cultural representations. Guiding questions to your work could be: what does photography as a medium provide for a vision of "city?" What can photographs tell us about any of the following: cities, histories, attitudes, ideas, tensions, attachments, biases, economics, changes, and continuity? What key concepts learned in class best exemplify your photographs and may photographs capture that our class concepts and case studies and other research cannot?

Mid-term: The in class multiple-choice and one short-essay mid-term covers lectures, readings, videos, and guest speakers. This will be closed book and students will be given several short-essay questions at least one week ahead of time, of which one question will be on the exam.

Final Paper: You have an option. Your 10 page final paper *can be based on* either service learning or urban research. The Final Paper culminates all of your knowledge and experience, inside and outside the class.

- **Service Learning:** You have the opportunity to complete 20 hours. You will choose a site from a list of recommendations and you will register with CSUF's Center for Internships and Community Engagement (CICE) at www.fullerton.edu/cice. CICE will walk us through registration and how to find other sites if the recommendations do not fit your needs.

Students should formalize service learning with their site and register with CICE by week 3 and inform the instructor about this progress via email until she/he completes these steps.

Service learning is important to CSUF's mission, which states "through experiences in and out of the classroom, students develop the habit of intellectual inquiry, prepare for challenging professions, strengthen relationships to their communities and contribute productively to society." Service learning allows students to learn and develop through an organized service in and meets the needs of a community, helps foster civic responsibility, integrates and enhances the class curriculum, and includes structured time for students to reflect on the service experience (AAHE, Service-Learning in the Discipline, cited in Integrating Service Learning; Center for Internships and Community Engagement). For more information, visit www.fullerton.edu/cice.

The Final Service Learning Paper will have: **1)** Cover page, **2**) Introduction [1/2-1page], **3)** Summary of service learning [2 pages], **4)** Discussion of two course Learning Goals that you accomplished the most; link back to your summary [3 pages], **5)** Surprises about what you learned and experienced in the classroom and in the community [2 pages], **6)** Summary of your paper (1/2 page); **10)** "Personal Note" to future Barrio Studies students [1 page], **8**) Bibliography, and **9**) Appendix (1 picture of you during service-learning; does not count toward page count). This paper is due via TITANium (please see course calendar).

The paper should have 1" margins, be double spaced, use Times New Roman 12 font, and should only have one hard space (press return once) between paragraphs, and indent each new paragraph. The citations and bibliography should be in Chicago Style.

You must keep track of the amount of hours that you completed, as evidenced by your supervisor's signature. The Time Log is available on TITANiun. Students should bring this to class each week in case the instructor wishes to discuss progress. This will not be graded, but used to track hours.

- **Urban Research:** In consultation and under the mentorship of the instructor, students can conduct any one the following types of research projects: **interviews, photography, discourse analysis** of a city specific plan, **review, collection, and analysis of secondary data sources** or a different study that the instructor agrees to. Students must meet with the

instructor during office hours at least twice a month to discuss, plan, and review the progress her/his project.

Interview several residents, business owners, or city officials of a neighborhood or downtown area that is undergoing debate over gentrification. Residents should vary in terms of certain variables, such as their length of residence, economic position, and other demographic positions. What explanations do they provide for the causes and results of changes? How do their explanations vary based on any of the variables listed above? You could also interview

Take pictures of your city and explore the relationship between people and the city. Focus on documenting one topic, such as social, political, economic, and cultural representations. Guiding questions to your work could be: what does photography as a medium provide for a vision of "city?" What can photographs tell us about any of the following: cities, histories, attitudes, ideas, tensions, attachments, biases, economics, changes, and continuity? What key concepts learned in class best exemplify your photographs and may photographs capture that our class concepts, ideas, and case studies and other research cannot?

Conduct a discourse analysis of a city specific plan. Discourse analysis is analyzing language in order to find general underlying rules behind text (words on a document). Find, "read up", and write a detailed outline for two scholarly peer-reviewed articles that uses discourse analysis of urban plans. The instructor will provide one of these articles for you. Around the same time, find one *specific* neighborhood or downtown revitalization plan (access city websites for this). Next, the student and instructor will outline the main parts of her/his research project and devise a plan.

Review, collect, and analyze existing/secondary research article, policy reports, and other data sources for an on-going hot planning topic. Please consult with the instructor for suggestions.

The Final Research Paper will be 10 pages and the student and instructor will develop the structure of the paper during the course of the semester. The paper should have 1" margins, be double spaced, use Times New Roman 12 font, and should only have one hard space (press return once) between paragraphs, and indent each new paragraph. The citations and bibliography should be in Chicago Style.

Class Policies

Cells/laptops The instructor will deduct one participation point each time a student is caught breaking any one of following: Laptops are allowed to take notes and during on-line activities and this privilege will be revoked if the instructor determines that the student is engaging in other activities. Phones must be turned off when we are not conducting on-line activities and students cannot text.

Safe Space: This classroom and my office hours are "safe spaces." A safe space is a location where activities, discussions, and listening are meant to respect, understand, and/or empathize with the many different views, experiences, abilities, and backgrounds that we may have. Students are also expected to help make the class a safe space.

Syllabus: You are expected to read and understand the syllabus and abide by all the policies, directions, and expectations. I have the right to modify the syllabus at anytime.

Read: Students are expected to complete all readings and be prepared to discuss them by class time on respective Thursdays.

Class Format: This is a seminar and has service learning or urban research options. Some classes and assignments will be held on-line.

Assignments: Please see Assessment and Assignments. You are expected to complete and submit assignments by the assigned deadlines and method. I will not accept assignments as email attachments.

I WILL NOT accept excuses for late work, such as "I could not get on "TITANium," "I am at work and don't have access to my assignment on my computer," or "My internet connection/computer was not working." Ideally, you should submit assignments a few days EARLY in case of an unforeseen glitch or emergency.

Grading: Please look under Assessment and Assignments.

In the event of an emergency, students should contact the instructor prior to the due date to make alternative arrangements. Students may be required to provide evidence of an emergency.

A grading challenge must occur within a week from the date the assignment was returned/or graded. The re-grading may raise or lower the original grade. Please make sure that you are officially enrolled in the class and that you are receiving communication.

Phones: All phones must be turned "off" unless otherwise noted.

On-line/comp. skills: Please bring to each class your laptop, ipad, and/or smart phone for class exercises.

Restriction: Redistribution of class lectures and materials is prohibited.

Student Expectations: The course is structured to increase students' knowledge, inspire learning, and ability to apply course concepts in different formats. Effective teaching and learning requires an intellectual exchange, such that the course format provides similar opportunities for dialogue, in person and on-line.

Plagiarism: It is prohibited to copy and paste content from other sources (including ideas from other students) to complete any aspect of the class assignments. I will use Turn-It-In and Google to screen for plagiarism. Any assignment that appears to be plagiarized will be handled on a case-by-case basis.

Netiquette: Netiquette guidelines can be found at the following website: http://www.studygs.net/netiquette.htm. Any violation of these policies will result in your dismissal from the course.

University Policies

Academic Dishonesty

All work for this class is to be your own work. You are responsible for familiarizing yourself with the Academic Dishonesty section of the University Catalog (page 484). You can access this information online in the Student Handbook, under Student Discipline, Academic

Dishonesty Procedures, Policy at http://www.fullerton.edu/handbook/policy. If you have any questions about what constitutes plagiarism or cheating, please ask the instructor. Further, Academic dishonesty includes such things as cheating, inventing false information or citations, plagiarism, and helping someone else commit an act of academic dishonesty. Students found guilty of academic dishonesty will be assigned an appropriate academic penalty ranging from a reprimand to a grade of F and will be reported to the Judicial Officer on campus. **PLAGIARISM** is a specific form of academic dishonesty (cheating) which consists of handing in someone else's work, copying or purchasing a composition, using ideas, paragraphs, sentences, or phrases written by another, or using data and/or statistics compiled by another without giving citation. Any acts of academic dishonesty will be dealt with in accordance to CSUF policies and will receive a 0 on assignments.

Disabled Student Services

The mission of our Disabled Students Services Office is "to make all of the university's educational, cultural, social, and physical facilities and programs accessible to students with orthopedic, functional, perceptual and/or learning disabilities." Please inform me during the first week of classes about any disability or special needs that you have that may require specific arrangements related to attending class sessions, carrying out class assignments, or writing papers or exams; I will be most happy to make appropriate accommodations. According to the California State University Policy, students with disabilities need to document their disabilities at the Disabled Student Services Office. The office is located in UH 101; the phone number is (657) 278-3117. See www.fullerton.edu/disabledservices.

Class Etiquette/communications

The classroom is a wonderful place to learn, exchange ideas and experience both academic and personal growth. Therefore, to protect and respect this collegial environment, it is very important to actively listen and not be disruptive when your peers or the professor is speaking. Please refrain from using cell phones and pagers during class. Also, coming to class well-rested, eating prior to class (not in class), and being involved with discussions in class will contribute significantly to your efforts in furthering your knowledge of the material covered in this class. All these measures will preserve the integrity of the educational experience.

Fall 2013

IDCE 344 – Going Local: Perspectives on Community Development and Planning

Clark University
International Development, Community Planning and Environment (IDCE)

Instructor: Sheryl-Ann Simpson
Course Hours: Fridays, 1:25-4:25
Room: IDCE GRAN
Office Hours: Fridays 11:30-12:30 and by appointment
Office: IDCE 31
Email: ssimpson@clarku.edu

Course Overview and Objectives

The purpose of this seminar is to introduce students to theories, debates and practical strategies regarding the development of urban communities. Students consider the complexities inherent in "community" and "participation". They critically analyze community as a set of social relations, as a local economy, as a built environment, and as a political organization. Through readings, community-based exercises, and by bringing their own stories into the class, students begin to recognize the importance of race, gender, age, class, identity, and culture in working with communities. They examine the roles and effectiveness of the methods, models and strategies used by informal neighborhood organizations, banks, private developers, local nonprofits, and government agencies in rebuilding communities and their economies. Story-telling, case examples and articles from across the United States will be used.

The general goal for the course is to build an understanding of community development theory and practice from an equity and social justice perspective, and to provide a space for students to begin to explore their own interests, and potential roles within the field. More specific aims for students are to:

1. develop working definitions of key ideas involved in community development;
2. build an understanding of the diversity of perspectives for ideals for community, development and urban change;
3. have strong examples and ideas for nimble, community development practice that draw on the tacit knowledge held within communities;
4. begin to build a community of peer practitioners to continue the conversations and explorations started in this course, aimed at developing equity and social-justice focused community development practices.

Course Methods

This course is designed as a seminar and so one of the most important components is the opportunity to learn from, and share your experiences with peers, and to connect the dots between our various experiences, opinions and understandings of community development and urban spaces. As such there are several different opportunities for participation and evaluation.

1. You are expected to participate in class discussions and activities.
2. You will take turns leading weekly discussions on course readings (see Guidelines for Facilitating Class Discussions on page 6).
3. You will write 8 e-journals over the course of the semester in reaction to the readings. The e-journal will be on your understanding and analysis of the week's readings and/or on experiences at community meetings (community meeting option described below). You should also raise

technical, policy and/or philosophical questions in the e-journal. The e-journal will help you organize your thoughts about the readings and how the readings relate to your research interests and community development beliefs and practices. This preparatory work will greatly enhance the quality of class discussion. You are also encouraged to read each other's e-journals before class. E-journals are due by noon the Thursday before class. (see page 6 for a detailed description of this assignment).

4. You will complete a community-based research exercise. (see page 7 for a detailed description of this assignment).
5. You will prepare a Practitioner Profile and present it during the last week of class (see page 8 for a description of this assignment).

Course Requirements

8 E-Journals	due Thursdays at noon	40%
Short paper on community-based research exercise	due September 27	20%
Practitioner Profile 40%		
oral presentation	due December 6	10%
written report	due December 13	30%

Your grade in CDP courses will be based on your class participation and performance on tests, written assignments and projects. The class participation component of your grade includes the overall quality of your contributions to discussion, your demonstrated knowledge of assigned reading, frequency of your participation, and creative interpretation of reading material. Class participation also encompasses timely and consistent attendance.

A good grade for any graduate class is a "B+." Students meeting the instructor's standards in class participation and performance will be awarded a "B+." An "A" grade will be earned only if all standards are exceeded as measured by outstanding scholarship in all areas. A student that actively participates in class discussion but completes written assignments only on par with other students will not earn an "A." Similarly, a student who submits very well written reports or conducts projects with skill, but does not demonstrate high competence in oral presentation, will not earn an "A."

Diversity and Accessibility in the Classroom: Students with all types of learning styles and needs are welcome in this course. If you have a consideration that might require accommodation, please do not hesitate to approach me or to consult with Disability Services.
http://www.clarku.edu/offices/aac/ada/

Academic Integrity: Honesty, trust and integrity are absolutely essential in this course, and in research and practice in general. As such Clark treats any academic dishonesty violations with the utmost seriousness. Please familiarize yourself with Clark's policies on academic integrity and dishonesty, and when in doubt please ask!
http://www.clarku.edu/offices/aac/integrity.cfm

Resources

Required texts:

- DeFilippis, J and Saegert, S (2008) Community Development Reader. Routledge
- DeFilippis, J., Fisher, R. and Shragge E. (2010) Contesting Community: The Limits and Potentials of Local Organizing. New Brunswick, NJ: Rutgers University Press.
- Medoff, P. and Sklar H. (1994) Streets of Hope: The Fall and Rise of an Urban Neighborhood. South End Press.

Any readings not in the required texts will be posted to Moodle or are available online as indicated by the URL.

You will find many helpful resources on development and environment in the Jeanne X. Kasperson Research Library (formerly Marsh Research Library), which can be found at
18 Claremont St. (corner of Woodland and Claremont streets)

Writing resources: The Clark Writing Center http://www.clarku.edu/departments/writingatclark/center.cfm

Additional online community development resources:

- NeighborWorks America – Leaders for Communities portal
  http://www.leadersforcommunities.org/
- Community Planning – International case and resources
  http://www.communityplanning.net/index.php
- The Asset-Based Community Development Institute
  http://www.abcdinstitute.org/

Reading and Course Schedule

<u>Introductions and Context</u>

week 1 (Aug 30): Introductions

- Hall, Stuart (1993) Culture, community, nation. Cultural Studies, 7(3):349-363.
- Khan, Michael (1974) The seminar, Unpublished Paper.

week 2 (Sept 6): Community and Neighborhood

- Community Development Reader – Chapt 19
- Contesting Community: The Limits and Potentials of Local Organizing. – Chapt 1
- Martin, Deborah G. (2003) Enacting neighborhood. Urban Geography, 24(5):361-385.

week 3 (Sept 13): Local Community Development, Social Capital and Citizenship

- Contesting Community: The Limits and Potentials of Local Organizing – Chapt 2
- DeFilippis, James (2001) The myth of social capital in community development. Housing Policy Debate, 12(4): 781-806.
- Staeheli, Lynn A, Patricia Ehrkamp, Helga Leitner and Caroline R. Nagel (2012) Dreaming the ordinary: Daily life and the complex geographies of citizenship. Progress in Human Geography, 36(5):628-644.

week 4 (Sep 20): Community Development and Public Policy

- Newman, Kathe, and Robert Lake (2006) Democracy, bureaucracy and difference in US community

development politics since 1968. Progress in Human Geography 30 (1): 44-61.
- Community Development Reader – Chapt 2
- Goetz, Edward and Karen Chapple (2010) Dispersal as anti-poverty policy. in Davies, Jonathan and David Imbroscio ed. Critical Urban Studies: New Directions. pp 149-164.
- Turner, Margery Austin (2009) New life for US housing and urban policy http://www.urban.org/publications/901258.html

Diverse Perspectives on Community Development

week 5 (Sept 27): Community Organizing
- Community Development Reader – Chapt 21-24
- Heynen, Nik (2009) Bending the bars of empire from every ghetto for survival: The Black Panther Party's radical antihunger politics of social reproduction and scale. Annals of the Association of American Geographers. 99(2):

week 6 (Oct 4): Community Building
- Community Development Reader – Chapt 4, 25-27

week 7 (Oct 11): Between and Betwixt Organizing and Building
- Community Development Reader – Chapt 28-29
- Saegert, Susan (2006) Building capacity in urban neighborhoods: An empirically grounded anatomy. Journal of Urban Affairs, 28(3):275-294.

Community Development Topics and Practice

week 8 (Oct 18): Applications of Community Organizing and Community Building
- Contesting Community: The Limits and Potentials of Local Organizing – Chapt 5
- Medoff, P. and Sklar H. (1994) Streets of Hope: The Fall and Rise of an Urban Neighborhood. South End Press: Boston.

week 9 (Oct 25): Developing partnerships between researchers and local communities for the purpose of social change
- Umemoto, Karen (2001) Walking in another's shoes : Epistemological challenges in participatory planning. Journal of Planning Education and Research, 21:17-31.
- Greenwood and Levin (2007) Introduction to Action Research: Social Research for Social Change pp 1-34.
- Minkler and Wallerstein (2003) Community Based Participatory Research for Health pp 3-76.

week 10 (Nov 1): Community Development Corporations (CDCs)
- Community Development Reader – Chapters 6, 7, 34 & 36

week 11 (Nov 8): Local Economic Development
- Teitz, Michael and Karen Chapple (1998) The causes of inner-city poverty: Eight hypotheses in search of reality. Cityscape, 3(3): 33-70.
- Harrison, Bennett and Glasmeier., Amy. (1997) Response: Why businesses won't redevelop the inner city: A friendly critique of Michael Porter's approach to urban revitalization. Economic Development Quarterly, 11(1), 28-38.
- Community Development Reader – Chapt 9
- City of Worcester, citywide economic development projects

http://www.ci.worcester.ma.us/

week 12 (Nov 15): Health and Environmental Justice

- The classic http://www.ejrc.cau.edu/2007%20UCC%20Executive%20Summary.pdf
- Miller, V., Hallstein, M. and Quass, S. (1996) Feminist politics and environmental justice: Women's community activism in West Harlem, New York.
- Ogneva-Himmelberger, Yelena, Ross, Laurie, Burdock, William and Simpson, Sheryl- Ann, (2010) Using geographic information systems to compare the density of stores selling tobacco and alcohol: Youth making an argument for increased regulation of the tobacco permitting process in Worcester, Massachusetts, USA. Tobacco Control, 19:475-480.
- Anguelosvski, Isabelle (2013) New directions in urban environmental justice: Rebuilding community, addressing trauma, and remaking place. Journal of Planning Education and Research. 33(2):160-175.

Community Development and Public Space

week 13 (Nov 22): Public and Private Space

- Kohn, Margaret (2004) Brave New Neighborhoods: The Privatization of Public Space. New York and London: Routledge. – Chapt 1.
- Gale, Richard (2005) Representing the city: Mosques and the planning process in Birmingham. Journal of Ethic and Migration Studies. 31(6): 1161-1179.
- Berlant, Lauren and Michael Warner (2002) Sex in public. in Michael Warner, Publics and Counterpublics. New York: Zed Books.
- Hou, Jefferey and Michael Rios (2003) Community-driven place making: The social practice of participatory design in the making of Union Point Park. Journal of Architectural Education. 57(1):19-27.

week 14 (Dec 6): Practitioner Profile Presentations

Guidelines for Facilitating Class Discussions

1. You are expected to facilitate a discussion and/or an activity for one hour of class time. The discussion and/or activity should tie into the readings and also elicit and build on class members' experiences – either personal or professional.
2. I will be responsible for providing a summation of the topic, and facilitating a discussion on key concepts and arguments from the readings during the second part of class. I will also do a wrap up at the end of class to pull themes together, raise points that might not have been covered, and give a preview of the next week's readings. I will contribute insights as the discussion moves along and will participate in small group discussions.
3. I need to know your plan for class and would like to see an outline by Thursday evening. I am happy to meet with students to think of ideas for your portion of the class at any point in your planning.

Evaluation of E-Journals

Students are responsible for completing 8 e-journals over the course of the semester in reaction to the readings. All students must complete the first e-journal due on September 5 at noon. The e-journal will be on your understanding and analysis of the week's readings. You should also raise technical, policy, and/or philosophical questions in the e-journal. The e-journal will help you organize your thoughts about the reading and how the readings relate to your research interests and community development beliefs and practices. This preparatory work will greatly enhance the quality of the class discussion.

The e-journals should demonstrate knowledge of the readings and integrate aspects of all of the assigned readings in a coherent manner. These e-journals are to be no longer than 600 words. This means you must be concise in your summaries and analysis. You will submit your e-journals to me by Thursday at noon via Moodle. Other students will be able to view your e-journal; I encourage you to read and comment on each other's e-journals before class as well.

You can make up one e-journal by attending a community meeting (upon consultation with instructor). You will be expected to submit an e-journal entry about your experience at the meeting. Students can do extra e-journals—higher grades will replace lower grades.

The maximum number of points for each e-journal is 5—corresponding to the 5 points below.

1. Statement of the authors' arguments: Write down your understanding of the authors' main arguments or central points.
2. Identify and discuss major themes and subtopics in the reading that support the argument.
3. Analyze arguments and themes: What do these arguments and themes mean? How do they relate to each other? Are there areas of agreement? Contradiction?
4. Application of material: How does the material apply to your own personal and professional experiences and aspirations?
5. Evaluate author's arguments and presentation.

Be sure to also include any lingering questions you have about ideas, arguments, or definitions of terms.

The following scale shows the e-journal grade that will be factored into your overall grade for the course:

40=A+	34-35=B+	28-29=C+
38-39=A	32-33=B	26-27=C
36-37=A-	30-31=B-	24-25=C-

Short Paper: Windshield Survey/Neighborhood Observation & Cataloguing Assignment

Rationale: To apply course concepts to neighborhood observations. To explore the benefits and limitations of observation-based neighborhood assessment. To begin to identify issues for the practicum.

Process: You will be assigned an area within the neighborhood to observe.
Read Elijah Anderson: Code of the Streets Chapter and Jane Jacobs: Sidewalks.
Your observation can either be via walking or driving or both. You will conduct your observation with at least one other person. Observe your area 3-5 times—going at different times of the day, different days of the week. You should take notes on what you see. Consider neighborhood features, such as the following:

- Activities of people around homes
- Activities of people on street/public places
- Barbed wire or Razor wire
- Crime watch or zero tolerance signs
- Graffiti
- Green space
- Light pole banners
- Location of bus stops
- Negative' signs ...signs that begin "Do not ..." or "No
- Non-English PRIMARY business signs (Does not include 'abierto', 'cerrado', window signs)
- Occurrences of public art
- Plywood boarding up windows/doors
- Status of yards (flowers, toys, trash)
- Street trees (trees planed w/in sidewalk)
- Trash/illegal dumping
- Other interesting neighborhood features

You will hand in your raw notes with your 3-5 page paper on September 27. Please be sure to include a clear thesis, a brief summary of your perceptions of the neighborhoods' problems as well as areas of strength, and an analysis section that draws on the Anderson and/or Jacobs readings, as well as others from class. You should reflect on how the observation assignment reinforced and/or challenged your understanding of the difference between communities and neighborhoods.

Criteria	Points
Do you have a thesis for the paper?	4
Do you provide a description of the neighborhood's problems with supporting evidence from what you observed?	4
Do you provide a description of the neighborhood's strengths with supporting evidence from what you observed?	4
Do you use the readings to make meaning out of your observations? You should cite at least 3 readings from class.	4
Do you address the strengths and limitations of neighborhood observation as a data collection technique?	4
Total	20 Points

Reminder: Please be safe and aware of how you conduct observations. Some block groups will be primarily residential and not as conducive to lengthy observation. We will discuss pros and cons of using clip boards, etc.

Practitioner Profiles

As we move through the course one thing that should become clear is that community development is a diverse field with a variety of roles, areas of focus and organizations involved.

For the final project in the course each student will prepare a practitioner profile to sample some of this variety. A practitioner profile is an opportunity to speak with people engaging in community development and planning, to hear stories about how their practice and perspectives have evolved, and how they engage with some of the main questions of course surrounding the complexities inherent in ideas such as community, participation and development.

While researchers often focus on the most seasoned or experienced practitioners we will focus on early career practitioners, and CDP alumni who can give a sense of the current conditions in the field a well as provide insight into some of the challenges and opportunities you might be facing over the next few years.

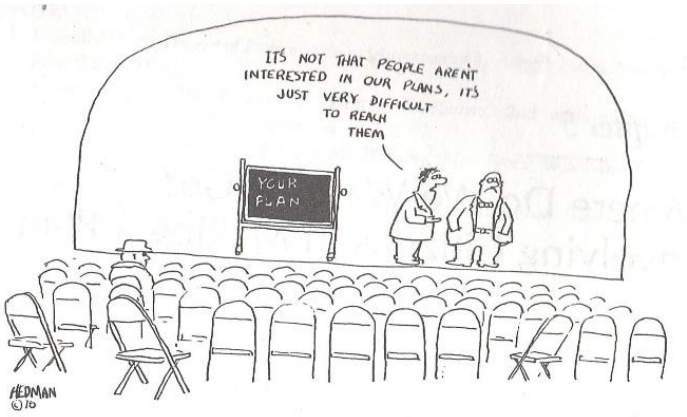
I will provide a list of CDP alumni, but students are also welcome to suggest other practitioners for their projects. Students are encouraged to start early completing their interviews by early November. We will have brief presentations on the projects during the final class December 6, and the final written report is due December 13. I will provide further detailed instructions and criteria, but in the meanwhile please review the creating profiles section of <<http://courses2.cit.cornell.edu/fit117/CP.htm>> prepared by John Forester, Scott Peters and Margo Hittleman.

PUBLIC PARTICIPATION IN PLANNING

PUP 410/598
Wednesdays 6:00p – 8:45p
COOR 174

Instructor: Prof. Deirdre Pfeiffer
deirdre.pfeiffer@asu.edu

Teaching Assistant: Josh Schmidt
jschmdit@asu.edu



The task of involving the public in decisions that affect their lives is "the Achilles's heel" of the planning profession, a process that may lead to more informed and equitable decisions and outcomes while limiting planners' ability to act. This class will explore the history, theory, and practice of public participation in urban planning, including the emergence and uses of participation in the planning field, how to manage different types of processes, and the relationship between participation and social equity.

We will start by addressing the benefits and drawbacks to participation, the political context of urban planning, and the history of public involvement in planning decision-making. Next, we will explore a range of commonly used information sharing and consensus building techniques, drawing examples and lessons from case studies, guest speakers, and group activities. For the latter part of the class, we will focus on bottom up, citizen-led processes, overcoming communication issues, and changing opportunities for participation in the information age and developing world. The readings will familiarize you with the range of activities and major debates related to public participation in the planning profession. The assignments will build your public speaking and writing skills and nurture your capacity to think critically about the intentions and outcomes of participatory processes.

Readings

We have one required book for the course:

Creighton, James L. 2005. *The Public Participation Handbook: Making Better Decisions Through Citizen Involvement*. San Francisco, CA: Jossey-Bass.

Additional required readings are posted on Blackboard.

Assignments and Grading

You will complete four assignments for the course: 1) responses to discussion questions, 2) a memo on a Phoenix area public participation event, 3) a group presentation on a public participation technique, and 4) a group presentation on a public participation case study.

Discussion Question Responses

You will write a short response to a question derived from class topics during Weeks 2, 4, 8, 9, 10, and 12 of the course and post it on the class discussion board for that week on Blackboard. There are two components to your weekly responses: an original short entry and a reaction to a classmate's entry. The original entry should have an informative, catchy title, cite at least one of the week's readings, make an argument, and provide at least one piece of evidence to back up the argument (statistics or facts, examples, personal experiences, expert judgments, etc.). The reaction should identify a strength or weakness in the entry's argument, also providing at least one piece of evidence to back up a claim. Aim to write about 300 to 500 words for the entry and 100 to 300 words for the reaction. Both should be written in a publicly accessible, grammatically correct way—like an editorial and a letter to the editor in the *Arizona Republic* (http://www.azcentral.com/arizonarepublic/opinions/). Points are given as follows:

Original entry

- Includes at least one citation from week's readings: 2 points
- Makes an argument: 5 points
- Provides evidence for argument: 5 points
- Grammatical correctness and clarity of writing: 3 points
- Total: 15 points

Reaction

- Identifies a strength or weakness: 4 points
- Provides evidence for claims: 4 points
- Grammatical correctness and clarity of writing: 2 point
- Total: 10 points

Total 25 points

Questions are listed in the syllabus under the date that they are due and must be posted on Blackboard by 6:00p to receive full credit. Three extra points are given if your entry receives three or more reactions. Examples of exemplary responses written by past students are posted on Blackboard.

Public Participation Event Memo

You will observe and analyze one participatory planning event in the Phoenix region during the class. A list of potential activities will be posted and regularly updated on Blackboard. You are welcome to participate in unlisted activities but are encouraged to consult with me first to ensure that it meets the definition of public participation in planning. Plan on taking detailed notes during the event on the types of actors present and their involvement. Pay attention to who the decision-makers are and how they respond to participants' input, as well as what the outcomes of the activity are and how the information will be used.

You will write a short memo on the event that you observed. You'll want to describe the event, including the broader planning process the activity supports, the dynamics among the participants, the specific techniques used, their strengths and weaknesses, and the outcomes, if any. Next, address what you found most surprising about what you observed and why. You'll want to conclude by suggesting ways the process could be improved upon and/or drawing lessons that could be applied to other processes, if little improvement is

needed. You should include at least three citations from the class readings in your memo. Aim to write about 1,500 to 2,000 words. Points are given as follows:

Memo

- Includes 3 citations from the class readings: 10 points
- Mentions broader planning process that activity is part of: 10 points
- Describes dynamics among participants: 10 points
- Describes techniques used: 15 points
- Assesses strengths and weaknesses of techniques: 20 points
- Addresses what found most surprising: 10 points
- Includes suggestions or lessons learned: 15 points
- Grammatical correctness and clarity: 10 points

Total 100 points

Memos should be emailed to deirdre.pfeiffer@asu.edu by 6:00p on Wednesday 12/5, but early submissions are encouraged. Examples of exemplary memos written by past students are posted on Blackboard.

Public Participation Technique Project

You will break into groups of four to five and become experts on a technique designed to elicit information or build consensus with the public. Information sharing techniques to choose from include an open house, public hearing, coffee klatch, focus group or Samoan circle. Consensus building techniques to choose from include an advisory group/taskforce, workshop, charrette, open space technology, or future search conference. See the Creighton book pp. 102-137 and the index for an introduction to each technique, as well as a list of further resources. The IAP2 Public Participation Toolbox in the Week 5 readings also contains a synthesis of each technique. There is a forum on Blackboard for you to use to find group members, if needed.

Your grade for this assignment will be comprised of two parts: a presentation and a peer evaluation. The presentation will take a maximum of twenty minutes. The first part of the presentation should cover: 1) the components and uses of the technique and 2) its strengths and weaknesses. The second part of the presentation should either 1) present a detailed, real life example of a time the technique was used or 2) demonstrate the technique (or an aspect of it) before the class. Group members will evaluate each other's participation, completion of tasks, and attitude, with your grade being comprised of the average of your peers' evaluations after dropping the lowest score. Points for this assignment are given as follows:

Presentation

- Stays within time limit: 10 points
- Describes the components and uses of the technique: 20 points
- Identifies the strengths and weaknesses of the technique: 20 points
- Provides a detailed example or demonstration 40 points
- Professionalism and creativity: 10 points

Group evaluation (average given by group members)

- Participation in group discussions: 5 points
- Completion of tasks assigned: 12 points
- Respect for other group members: 8 points

Total 125 points

Email me the names of your group members and the technique that you will present by 6:00p on Wednesday 9/12 (Week 3). Techniques will be chosen on a first come, first serve basis. Presentations will occur during Weeks 5 and 6. Group member evaluations (submitted through Blackboard) will be due by 6:00p on Wednesday 10/10 (Week 7).

Public Participation Case Study Project

You will break into groups of four to five and become experts on a case study of public participation in planning. Examples of possible case studies are posted and periodically updated on Blackboard and searchable on participedia.net, but groups are welcome to choose an outside case, as long they consult with me first. There is a forum on Blackboard for you to use to find group members, if needed. You will study the context for the planning process, the nature of the public's involvement, and its outcomes.

Your grade for this assignment will be comprised of two parts: a presentation and a peer evaluation. The presentation will take a maximum of twenty minutes, with a maximum five-minute Q & A period to follow. The presentation should cover the 1) impetus or context for the planning process studied, 2) the nature of the process(es) that ensued, including techniques used, actors involved, key debates and conflicts (or potential conflicts that could have occurred), and outcomes, 3) the appropriateness of the techniques used, 4) equity issues that may have arisen (groups that won out at the expense of others), and why or why not, and 5) the lessons learned. Creative and interactive presentation styles are encouraged. Group members will evaluate each other's participation, completion of tasks, and attitude, with your grade being comprised of the average of your peers' evaluations after dropping the lowest score. Points for this assignment are given as follows:

Presentation

- Stays within time limit: 20 points
- Provides context for the case: 20 points
- Describes the techniques used: 20 points
- Mentions the actors involved: 10 points
- Describes at least one key debate or conflict: 20 points
- Mentions the outcomes: 10 points
- Assess the appropriateness of the techniques used: 30 points
- Addresses equity issues: 30 points
- Draws lessons from the process: 20 points
- Professionalism and creativity: 20 points

Group evaluation (average given by group members)

- Participation in group discussions: 10 points
- Completion of tasks assigned: 25 points
- Respect for other group members: 15 points

Total 250 points

Email me the names of your group members and the case study that you will present by 6:00p on Wednesday 10/24 (Week 9). Case studies will be chosen on a first come, first serve basis. Presentations will occur during the last class sessions on Weeks 14 and 15. Ten extra credit points will be given for asking one question during a group Q & A during each of

the two days (max 20 points per person total). Group evaluations (submitted through Blackboard) will be due by finals week (Week 16).

Class Participation

Much of your learning will happen through taking part in group activities, watching in-class videos, and hearing from guest speakers. Thus, participating in class is also an important component of your grade. Attendance will be taken through a sign in sheet at every class. During finals week (Week 16), you will have the opportunity to provide evidence of your participation in group activities and class discussions and engagement with the guest speakers through a survey on Blackboard. Both your class attendance and the evidence given on your evaluation will factor into your participation grade. Absences due to illness, conflicts with other classes or ASU-related activities, planning profession or religious events, or Thanksgiving travel are excused; simply provide evidence (doctor's note, letter from coach or professor, plane ticket information), and no points will be deducted.

Participation

• Class attendance	60 points
• Evidence of participation in class	40 points
Total:	100 points

Submission of Assignments

To receive the full amount of points, discussion responses must be submitted to Blackboard and memos must be emailed to me (deirdre.pfeiffer@asu.edu) by class time (6:00p) on the day that they are due. Assignments will be accepted up to three days past the due date, with one letter grade deducted for each day late. No assignments will be accepted on the fourth day after the due date. If you experience an illness or death in the family and can present a doctor's note or evidence that you attended a funeral, you can qualify for an extension. Unfortunately, I am unable to make exceptions to this rule.

Plagiarism

Be careful to fully reference material that you draw from other sources in your assignments. Quoting or drawing from the ideas or images of a source without referencing it is plagiarism. Students who plagiarize in an assignment will receive zero points and may be reported for academic dishonesty.

Disabilities and English as a Second Language

If you have a disability that may affect your performance or ability to learn in this class, please let me know, and I am happy to accommodate it. If you speak English as a second language, let me know, and I will take this into account in grading the grammatical correctness and clarity of your writing.

Summary of Grading

Responses:	150 points (20%)
Phoenix participation memo:	100 points (14%)
Technique group presentation:	125 points (17%)
Case study group presentation:	250 points (35%)
Class participation:	100 points (14%)

Total:	725 points (100%)
Extra credit:	Up to 38 points (5%)

A+ (>=700)	B+ (628-649)	C+ (555-576)	D+ (483-504)	F (<=431)
A (671-699)	B (599-627)	C (526-554)	D (454-482)	
A- (650-670)	B- (577-598)	C- (505-525)	D- (432-453)	

Office Hours

Don't hesitate to email me or come speak with me in office hours if you have questions about the class or assignments or would like to discuss anything further. My office hours will be on Wednesdays from 1:00p – 3:00p in COOR 5646, or by appointment. You are welcome to drop by during this period but students that email me for an appointment will be given priority.

Please contact Josh at jschmdit@asu.edu if you have questions about the weekly original entries and reactions.

Week 1, 8/29: Introduction to Public Participation

Topics covered:

- Review of syllabus
- Defining public participation
- Extent of participation in U.S. planning agencies
- Benefits and drawbacks of participation

Readings: No readings for this week.

Response Question: No response question for this week.

Other Tasks: No other tasks due.

Week 2, 9/5: Power, Planning, and Participation in a Democracy

Topics covered:

- Representative and deliberative democracy
- Politics of planning
- The growth machine model

Group activity: Power analysis

Readings:

Creighton, "Preface," "The Author," "Introduction," "Part One: Overview of Public Participation," "Defining What Public Participation Is (and Is Not)," and "The Rationale for Public Participation," pp. xv-25.

Brooks, Michael P. 2002. "Planning Practice and Political Power and "The Politically Savvy Planner." In *Planning Theory for Practitioners*. Chicago, IL: American Planning Association, pp. 9-20, 185-195.

Molotch, Harvey. 1976. “The City as a Growth Machine.” *The American Journal of Sociology* 82(2): 309-332.

Response Question: In *Mastering the Politics of Planning*, Guy Benveniste describes participation as “the Achilles’ heel of planning,” arguing that “a dilemma of planning is that planning cannot succeed without some participation while at the same time it cannot afford to be dominated by participatory processes” (45). What do you think he means by this statement? Do you agree or disagree with him? Why or why not?

Other Tasks: Find group members for participation technique project.

Week 3, 9/12: History of Public Participation

Topics covered:

- Democracy in ancient Athens
- Early American New England Town Meetings
- Participation during the Urban Renewal and War on Poverty eras

Readings:

O’Connor, Alice. 1999. “Swimming against the Tide.” In *Urban Problems and Community Development*, edited by Ronald Ferguson and William T. Dickens. Washington, D.C.: Brookings Institution Press, pp. 95-108.

Sherry R. Arnstein, “A Ladder of Citizen Participation,” *American Institute of Planning Journal* (July 1969): 216-224.

Davidoff, Paul. 1965. “Advocacy and Pluralism in Planning.” *Journal of the American Institute of Planners* 31: 331-338.

Response Question: No response question for this week.

Other Tasks: Email me the names of your group members and the technique that you will present.

Week 4, 9/19: Preparing Participatory Processes

Topics covered:

- Deciding when participation is needed
- Planning a participatory process
- Preparing for implementation

Group activity: Preparing a public participation process

Readings

Creighton, “Decision Analysis,” “Process Planning,” “Implementation Planning,” and “An Example: Sunny Glen…,”pp. 27-83, 247-253.

Response Question: Canada’s Ghermezian family, which recently purchased the Mall of America in Bloomington, MN, is contemplating opening up a mega mall in Chandler, and a planner is tasked with putting together a public participation plan. She needs your advice. In

your opinion, what is the most important thing that she should take into account in crafting the plan, and why?

Other Tasks: Work on technique presentation.

Week 5, 9/26: Information Sharing Strategies

Topics covered:

- Getting information to the public
- Information sharing technique presentations
- Dealing with limited English ability populations

Readings:

Creighton, "Public Participation Toolkit," "Techniques for Getting Information *to* the Public," and "Techniques for Getting Information *from* the Public," pp. 85-137.

International Association of Public Participation. 2004. "The IAP2 Public Participation Toolbox," pp. 1-9.

Response Question: No response question for this week.

Other Tasks: Prepare information sharing technique presentations.

Week 6, 10/3: Consensus Building Strategies

Topics covered:

- Consensus building technique presentations
- Generating ideas and selecting among alternatives
- Cultural competency

Readings:

Creighton, "Public Meeting Tools," "Developing Interactive Meetings," and "Working with Advisory Groups," pp. 139-142, 149-165, 183-189.

Response Question: No response question for this week.

Other Tasks: Prepare consensus building technique presentations.

Week 7, 10/10: Leading Public Meetings

Topics covered:

- Designing public meetings
- Facilitating public meetings
- Dealing with public hostility

Group activity: Public meeting fiascos

Readings:

Creighton, “Designing Public Meetings,” “Facilitating Public Meetings,” and “Determining Meeting Logistics,” pp. 143-148, 166-179.

Susskind, Lawrence and Patrick Field 1996. “Why Is the Public Angry?” and “A Mutual Gains Approach.” In *Dealing With An Angry Public*. New York, NY: The Free Press, pp. 15-59.

Response Question: No response question for this week.

Other Tasks: No other tasks due.

Week 8, 10/17: Evaluating Participatory Processes

Topics covered:
- Indicators of success
- Evaluation methods

Group activity: Evaluating public comment

Readings:

Creighton, “Analyzing Public Comment” and “Evaluating Public Participation,” pp. 205-222.

Roberts, Nancy. 2004. “Public Deliberation in an Age of Direct Citizen Participation.” *The American Review of Public Administration*, 34(4). Read pp. 315-353.

Response Question: In your opinion, what is the best measure of whether or not a public participation process has succeeded? Why do you feel this way?

Other Tasks: No other tasks due.

Week 9, 10/24: Case Studies from the Phoenix Region

Topics covered:
- Public participation in the Phoenix region

Panelists:
- Ian Cordwell, Planning Director, Cave Creek
- Linda Edwards, Principal Planner, Gilbert
- Terry Gruver, Vice President, Infra Consult
- Howard Steere, Public Involvement Manager, Metro Light Rail
- Tracy Stevens, Planning Manager, Avondale

Readings:

Background readings for guest speakers will be posted on Blackboard.

Response Question: Think about an urban planning decision that has been made in the Phoenix region that has affected your quality of life and could have benefitted from greater public participation. If you could go back in time, what kind of participation would you have

liked to see happen, and how might the decision and its outcomes been different? (No citation from the readings required for this week.)

Other Tasks: Email me the names of your group members and the case study that you will present. Come up with at least one question to ask our guest speakers.

Week 10, 10/31: Community Control

Topics covered:

- Community development
- The Alinsky model
- The Asset-Based model

Movie: *The Garden*

Readings:

Alinsky, Saul. 1971. "In the Beginning" and "Tactics." In *Rules for Radicals*. New York: NY: Vintage Books, 98-164.

Kretzmann, John P. and John L. McKnight. 1993. "Introduction" and "Asset-Based Community Development." In *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets.* Chicago, IL: ACTA Publications, pp. 1-11, 345-354.

Response Question: This week's readings differentiate two ways that communities can influence planning processes: by 1) organizing against an enemy or threat or 2) leveraging assets and cooperating with outside actors. Which do you think is more effective and why? Are they necessarily mutually exclusive?

Other Tasks: No other tasks due.

Week 11, 11/7: Communication Issues

Topics covered:

- Tenets of communicative planning
- Communicative planning practice
- Positional bargaining vs. principled negotiation

Group activity: Principled negotiation exercise

Readings:

Brooks, Michael P. 2002. "Decentralized Non-Rationality: The Planner as Communicator." In *Planning Theory for Practitioners*. Chicago, IL: American Planning Association, pp. 119-133.

Fisher, Roger, William Ury, and Bruce Patton. 2011. "Don't Bargain Over Positions" in *Getting to Yes: Negotiating Agreement Without Giving In*. New York, NY: Penguin Books, pp. 3-15; continue to 95 if you want to learn more about applying the method.

Response Question: No response question for this week.

Other Tasks: No other tasks due.

Week 12, 11/14: Participation in the Information Age

Topics covered:

- E-government, Government 2.0, and collaborative technologies
- Strengths and weaknesses of information age strategies

Readings:

Evans-Cowley, Jennifer and Justin Hollander. 2010. "The New Generation of Public Participation: Internet-based Participation Tools." *Planning Practice & Research* 25(3), pp. 397-408.

Mossberger, Karen and Yonghong Wu. 2012. "Civic Engagement and Local E-Government: Social Networking Comes of Age." Chicago, IL: Institute for Policy and Civic Engagement, pp. 1-24.

Lennertz, Bill. 2011. "High-Touch/High-Tech Charrettes." *Planning* October: 26-30.

Response Question: Imagine a world in which all public participation in planning occurs through information technologies and social media, such as discussion boards on local websites, Facebook, and Second Life. What do we gain and lose in this scenario? Are we better off? Why or why not?

Other Tasks: Work on case study presentation.

Week 13, 11/21: Participation in the Developing World

Topics covered:

- Issues facing developing world countries
- The role of the World Bank
- Participatory budgeting in Brazil
- Grassroots participation in China

Movie: *Beyond Elections* and *Warriors of Quigang*

Readings:

Leubolt, Bernhard, Andreas Novy, and Joachim Becker. 2009. "Changing Patterns of Participation in Porto Alegre." *UNESCO*: 435-448.

Cai, Yongshun. 2004. "Managed Participation in China." *Political Science Quarterly* 119(3): 425-451.

Response Question: No response question for this week.

Other Tasks: Work on case study presentation.

Week 14, 11/28: Final Presentations

Topics covered:

- Case study presentations

Readings: No readings for this week.

Response Question: No response question for this week.

Other Tasks: Presentation of public participation case studies.

Week 15, 12/5: Final Presentations

Topics covered:

- Case study presentations

Readings: No readings for this week.

Response Question: No response question for this week.

Other Tasks: Presentation of public participation case studies. Public participation event memos due.






Fall 2011
Community Development & Neighborhood Planning
APLN 425 (9046)

Tuesdays & Thursdays 11:45am-1:05pm, Arts & Sciences 121

Instructor: Corianne P. Scally, Ph.D., Department of Geography & Planning
Office: Arts & Sciences 227
Email: cscally@albany.edu
Phone: 591-8561
Office Hours: Tuesdays 9:30-11:30am, Thursdays 4:15-5pm, & by appointment

COURSE DESCRIPTION & OVERVIEW

"Community development" means different things to different people. For some, it is offering technical assistance to neighborhoods on how to identify needs and desires and develop and apply appropriate tried-and-true solutions. For others, it means struggling to increase neighborhood-based power in the face of domineering local institutions and oppressive structures, making demands and winning campaigns to correct inequalities. For still others, it means people coming together to help themselves plan for the future by building upon existing assets and strengths. Regardless of your outlook, "community development" is both a process – of building leaders, identifying assets and needs, strategizing and implementing change – and an outcome – stronger leaders; increased social capital; new small businesses; affordable, quality homes; living-wage jobs.

This course will examine multiple perspectives on community development, exploring the tensions between technical assistance, empowerment, and self-help/asset-based strategies. A review of government policies and the multiple players within the community development system will set the stage for two major case studies: ACORN, a national anti-poverty community organization, and the City of Seattle's neighborhood planning program. These cases will expose many common issues experienced by poor, urban neighborhoods, including social disconnectedness, political disempowerment, financial disinvestment, discrimination, gentrification, vacant and abandoned properties, unaffordable housing, inadequate services

and infrastructure, crime, unemployment, low wages, and poverty. They will also explore potential interventions, from reuse and redevelopment to political organizing to neighborhood planning. The course will conclude with a detailed examination of affordable housing policy and practice as a critical component to community development and neighborhood revitalization.

Interactive in-class activities – including group work, case study evaluations, and guest speakers – and outside activities – such as readings, discussion posts, analytic memos, and neighborhood tours – promote critical thinking and experiential learning. A team-based community project for the West Hill neighborhood in Albany helps students apply their new knowledge.

Prerequisite: Geog 125 or PLN 220

OBJECTIVES

The goal of this course is to equip students to be promoters and planners of urban neighborhoods. By the end of this course, students will be able to:

- Compare and contrast technical assistance, empowerment, and self-help/asset-based approaches to community development and neighborhood planning, and debate which is most appropriate for addressing different issues and neighborhood contexts;
- Evaluate past community development and neighborhood planning efforts, assemble best practices from case studies, and apply lessons learned to new neighborhoods;
- Identify common policy problems, community development players, and obstacles facing the redevelopment of an urban neighborhood, and design a planning solution that includes and addresses them;
- Inventory and assess existing assets in urban neighborhoods;
- Conduct fieldwork and gather, summarize, and analyze existing neighborhood data;
- Collaborate with their peers and community partners; and,
- Prepare professional analytic memos and deliver polished oral presentations.

COURSE MATERIALS

There are **three required books** for this course, available for purchase at Mary Jane Bookstore, and on reserve at the University Library. Other assigned readings are available via **Electronic Reserves:** https://ereserves.albany.edu/.

(1) **Atlas, John. 2010**. Seeds of Change: The Story of ACORN, America's Most Controversial Antipoverty Community Organizing Group. Nashville: Vanderbilt University Press. ISBN: 9780826517067

(2**) Diers, Jim. 2006**. Neighborhood Power: Building Community the Seattle Way. Seattle, WA: University of Washington Press. ISBN: 9780295984445

(3) **Mallach, Alan. 2009**. A Decent Home: Planning, Building, and Preserving Affordable Housing. Chicago: APA Planners Press. ISBN: 9781932364583

This course uses **Blackboard 9.1** for online posting, submitting assignments, watching streaming videos, facilitating team work, and general course communication. You can access it at https://blackboard.albany.edu/webapps/login/. Check the site frequently for announcements, resources, and instructions.

To watch videos, you must have the free **Real Player©** installed on your computer. It is available for free download here: http://www.real.com/realplayer/search.

ASSIGNMENTS

INDIVIDUAL ASSIGNMENTS

Discussion posts: Prompts will be posted on Blackboard in advance. Responses must be posted by 5PM the day before the relevant class. A good post will be between 200-250 words(approximately 1 pg, double-spaced); do not exceed 250 words. You must also comment on each of your team members' discussion posts before class begins in order to receive a grade yourself. Write several sentences indicating how you agree or disagree with their statements, and asking questions to help them clarify or expand their point.

Assignment #1 (9/20; 3pgs): The Arbor Hill Development Corporation (AHDC) is considering developing a neighborhood plan for the West Hill community in Albany. Write an analytic memo to AHDC. Based upon best practices from Arbor Hill, NY and Columbia City, WA, what steps should AHDC take to do neighborhood planning in West Hill? Discuss who should be involved, and how. Recommend a planning process and timeline. Finally, what challenges should they expect?

Assignment #2 (10/18; 3pgs): AHDC is considering the need for empowerment in West Hill. Write an analytic memo to AHDC weighing the pros and cons of the empowerment approach to community development exemplified by ACORN. Under what conditions would such an approach work in West Hill? What steps would AHDC take to implement this approach? What pitfalls should they avoid?

Assignment #3 (11/22; 4-5pgs): AHDC wants to select the best community development approach to adopt in West Hill, *specifically as it relates to the issue of quality, affordable housing*. Write an analytic memo to AHDC comparing and contrasting three approaches to community development – technical assistance, empowerment, and self-help/asset-based – and recommending which one would be most appropriate for addressing *housing* in West Hill. Be sure to draw upon the cases covered in this course to highlight the benefits and pitfalls of each approach and to justify your ultimate recommendation. Your intimate knowledge of the assets, needs, and players from your team assignment should also inform your recommendation.

TEAM ASSIGNMENTS: ASSET-BUILDING IN WEST HILL

Asset Map/Memo (draft, 10/25; final, 10/27)*:* AHDC wants its future efforts in West Hill to build upon existing assets. Inventory the "assets" within your team's assigned target area, and develop an asset map using Google Earth (available for free download: http://www.google.com/earth/download/ge/agree.html). These should be based upon both field observations of the built environment (photos encouraged) and research on existing institutions and programs. Write an analytic memo to AHDC categorizing existing assets. Recommend those assets that seem easiest to build upon, and discuss why others present more challenges. *(4-5pgs; must include map plus legend)*

Needs Map/Memo (Due 11/10): Similarly, inventory and map "needs" according to field observations of the built environment, as well as secondary data on West Hill on income, housing, education, crime, employment, and business. Write an analytic memo to AHDC categorizing neighborhood needs, with supporting data, and highlighting those needs that seem easiest to address versus those that seem most difficult. *(4-5pgs; must include map plus legend)*

Memo (draft, 12/1; final, 12/16) –Write an analytic memo to AHDC. Compare your asset map to your needs map, and identify any overlaps. How would a neighborhood plan focused on building upon assets look similar to and/or different from a plan focused on addressing needs? Recommend the emphasis (assets or needs) you think best for AHDC to take in West Hill, and which assets and/or needs can be addressed most immediately. Discuss any challenges they might face in implementing this approach. *(7-9 pgs; must include maps and legends)*

Presentation (practice, 12/6; final, 12/16) – Present your maps, findings, and recommendations in a professional, polished oral presentation.

GRADING POLICY

Attendance : While attendance is not recorded, it is critical to your success in this course. In-class activities further cumulative learning and feed into individual and team assignments. Last minute changes in topics, readings, speakers, etc. are sometimes unavoidable. If you miss class, it is your responsibility to find out what happened by checking Blackboard for announcements and/or asking a classmate. Missing class is no excuse for being unaware of future deadlines.

Late Assignments: Submitting assignments on time reflects respect for your instructor and classmates, as well as a high level of effort. I will deduct one letter grade (i.e. from B+ to B) for each day an individual assignment is late—unless there are extraordinary circumstances that caused the delay (for which documentation is required). Please notify me in advance, if at all possible, if you know that you are going to be late in submitting an individual assignment. ***Team assignments will not be accepted late.***

Assignments are weighted as detailed below in calculating the final course grade.

	Assignment	Due Date	% of Final Grade
Individual (60%)	Discussion posts	Various	10%
	Assignment #1	9/20	15%
	Assignment #2	10/18	15%
	Assignment #3	11/22	20%
Team (40%)	Draft Asset Map	10/25	0%, but required
	Asset Map	10/27	5%
	Needs Map	11/10	5%
	Memo draft	12/1	0%, but required
	Presentations draft	12/6	0%, but required
	Final Memo	12/16	20%
	Final Presentation	12/16	10%
TOTAL (100%)			**100%**

The following grading scale is used to translate final grades to letter grades.

Letter Grade	Percent Range	Letter Grade	Percent Range
A	93-100%	C	73-77%
A-	90-92%	C-	70-72%
B+	88-89%	D+	68-69%
B	83-87%	D	63-67%
B-	80-82%	D-	60-62%
C+	78-79%	E	Less than 60%

ACADEMIC INTEGRITY

The consequences for violating UAlbany's policies on academic integrity range from rewriting the assignment in question to expulsion from the university. Please familiarize yourself with the details of this policy, which will be enforced in this class: http://www.albany.edu/eas/104/penalty.htm. To better understand what plagiarism is and how to avoid it, take the free Library tutorial **Plagiarism 101**: http://library.albany.edu/usered/ncplaga/index.html. If you ever have a question about properly referencing the work of others within your writing and presentations, please ask me *before* you submit or present them.

ACCOMMODATIONS FOR DISABILITIES

Every effort will be made to accommodate those with special learning needs. Please notify me of any documented needs you may have within the first two weeks of class so we can work together to assure satisfactory arrangements. Assistance is available through Disabled Student Services: http://www.albany.edu/studentlife/DSS/index.html (website), (518) 442-5490 (phone), (518) 442-3366 (TTY).

COURSE SCHEDULE			
Date	**Topic**	**Class Preparation**	**Due Today**
I. COMMUNITY DEVELOPMENT POLICIES, PARTNERS & APPROACHES			
8/30	What is Community, and why Develop it?	N/A	
9/1	Neighborhood Decline: By Design?	Read Metzger 2000 Discussion post	
9/6	Community Development Policy & Players	Read Keating 1999, Garkovich 2011 Discussion post	
9/8	Nonprofit Industry	Read Yin 1998 Discussion post	
9/13	**Tour: Arbor Hill Neighborhood**	Read Arbor Hill Neighborhood Plan & Progress Reports Discussion post	
9/15	Approaches to CD: Technical Assistance	Read Robinson & Fear 2011; Columbia City Neighborhood Plan Discussion post	
9/20	Approaches to CD: Empowerment	Read Warren 2008, Stoecker 2003	Assgmt #1
9/22	Approaches to CD: Self-help/Asset-based	Read Green 2011; Kretzman & McKnight 1993 Discussion post	
9/24	**SPECIAL EVENT: Tour of West Hill Neighborhood**		
II. ORGANIZING COMMUNITIES: THE CASE OF ACORN			
9/27	ACORN's Bread & Butter	Read Atlas 3, 5 Discussion post	
9/29	**NO CLASS: University-wide Suspension**		
10/4	Answering Abandonment: Squatting & Homesteading	Read Atlas 7,9 Discussion post	
10/6	Housing Reinvestment & Development Meets Predatory Lending	Read Atlas 6, 11 Discussion post	
10/11	Jobs, Income & Housing	Read Atlas 10, 13 Watch "Brooklyn Matters" Discussion post	
10/13	**NO CLASS : Instructor at conference**	Read Atlas 14,15	
10/18	A Natural Disaster? ACORN's Demise	Read Atlas 17,18	Assgmt #2
10/19	**SPECIAL EVENT: John Atlas Lewis Mumford Lecture, 6-8PM in PAC Recital Hall**		
III. PLANNING NEIGHBORHOODS: THE CASE OF SEATTLE			
10/20	Organizing as Planning?	Read Diers 2-3	
10/25	Participatory Planning as Empowerment?	Read Diers 6 Sirianni 2007 Discussion post	Draft Team Asset Map
10/27	**Panel: Neighborhood Planning in Albany &Seattle**	Read University of Washington 2008 Discussion post	Team Asset Map
11/1	Self-Help as Empowerment?	Read Diers 4 Discussion post	

11/3	Neighborhood Planning in Seattle: Lessons Learned	Read Diers 8-10 Discussion post	
IV. AFFORDABLE HOUSING AS COMMUNITY DEVELOPMENT			
11/8	Affordable Housing: Why & How?	Mallach 1-2 Discussion post	
11/10	Designing & Siting Housing	Mallach 3-4 Discussion post	Team Needs Map
11/15	Financing Housing	Mallach 5 Discussion post	
11/17	**Panel: Housing Finance & Development in NYS & Albany**	Mallach 6 Discussion post	
11/22	Exclusion vs. Inclusion	Mallach 7 & 12	Assgmt #3
11/24	**NO CLASS: Thanksgiving Holiday**		
11/29	Homeownership vs. Rental	Mallach 9, 13 (328-342 only) Discussion post	
12/1	Affordable Housing & Neighborhood Revitalization	Mallach 8 (191-203) Discussion post	Team Memo Draft
12/6	**Team Practice Presentations**		Team Practice Presentation
12/16	**Presentation of Team Projects to the Arbor Hill Development Corporation, Final Exam Period, 1-3PM**		Team Final Memo & Presentation

ADDITIONAL READINGS ON ELECTRONIC RESERVE

City of Albany. (2003). *Arbor Hill Progress Report, 2003*. Albany, NY: City of Albany.

City of Albany. (2005). *Arbor Hill Progress Report, 2005*. Albany, NY: City of Albany.

Garkovich, L. E. (2011). A Historical View of Community Development. In J. Robinson, Jerry W. & G. P. Green (Eds.), *Introduction to Community Development: Theory, Practice, and Service-Learning* (pp. 18-28). Thousand Oaks, CA: Sage.

Green, G. P. (2011). The Self-Help Approach to Community Development. In J. Robinson, Jerry W. & G. P. Green (Eds.), *Introduction to Community Development: Theory, Practice, and Service-Learning* (pp. 71-84). Thousand Oaks, CA: Sage.

Keating, W. D. (1999). Federal Policy and Poor Urban Neighborhoods. In W. D. Keating & N. Krumholz (Eds.), *Rebuilding Urban Neighborhoods: Achievements, Opportunities, and Limits* (pp. 14-32). Thousand Oaks, CA: Sage.

Kretzmann, J. P., & McKnight, J. L. (1993). *Building Communities from the Inside Out: A Path Toward Finding and Mobilizing a Community's Assets – Introduction* (pp.1-11). Skokie, IL: ACTA Publications.

MAKERS architecture and urban design. (1999). *Columbia City/Hillman City/Genesee Neighborhood Plan*. Seattle, WA: City of Seattle Neighborhood Planning Office.

Metzger, J. T. (2000). Planned Abandonment: The Neighborhood Life-Cycle Theory and National Urban Policy. *Housing Policy Debate, 11*(1), 7-40.

Robinson Jr., J. W., & Fear, F. (2011). A Technical Assistance Approach. In J. W. Robinson Jr. & G. P. Green (Eds.), Introduction to Community Development: Theory, Practice, and Service-Learning (pp. 55-70). Thousand Oaks, CA: Sage.

Sirianni, C. (2007). Neighborhood Planning as Collaborative Democratic Design. Journal of the American Planning Association, 73(4), 373-387.

Stoecker, R. (2003). Understanding the Development-Organizing Dialectic. *Journal of Urban Affairs, 25*(4), 493-512.

The Community Builders, & Behan Planning Associates. (2003). *Arbor Hill Neighborhood Plan*. City of Albany: Department of Development and Planning.

University of Washington Urban Design and Planning. (2008). Planning for a Successful Process: Updating Seattle's Neighborhood Plans. Seattle, WA: City of Seattle Department of Neighborhoods and Department of Planning and Development.

Warren, M. (2008). A Theology of Organizing: From Alinsky to the modern IAF. In J. DeFilippis & S. Saegert (Eds.), *The Community Development Reader* (pp. 194-203). New York, NY: Routledge.

Yin, J. (1998). The Community Development Industry System: A Case Study of Politics and Institutions in Cleveland, 1967-1997. *Journal of Urban Affairs, 20*(2), 137-157.

COURSE SYLLABUS

I. BASIC COURSE INFORMATION

Course Title: Advocacy Planning and Action

Course No.: PLAN 711 Course Section: Not Applicable

School: Architecture Department: Graduate Center for Planning and the Environment Program: City and Regional Planning

Days: Varied Time: Varied Place of class meetings: Generally Higgins Hall

Credit hours: 3

Course Coordinator or Chairperson (where applicable): John Shapiro

Prerequisite courses/skills/other restrictions:

II. INSTRUCTOR CONTACT INFORMATION

Name: Ronald Shiffman Academic Title: Professor

Office Location:

Contact Information:

Office hours: By appointment

Phone no(s): 917-705-8935 Appropriate times to call: Monday through Friday, 9AM-6PM

Email address: rshiffma@pratt.edu Class listserv:

Special Instructions:

III. COURSE DESCRIPTION

Bulletin Description:
Advocacy planning is a major force in community, city, and regional decision-making process. This class considers the evolution, current status and projected role of advocacy in the planning and design domains. Topics include citizen participation in political and developmental activities; changing governmental policies affecting neighborhood housing and commercial programs; work with established and underrepresented community groups; the ideological premises of advocacy and social action; and the relationship of the planner to society and societal concerns. The course incorporates lectures, seminar discussions, guest presentations, and student field-related projects.

Detailed Description:
Advocacy Planning and participatory planning and architectural practices have been a major force in community city and regional decision-making, community development and community-based architecture and design. The evolution, current status and projected role of the planner/designer working with community leaders, low and moderate-income families in a real context to help formulate public planning policies beneficial to the interests of low and

moderate income communities will be the focus of this course. Topics will include citizen participation in political and developmental activities/policies including environmental justice issues, community economic development; emerging governmental policies affecting neighborhood housing and community economic development programs including job generation, gentrification and residential and business displacement and other potential displacement issues related to redevelopment policies; environmental justice and emerging sustainable development issues with particular emphasis on PlaNYC2030 and other comparable initiatives. Students will work with established and underrepresented community groups – particularly groups that have been traditionally excluded from decision-making processes. They will be exposed to the ideological premises of advocacy and social action and the relationship of the planner to society and societal concerns. The course, depending on the number of students enrolled will incorporate lectures and one on one consultations, seminar discussions and guest presentations. The class will be focused on place based and field-related experiential projects.

Course Goal(s):

- Be exposed to the concept and practice of advocacy planning
- Be exposed to issues of social change and community empowerment
- Explore the integration of social change, environmental justice, and issues of equity, social and economic justice and the implications for the urban planning practitioner in an environment unencumbered by normal academic constraints.

Student Learning Objectives:

- Define “advocacy and pluralism” in planning
- Feel comfortable in working a variety of community settings
- Experience complex issues in complex settings
- Discuss and understand issues of equity, social and economic justice and their relationship to urban planning considerations
- Understand the role of the planner as an agent of social change and as a technical assistance provider

Course Calendar/Schedule:

The final schedule will be set up as warranted by the subject matter of their placement and or planning project to be further developed after the first few initial meetings and will be dependent on the individual and or team focus.

The exact format of the class will be dependent on the number of students enrolled and their professional orientation. The course will be coordinated with ongoing efforts by community-based development organizations representing low and moderate-income families

IV. COURSE REQUIREMENTS

Textbooks, Readings, and Materials:
Handouts [based on topics addressed by term projects and or planning project]
Newspapers and Periodicals; The New York Times is a MUST.
Various Assigned Web Sites [see attached List] as they pertain to selected project.
Other readings to be assigned based on project selected and or assigned.

Project(s), paper(s), assignment(s):

Alternatively: Provide the final assignment here, and indicate that "Weekly assignments are presented below."

Assessment and Grading:

20%	Participation in On-Line and email contact
60%	Term Project: self selected placement or assigned Planning Project
20%	Readings and short Commentary

IV. POLICIES

Institute-wide policies listed in the "Community Standards" section of the bulletin:
All students must adhere to Institute-wide policies in the student handbook and Institute Bulletin under "Community Standards." These include policies on attendance, computer, and network use.
Academic Integrity: All work must be your own. If it is not, the source should be cited and documented appropriately.

Policy on students with disabilities:
Students who require special accommodations for disabilities must register with the Office of Disability Services at the beginning of the semester. They should contact the Disability Services Director, first floor Willoughby Hall, adjacent to Health and Counseling Services, 718-636-3711.

Any additional applicable school, departmental, or personal course policies:
Safety: All students are expected to adhere to the specific Health & Safety and Environmental Protection Guidelines of Pratt Institute.

PPPM 452/552: Public Participation in Diverse Communities
University of Oregon
Department of Planning, Public Policy and Management
Winter 2013
Hours: Every other Friday and fieldtrips, 10-1050AM
Room 142 STB

Gerardo Sandoval, Ph.D.
Assistant Professor
Hendricks Hall 103
gsando@uoregon.edu
541-346-8432

Office hours: Tues. 2-4pm. Sign up sheet on my office door.

Overall Approach and Course Description

This public engagement course exposes students to community engagement strategies and tools for encouraging public participation in low-income and ethnically diverse communities. The course examines key theories in public participation and traces the history of public engagement between planning institutions and underserved communities. Students will explore issues of public participation in this field experience course by speaking to practitioners dealing with issues of Latino immigrant integration. The field experience in Oregon will expose students to Latino immigration integration efforts in this "new destination" state. Specifically, this class will expose students to integration efforts taking place in regions of Oregon that have witnessed significant immigration growth during the last 10 years—Woodburn/Salem, Hillsboro/Portland, and Eugene/Springfield. Significant focus will be on how local planning institutions, social service organizations, and schools can serve as community resources in immigrant integration efforts for immigrants as well as community organizations whose goal it is to assist immigrant communities in their new country.

The class will expose students to theories of community immigrant integration, public engagement strategies, along with contextual information related to immigration policy, and the practical link between planning, public policy, and non-profit management. Students will examine how U.S. institutions attempt to integrate immigrants into their communities. This is a significant goal which aligns with the purpose of the Department of PPPM which "is concerned with the ways governments, non-profit organizations, and other institutions address some of the most important problems facing society today."

Evaluated Activities

Undergraduate students. Grades for the class will be based on the following: two papers (25pts each) participation in field trips (mandatory) and class discussions (10pts), travel journal participation (30pts), a final class presentation (10pts).

- Papers: Students will turn in two papers based on readings from the course. Questions will ask you to reflect, critique the material, and relate it to the issues discussed in the course trips.
- Course Travel Journal (https://blackboard.uoregon.edu/). The class will maintain a travel journal (instructions are on blackboard). Students will post in the journal **within 48hrs** of a trip's completion.
- Participation in field trips and class discussion. Note that field trips are mandatory. You are expected to actively participate while in class and during discussions on the field trips.

- Class Presentation at UO: The class will present to my urban redevelopment course on March 12. Students will offer their ideas to improve public participation strategies for involving vulnerable populations in one of the towns visited during the field experience. They will synthesize the content covered in class and develop an interdisciplinary approach to public participation.

Graduate students. Grades for the class will be based on the following: two papers (25pts each) participation in field trips (mandatory), travel journal participation (30pts), a literature review (20pts).

- Literature Review: Graduate students are required to develop a literature review based on a public participation issue that relates to the course content. Your literature review should be 4-5 double spaced pages.

The grading scale for your class grade is as follows:

A+	$100 > x \geq 97$		
A	$97 > x \geq 94$	C	$77 > x \geq 74$
A-	$94 > x \geq 90$	C-	$74 > x \geq 70$
B+	$90 > x \geq 87$	D+	$70 > x \geq 67$
B	$87 > x \geq 84$	D	$67 > x \geq 64$
B-	$84 > x \geq 80$	D-	$64 > x \geq 60$
C+	$80 > x \geq 77$	F	$60 > x$

Course Website

The course website is located on the University of Oregon's Blackboard system (https://blackboard.uoregon.edu). The course syllabus, announcements and other materials will be posted on the blackboard site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address throughout the semester; I will use that email address to communicate with you.

Content and Structure of Sessions: (see Itinerary for more details of each trip)

Date	Theme	Readings
Jan 11 Jan 18	Introduction Grad Students meet to discuss ICP (Rhoda Smith and Eli Meyer)	Gonzales-Berry and Mendoza, Ch. 1-2 Marshall Arnstein Creighton
Jan 25, 26	Salem/Woodburn Trip (Rural Perspective)	Gonzales-Berry and Mendoza, Ch. 3 Bussel, Ch. 1-2 and 4 Nelson and Hiemstra Lopez and Welch
Feb 8, 9	Portland/Hillsboro Trip (Urban Perspective)	**1st paper due: Feb. 1st** Gonzales-Berry and Mendoza, Ch. 4-5 Bussel, Ch. 3 Jones-Correa
Feb 22	Eugene/Springfield Trip (Town/City Interface)	Gonzales-Berry and Mendoza, Ch. 6 Bussel, Ch. 5-6 Sandoval Sandoval and Herrera
Mar 8	Reflection and Synthesize	**2nd paper due: March 1st** Myers and Pitkin Welcome to Dayton
Week of Mar 12th	Sharing our experience UO Presentation	Presenting to PPPM 432/532 in LA 166 @ noon

Books:

Gonzalez-Berry, Erlinda and Mendoza, Marcela. Mexicanos in Oregon: Their stories, their lives, Oregon State University Press, 2010.

Reports:

Reports will be available via Blackboard

Bussel, Robert. Understanding the Immigration Experience in Oregon: Research, Analysis, and Recommendations from University of Oregon Scholars, University of Oregon.

Michael Jones-Correa. All immigration is local: Receiving Communities and Their Role in Successful Immigrant Integration

Monique Lopez, Mackie Welch, and Gerardo Sandoval. Engaging the Latino Community in Salem, Oregon, University of Oregon, Sustainable Cities Initiative, 2011.

Myers, Dowell and Pitkin, John. Assimilation Tomorrow: How Americas Immigrants Will Integrate by 2030, American Progress, November 2011.

Sandoval, Gerardo and Maldonado, Marta. "Latino Urbanism Revisited: Placemaking in New Gateways and the Urban-Rural Interface", Journal of Urbanism, Vol 5, Issue 2-3, July 2012: 193-218.

Sandoval, Gerardo and Herrera, Roanel. "Latino Public Participation and Community Indicators Project: Developing a Bottom-Up Understanding of Inclusion and Livability in Lane County, Oregon. University of Oregon, Sustainable Cities Initiative, 2012.

Welcome to Dayton: Immigrant Friendly City Report, City of Dayton, Ohio.

Reader:

The readings will be available via Blackboard:

Arnstein, Sherry. July 1969. A Ladder of Citizen Participation. Journal of the American Institute of Planners, 35, no. 4.

Creighton, James L. The Public Participation Handbook: Making Better Decisions Through Citizen Involvement, Jossey-Bass, San Francisco, 2005.

Marshall, Ray. Getting Immigration Reform Right, Economic Policy Institute, March 15, 2007.

Nelson, Lise and Hiemstra, Nancy. 2008. Latino Immigrants and the Renegotiation of Place and Belonging in Small Town America, Social and Cultural Geography, 9: 3.

Course Policies

Missed Class Policy
You must attend classes. If you miss a field trip, you will not pass the course.

Incomplete Policy
Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when "the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor."

Academic Misconduct
You are expected at all times to do your own work. Copying or obtaining content from other students or other persons and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Plagiarism
Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas, data, analyses). If there is any reasonable question about whether an act constitutes academic misconduct, it is the student's obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at: www.libweb.uoregon.edu/guides/plagiarism/students.

Discrimination
All students are expected to adhere to University of Oregon policies related to discrimination based upon ethnicity, gender, and sexual orientation.

Documented Disability
If you have a documented disability and anticipate needing accommodations in the course, please make the necessary arrangements. You may contact Disabilities Services at 541-346-1155. Also, please contact the instructor early in the semester so that your learning needs are appropriately met.

Inclusion Statement
The School of Architecture and Allied Arts is a community that values inclusion. We are a committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at http://bias.uoregon.edu/index.html or by phoning 541-346-2037.

CRP 403/503 COMMUNITY BASED PRACTICE FALL 2013

INSTRUCTOR: Claudia Isaac (277-5939, cisaac@unm.edu)

TIME: Wednesday 5:30 – 8:00 pm

PLACE: George Pearl Hall Room 327

OFFICE HOURS: Wednesdays 4:00 – 5:00 pm; Thursdays 12:00 – 1:00 pm; or by appointment

COURSE OBJECTIVE:

This course arose out of a concern on the desire on the part of CRP students to learn enough "technique" to prepare them for the workplace, and my observation that part of the learning of the technical aspects of planning requires building hands-on confidence, enabling students to acquire specific technical skills as they are needed. This course content also arises out of my concern that when we talk about planning method or technique, we often think only of technocratic skills, and ignore the skill sets of community mobilization, facilitation, and organization development.

STUDENT LEARNING OBJECTIVES:

This course is designed to help you develop a modus operandi for identifying the technical skills you will need to create and implement community based programs and plans, and to acquire the techniques necessary for sharing those skills with community partners. This course will teach you:

- technical skills in community based practice that center on building rigorous tools for mobilizing, facilitating and building community capacity to implement community based plans and strategies;
- understanding of the nuts and bolts of running a community based effort, either from a governmental, community based organization or service agency location; and
- The fundamentals of non-profit management (though there are other courses on campus that cover non-profit management in greater depth).

COURSE PROCEDURES AND REQUIREMENTS:

This class is taught at the graduate level. I will, however, work with undergraduates to adjust the class output expectations discussed below to accommodate your current level of expertise and knowledge.

In the Freirian tradition, all students are asked to be an active co-instructor, including participation in the on-going refinement and reconstruction of the syllabus (course structure, in-class exercises, and readings). You are also expected to be an active participant in class discussions and exercises. So, though class attendance is not monitored, steady and prepared participation is required.

Beginning early, and over the course of the in the semester, each of you will design a community based program, project, campaign or policy initiative. You will be asked to map out the social purpose, community constituency, planning problem, institutional and organizational participants, community outreach and participation strategy, organizational development strategy, and community capacity building components. The client can be real or hypothetical, and the client may function as a co-researcher or not depending on access and feasibility. The output must be concrete and focused on solving a community based planning problem. You are encouraged to work in groups or pairs (depending on the size of the class).

In the later part of the semester, you will be asked to design and facilitate at a class (depending on the size of the class you may need to work in teams). The class will take the form of a community workshop, and you will determine the topics covered, based on your particular interests and capacity needs, and on the topic's fit within the Community Development discourse. These may include (but are not limited to): affordable housing strategies, labor advocacy, youth development, equitable social services, revitalization/redevelopment plans, programs and strategies, economic development& job creation initiatives. Please choose a workshop topic that relates directly to advancing a community based

planning agenda. As facilitators, you will work with me to research the technical requirements of the topic, identify readings and exercises, and design and present a curriculum module for that session. You may find the training resources on the comm-org list serve useful as you design your facilitation. They can be accessed at: http://comm-org.wisc.edu/train.htm.

READINGS:

Readings will be available on e-reserves at http://ereserves.unm.edu. To find our web page, search under course name for "Community Based Practice". The password access is comm-prac. There are no hardcopy texts for this class unless the group collectively decides it would be productive to acquire some.

Assigned readings are likely to be somewhat fluid as we discover each other's particular interests and concerns. Please be flexible. You and your classmates will choose readings for classes beginning **November 13**. Please see me early to discuss the readings you plan to assign so that I can make them available on e-reserve in a timely way.

A NOTE ABOUT ACADEMIC HONESTY:

As a member of the UNM academic community, I am dedicated to creating an environment in which academic integrity is valued and upheld by all. Your research topics will involve the ethical use of published sources, and may well involve the ethical conduct of field research. Please note that plagiarism occurs when someone—knowingly or unknowingly – presents the words or ideas of another person as his or her own. This includes the ideas of community participants in a field-based inquiry. If you are not already familiar with the proper use of sources or the ethical engagement of human subjects, you are responsible for consulting with me, or with appropriate readings, to inform yourself *prior* to handing in any written work. Please also be sure to bring concerns or questions about research protocols, attribution, or other ethical matters to class for discussion. I will, in this class, serve as the Institutional Review officer. I must approve your class project question, design, clients and forms of outreach before you conduct planning research.

Part of your work in this class may be the result of collective scholarship, and must include the analytical insights of all contributors, including those of technical experts and of community members you have consulted about your project topic. Academic honesty requires that you attribute information from all sources in your document, verbal or published. In most cases, this is accomplished by providing careful in-text citations, a bibliography and list of people interviewed (include "informal" conversations as well if they provided utilized data, or informed your analysis or conclusions). All group members should also be listed as authors and everyone must be prepared to a) contribute analytically to the group's work and b) listen carefully and respectfully to the insights of other group members.

OUTLINE AND READINGS

Week One: August 21

INTRODUCTION TO THE CLASS

Week Two: August 28

Assignment Due: What is the goal, objective or agenda of your project? What social purpose do you hope to achieve?

THE NATURE OF COMMUNITY, IDENTITY AND REPRESENTATION IN COMMUNITY BASED PLANNING

Gerald A. Porterfied & Kenneth B. Hall, Jr. "So, What is Community, Anyway?" *A Concise Guide to Community Planning*, New York: McGraw Hill, 1995, pp. 5-20.

Raymond A. Rocco, "Reframing Postmodernist Constructions of Difference: Subaltern Spaces, Power, and Citizenship", in Carlos G. Vélez-Ibáñez and Anna Sampaio (eds), *Transnational Latina/o Communities: Politics, Processes and Cultures*, New York: Rowman & Littlefield Publishers, 2002, pp. 91-109.

Robin D. G. Kelley, "Looking for the 'Real' Nigga: Social Scientists Construct the Ghetto", *Yo Mama's Disfunktional!: Fighting the Culture Wars in Urban America"*, Boston: Beacon Press, 1997, pp. 15-42,

Robert Putnam, "Bowling Alone: America's Declining Social Capital", *Journal of Democracy* 6:1, Jan 1995, pp. 65-78. Access on line at http://xroads.virginia.edu/~hyper/DETOC/assoc/bowling.html.

Recommended:

Sharon Zukin, "Whose Culture? Whose City?" in Richard LeGates and Frederic Stout (eds), *City Reader*, New York: Routledge, 2000, pp. 131-142.

COMMUNITY PRACTICE TO WHAT END?

Sandercock, Leonie. "Introduction", in *Making the Invisible Visible: A Multicultural Planning History"*, Los Angeles: University of California Press, 1998, pp. 1-33.

Arnstein, Sherry. "The Ladder of Citizen Participation", in Jay M. Stein (ed). Classic Readings in Urban Planning: An Introduction, McGraw Hill, Inc., New York, New York: 1995, pp. 358-374.

Recommended

Garett A. Jones. "The Latin American City as Contested Space: A Manifesto", *Bulletin of Latin American Research*, Vol. 13, No 1, 11. 1-12.

Equipo Programa de Educación para la Participación. "Planeación Participativa", *Haciendo Camino al Andar: Guía Metodológica para la Acción Comunitaria*, Washington, DC: OEF International, 1991, pp. 28-48

Week Three: September 4

COMMUNITIES AND "THE STATE" – FORMS OF SOCIAL REPRODUCTION AND SOCIAL MOVEMENT RESPONSE

Peter Medoff & Holly Sklar. “Controlling the Land Through Eminent Domain”, *Streets of Hope: The Fall and Rise of an Urban Neighborhood*, Boston: South End Press, 1994, pp. 115 – 144.

Rebecca Abers. "From Clientelism to Cooperation: local government, participatory policy and civic organizing in Porto Alegre, Brazil," Politics and Society (December 1998: 511-537).

James Whelan. “Six Reasons Not to Engage: Compromise, Confrontation & the Commons”, *Comm-Org Papers,* Vol. 13, 2007. access at http://comm-org.wisc.edu/papers2007/whelan.htm.

Recommended:

John S. Atlee & tom Atlee. “Democracy: A Social Analysis”, Published on the web by the Co-Intelligence Institute from an unpublished 1952 manuscript by economist and activist John Atlee, then revised, condensed and edited by Tom Atlee for *Thinkpeace* Issue 37/38 July 24, 1992. Available on the web at http://www.co-intelligence.org/CIPol_democSocPwrAnal.html

David Chavis. “Building Community Capacity: An Initial Inventory of Local Intermediary Organizations”, Comm-Org Papers, 2005. Available on the web at http://comm-org.wisc.edu/papers.htm.

Rachel Slocum. “Communicating with Officials and Outsiders”, in *Power, Process and Participation: Tools for Change*, edited by Rachel Slocum et al. London: Intermediate Technology Publications, 1995, pp. 68 – 71.

SETTINGS FOR COMMUNITY BASED PRACTICE

Brown, Ralph, Albert B. Nylander III, Brayden G. King, and Benjamin J. Lough. “Growth Machine Attitudes and Community Development in Two Racially Diverse Rural Mississippi Delta Communities: A Monolithic Approach in a Complex Region”, *Journal of the Community Development Society*, Vol. 31, # 2, 2000, pp. 173 – 195.

Marston, Sallie A. & George Towers. “Private Spaces and the Politics of Places: Spatioeconomic Restructuring and Community Organizing in Tucson and El Paso”, in Robert Fisher and Joseph Kling (eds), *Mobilizing the Community: Local Politics in the Era of the Global City*, Newberry Park, CA: Sage Publications, 1993, pp. 75-102.

Stephenson, Marcia. “Forging and Indigenous Counterpublic Sphere: The Taller de Historia Oral Andina in Bolivia”, *Latin American Research Review,* Vol 37, No 2, 2002, pp 99 – 117.

Week Four: September 11

Assignment due: Who are your constituencies, who does your organization or project represent? What is your preliminary mission? How would you season that mission with your constituency?

THE PRACTICE OF COMMUNITY BUILDING: IDENTIFYING AND UTILIZING SOCIAL CAPITAL

Perri, Marianne. “Vaughan Youth Cabinet: Youth Participation in Community Planning and Design”, *Children, Youth, and Environments,* Vol 17, No.2, 2007, pp: 581-593.

Ross Gittell & J. Phillip Thompson, “Making Social Capital Work: Social Capital and Community Economic Development”, in Mark R. Warren, J. Phillip Thompson, and Susan Saegert (eds), *Social Capital and Poor Communities*, New York: Russell Sage, 2001, pp. 115 - 136.

Cathy J. Cohen, “Social Capital, Intervening Institutions, and Political Power”, in Mark R. Warren, J. Phillip Thompson, and Susan Saegert (eds), *Social Capital and Poor Communities*, New York: Russell Sage, 2001, pp. 267-289.

McKnight and Kretzmann, “Mapping Community Capacity”, Evanston: Center for Urban Affairs and Policy Research, 1990, pp. 1 - 21.

Robert E. Lang & Steven P. Hornburg, "What is Social Capital and Why is it Important to Public Policy?", *Housing Policy Debate*, Vol. 9, issue 1, pp 1 –16.

THE PRACTICE OF COMMUNITY BUILDING: CONSTITUENCIES, COLLABORATION AND REPRESENTATION

Jessica Pitt. "Community Based Collaboratives: A Study of Interorganizational Cooperation at the Neighborhood Level", The *Aspen Institute Working Papers Series*, Winter, 1998.

Sue Sohng & Melissa Chun, "Multi-Ethnic, Multi-Racial Coalition Building: Connecting Histories, Constructing Identities and Building Alliances", Comm-Org Papers, 2005. Available on the web at http://comm-org.wisc.edu/papers2005/sohng.htm.

Mark R. Warren, J. Phillip Thompson, and Susan Saegert. "The Role of Social Capital in Combating Poverty", in *Social Capital and Poor Communities*, New York: Russell Sage, 2001, pp. 1-30.

Christel Weller-Molongua and Joannes Knapp. "Social Network Mapping", in *Power, Process and Participation: Tools for Change*, edited by Rachel Slocum et al. London: Intermediate Technology Publications, 1995, pp. 186 - 190.

Joan M. Roberts. "A Six-Step Development Framework to Build Successful Alliances, Coalitions and Partnerships", Comm-Org Papers, 2005. Available on the web at http://comm-org.wisc.edu/papers2005/roberts.htm.

Maya D. Wiley. "Structural Racism and Multiracial Coalition Building", Report to the Anne E. Casey Foundation by the Institute on Race and Poverty, November 2003 (this is quite lengthy. Skim it as useful).

Recommended:

Rex L. Lamore, Terry Link, and Twyla Blackmond. "Renewing People and Places: Institutional Investment Policies that Enhance Social Capital and Improve the Built Environment of Distressed Communities", 2008, *Journal Of Urban Affairs*, Volume 28, Number 5, pages 429–442.

Week Five: September 18

THE PRACTICE OF COMMUNITY BUILDING: PRE-PLANNING AND COMMUNITY DIAGNOSTICS

Equipo Programa de Educación para la Participación. "Diagnostico Comunitario", *Haciendo Camino al Andar: Guía Metodológica para la Acción Comunitaria*, Washington, DC: OEF International, 1991, pp. 4 - 27.

Thomas Wolf. "Understanding Nonprofit Organizations", *The Nonprofit Organization in the 21st Century*, New York: Simon & Schuster, 1999, pp. 15 - 42.

Nabeel Hamdi & Reinhard Goethert. "Tools in Operation", Action *Planning for Cities: A Guide to Community Practice*, New York: John Wiley & sons, 1997, pp. 81-117.

Beth Zemsky & David Mann. "Building Organizations in a Movement Moment", *Social Policy*, Spring-Summer 2008, Vol. 38, # 3, pp. 9-17.

Recommended:

John Clark, "What are Voluntary Organizations, and Where Have they Come From?" & "Magic or Muddle?", *Democratizing Development: The Role of Voluntary Organizations*, West Hartford, Conn: Kumarian Press, 1991, pp. 29 – 63.

THE PRACTICE OF COMMUNITY BUILDING: FACILITATION AND TEAM BUILDING

Michael Avery, Brian Auvine, Barbara Steibel, & Lonnie Weiss. "Structuring Your Meeting", "The Role of the Facilitator", & "Communication Skills", in *Building United Judgment: A Handbook for Consensus Decision Making*, Rutledge, MO: Center for Conflict Resolution/ Fellowship for Intentional Community, 1999, pp. 39 – 60.

Barbara Thomas-Slayter, Rachel Polestico, Andrea Lee Esser, Octavia Taylor, & Elvina Mutua. "Organizing Strategies", in *A Manual for Socio-Economic and Gender Analysis: Responding to the Development Challenge*, (no publication location listed): Ecology, community Organization (EcoGen), 1995, pp. 59 – 76.

Katie Nye. "Walking in Others' Shoes", in *Power, Process and Participation: Tools for Change*, edited by Rachel Slocum et al. London: Intermediate Technology Publications, 1995, pp. 78 – 81.

Eric E. Vogt, Juanita Brown, and David Isaacs. "The Art of Powerful Questions: Catalyzing Insight, Innovation, and Action", 2003, Whole Systems Associates, 18 pages.

Recommended:

Richardson, Ric, Mikaela Renz & Lisa Gavioli. "Designing a Neighborhood Vision with Albuquerque's North Valley Improvement Coalition: Practice and Principles for Community-Based Citizen Participation", Proceedings of the 45th International Making Cities Livable Conference, Portland Oregon, June 2007.

David Blum. "Incredible Teambuilding", *The Teambuilding Supersite*, http://www.teambuildinginc.com/article_incredibles.htm

Richard G. Holdar and O. Zakharchenko (eds). *Citizen Participation Handbook*. People's Voice Project, International Center for Policy Studies, 2002, http://siteresources.worldbank.org/INTBELARUS/Resources/eng.pdf.

World Café. "Café to Go: A Quick Reference Guide for Putting Conversations to Work", 2008, http://www.theworldcafe.com, 7 pages.

Week Six: September 25

THE PRACTICE OF COMMUNITY BUILDING: – MEDIATION AND ALTERNATIVE DISPUTE RESOLUTION

John Forester, Alessandro Balducci, Ali Madanipour, Klaus R. Kunzmann, Tridib Banerjee, Emily Talen & Ric Richardson (2013): Design confronts politics, and both thrive!/Creativity in the face of urban design conflict: A profile of Ric Richardson/From mediation to the creation of a "trading zone"/Conflict and creativity in Albuquerque/Reflecting on a mediation narrative from Albuquerque, New Mexico/From mediation to charrette/Physical clarity and necessary interruption/Ric Richardson responds, Planning *Theory & Practice*, 14:2, 251-276.

THE PRACTICE OF BUILDING ORGANIZATIONS: ORGANIZATIONAL CULTURE –MANAGING DIVERSE INTERPERSONAL AND WORK STYLES

David Lewis. "NGOs, Organizational Culture, and Institutional Sustainability", *Annals of the American Academic of Political and Social Science*, 2003; 590; pp. 212-226.

Jan Thomas & Lesley Wilcoxson. "Developing Teaching and Changing Organisational Culture through Grass-Roots Leadership", *Higher Education*, Vol. 36, # 4 (Dec. 1998), pp. 471-485.

Thomas R. Dye. " Bureaucratic Power:, *Politics in America*, Pearson Education Inc., 1995-2008, http://wps.prenhall.com/hss_dye_politics_6/0,10063,1821356-,00.html.

Gregory D. Saxton, PhD. "The Participatory Revolution in Nonprofit Management", *The Nonprofit Quarterly*, Summer, 2012, pp. 12 – 21.

Recommended:

Allen L. Hammer. *Work Styles Report: Enhancing Two-Way Communication in Organizations*, CPP, April 30, 200, http://www.cpp.com/images/reports/smp261182.pdf.

The Practice of Building Organizations: Fiscal Management & Budgeting

PLEASE REVIEW THE FOLLOWING WEBSITE:

Idealist.Org: The Nonprofit FAQ: http://www.nonprofits.org/, especially the relevant categories under "management".

Week Seven: October 2

THE PRACTICE OF BUILDING ORGANIZATIONS: COMMUNITY MOBILIZATION AND ORGANIZING THEORY

Patricia Watkins Murphy and James V. Cunningham. Community Organizing: Principle Tool for Change and Reform", *Organizing for Community Controlled Development: Renewing Civil Society*, Thousand Oaks, CA: Sage Publications, (2003), pp. 78-106.

Robert Fisher. "Grass-Roots Organizing Worldwide: Common Ground, Historical Roots, and the Tension Between Democracy and the State", in *Mobilizing the Community: Local Politics in the Era of the Global City*, edited by Robert Fisher and Joseph Kling, Newbury Park, CA: Sage, 1993, pp 3 – 27.

Power and Social Change, Grassroots Policy Project, January 2006, (5 pages)

Applied Research Project. "A Beginning Dialogue: Marking Progress – Movement Toward Racial Justice", Philanthropic Initiative for Racial Equity, April 2010

Applied Research Project. "Critical Issues Forum 3: Making Progress - Movement Toward Racial Justice", Philanthropic Initiative for Racial Equity, July 2010.

PLEASE ALSO REVIEW THE FOLLOWING WEB SITES:

The PICO National Network: http://www.piconetwork.org/

The Southwest Organizing Project: http://www.swop.net/

Arizona Interfaith Network (a sister organization of Albuquerque Interfaith, which doesn't have a website: http://www.arizonainterfaith.org/

ACORN: http://www.acorn.org/ (the Albuquerque Acorn web page is included in the national Acorn site.

City of Albuquerque Neighborhood Services: (includes the web page for the Office of Neighborhood Coordination): http://www.cabq.gov/council/Neighborhoods.html

Recommended

Equipo Programa de Educación para la Participación. "Comunicación Popular y Alternativa", *Haciendo Camino al Andar: Guía Metodológica para la Acción Comunitaria*, Washington, DC: OEF International, 1991, pp. 200-213. This Reading is only available in Spanish. For those who do not read Spanish, please read the Stocker article instead.

Stoecker, Randy. "Report to the West Bank CDC: Primer on Community Organizing", September, 2001.

THE PRACTICE OF BUILDING ORGANIZATIONS: LEGAL REQUIREMENTS, 501C(3) STATUS, REPORTING, TAXES….

Equipo Programa de Educación para la Participación. "Apropiación de la Ley", *Haciendo Camino al Andar: Guía Metodológica para la Acción Comunitaria*, Washington, DC: OEF International, 1991, pp. 170 - 199.

Jan Masaoka & Jeanne Bell Peters. "What We Really Need: Eight Reforms to Make Nonprofits More Accountable and Effective", *Stanford Social Innovation Review*, summer, 2005.

PLEASE REVIEW THE FOLLOWING WEB SITES:

Internal Revenue Service: Tax Information for Charities and Nonprofit Organizations: http://www.irs.gov/charities/index.html

Idealist.Org: The Nonprofit FAQ: http://www.nonprofits.org/, especially the categories under "Regulation".

Week Eight: October 9

Assignment due: What is your preliminary thinking regarding your organizing strategy?

THE PRACTICE OF BUILDING ORGANIZATIONS: NGO/CBO BOARD STRUCTURE AND MEMBERSHIP

Thomas Wolf. "The Board", *The Nonprofit Organization in the 21st Century*, New York: Simon & Schuster, 1999, pp. 43 - 82.

Leon Gordenker & Thomas G. Weiss. "Pluralizing Global Governance: Analytical Approaches and Dimensions", in Weiss and Gordenker (eds). *NGOs, the UN, and Global Governance*, Boulder CO: Lynne Rienner Publishers, 1996, pp. 17 – 47.

PLEASE REVIEW THE FOLLOWING WEBSITE:

Idealist.Org: The Nonprofit FAQ: http://www.nonprofits.org/, especially the relevant categories under "management".

THE PRACTICE OF BUILDING ORGANIZATIONS: FISCAL MANAGEMENT & BUDGETING

Thomas Wolf. "Financial Management" & "Financial Records & Fiscal Procedures", *The Nonprofit Organization in the 21st Century*, New York: Simon & Schuster, 1999, pp. 173 - 232.

PLEASE REVIEW THE FOLLOWING WEBSITE:

Idealist.Org: The Nonprofit FAQ: http://www.nonprofits.org/, especially the relevant categories under "management".

Week Nine: October 16

Assignment due: What particular legal constraints or considerations do you need to take into account in your program/project design? What is your proposed board structure?

THE PRACTICE OF BUILDING ORGANIZATIONS: STAFFING CBOS, PERSONNEL ISSUES

Thomas Wolf. "Assembling the Workforce" & "Personnel Policy", *The Nonprofit Organization in the 21st Century*, New York: Simon & Schuster, 1999, pp. 83 - 146.

PLEASE REVIEW THE NON-PROFIT EMPLOYMENT DISCUSSIONS ON THE FOLLOWING WEB PAGES

Idealist.org, Non Profit FAQ > Management > Employment, **http://www.idealist.org/if/idealist/en/FAQ/CategoryViewer/default?category-id=37&sid=74780063-8-Jovtd**

Assembled by Carter McNamara, MBA, PhD, "Human Resources Management", Free Management Library, **http://www.managementhelp.org/hr_mgmnt/hr_mgmnt.htm**

THE PRACTICE OF BUILDING ORGANIZATIONS: SHOW ME THE MONEY – DILEMMAS IN FUNDRAISING FOR COMMUNITY BASED ORGANIZATIONS

Klein, Kim. "Fundraising Framework" & "Special Challenges" *Fundraising for Social Change,* 5th edition, Chardon Press, 2006, pp 1-33, 367-387.

Thomas Wolf. "Fundraising", *The Nonprofit Organization in the 21st Century*, New York: Simon & Schuster, 1999, pp. 233 - 274.

Joan Flanagan. "Why Do It?", "How To Do It" & "Fundraising is Selling", *The Grass Roots Fundraising Book: How to Raise Money in Your Community*, Chicago: Swallow Press, 1977, pp. 15 – 43.

Carol Lancaster. "The Phenomenon of Foreign Aid", "The Purposes and Organization of US Foreign Aid Today" & "The Politics of Foreign Aid", *Transforming Foreign Aid: United States Assistance in the 21st Century*, Washington DC: Institute for International Economics, 2000, pp. 9 – 56.

PLEASE REVIEW THE FOLLOWING WEB SITES AS RELEVANT TO YOUR PROJECTS:

HHS Community Development Programs, http://www.policyalmanac.org/social_welfare/archive/community_development.shtml

HUD About Communities, http://www.hud.gov/community/index.cfm (especially the links under "Are you a community organizer or nonprofit?"

USDA Funding Opportunities 2005: http://www.rurdev.usda.gov/rd/nofas/index.html

InterAmerican Foundation: http://www.iaf.gov/index/index_en.asp (especially links related to grants.

Week Ten: Tuesday, October 23

Assignment Due: What are your budgetary constraints and requirements? Who will staff your initiative?

Assignment Due: Come to class prepared to share an interim report on your progress

ETHICS OF NGO ENGAGEMENT IN SENSITIVE AREAS AND CONFLICT ZONES

READINGS TO BE DETERMINED

CHECK IN, INTERIM REPORTS, PEER REVIEW

NO READINGS ASSIGNED

Week Eleven: October 30

Assignment due: What is your fundraising strategy? What are your board and staffing needs? What capacity and expertise does your initiative need? How will you build that capacity among your constituents/members?

Assignment due: Post a brief interim report on your project progress onto WebCT

TECHNICAL CAPACITY AND COLLECTIVE DECISION MAKING: VISIONING, STRATEGIC PLANNING AND ACTION PLANNING

Equipo Programa de Educación para la Participación. "Movilización para la Acción", *Haciendo Camino al Andar: Guía Metodológica para la Acción Comunitaria*, Washington, DC: OEF International, 1991, pp. 214-238.

Smith, Bucklin & Associates. "Establishing the Organization's Direction", *The Complete Guide to Nonprofit Management*, New York: John Wiley & Sons, 1994, pp. 1 - 30

Technical Capacity and Collective Decision Making: Program and Campaign Design – Action Plans, Work Plans, Project Management

Centre for Development and Population Initiatives (CEDPA), "Project Design for Program Managers" 1994, Washington DC, pp 1-57.

Nabeel Hamdi & Reinhard Goethert. "Designing a Programme", Action *Planning for Cities: A Guide to Community Practice*, New York: John Wiley & sons, 1997, pp. 119 -144.

Barbara Thomas-Slayter, Rachel Polestico, Andrea Lee Esser, Octavia Taylor, & Elvina Mutua. "Planning and Formulating Projects", in *A Manual for Socio-Economic and Gender Analysis: Responding to the Development Challenge*, (no publication location listed): Ecology, community Organization (EcoGen), 1995, pp. 151 – 176.

Week Twelve: November 6

Assignment due: Read your colleagues' interim reports and be prepared with friendly critique.

WHEN THINGS DON'T WORK OUT – ASSESSMENT, EVALUATION AND DECIDING WHETHER TO CLOSE YOUR DOORS

Thomas Wolf. "Sustainability and Leadership", *The Nonprofit Organization in the 21st Century*, New York: Simon & Schuster, 1999, pp. 309 - 342.

Peter H. Rossi. "Evaluating Community Development Programs: Problems and Prospects", in *Urban Problems and Community Development*, edited by Ronald F. Fergusonn & William T. Dickens, Washington, DC: Brookings Institution Press, 1999, pp. 521-567.

Peter Drucker, "Managing for Performance: How to Define It; How to Measure It", *Managing the Non-Profit Organization: Practices and Principles*, New York: Harper Collins, 1990, pp 107-144.

Claudia Isaac. "Community-Based Food Security for Albuquerque Public Schools and the South Valley: Final Evaluation Report", AFSC- NM, December, 2012.

PLEASE ALSO REFER BACK TO THE READING BY THOMAS WOLF IN WEEK 7

Recommended:

David M. Fetterman. "Empowerment Evaluation: An Introduction to Theory and Practice", in Empowerment Evaluation: Knowledge and Tools for Self-Assessment and Accountability, Fetterman, Kaftarian and Wandersman (Eds.), Sage Publications, 1996, pp. 3-46.

Centre for Development and Population Initiatives (CEDPA), "Project Design for Program Managers, Pt 2" Washington DC, 1997, pp 73-91.

Idealist.org page on "Evaluation": http://www.idealist.org/if/i/en/faqcat/38-61

Hamdi, Nabeel, and Reinhard Goethert. "Designing a Programme", *Action Planning for Cities: A Guide to Community Practice*, 1997, New York, John Wiley & Sons, pp. 119 – 144.

INTERIM REPORTS AND PEER REVIEW

NO ASSIGNED READINGS

Week Thirteen: November 13

SECTORIAL EXPLORATION OF COMMUNITY BASED PRACTICE

Student facilitated session
READINGS TO BE ASSIGNED

SECTORIAL EXPLORATION OF COMMUNITY BASED PRACTICE

Student facilitated session
READINGS TO BE ASSIGNED

Week Fourteen: November 20

SECTORIAL EXPLORATION OF COMMUNITY BASED PRACTICE

Student facilitated session
READINGS TO BE ASSIGNED

SECTORIAL EXPLORATION OF COMMUNITY BASED PRACTICE

Student facilitated session
READINGS TO BE ASSIGNED

Week Fifteen: November 27

SECTORIAL EXPLORATION OF COMMUNITY BASED PRACTICE

Student facilitated session
READINGS TO BE ASSIGNED

SECTORIAL EXPLORATION OF COMMUNITY BASED PRACTICE

Student facilitated session
READINGS TO BE ASSIGNED

Week Sixteen: December 4

Final paper due electronically by 5 pm, December 9

SECTORIAL EXPLORATION OF COMMUNITY BASED PRACTICE

Student facilitated session

READINGS TO BE ASSIGNED

DEBRIEF, CLASS EVALUATION, AND SELF-ASSESSMENT

PLAN 764: Community Development Techniques
Department of City and Regional Planning at UNC-Chapel Hill
Mitchell 009
T & TH 2:00-3:15pm
Spring 2013

Mai Thi Nguyen, PhD
Office: New East 313
Office Hour: TH 11am-12pm and by appointment
Email: mai@unc.edu
Phone: 919.962.4762

T.A. Michelle Audette-Bauman
email: audettem@live.unc.edu

Course Introduction: This course will expose you to a variety of community development techniques such as: asset mapping, stakeholder identification, public participation, community empowerment, data collection, and evaluation. Students will also learn public and private sector revitalization techniques by assisting North Carolina communities to achieve their community and economic development goals. Community revitalization work is interdisciplinary in nature, requiring teams of professionals with backgrounds in business, finance, law, planning, and public administration, among others. Therefore, graduate and professional students from varied backgrounds are welcomed to take this course.

Course Objective: The two key objectives of this course: 1) introduce students to a tool kit of community development skills and techniques that are commonly used in the field and 2) educate students about innovate community/economic development (CED) finance tools used for revitalization. The topics and techniques discussed in this course will utilize a social equity lens, thereby exposing students to community development techniques that are more inclusive and empowering than traditional planning methods. To that end, this course will expose students to topics regarding: 1) the role planners in empowerment planning; 2) strategies to empower underserved communities in the planning process; 3) choosing CED projects that equitably distribute risks and rewards; and 4) developing equitable CED finance strategies.

Class Format: Tuesdays will be reserved for lecture and rich discussion of readings. Students are expected to have assigned readings completed before class. Thursday classes will involve any combination of the following: case study evaluation/guest lecture/group activities/exercises/films led by the instructor(s).

Required Texts & Readings:
There are two required texts for this course that can be purchased at the RAM Bookstore:

- Phillips, Rhonda and Robert H. Pittman. An Introduction to Community Development. New York, NY: Routledge.
- Green, Gary Paul and Anna Haines. Asset Building and Community Development. Thousand Oaks, CA: Sage Publications.

All other required readings are located on the course Sakai site: sakai.unc.edu.

Grading:

Assignment #1-4:	40% (10% each)
Final CDF Proposal:	30%
Final Presentation:	10%
Case Study Presentation:	10%
In-class participation:	10%
Total:	**100%**

OTHER ACADEMIC BUSINESS

The Honor Code:

"The Honor Code represents UNC-Chapel Hill students' commitment to maintain an environment in which students respect one another and are able to attain their educational goals. As a student at Carolina, you are entering a community in which integrity matters--integrity in the work you submit, and integrity in the manner in which you treat your fellow Carolina community members." http://newstudents.unc.edu/content/view/24/77/

I am committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at http://honor.unc.edu/honor/code.html. If you have questions it is your responsibility to ask the professor about the Code's application. All written work, and other projects must be submitted with a signature that you have complied with the requirements of the Honor Code in all aspects of the submitted work.

Contacting the professor:

I encourage you to contact me before or after class and during office hours. I also encourage you to inform me beforehand if you are unable to attend class or fulfill an assignment rather than after the fact. I am more willing to make accommodations legitimate excuses if I am told beforehand. When emailing, please do not expect a prompt reply.

Missing Class:

Students are permitted to miss class for EXCUSABLE absences only (for details about what an excused absence is, see UNC-Chapel Hill's attendance policy below). On the first day of class, each student starts with a 100% for participation. Students are allowed one UNexcused absence without any questions from the instructor. If a student has two UNexcused absences, their participation grade will be deducted 10% (from 100% to 90%, for example). With each additional absence, a student's participation grade will be deducted 10% per absence. I abide strictly by the university's attendance policy, so please be familiar with it.

Laptops and cell phones:

Please turn off your cellphones before entering class. If you must have your phone on during class because of an extraordinary circumstance (wife expecting a baby, etc.), please let me know beforehand. Laptops are permissible **only** for note taking. You must turn off all other programs including web browsers, emails, instant messaging, etc. If you are caught doing anything other than taking notes with the laptops, I will politely ask you stop using your laptop during class time.

Disability*:* If you have a documented disability that may require assistance, you may need to contact the Academic Services office that houses the Academic Success Program for coordination in your academic accommodations. Please contact me to discuss any accommodations that may be required to satisfy your needs.

Resources: My purpose as a professor is to help you to excel in this learning environment. Should you need further assistance beyond the help of the professor, please consult the following on-campus resources:

The Writing Center: http://www.unc.edu/depts/wcweb/

Academic Success Program (for students with learning disabilities (LD) and/or attention-deficit/hyperactivity disorder (ADHD): http://www.unc.edu/depts/lds/

Learning Center: http://www.unc.edu/depts/acadserv/learn.html

Counseling and Wellness Services: http://campushealth.unc.edu

UNC's Attendance Policy: http://www.unc.edu/ugradbulletin/procedures1.html#class_attendance

CLASS SCHEDULE

PART I: INTRODUCTION TO COMMUNITY DEVELOPMENT TECHNIQUES

WEEK 1

January 10	Course Introduction & Description
	Syllabus & Assignments
	Class Exercise
	Discussion: Community Development Past & Present
Suggested Readings	• Phillips, Rhonda and Robert H. Pittman. "A Framework for Community and Economic Development" In Phillips, Rhonda and Robert H. Pittman (eds.) An Introduction to Community Development, pp. 3-19. New York, NY: Routledge.

WEEK 2

January 15	William Lambe & Tyler Mulligan, DFI, School of Government
	Who we are, what is DFI, and how we can help
	Introduce class projects
Required Reading	• Hamer, Janet R. and Jessical LeVeen Farr. "Community Development Finance" In Phillips, Rhonda and Robert H. Pittman (eds.) An Introduction to Community Development, pp. 299-312. New York, NY: Routledge. • Review DFI website: http://ced.sog.unc.edu/?cat=694

January 17	Community Development in Practice (Lecture & Discussion)
Required Reading	• Vincent, John W. "Community Development Practice" In Phillips, Rhonda and Robert H. Pittman (eds.) An Introduction to Community Development, pp. 58-73. New York, NY: Routledge.

PART II: DOCUMENTING COMMUNITY ASSESTS AND LIABILITIES

WEEK 3

January 22	Asset vs. Needs Mapping (Lecture & Discussion)
Required Reading	• Haines, Anna. "Asset-based Community Development" In Phillips, Rhonda and Robert H. Pittman (eds.) An Introduction to Community Development, pp. 38-46. New York, NY: Routledge. • Green, Gary Paul and Anna Haines. Asset Building and Community Development. Chapter 1: "The Role of Assets in Community-Based Development." pp. 1-21. Sage Publications.

January 24	Case Study #1: Community Development Block Grants (entitlement cities vs. smaller cities) and other grant programs (HUD, USDA, EPA, Rural Center, NC Dept. of Commerce). Be sure to check out HUD Section 108 (grant loan on future CDBG allocation)
	Expert(s): Staff from HUD Greensboro office that handles CDBG for entitlement cities, staff from Department of Commerce, Division of Community Assistance (allocates CDBG for non-entitlement cities)
Suggested Readings	• U.S. Department of Housing and Urban Development: http://www.hud.gov/offices/cpd/communitydevelopment/programs/ • USDA. Rural Development. http://www.rurdev.usda.gov/Home.html • NC Rural Economic Development Center: http://www.ncruralcenter.org/ • SBTDC: http://www.sbtdc.org/publications/cap_opps.asp.

WEEK 4

January 29	Getting to Know Your Community & Power Mapping (Lecture & Discussion)
Required Reading	• Homan, Mark S. 2008. "Knowing your community." Ch. 5 in Promoting Community Change, 4th Edition, pgs. 96-129. Belmont, CA: Thompson Brooks/Cole.

January 31	Case Study #2 Municipal Bonds (General Obligation Bonds, Revenue Bonds, Installment Purchase Financing, Special Obligation Bonds)
	Expert(s): Kara Millonzi, UNC School of Government
Suggested Reading	• Lawrence, David M. and A. John Vogt. Capital Planning, Budgeting, and Debt Financing: http://www.sog.unc.edu/pubs/cmg/cmg17.pdf

WEEK 5

February 5	Human, Social and Physical Capital
Required Reading	• Green, Gary Paul and Anna Haines. Asset Building and Community Development. Chapter 5, 6 & 7: pp. 85-142. Sage Publications.

February 7	Case Study #3: Tax Increment Financing (& Synthetic TIF)
	Expert(s): Kara Millonzi, UNC School of Government; Tyler Mulligan, UNC School of Government
Suggested Reading	• Dye, Richard and David Merriman. January 2006. Tax Increment Financing A Tool for Local Economic Development. Land Lines: January 2006, Volume 18, Number 1. Download available at: http://www.lincolninst.edu/pubs/1078_Tax-Increment-Financing • Millonzi, Kara. 2011. Local Government Debt Financing Primer: Enhanced Security for Project Development Financings. Download available at: http://ced.sog.unc.edu/?p=3561 • SOG Local Finance Bulletin No. 35: http://shopping.netsuite.com/s.nl/c.433425/it.I/id.323/.f?sc=7&category=53 • SOG Community & Economic Development Bulletin No. 5: http://shopping.netsuite.com/s.nl/c.433425/it.I/id.353/.f?sc=7&category=44 • Other resources: http://www.sog.unc.edu/programs/tif/publications.html

WEEK 6: (Feb 12-14) In Class Presentation and Discussion of Assignment #1 Feedback from William Lambe, Tyler Mulligan, and Michael Lemanski (Development Finance Initiative, School of Government)

Assignment #1 is due Feb. 14 (Final Memo).

PART III: PARTICIPATORY PLANNING TECHNIQUES

WEEK 7:

February 19	Approaching the Neighborhood
Required Reading	• Henderson, P. And D. Thomas. 1980. Skills in Neighborhood Work. Planning and Negotiating Entry. pp. 28-48.
Suggested Reading	Role and Acceptance of the Planner • Warner, P. 1989. Professional Community Development Roles In J. Christenson and J. Robinson (eds.) Community Development in Perspective. Ames Iowa: Iowa State University Press, pp. 117 - 135.

February 21	Case Study #4: Special Assessment & Business Improvement Districts
	Expert(s): Kara Millonzi, UNC School of Government
Suggested Reading	• Millonzi, Kara. 2009. An Overview of Special Assessment Bond Authority in North Carolina. Download available at: http://shopping.netsuite.com/s.nl/c.433425/it.I/id.414/.f • Millonzi, Kara. 2010. A Guide to Business Improvement Districts in North Carolina. Download available at: http://ced.sog.unc.edu/?p=956 • Millonzi, Kara. 2011. Funding Capital Projects in a BID (Business Improvement District). Download available at: http://ced.sog.unc.edu/?p=2718. • Parker, Adam. 2012. Using Special Assessments for Community Development in North Carolina. Download available at: http://ced.sog.unc.edu/?p=4198. • Mulligan, Tyler. 2010. Cash Incentives for Revitalizing Main Street, Download available at: http://ced.sog.unc.edu/?p=588

WEEK 8

Feb 26	Planning for Participation
Required Reading	• Homan, Mark S. 2008. "People—The most valuable resource." Ch. 8 in Promoting Community Change, 4th Edition, pgs. 179-202. Belmont, CA: Thompson Brooks/Cole.
	Overview of Participation Techniques
Suggested Reading	• Jones, B. Neighborhood Planning: A Guide for Citizens and Planners. Chicago: Planners Press pp. 11-38.
	Assignment #2 DUE

Feb 28	Case Study #5: Tax Credit Financing (New Markets Tax Credits and Historic Tax Credits)
	Expert(s): Michael Lemanski, UNC School of Government; Tyler Mulligan, UNC School of Government
Suggested Reading	• National Park Service. About the Federal Historic Preservation Tax Incentives. Download available at: http://www.nps.gov/history/tax.htm • U.S. Department of Treasury. New Markets Tax Credit Program. http://www.cdfifund.gov/what_we_do/programs_id.asp?programID=5

WEEK 9

March 5	Holding Effective Meetings & Community Visioning
Required Reading	• Creighton, J. 1994. Involving Citizens in Community Decision Making pp. 146-162.
	• Ayres, J. 1996. Essential Elements of Strategic Visioning. In N. Walzer (ed.) Community Strategic Visioning Programs. Westport, Conn: Praeger. Pp. 21-36.

March 7	Case Study #6: Local Government Incentive Programs in North Carolina
	Expert(s): Tyler Mulligan, UNC School of Government; Jonathan Morgan, UNC School of Government
Suggested Reading	• North Carolina Department of Commerce. Incentives. Download available at: http://www.nccommerce.com/en/BusinessServices/LocateYourBusiness/WhyNC/Incentives/ • Jonathan Morgan & Tyler Mulligan, *Economic Development*, County & Municipal Government in North Carolina. • Jason Jolley et al., *Incentives 2.0*, IEDC Economic Development Journal (Volume 10 / Number 3 / Summer 2011). • Mulligan, Tyler. 2010. Cash Incentives for Revitalizing Main Street, Download available at: http://ced.sog.unc.edu/?p=588 • Mulligan, Tyler. 2010. Cash Incentives for Infill Development, Download available at: http://ced.sog.unc.edu/?p=1118 • Mulligan, Tyler. 2012. Local government assistance for a real estate development project—without making a grant. Download available at: http://ced.sog.unc.edu/?p=4263.

WEEK 10 (Spring Break) March 11-15

WEEK 11

March 19	Presentation of Assignment #3 and Discussion
	Assignment #3 Due

March 21	Case Study #7 Revolving Loan Fund & Loan Loss Reserve
	Expert: Dianne Reid, President, Chatham EDC
Suggested Reading	Revolving Loan Fund: • Council of Development Finance Agencies. CDFA Spotlight: Revolving Loan Funds (RLFs). Download available at: http://www.cdfa.net/cdfa/cdfaweb.nsf/pages/rlffactsheet.html • Economic and Community Development Department, Town of Carrboro. Carrboro Revolving Loan Fund: http://www.ci.carrboro.nc.us/ecd/CRLF.htm

	Loan Loss Reserve Fund: • NC Capital Access Program. http://www.ncruralcenter.org/index.php?option=com_content&view=article&id=478&Itemid=300 • Chatham County's Revolving Loan Loss Reserve Program: http://www.chathamedc.org/business-resources/chatham-loan-fund

PART IV: DATA COLLECTION, IMPLEMENTATION, AND EVALUATION

WEEK 12

March 26	Use of Neighborhood Indicators
Required Reading	Kingsley, T. 1998. Neighborhood Indicators: Taking Advantage of the New Potential.@ American Planning Association: Working Smart Working Paper. Pp. 1-21.
	Approaches to Data Collection as Key Issues
Suggested Readings	• Rubin, H. and I. Rubin, 1986. Community Organizing and Development. Chapter 7, Information for Mobilization and Social Action. Columbus, Ohio: Merrill Publishing Co. pp. 157-186.
	• Homan, Mark S. 2008. "Powerful Planning." Ch. 7 in Promoting Community Change, 4th Edition, pgs. 153-178. Belmont, CA: Thompson Brooks/Cole.
	Resident's Roll in Data Collection
	• Kot, V. and C. Bruner, 1999. Resident Experts: . . . Des Moines, IA: National Center for Service Integration. Pp. 1-30.

March 28	Case Study #8: Innovative Debt & Equity Hybrid Products (ex. shared equity homeownership)
	Expert: Robert Dowling, Executive Director, Community Home Trust; Tyler Mulligan, UNC School of Government
Suggested Reading	• Housingpolicy.org. Shared Equity Overview. Download available at: http://www.housingpolicy.org/toolbox/strategy/policies/shared_equity.html • Community Home Trust: http://communityhometrust.org/about-us/.

WEEK 13

April 2	Plan Implementation
Required Readings	• Homan, Mark S. 2008. "Taking Action—Strategies and Tactics." Ch. 12 in Promoting Community Change, 4th Edition,

	pgs. 331-367. Belmont, CA: Thompson Brooks/Cole. • Urban Systems. 1980. Neighborhood Planning Premier. pp. 41-47. • Mayer, R. 1987. Policy and Program: A Developmental Prospective. pp. 181-189.

April 4 (Mai out of town/Tyler Mulligan will be in class)	Case Study #9: Community Reinvestment Act
	Expert: Peter Skillern, Executive Director, Reinvestment Partners
	• National Community Reinvestment Coalition: http://www.ncrc.org • National Community Reinvestment Coalition CRA manual: http://www.ncrc.org/images/stories/pdf/cra_manual.pdf • Federal government resources on CRA: http://www.ffiec.gov/cra/default.htm • CRA regulation: http://www.ffiec.gov/cra/regulation.htm • Interagency Q&A on CRA: http://www.ffiec.gov/cra/qnadoc.htm

WEEK 14

April 9	Presentation of Assignment #4 & Discussion
Required Reading	**Assignment #4 Due**

April 11	Case Study #10: Community Development Finance Institutions
	Expert: The Support Center
	• COMMUNITY DEVELOPMENT FINANCIAL INSTITUTIONS IN NORTH CAROLINA: Creating Jobs and Community Economic Development. 2012. Download available at: http://www.thesupportcenter-nc.org/downloads/CDFIs%20In%20North%20Carolina.pdf • Coalition of Community Development Finance Institutions: http://www.cdfi.org • Department of Treasury. Community Development Financial Institutions Fund Awardees Database: http://www.cdfifund.gov/awardees
	Case Study #11: Community Development Venture Capital
	• Expert: Natural Capital Investment Fund
	• Tesdell, Kerwin. Investing for Social Good: Community Development Venture Capital. Download available at: http://www.frbsf.org/publications/community/investments/0311/article1f.html • Mulligan, Tyler. 2010. Venture Capital for Community

	Economic Development: http://ced.sog.unc.edu/?p=1026

WEEK 15

April 16	Evaluation
Required Reading	• Connell, J. and A. Kubisch. 1997. Applying a Theory of Change Approach to the Evaluation. Aspen Institute.
Suggested Reading	• Rossie, P. Evaluating Community Development Programs. Chapter 12 in R. Ferguson and W. Dickins (eds.) Urban Problems and Community Development. Washington, DC: Brookings Institute Press. Pp. 521-567.

April 18	Case Study #12: Micro Loan Funds
	Expert: Alexandria Murnan, DCRP 2nd Year Student
	• Gregory R. Andre and Ellen Freeman, EB-5 "Immigration through Investment" Program Extended to 2015, available at: http://www.jdsupra.com/legalnews/eb-5-immigration-through-investment-pr-01171. • EB-5 Info website report on Wilmington NC project: http://eb5info.web11.hubspot.com/bid/122152/Immigrant-Investors-to-Fund-Wilmington-North-Carolina-Marina-Project. • CED in NC blog post on EB-5 in Wilmington NC: http://ced.sog.unc.edu/?p=4313.

WEEK 16 April 23 & 25

In class presentations of Final Plan.

Assignment #5 Final Plan Due Tuesday, May 7, posted to Sakai by 5pm.

Presentation of CDF proposal to client. Date/Time TBA.

Fall 2013

PPD 617. Urban Demography and Growth

THH 116, Monday 6:00 – 9:20 p.m.
Occasional computer lab sessions until 9:50

Web address: http://blackboard.usc.edu/

Professor Dowell Myers — dowell@usc.edu
Office hours: Monday 1:30 – 3:30 p.m. — RGL 301

MiYoung Kim, teaching assistant — miyoungk@usc.edu
Office hours: Tuesday 3:00 – 5:00 p.m. — VKC 377

The *Economist* has declared "Demography is back." So many current problems and heated political issues are centered on demographic dynamics. All the more intriguing, the changing people are not only the objects of inquiry, but they also are the consumers of demographic "findings" and then they become the actors who respond politically. This graduate-level course provides fundamental insights into the role of demography in policy and planning, and it teaches essential skills for handling data in a persuasive manner. The course content has three elements:

a) Broad introduction to demographic methods and census data, with emphasis on "integrated demography" that connects demographics into many substantive topics in policy and planning, especially immigration, workforce, education, housing, and the changing lifestyles and economic impacts of young Millennials and aging Baby Boomers;
b) Emphasis on temporal dynamics essential for tracking changes over time and for projecting likely future trends; and
c) Emphasis on the communication of meaning that occurs through problem definition, data selection, customized analysis, and graphic presentation of findings, all of which must stand up in a hurried and contentious environment

A list of topics is found below. This course places great weight on the temporal perspective that is highlighted in demography and that has vital insights for tracking and explaining changes over time, including interpretations of the future. Spatial differences, in contrast, will receive less attention, not because they are unimportant but because of a limited time budget for the course.

PPD 617 emphasizes the interface between theory, measurement, and communication of meaning. With demographic tools we can unlock a wealth of insights that lay buried in mountains of census data (or in "the sea" of data, if you prefer). In essence, how can we first discover the dynamics of change in population characteristics and then explain those in terms simple enough to persuade important decision makers (i.e., policy makers, voters, executive committees, judges, and juries)?

The course's integration of methods with theory is focused through a series of hands-on assignments and in-class exercises. Substantial computer usage will be required, all in Excel, whose row and column format is ideal for demographic data. Several self-guided tutorials and lab sessions are planned. Students will learn how to locate data over the web, how to select and download the best (not the first-discovered) census tabulations, and how to assemble data from different points in time that are necessary for trend analysis. Those data will then be analyzed through a series of contingency tables, including basic manipulations and some matrix projection methods, all using spreadsheet software. Emphasis is given more to changes over time than to descriptions at a single point in time. Throughout, emphasis is placed on learning the oft-neglected grammar necessary to expertly communicate data in graphs and words.

The Instructor reserves the right to alter the course schedule and assignments....

Key Ideas in the Course:

Each class day includes substantive topics, methods and thematic lessons. Theory is wound through all three elements.

a. Substantive Topics

1—Demographic structure and population change
2—Notions of "sustainability" and the future
3—Population aging and consequences
4—Accounting of babies and motherhood
5—Geographic hierarchies: neighborhood, city, county, region, state and nation
6—Urban temporal structure: growth and cohort layering
7—Cohort longitudinal theory
8—Immigrant assimilation and integration
9—Racial and ethnic change
10—Household formation
11—Homeownership
12—Residential mobility and migration
13—Workforce development
14—Educational attainment
15—Poverty
16—Voting participation

b. Practical Methods

1—Selecting from the wealth (the sea?) of census data
2—Choosing among alternative universes
3—Selecting denominators for control of percentages
4—Arranging the data for analysis (the most vital step)
5—Graphic display of quantitative data
6—Crafting titles for tables and graphs
7—Story building with data
8—Adjusting with control totals
9—Projection with the RxC framework
10—Cohort trends for projection

c. Thematic Lessons

1—Centrality of temporal thinking needed for future planning:
Planning actions are carried out in space, but the decision debates focus on time trends and the future
2—Integrating communication: Storyline, data contrasts, exhibit content, titles,
and conclusions
3—It's all about contrasts: Effective research is founded on meaningful contrasts
4—Stories denominators tell
5—Focus on People or Places? (people flow through places, with changes measured at the place)
— conflict between the two perspectives
6—Dominant policy impacts of the aging Baby Boomers; new demands on their young replacements
7—Debates over the meaning, importance, and solutions of "demographic change"

COURSE REQUIREMENTS

Reading assignments listed on the following pages are all required. One book is available for purchase at book sellers online:

> Myers, Dowell. (2007). *Immigrants and Boomers: Forging a New Social Contract for the Future of America*. New York: Russell Sage Foundation. Required.

An additional set of readings will be assigned.

Supplementary readings will be distributed in advance through Blackboard.

Grading:	Assignment 1	0 % of final grade
	Assignment 2	5 %
	Assignment 3	15 %
	Assignment 4	10 %
	Final Project & Presentation	30 %
	Midterm Exam	30 %
	Class Participation (Including attendance, preparedness, and participation in class discussion/activity)	10 %

TUTORIALS

Tutorials are available on Blackboard (http://blackboard.usc.edu/) and provide instruction on skills that are necessary to complete course assignments. View tutorials before the class for which they are assigned or review them afterward. You are **not** required to watch tutorials for skills that you are already comfortable using, but you should make sure that you understand how to use all the skills provided in tutorials.

COMPUTER LABS

WPH B36 from 8:15 to 9:50

Scheduled for

September 16
September 23
October 7
November 18

GRADED ASSIGNMENTS

Assignment 1. UNGRADED. Explore and critique one of the three designated demographic reports.

Assignment 2. Alternative measurements of change: absolute numbers, percentage growth, share of growth, percentage point change; each accompanied by narrative interpretation.

Assignment 3. Quick profile of the "City Heights" community in the City of San Diego. Is its income rising? Are the residents staying in place? How different is it from the whole of San Diego?

Assignment 4. Set up a "Rates x Composition" projection model with data to be supplied. Prepare a projection of changing needs in a growth context. Write a description of your method and its plain language interpretation.

Midterm Exam A take home exam with short essays that tap knowledge of the substantive content areas covered in the class. (This exam is the only assignment that can be submitted by email.)

Final Project An in-depth project using the skills learned in the course. Recommended datasets will be provided for several suggested topics. Carry out an integrated analysis featuring calculations summarized in tables, graphs, and narrative interpretation. Teams of 2 or 3 students.

It is required to submit your assignments in **HARDCOPY**. Late work will receive a half-grade penalty per day between the due date and when you turn them in, unless there are prior arrangements, medical excuses, religious holidays, or family emergencies.

Disability Statement

Any student requesting academic accommodations based on a disability is required to register with Disability Services and Programs (DSP) each semester. A letter of verification for approved accommodations can be obtained from DSP. Please be sure the letter is delivered to me as early in the semester as possible. DSP is located in STU 301 and is open 8:30 a.m.-5:00 p.m. Monday through Friday. The phone number for DSP is 213-740-0776. Please contact me if you need additional assistance with this process.

Plagiarism Statement

None is tolerated. All work submitted shall be by the student's own hand and without electronic copy from classmates or other individuals. Any material taken from the internet must have the web source attributed. A mosaic of elements copied from different sources must have a citation for each "borrowed" element. A manual for recognizing and avoiding different types of plagiarism is available through Harvard University:

http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054

Part A. Basic Concepts and Skills

Week 1. Course Overview and Conceptual Fundamentals — August 26

Introduction and Core Course Questions

How are demographic differences and social indicators woven throughout policy and planning?

What are the temporal biases that mislead current thinking about coming changes?

What are the key impacts of the aging of the Baby Boom generation?

What are the impacts and significance of diversity?

Readings (to be completed before class)

Immigrants and Boomers, Chapters 1 and 3

Assignment 1 Issued: How valid is a report? (ungraded)
Critique a recent report that explores a problem—choose from THREE designated options.
Read quickly all three, but critique only one, following a guided method of critique.
Use a prescribed rubric for assessing the reports

CAUTION: In this course, without warning, the professor may slip into an argumentative guise, challenging class members to respond with a counter-argument. He usually does not believe these argument positions but is merely simulating real world commentary and debate. Your job is not to seek "the right" position; rather it is just to better articulate what you think or to explain WHY the professor's assumed position is misguided. When social values and demographic numbers are intertwined it is often hard to sort out.

First, we need to be much more clear in talking about what exactly are the numbers, then about what they represent. After that we can challenge the choice of numbers and the interpretation given. Numbers are not unchangeable, nor do they speak for themselves, and they certainly do not convey uncontested truth. Instead numbers are employed interactively in policy and planning to persuade decision makers. So we will practice the drill, if you are willing.

Week 2. NO CLASS – Labor Day Holiday — September 2

Work on Assignment 1, following the guidelines.
Prepare a one-page memo that summarizes your thoughts.

Week 3. Overview of Demographic Change and Problem Arguments — September 9

Assignment 1 DUE—In-class discussion

How valid are the different reports? What are the key assumptions? What could be improved?

Demographic Structure and Processes

Structure and composition (shares of total)

1—Age, race, nativity, generation

Processes (rates per capita)

1—Aging, migration, fertility

2—Other behaviors (job holding, voting, home buying, etc.)

Indicators of problems (incidence rates, gaps, or other comparisons)

1—Unemployment, poverty, affordability, dropouts, nonvoters, etc.

2—Childless or childfree? Expensive or valuable? Whose problem—individual's or society's?

Public opinion polling

Problems, names, and frames

Argument—different data chosen for different points; same data organized differently for different points; so what is the point?

Readings

Pew Research Center. (2010). "The New Demography of American Motherhood." Washington, D.C.: Taylor, Paul & D'Vera Cohn.

Suzanne Daley and Nicholas Kulish. (2013) "Germany Fights Population Drop," *New York Times*. http://www.nytimes.com/2013/08/14/world/europe/germany-fights-population-drop.html?pagewanted=all&_r=0

Week 4. Politics and Race in Place and Time **September 16**

Demographic differences in per capita rate of voting
Population shifts between race-ethnic groups and toward older ages
Explaining the paradox of growing majorities of newer minorities, combined with white majorities of voters

Readings

Analysis With Local Census Data, pp. 15-16, 22, 24, 26, and 214

Immigrants and Boomers, Chapter 7, "Political Lag"

U.S. Census Bureau. (2013). The Diversifying Electorate—Voting Rates by Race and Hispanic Origin in 2012 (and Other Recent Elections). *Current Population Reports* P20-568. Washington, D.C.
http://www.census.gov/prod/2013pubs/p20-568.pdf
See Table 1 in
http://www.census.gov/hhes/www/socdemo/voting/publications/p20/2012/tables.html

Tutorials (for review)

Relative Cell References - Excel
Fixed Cell References - Excel
Named Cell References - Excel
Workbook Organization - Excel
Formatting Tables - Excel

Assignment 2 issued: Change Over Time (3 or 4 alternative ways) **Due September 23**

LAB 1 – Denominators and change measurement WPH B36 8:15 – 9:50

Week 5. Census Data: Decennial, American Community Survey, and Others **September 23**

DUE: Assignment 2

General structure of content and availability of local-level data

A focus on age, race and Hispanic origin, income and housing

Readings

Analysis With Local Census Data, Chapter 3 and p. 299

U.S. Census Bureau. (2009). A Compass for Understanding and Using American Community Survey Data: What Researchers Need to Know. Washington, D.C.

Tutorials (for review)

Census Searching
Census Editing
Downloading Data with Firefox
Downloading Data with Internet Explorer
Transpose - Excel

Assignment 3 issued: Profile of City Heights—Is it Changing? **Due October 7**

LAB 2 – Finding and Downloading Census Bureau Data WPH B36 8:15 – 9:50

Week 6. Data Grammar **September 30**

Elements of Data Grammar

Percentage construction

Denominators and universes

Labor Force example; Voting example; Housing example

Titles for graphs that indicate message, not general topic

Change over time (*Monthly Labor Review* tables on Labor Force)

Hypotheticals and counterfactuals (if… then…)

Counts, estimates, interpolations, prorations, and projections

"Who's Your Denominator?"

Readings

Analysis With Local Census Data, pp. 256-272, 299-300

Tutorials

Exploring Graphs – Excel
Introduction to Line Graphs - Excel
Introduction to Column Graphs – *Excel*

Trouble shoot problems in the City Heights assignment due next week

Final Project Assignment issued
Introduce the Topics and Datasets Available

Team and Topic DUE October 28
Presentation December 2
Report Due December 12

Part B. Change Over Time

Week 7. Two topics: **October 7**

Age and Life Cycle Analysis;
Housing and Homeownership

DUE: Assignment 3 on City Heights

Readings

Analysis With Local Census Data, Chapter 8

Immigrants and Boomers, Chapter 11

Tutorials (for review)

Array Multiplication – Excel

Assignment 4 issued: Age-based Forecasts of Demand & Need **Due October 21**
Rates X Composition Forecast

LAB 3 – Arrays, Calculation Comparisons, and Organizing Spreadsheets WPH B36 8:15 – 9:50

Week 8. Migration and Nativity **October 14**

Migration Basics

Time scale
Geographic scale
Volume of flows
Local shares of flows
Graphing techniques

Readings

Immigrants and Boomers, Chapter 5 "Immigration Turnaround"

Singer, Audrey. (2004). "The Rise of New Immigrant Gateways." *Living Cities Census Series.* Washington, D.C.: The Brookings Institution.

Tutorials (for review)

Introduction to Bar Graphs - Excel
Introduction to Stacking – Excel

Week 9. Cohort Longitudinal versus Age Cross-Sectional **October 21**

DUE: Assignment 4

Readings

Economic Mobility Project, Pew Charitable Trusts. (2013) "Retirement Security Across Generations: Are Americans Prepared for Their Golden Years?"

Myers, Dowell. (1999) "Cohort Longitudinal Estimation of Housing Careers," *Housing Studies*

Week 10. Immigrant Settlement and Progress **October 28**

Paragraph DUE on Team Membership and Research Topic

Readings

Immigrants and Boomers, Chapter 6, "Upward Mobility"

Martin, Philip and Elizabeth Midgley. (2010). *Population Bulletin Update: Immigration in America 2010*. Washington, D.C.: Population Reference Bureau.

Myers, Dowell. (1999). Upward Mobility in Space and Time: Lessons from Immigration. In James W. Hughes and Joseph J. Seneca (Eds.) *America's Demographic Tapestry: Baseline for the New Millennium* (pp. 135-157). New Brunswick, New Jersey: Rutgers University Press.

Massey, D. (2010) Immigration Statistics for the Twenty-First Century. In The ANNALS AAPSS, Vol. 631.

Review for Exam

Tutorials (for review)

Scatter Plots - Excel
Scatterplots with Line Connectors - Excel

Week 11. MIDTERM WEEK **November 4**

No Class

Midterm issued: Friday, noon, Nov. 1

DUE: Tuesday, noon, Nov. 5

Part C. Problem Focus and Reporting

Week 12. Labor Force and Education Trends **November 11**

Readings

Immigrants and Boomers, Chapter 10, 11

Toossi, Mitra. (2002). A Century of Change: The U.S. Labor Force, 1950–2050. *Monthly Labor Review* May 2002, 15-28.

National Center of Public Policy and Higher Education. (2005). Income of U.S. Workforce Projected To Decline If Education Doesn't Improve. *Policy Alert*. San Jose, California.

Tutorial (for review)

Line Graph Growth and Projection – Excel

Week 13. Report Writing and Presentation **November 18**

Discussion of group projects
Structuring a report for interesting, efficient and credible presentation
Dumping your accumulated work on the reader vs. setting up and answering questions that the reader wants to know

Readings

None

LAB 4 – Graphic Essentials WPH B36 8:15 – 9:50

Week 14. Special Topics **November 25**

Course Overspill and Extra Topics

High-Powered PowerPoint vs. Low Point

Readings

TBA

Week 15. Final Project Presentations **December 2**

In-class summaries of work in progress, with Powerpoint presentation

Final Project **DUE** in Hard Copy on December 12, Thursday, by 4:00pm in RGL 301

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

PA5281: Immigrants and Cities

Spring Semester 2012, Class Meetings: M/W 2:30-3:45pm
3 credits
Location: Blegen 415

Instructor:
Ryan Allen
Office Location: HHH Center, Room 295D
Office Hours: 11:15-12:15, M/T (and by appointment)
Telephone: 612-625-5670
Email: allen650@umn.edu

COURSE DESCRIPTION

This course examines the impact of contemporary immigration in the U.S. on urban planning and public affairs. Specifically, it engages several important questions:

- How have immigrants changed cities in the U.S.?
- What kind of social, political and economic experiences do immigrants have once they arrive in the U.S.?
- How can urban planners and public policy makers work more effectively with immigrants in America?

The course proceeds in five sections.

1. *Immigration Theory*: Why does immigration happen? What is the historical context of immigration in the U.S.?

2. *Immigrant Settlement Patterns*: Where and how do immigrants in the U.S. live? We will begin with an examination of immigrant settlement patterns in the U.S. and then turn our attention to the contexts where immigrants live.

3. *Immigrant Labor*: We will examine recent studies of immigrant economic mobility and how immigrants have helped to restructure labor markets. This section concludes with a look at one of the most contentious debates in America today: What is the economic impact of immigrants on native born workers, local economies and the national economy?

4. *Social Lives of Immigrants*: This section focuses on social processes within immigrant communities. We will first examine how immigrants create community and then turn to the reception that immigrants encounter in America and how immigrants and native born individuals "get along."

5. *Immigrants, Planning and Policy Making*: At the heart of the class is the belief that understanding recent immigration to the U.S. is a key component of any planner or public policy maker's tool box. This section of the course will focus on case studies of effective (and ineffective) practice for working with immigrants in planning and public policy contexts.

COURSE OBJECTIVES

After this course, you will be able to:

1. Identify how major social, political, and economic forces have shaped immigration to the U.S.;
2. Understand and describe the settlement patterns of immigrants in the U.S. and how these patterns change over time;
3. Discuss the key dilemmas associated with immigration to the U.S., including the economic and social impacts of immigrants;
4. Discuss effective and ineffective ways that urban planners and policy makers have engaged immigrants at the local level; and
5. Evaluate and suggest responses to current policy and planning challenges affecting immigrants and the communities that receive immigrants.

REQUIRED MATERIALS

All readings required for this course are available on the Moodle course website. I will maintain all course materials (e.g. syllabus, assignments, readings, etc.) on this site. You should read all assigned readings PRIOR to coming to class.

In this class, our use of technology (i.e., 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. Since we are using a secure, password-protected course website, this will not increase the risk of identity theft or spamming for anyone in the class.

COURSE REQUIREMENTS and GRADING

This course has three grading components consisting of class participation; reading response papers; and three papers (demographic analysis memo, dilemma memo #1, and dilemma memo #2).

Participation	**20%**
Reading Response Papers	**20%**
Demographic Analysis Memo	**20%**
Dilemma Memo #1	**20%**
Dilemma Memo #2	**20%**

Participation: There are three components to your participation in this course. First, I expect you to attend class and have something to say. I am known to randomly call on students, particularly if class discussions lag. You are all attending a major university in the U.S. and should have the capacity and desire to form your own opinions about what you read and what you hear in our discussions. Besides, it makes class a lot more interesting.

Second, you will have opportunities to assist me in leading our discussion in class. To provide some structure, two students will be required to submit (jointly) at least four discussion questions to all class members by 6pm on the day prior to our class meeting. We will establish a schedule for this during the first week of the course. Each of you should sign up for two class meetings for which you will prepare discussion questions. This does not mean that the rest of you are off the hook – always come having read and thought about the materials, and prepared for a good discussion. I have structured readings and my (brief) lectures to encourage class discussions that will fill the majority of each of our class meetings. It is hard to stress the importance of these discussions enough. At the risk of damaging my clout as a professor, you will likely learn more from your peers during this course than you do from me.

Third, I expect you to engage the service-learning portion of this course. One major way to demonstrate this is to be conscientious about fulfilling expected service hours at the organization you choose. **At the end of the semester I will reflect on the quality and quantity of your participation in class discussions and the extent to which you fulfilled expectations to volunteer at an immigrant-serving organization to help determine your course grade**.

Reading Response Papers: At 10 class meetings of your choosing you are responsible for turning in a short paper that responds to the readings for that day. These responses should be structured as reflection papers. When responding to readings you might compare the arguments of the author(s) to your own experiences or knowledge regarding immigrants, urban areas and planning/public policy. Do their findings support your experiences and knowledge? If not, are you swayed by their arguments or do you think that they are incorrect? What can explain the discrepancy between your views (if there is one)? It is particularly relevant (and I in fact encourage you) to think about your experiences in the service learning portion of this course (see below) as you write these papers. Papers are due before we discuss the readings to which you choose to respond (i.e., you can't just write up a discussion that we have in class). Keep in mind how many class meetings are left in relation to how many responses you have completed. I will not be lenient if we have only five meetings left in the semester and you still need to complete six responses. **Papers can be no more than 2 pages, 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 10 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 related to the course. These assignments give you the opportunity to practice formulating your opinions and arguments in a clear and concise manner. Writing and thinking critically are skills, like any other, that require practice. You do not get full credit for simply handing in these papers – I expect to see evidence of a sophisticated consideration of the issues addressed in the readings and your own experience and knowledge.

Demographic Analysis Memo: Part of working effectively with immigrants involves understanding their demographic, social and economic characteristics and how these characteristics have changed over time. With this in mind, your assignment is to conduct a set of analyses that respond to the following questions for a U.S. city of your choosing: How have the demographic, social and economic profiles of foreign born residents in your city changed in the past 10 years? What are the five census tracts with the highest proportions of foreign born residents in your city (as of 2010)? How do changes in the past 10 years to the demographic, social and economic profiles of foreign born residents in your city and these five census tracts compare? In answering these questions, I expect you to use city and tract-level decennial census data from 2000 and 2010 (or the 2006-2010 pooled sample for the American Community Survey, as appropriate). You should consider the following variables:

- Demographic: race, ethnicity, gender, and age.
- Social: educational attainment and language (English usage).
- Economic: income (in constant dollars), poverty status and homeownership.

You should include two components in your memo:

1. Detailed tables that organize and present the data and
2. Text that describes the data and changes in the data over time.

Papers can be no more than 5 pages, double-spaced with normal margins and 12 pt. font. In your memo you can include no more than three tables that correspond to the demographic, social and economic variables listed above. For the purposes of this assignment, your tables should appear in an appendix (which does not count in the page limit).

Dilemma Memos: During the semester, you will learn skills and gain insights that help you identify planning and policy dilemmas directly related to immigration and how cities respond, or fail to respond, to immigrant populations. The course materials and discussions will also help to guide your thinking on appropriate responses to these dilemmas. This assignment challenges you to formulate a reasonable and convincing response to an immigration related dilemma (one of my choosing and one that is based on a service-learning opportunity in the course described below that we develop together). I expect well-written, proof-read memos that begin with a clear introduction that succinctly presents your argument; a body of the memo that fully develops and defends your argument; and a conclusion that leaves no doubt in my mind about your position on this dilemma and your recommendation. **These memos can be no more than five pages, double-spaced with normal margins and 12 pt. font. I will grade papers based on the persuasiveness of your argument and the quality of your writing.** As you already know, papers are due at the *beginning* of class on the due date.

Service Learning: You cannot learn to work effectively with immigrant populations through readings and class discussion alone. Actually engaging with immigrants in a community setting will give you an opportunity to consider how the theories we read about and discuss in class are reflected (or not) in the real world. Working through the University of Minnesota Community Service-Learning Center (http://www.servicelearning.umn.edu/) each of you will work with a local, immigrant-serving organization in the Twin Cities. You will volunteer at this organization for two to three hours per week for a total of approximately 30 hours over the semester. We will incorporate this experience into the class through reflection sessions, reading response papers and writing an analytic memo that focuses on a dilemma associated with the work of the organization.

Academic integrity also applies to community work done for academic credit. Any of the following actions constitute academic dishonesty within a community-based learning context and will be addressed in the same way as any other act of academic dishonesty:

1. Misrepresenting hours completed at a community site or spent working on a community project (students can count time spent off-site doing work that is required to complete a project for a community organization).
2. Writing reflections or completing other assignments about events or activities the student was supposed to attend and participate in, but did not actually attend or participate in.
3. Signing in at a site or training session and leaving before the hours or training was completed OR signing in for a friend or classmate at a site.
4. Writing reflections based on previous community work or documenting hours done at a community organization during a previous semester and misrepresenting it as your current service-learning experience.

Accommodations for Students Registered with Disability Services Doing Service-Learning
If you are registered with Disability Services, you are eligible to receive accommodations from the University when doing service-learning in the community. While not all buildings where community groups are located are 100% accessible to students with physical disabilities, service-learning staff can work with you to find a service-learning site that meets your needs. If you have an invisible disability, we encourage you to talk with your service-learning liaison and/or your DS specialist to discuss the type of work environment and structure you need to be successful during your community experience.

Confidentiality and Privacy Issues within the Service-Learning Context
Community organizations participating in service-learning expect students to work to the best of their abilities and act in a responsible manner. Furthermore, many service-learning students will be working with individuals who fall into protected categories, such as children, seniors, or individuals with disabilities. Be aware that through your service-learning, you may come to know information about

individuals that is covered by rules and ethical guidelines about confidentiality. You should speak to your community supervisor about how confidentiality obligations apply to you. Examples of how these issues might arise in your service-learning include:

1. You should not take photographs of anyone at your service-learning site without following the policy the organization has in place. This often involves getting written permission from the individual and/or written permission or the parent/guardian of children under 18 years of age.
2. During class discussions, be careful about revealing any information that could be used to personally identify any individual you work with in your service-learning.
3. In written assignments and especially when using online learning tools (Moodle, class blogs, etc.), be particularly attentive about the information you disclose about your service-learning experience, in case the site you are using is publicly available online. Refrain from mentioning the name of your organization and change the names of any individuals you write about if you are utilizing these online tools for your class.

Criminal Background Checks are required for many service-learning placements. If the agency asks about any convictions and you have a criminal record:

• Be honest. Failure to state convictions that are then uncovered in a background check will likely result in your immediate dismissal from your service organization.
• Ask the agency representative to explain what types of convictions are not acceptable (these often involve convictions such as those involving theft, violence, drug sales, and/or crimes against minors).
• If you believe that your record could disqualify you from the approved service-learning options, **please be proactive and talk to your service-learning liaison** to discuss alternative placement options.

Late Work Acceptance Policy: I will accept the Demographic Analysis Memo and the Dilemma Memos late according to the following guidelines. If you fail to turn a memo in during the class when it is due I will automatically deduct 10 percent of the possible points from your grade. I will also deduct one percent of the possible points for each hour (or part of an hour) that you are late in submitting it to me. For example, our class ends at 3:45pm this semester, so if you don't hand in a memo until 4:00pm the day the memo is due I will deduct 11 points from your grade as a penalty. I am very strict on due dates. Obviously, emergencies happen and when there is a good reason (family emergency, personal illness, etc.) I can be accommodating so long as you keep me informed.

OTHER THINGS

I encourage you to visit me during my office hours. If you cannot make my office hours, please email me for a meeting time and we will work something out. I do not recommend dropping by my office for a chat without an appointment – email me first. I look forward to getting to know each of you.

Immigration is a fascinating topic that can bring out strong emotions in people. Below is a draft set of ground rules to govern how we interact with one another during our class meetings. We will discuss these ground rules on the first day of class, modify as necessary and affirm them.

- Use evidence and clear statements to identify problems and propose solutions.
- Be hard on problems and solutions, not on people. Challenge others' positions in the spirit of appreciative inquiry.
- Listen to others carefully, respectfully and with empathy.
- Allow time and space for all to speak who wish to speak.

- Don't assume that a person's ethnicity, national origin, sexual orientation, gender, etc. defines his or her views on a topic we are discussing. Nor should you assume that anyone in the class automatically serves as a spokesperson for any particular group.

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). It is also perfectly acceptable to exchange drafts of your work with class mates in order to provide constructive criticism and support one another. Please note that exchanging a draft with a classmate to provide constructive criticism to one another is different from "borrowing" ideas. The latter is intellectually dishonest and I will not tolerate it (see below for more information on scholastic dishonesty). Seeking help for your writing does not mean that you are a bad writer – it means that you are smart enough to know that **all of us** could use help improving our writing.

The University of Minnesota is committed to providing all students equal access to learning opportunities. Disability Services is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations. Students registered with Disability Services, who have a letter requesting accommodations, are encouraged to contact the instructor early in the semester. Students who have, or think they may have, a disability (e.g. psychiatric, attentional, learning, vision, hearing, physical, or systemic), are invited to contact Disability Services for a confidential discussion at 612-626-1333 (V/TTY) or ds@umn.edu. Additional information is available at the DS website http://ds.umn.edu.

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 your 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 www.mentalhealth.umn.edu.

"Sexual harassment" means unwelcome sexual advances, requests for sexual favors, and/or other verbal or physical conduct of a sexual nature. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive working or academic environment in any University activity or program. Such behavior is not acceptable in the University setting. For additional information, please consult Board of Regents Policy:http://www1.umn.edu/regents/policies/humanresources/SexHarassment.html

The University will provide 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://www1.umn.edu/regents/policies/administrative/Equity_Diversity_EO_AA.html.

I take scholastic dishonesty seriously and will prosecute it aggressively. According to the University Student Conduct Code, "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. Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an 'F' or 'N' for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask." You

should review the University's Academic Integrity policy at this website: http://www1.umn.edu/oscai/index.html.

Crises of various kinds may result in you needing to negotiate an incomplete. I only grant incompletes if you have requested them *in advance*. At the time you request an incomplete, you will need to submit *in writing* what work remains to be done and the date by which you will have completed the work. Failure to submit the work in that time will result in a 0 for that assignment, and may lead to a failing grade for the course.

COURSE SCHEDULE

I. Immigration Theory

Wednesday, Sept. 5: ***Immigrants in the Context of U.S. Cities***

Course overview

Screening of *The New Americans: Finding Community*

Monday, Sept. 10: ***A Word about Race, Ethnicity and Immigration***

Cornell, Stephen and Douglas Hartmann. 2005. "Conceptual Confusion and Divides: Race, Ethnicity, and the Study of Immigration," in *Not Just Black And White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States.* Nancy Foner (ed.), New York, NY: Russell Sage Foundation (pp. 23-41).

Wednesday, Sept. 12: ***Who Immigrates and Why?***

Massey, Douglas S., "Why Does Immigration Occur?: A Theoretical Synthesis," in Charles Hirschman, Philip Kasinitz, and Josh DeWind, eds., *The Handbook of International Migration: The American Experience*, New York: Russell Sage Foundation, 1999 (pp.34-52).

Tilly, Charles. 1986. "Transplanted Networks." New York: New School for Social Research. (Recommended)

Bodnar, John. 1985. "The Homeland and Capitalism" and "Families Enter America" in *The Transplanted: A History of Immigrants in Urban America*. Bloomington, IN: Indiana University Press (pp. 1-56, 57-84). (Recommended)

Take a look at the following website: http://www.migrationinformation.org/DataTools/

- What do immigration trends look like in America over time? What do you think has caused these trends?

Go to the FactFinder webpage and:

- Find immigration facts for your home state in the U.S. or, if you are not from the U.S. originally, your favorite state. Pay particular attention to who migrates to your state.
- Take a look at the demographic composition of Minneapolis, New York, and Raleigh (NC). How do the demographics of these cities (paying particular attention to the foreign born population) differ in 2010 compared to the 2000 Census?
- Be prepared to discuss what you found in class.

Monday, Sept. 17: ***History of Immigration Policy in the U.S.***

Bodvarsson, O.B. and H. Van den Berg. 2009. "Immigration Policy in the United States" in *The Economics of Immigration* (pp. 349-377) Berlin: Springer Press.

Massey, Douglas S. 1995. "The New Immigration and Ethnicity in the United States," *Population and Development Review* 21(3): 631-652.

Wednesday, Sept. 19: ***Assimilation (I)***

Gordon, Milton. 1961. "Assimilation in America: Theory and Reality." *Daedalus* 90(2): 263-285.

Glazer, Nathan and Daniel Moynihan. 1969. *Beyond the Melting Pot*. Cambridge, MA: MIT Press. (Selections)

Bodnar, John. 1985. "Immigrants and the Promise of American Life" in *The Transplanted: A History of Immigrants in Urban America*. Bloomington, IN: Indiana University Press (pp. 169-183). (Recommended)

Monday, Sept. 24: ***Assimilation (II)***

Gans, Herbert J. 1992. "Second-Generation Decline: Scenarios for the Economic and Ethnic Futures of the Post-1965 American Immigrants." *Ethnic and Racial Studies* 15(2): 173-192.

Portes, Alejandro and Min Zhou. 1993. "The New Second Generation: Segmented Assimilation and Its Variants." *Annals of the American Academy of Political and Social Science* 530:74-96.

Wednesday, Sept. 26: ***Assimilation (III)***

Alba, Richard and Victor Nee. 1999. "Rethinking Assimilation Theory for a New Era of Immigration," in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage (pp. 137-160).

Brubaker, Rogers. 2001. "The Return of Assimilation? Changing Perspectives on Immigration and its Sequels in France, Germany, and the United States." *Ethnic and Racial Studies* 24(4): 531-548.

II. Immigrant Demographic Patterns

Monday, Oct. 1: ***What Do Cities Have to Do With Immigration?***

Briggs, Xavier de Souza. 2004. "Civilization in Color: The Multicultural City in Three Millennia," *City & Community* 3(4): 311-342.

Burgess, Ernest W. 1925. "The Growth of the City: An Introduction to a Research Project," in *The City*. Robert E. Park, Ernest W. Burgess and Roderick D. McKenzie, Chicago, IL: The University of Chicago Press (pp. 47-62).

Wednesday, Oct. 3: *Immigrant Settlement Patterns* (Dilemma Memo due)

Waldinger, Roger. 1989. "Immigration and Urban Change." *American Review of Sociology* 15: 211-232.

Massey, Douglas S. and Chiara Capoferro. 2008. "The Geographic Diversification of American Immigration" in *New Faces in New Places: The Changing Geography of American Immigration.* Douglas S. Massey (ed.), New York, NY: Russell Sage Foundation (pp. 25-50).

Singer, Audrey. 2004. "The Rise of New Immigrant Gateways." Brookings Institution: Living Cities Census Series of the Center on Urban & Metropolitan Policy. (Recommended)

Monday, Oct. 8: *Residential Segregation or Integration? (I)*

Madanipour, Ali. "Social Exclusion in Space" in *The City Reader.* Richard T. LeGates and Frederic Stout (eds.), New York: Routledge (pp. 158-165).

Massey, Douglas S. and Brendan P. Mullan. 1984. "Processes of Hispanic and Black Spatial Assimilation." *American Journal of Sociology* 89(4): 836-873.

Alba, Richard and Nancy Foner. 2005. "Old and New Landscapes of Diversity: The Residential Patterns of Immigrant Minorities," in *Not Just Black And White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States.* Nancy Foner (ed.), New York, NY: Russell Sage Foundation (pp. 237-261). (Recommended)

Burgess, Ernest W. 1928. "Residential Segregation in American Cities," *Annals of the American Academy of Political and Social Sciences* 140: 105-115. (Recommended)

Wednesday, Oct. 10: *Residential Segregation or Integration? (II)*

Peach, Ceri. 2005. "The Ghetto and the Ethnic Enclave" in *Desegregating the City: Ghettos, Enclaves, and Inequality*. David P. Varady (ed.), Albany, NY: University of New York Press (pp. 31-48).

Briggs, Xavier de Souza. 2005. "Social Capital and Segregation in the United States" in *Desegregating the City: Ghettos, Enclaves, and Inequality*. David P. Varady (ed.), Albany, NY: University of New York Press (pp. 79-107).

Monday, Oct. 15: *Neighborhood Opportunity Structures*

Galster, George C., Kurt Metzger and Ruth Waite. 1999. "Neighborhood Opportunity Structures of Immigrant Populations, 1980 and 1990." *Housing Policy Debate* 10(2): 395-442.

Musterd, Sako, Roger Andersson, George Galster, and Timo M. Kauppinen. 2008. "Are Immigrants' Earnings Influenced by the Characteristics of their Neighbors?" *Environment and Planning A* 40:785-805. (Recommended)

III. Immigrant Labor

Wednesday, Oct. 17: ***Immigrants, Entrepreneurship and Ethnic Economies***

Aldrich, Howard E. and Roger Waldinger. 1990. "Ethnicity and Entrepreneurship." *Annual Review of Sociology* 16: 111-135.

Light, Ivan and Steven J. Gold. 2000. "What Is an Ethnic Economy?," in *Ethnic Economies*. San Diego, CA: Academic Press (pp. 3-25).

Monday, Oct. 22: ***Immigrant Enclaves and Beyond***

Waldinger, Roger. 1993. "The Ethnic Enclave Debate Revisited." *International Journal of Urban and Regional Research* 17(3): 444-452.

Raijman, Rebeca and Marta Tienda. 1999. "Immigrants' Socioeconomic Progress Post-1965: Forging Mobility or Survival?," in *The Handbook of International Migration: The American Experience*, edited by C. Hirschman, P. Kasinitz and J. DeWind. New York: Russell Sage (pp. 239-256).

Wednesday, Oct. 24: ***Economic Impact of Immigration***

LaLonde, Robert J. and Robert W. Topel. 1997. "Economic Impact of International Migration and the Economic Performance of Migrants" in *Handbook of Population and Family Economics*. M. R. Rosenzweig and O. Stark (eds.), Amsterdam: Elsevier B. V. (pp. 799-850).

Borjas, George, Richard Freeman and Lawrence Katz. 1996. "Searching for the Effect of Immigration on the Labor Market," *The American Economic Review* 86(2): 246-251.

Monday, Oct. 29: ***Racial and Ethnic Competition for Jobs***

Waldinger, Roger and Michael Lichter. 2003. *How the Other Half Works: Immigration and the Social Organization of Labor*. Berkeley, CA: University of California Press. (Selections)

IV. Social Lives of Immigrants

Wednesday, Oct. 31: ***The Creation of Community (I)***

Menjivar, Cecilia. 1999. *Fragmented Ties: Salvadoran Immigrant Networks in America*, Berkeley, CA: University of California Press. (Selections)

Monday, Nov. 5: ***The Creation of Community (II)*** **(Demographic Analysis memo due)**

Mazumdar, Sanjoy, Shampa Mazumdar, Faye Docuyanan, and Colette Marie McLaughlin. 2000. "Creating a Sense of Place: The Vietnamese-Americans and Little Saigon." *Journal of Environmental Psychology* 20: 319-333.

Foner, Nancy. 2005. "The Immigrant Family: Cultural Legacies and Cultural Changes" in *The New Immigration: An Interdisciplinary Reader*. Marcelo M. Suarez-Orozco, Carola Suarez-Orozco and Desiree Baolian Qin (eds.), New York, NY: Routledge (pp. 157-166).

Wednesday, Nov. 7: ***Immigrants and Civil Society***

Breton, Raymond. 1964. "Institutional Completeness of Ethnic Communities and the Personal Relations of Immigrants." *American Journal of Sociology* 70(2): 193-205.

Winders, Jamie. 2012. "Seeing Immigrants: Institutional Visibility and Immigrant Incorporation in New Immigrant Destinations." *The Annals of the American Academy of Political and Social Science* 641:58-78.

Theodore, Nik and Nina Martin. 2007. "Migrant Civil Society: New Voices in the Struggle Over Community Development," *Journal of Urban Affairs* 29(3): 269-287. (Recommended)

Monday, Nov. 12: ***(How) Do We Get Along?***

Putnam, Robert D. 2007. "*E Pluribus Unum*: Diversity and Community in the Twenty-First Century, The 2006 Johan Skytte Prize Lecture." *Scandinavian Political Studies* 30(2): 137-174.

Lie, John. 2005. "The Black-Asian Conflict?," in *Not Just Black And White: Historical and Contemporary Perspectives on Immigration, Race, and Ethnicity in the United States.* Nancy Foner (ed.), New York, NY: Russell Sage Foundation (pp. 301-314).

Smith, Anna Deveare. 1994. "Mrs. Young-Soon Han: Swallowing the Bitterness" in *Twilight: Los Angeles, 1992*. New York, NY: Anchor Books (pp. 244-249).

Wednesday, Nov. 14: ***The Role of Religion and Religious Institutions in the Lives of Immigrants***

Bodnar, John. 1985. "Church and Society" in *The Transplanted: A History of Immigrants in Urban America*. Bloomington, IN: Indiana University Press (pp. 144-168).

Hirschman, Charles. 2004. "The Role of Religion in the Origins and Adaptation of Immigrant Groups in the United States." *International Migration Review* 38(3): 1206-1233.

V. Immigrants, Planning and Policy Making

Monday, Nov. 19: ***Why Should Planners & Policy Makers Care About Immigration?***

Vitiello, Domenic. 2009. "The Migrant Metropolis and American Planning," *Journal of the American Planning Association* 75(2): 245-255.

Meyer, Peter B. and Christopher R. Reaves. 2000. "Objectives and Values: Planning for Multicultural Groups Rather than Multiple Constituencies." Pp. 83-99 in *Urban Planning in a Multicultural Society*, Michael A. Burayidi, ed., Westport: Praeger.

Sandercock, Leonie. 2000. "When Strangers Become Neighbours: Managing Cities of Difference." *Planning Theory and Practice* 1(1): 13-30. (Recommended)

Vertovec, Steven. 2007. "Super-Diversity and Its Implications." *Ethnic and Racial Studies* 30(6): 1024-1054. (Recommended)

Wednesday, Nov. 21: ***Community Cohesion in Diverse Urban Settings***

Amin, Ash. 2002. "Ethnicity and the Multicultural City: Living with Diversity." *Environment and Planning A* 34(6): 959-980.

Sandercock, Leonie. 2003. "Mongrel Cities: How Can We Live Together?" Pp. 85-105 in *Cosmopolis II: Mongrel Cities in the 21st Century*, London: Continuum.

Robinson, David. 2005. "The Search for Community Cohesion: Key Themes and Dominant Concepts of the Public Policy Agenda." *Urban Studies* 42(8): 1411-1427. (Recommended)

Monday, Nov. 26: ***Local Policy & Planning Responses to Immigration (I)***

Qadeer, Mohammad A. 1997. "Pluralistic Planning for Multicultural Cities." *Journal of the American Planning Association* 63(4): 481-495.

Freidmann, John and Ute Angelika Lehrer. 1997. "Urban Policy Responses to Foreign In-Migration," *Journal of the American Planning Association* 63(1): 61-79.

Wednesday, Nov. 28: ***Local Policy & Planning Responses to Immigration (II)***

Ameyaw, Stephen. 2000. "Appreciative Planning: An Approach to Planning with Diverse Ethnic and Cultural Groups." Pp. 101-114 in *Urban Planning in a Multicultural Society*, Michael A. Burayidi, ed., Westport: Praeger.

Uitermark, Justus, Ugo Rossi, and Henk Van Houtum. 2005. "Reinventing Multiculturalism: Urban Citizenship and the Negotiation of Ethnic Diversity in Amsterdam." *International Journal of Urban and Regional Research* 29(3): 622-640.

Monday, Dec. 3: ***Local Policy & Planning Responses to Immigration (III)***

Bollens, Scott A. 2002. "Urban Planning and Intergroup Conflict: Confronting a Fractured Public Interest." *Journal of the American Planning Association* 68(1): 22-42.

Wednesday, Dec. 5: ***Local Policy & Planning Responses to Immigration (IV)***

MOVIE DAY! Title TBD. Popcorn optional but encouraged.

Monday, Dec. 10: ***Engaging Immigrants in Planning and Public Policy Processes***

Beebeejaun, Yasminah. 2006. "The Participation Trap: The Limitations of Participation for Ethnic and Racial Groups." *International Planning Studies* 11(1): 3-18.

Hum, Tarry. 2010. "Planning in Neighborhoods with Multiple Publics: Opportunities and Challenges for Community-Based Nonprofit Organizations." *Journal of Planning Education and Research* 29(4): 461-477.

Miraftab, Faranak and Eileen Diaz McConnell. 2008. "Multiculturalizing Rural Towns – Insights for Inclusive Planning." *International Planning Studies* 13(4): 343-360. (Recommended)

Wednesday, Dec. 12: ***Course Conclusions*** **(Service-Learning Dilemma Memo due)**

None

Pratt Institute – Program for Planning & Sustainable Urban Development (PSUD), Brooklyn NY
Centro Gaspar Garcia de Direitos Humanos, São Paulo, Brazil.

PLAN 801b: Urban Challenges of the Low Income Population São Paulo/New York

Site: São Paulo, Brazil/New York City **Date:** Spring Vacation, 2013

Instructor: Perry Winston, AIA LEED AP **Teaching Assistant:** Leonel Ponce

Exchange Description:

Objectives:

a) What has been the effect of the policy of municipal governments, focusing on particular neighborhoods, in NYC and São Paulo of promoting private investment in low-income housing?

b) What factors have led to the increase of the homeless population in NYC and São Paulo? What measures are being taken by the city, by NGO's to address the issue in these neighborhoods?

c) Examine the impact on municipal housing policies from the "mega-events" (e.g. World Cup, Olympic Games) planned for São Paulo.

d) Direct contact with the challenges of the low-income populations of both cities.

e) Increase the knowledge and comprehension of the participants about the international character of the challenges faced by the low income population in both cities.

Outcomes:

a) Establish parallels and comparisons between the physical, social, and economic development in the 2 cities.

b) Establish parallels and comparisons between the policies and intiatives in both cities.

c) Identify elements in both contexts that can contribute to the situation in the other city.

Agenda:

1. <u>In NYC:</u>
   a) Meetings once/week for 4 weeks prior to the site visit to discuss research topic, travel logistics.

   b) Research by each student into housing and homeless policy in New York City and how this manifested itself in the neighborhood of East New York.

   c) Preparation by each student of a digital, illustrated report on their research topic.

d) Study of the American (New York) and Brazilian (São Paulo) low-income housing & homeless policy via readings (Bibliography) or personal and/or academic contacts.

2. In São Paulo:
   a) Visits to neighborhoods where housing and homeless policies have had a major impact – 3 days

   b) Conversations with local participants, organizers, and facilitators of informal economic activities. – same 3 days.

   c) Two forums in São Paulo - one on low-income housing, another on homeless policy - where Pratt students will present the findings of their research on these themes in a NYC neighborhood and Paulista social movements and civil society organizations will discuss parallels, differences between these policies in both cities – 2 days.

3. At Pratt:

   a) Meetings once/week over 1 month to review experiences and to develop a group report presenting in more detail the most important topics, transferability, contrasts dealt with during the site visit.

   b) A copy of the report will be sent to the Centro Gaspar Garcia and posted on-line.

Logistics:

1. **Dates:** Spring Vacation (the 2nd week in March)

2. **Lodging:** Hostel Sampa, 519 Girassol St., Vila Madalena: US $22/day group room; US $46/day individual room. www.hostelsampa.com.br. Paid by Pratt students.

3. **Meals:** Breakfast included at hostel. Lunch & Dinner: at restaurants near the places to be visited. Est. US $40/day. Paid by Pratt students.

4. **Transportation:**
   Airfare: round-trip between New York and Sao Paulo currently between $900 with 1-stop to $1,500 for non-stop. Paid by Pratt students.
   Visa: required of U.S. citizens, $160 fee at the Brazilian Consulate in NYC, min. 10 day turn-around.
   Local: Van with capacity of 16 persons with driver; number of days depends on schedule. Metro.

Bibliography:

***Required prior to 1st Pre-Trip Meeting:**

History of Säo Paulo:

*Rosenbaum, Eric, pp. 16-25 in Time Out, São Paulo. London, Random House, 2009.

Housing:

Budds, Jessica & Teixeira, Paulo & SEHAB, "Ensuring the right to the city: pro-poor housing, urban development and tenure legalization in Sao Paulo, Brazil", in *Environment & Urbanization*, Vol. 17, No. 1 (April 2005).

*Markovitch, J. ; Maricato, E. ; Whestphal, M. F. . Tackling the Housing Deficit. in Jacques Marcovitch. (Org.). Economic Growth and Income Distribution in Brazil. 1 ed. São Paulo: Editora da Universidade de São Paulo, 2007, v. , p. 33-56.

Maricato, E. . "Cities, Urban Population". In: William F. Fisher and Thomas Ponniah. (Org.). Another World is Possible. 1 ed. New York: Zed Books, 2003, v. 1, p. 173-179.

Pasternak, Suzana (2008). Squatter Settlements as a Kind of Perverse Outcome: History of Popular Housing Policies in São Paulo". In: International Planning Society, 13th Biennial Conference. (pp. 1182-1201). Chicago. Public versus Private.

*Wood, Peter & Hirsch, Eric "Squatting In New York City: Justification & Strategy" in *NYU Review of Law & Social and Change*, 1987-88, pp. 605 – 616.

Economics

Brown, A. and Kristiansen, A. Urban Policies and the Right to the City: Rights, Responsibilities, and Citizenship, Paris, UNESCO, UN-Habitat. 2008.

Maricato, E. . "Cities, Urban Population". In: William F. Fisher and Thomas Ponniah. (Org.). Another World is Possible. 1 ed. New York: Zed Books, v. 1, p. 173-179. 2003.

*Maricato, E. "Brazil's Megacities, Globalization, Poverty and Some Reasons for Hope" in Cluster- Cittá, Design, Innovazione, v. 07, p. 118-125, 2008.

Planning/Urbanism:

*****Davis, M. Planet of Slums. London: Verso, 2006. Ch. 8 " A Surplus Humanity", pp. 174-198.

deRio, Vicente & Siembieda, William Eds. Beyond Brasilia: Contemporary Urbanism in Brazil. Gainsville FL, Florida University Press, 2009. São Paulo projects: Jardim Imbuias I favela upgrade over canalized storm drainage; Praca 22 de Novembro renovation around train station in Mauá area in SE São Paulo.

Earle, Lucy Olivia "Occupying the Illegal City: Urban Social Movements and Transgressive Citizenship in Sao Paulo", Ph.D. thesis presented at the Development Studies Institute, London School of Economics and Political Science, February 2009

LOCAL POLICY & IMMIGRATION
UP535, Spring 2013

University of Illinois, Urbana-Champaign
Department of Urban & Regional Planning
Dr. Stacy A. Harwood
sharwood@illinois.edu
Office TBH M208, 265-0874

Class meets on Mon & Wed from 10:30 to 11:50 in TBH 19
Office hours M & W 9 to 10:00am

Course Description

This seminar reviews the major issues confronting urban planners and local policy makers working in diverse places. The course focuses on the day-to-day realities of communities experiencing rapid demographic, economic, social and cultural changes. The reading material draws heavily from the experiences of towns, cities and regions in the United States, Canada and Europe. We will also explore local issues by collaborating with two organizations – Champaign-Urbana Immigration Forum and East Central Illinois Refugee Mutual Assistance Center.

Assignments and Classroom Activities

Participation (10 points)
Learning is a social process and collective endeavor; therefore your primary responsibility in class is active participation. Because there will be much discussion among the members of the class, you must do the required readings assigned to specific days and come prepared to ask questions and make comments. Informed discussion is the point of a good seminar. The intellectual quality of the seminar depends on active participation by every member in the class. In addition, you are encouraged to keep notes in a systematic way. This is an important habit to develop as future researchers, scholars, planners and policy makers. Please bring the reading materials to class.

Discussion Leader (10 points)
Everyone will be responsible for leading a discussion during the semester. This entails assembling a set of questions/discussion topics about the required reading. The discussion leaders should expect that everyone is fully prepared to summarize the major ideas in each assigned reading and able to give a brief critique of those readings as well.

Project #1: Strategies for Creating an Immigrant Friendly Community: Possibilities for CU (40 points)
Develop a 5-minute presentation and create 2-page handout that will be used to inform local leaders about what other communities are doing to welcome, integrate and support immigrants. The presentation and handout will summarize what "immigrant friendly" means for one specific strategy and discuss how it might be implemented in CU. These materials will be presented to the CU Immigration Forum.

Project #2: Documenting Local Efforts at Creating an Immigrant Friendly CU: A Call for Action (40 points)
Write a short descriptive report a about a specific accomplishment of a local immigrant organization. The purpose of this assignment is to help a local organization document the impact they are making and encourage a specific audience to support that work.

Course Grade

A	94-100 pts	B-	80-83.9	D+	67-69.9
A-	90-93.9	C+	77-79.9	D	64-66.9
B+	87-89.9	C	74-76.9	D-	60-63.9
B	84-86.9	C-	70-73.9	F	0-59.9

Course Expectations

Inclusivity and Professionalism
The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the very goals and responsibilities of practicing planners. Conduct that interferes with the rights of another or creates an atmosphere of intimidation or disrespect is inconsistent with the environment of learning and cooperation that the program requires. By enrolling in a Department of Urban and Regional Planning class, students agree to be responsible for maintaining a respectful environment in all DURP activities, including classes lectures, discussions, labs, projects, and extracurricular programs (http://www.urban.illinois.edu/about/inclusion.html). Also see University Student Code Article 1—Student Rights and Responsibilities, Part 1. Student Rights: In the Classroom (http://admin.illinois.edu/POLICY/CODE).

Attendance
The quick pace and applied nature of this course necessitates strict adherence to attendance, preparation, and deadlines. No absences are allowed except in the case of medical or family emergencies. A letter from the hospital or registrar must verify absences. I will make every effort to stick to the course schedule, but variations are inevitable (including assignment deadlines and requirements). If you miss class, it is your responsibility to find out what happened. Please do not send me an email asking if you missed anything, because my reaction will be, "Of course you did!" In other words, please stop by my office hours to discuss what happened in class, if you have the unfortunate luck of missing one.

Office Hours, Accessibility and Informal Learning
I invite students to visit, call or e-mail me as often as they want or need. E-mail is an easy way to communicate with me, as I generally respond within 24 hours. Most course related problems can be resolved if they are jointly addressed by instructor and student early in the semester. Students with special needs–factors that might interfere/conflict with a student's successful completion of the course--should tell me as soon as possible. Please feel free to make suggestions to enrich this course.

Late Assignments
I do not accept late assignments (that means I will not grade late assignments). However, special arrangements (without penalty) may be warranted under certain circumstances. Make note of the announced office hours, as these are the best times to contact me. You may leave voice message or send e-mail, but that does not constitute consultation, nor does a note from the nurse by itself give permission to make up missed work due to illness.

Academic Dishonesty
Please be aware of the university guidelines regarding academic integrity, which can be found in the Student Code (http://admin.illinois.edu/POLICY/CODE). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/materials, fabrication of information, plagiarism (presenting someone else's work as your own), and so on. All forms of academic dishonesty will be considered a serious offense of university policy. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts, and to the Senate Committee on Student Discipline. Any student who violates the university academic integrity policy will receive a failing grade for this course.

Required Reading

A hard copy of the reader can be purchased at Notes & Quotes, 502 E John St # 107 Champaign, 344-4433. Digital version will be on Compass2.

Course Calendar, subject to change

DATE	MONDAY	WEDNESDAY
1/14, 1/16	Course Introduction	**Planning and Diversity** Fainstein, Susan. 2005. Cities and Diversity: Should We Want It? Can We Plan for It? Urban Affairs Review, 41 (1): 3-19.
1/21, 1/23	MLK Holiday No Class	Project #1 Discuss Research
1/28, 1/30	**Immigration Trends** Benton-Short, Lisa and Marie Price. 2008. Chapter 1 Migrants to the Metropolis: The Rise of Immigrant Gateway Cities, and Introduction. In Migrants to the Metropolis, edited by Mary Pierce and Lisa Benton-Short, Syracuse University Press, pages 1-22. Pierce, Mary and Benton-Short, Lisa 2008. Chapter 2 Urban Immigrant Gateways in a Globalizing World. In Migrants to the Metropolis, edited by Mary Pierce & Lisa Benton-Short, Syracuse University Press, pages 23-47. Singer, Audrey, Susan Hardwick and Caroline Brettell. 2008. Twenty-First Century Gateways: Immigrant in Suburban America. Feature Story on the Migration Policy Institute Website, April 30 (7 pages). Egan, Timothy. 2011. Rise of the Ethnoburbs. New York Times, Opinionator, March 10. LISTEN: NPR 2008. Small Towns and Immigrants, http://www.npr.org/templates/story/story.php?storyId=5185718, Feb 2 (38 minutes).	Project #1 Discuss Research
2/4, 2/6	**Local Response to Immigration** Singer, Audrey, Jill Wilson and Brooke DeRenzis. 2009. Immigrants, Politics, and Local Response in Suburban Washington. Survey Series For the Metropolitan Policy Program: Washington DC: Brookings. Film: 9500 Liberty (View in Class)	Project #1 Draft of Handout
2/11, 2/13	**Regulating Immigrants at the Local Level** Gilbert, Liette. 2009. Immigration as Local Politics: Re-Bordering Immigration and Multiculturalism through Deterrence and Incapacitation. International Journal of Urban and Regional Research, 33 (1): 26-42. Esbenshade, Jill, Benjamin Wright, Paul Cortopassi, Arthur Reed and Jerry Flores. 2010. The "Law-and-Order" Foundation of Local Ordinances: A Four-Local Study of Hazleton, PA, Escondido, CA, Farmers Branch, TX and Prince William County, VA. Chapter 13 in Varsanyi, Monica W, editor. Taking Local Control: Immigration Policy Activism in U.S. Cities and States. Palo Alto: Stanford University Press, pages 255-274. CU Immigration Forum. 2011. InSecure Communities: Borders at Our Doors. Champaign: CU Immigration Forum.	Project #1 Presentation – Draft PowerPoint

2/18, 2/20	**Regulating Difference Via Land Use Legislation** Burayidi, Michael A. 2003. The Multicultural City as Planners' Enigma. Planning Theory & Practice, 4 (3): 259–273. Harwood, Stacy Anne. 2005. Struggling to embrace difference in land-use decision making in multi-cultural communities. Planning, Practice and Research, 20 (4): 355-371. Sandercock, Leonie. 2000. When Strangers become Neighbors: Managing Cities of Difference. Planning Theory & Practice, 1 (1): 13-30. Varsanyi, Monica. 2008. Immigration Policing Through the Backdoor: City Ordinances, The "Right to the City," and the Exclusion of Undocumented Day Laborers." Urban Geography, 29(1): 29-52.	Project #1 Presentation – Draft PowerPoint
2/25, 2/27	**Immigrant Activism and the Right to the City** Goldberg, Harmony. 2008 Building Power in the City: Reflections on the Emergence of the Right to the City Alliance and the National Domestic Worker's Alliance. The Journal of Aesthetics and Protest, page 1-13. Theodore, Nik and Nina Martin. 2007. Migrant Civil Society: New Voices in the Struggle over community development. Journal of Urban Affairs, 29 (3): 269–287. Uitermark, Justius, Ugo Rossi and Henk Van Houtum. 2005. Reinventing Multicultualism: Urban Citizenship and the Negotiation of Ethnic Diversity in Amsterdam. International Journal of Urban and Regional Research, 29 (3): 622-640.	Project #1 Practice Presentation for CU Immigration Forum *Final Presentation Tuesday, March 12 at 6pm*
3/4, 3/6	**Cultural Enclaves and Transnational Networks** Grey, Mark A. and Anne C. Woodrick. 2002. Unofficial Sister Cities: Meatpacking Labor Migration between Villachuato, Mexico, and Marshalltown, Iowa. Human Organization, 61 (4): 364-376. Levitt, Peggy. 1997. Transnationalizing Community Development: The Case of Migration between Boston and the Dominican Republic. Nonprofit and Voluntary Sector Quarterly, 26 (4): 509-526. Mazumdar, Sajoy, Shampa Mazumdar, Faye Docuyanan and Colette Marie McLaughlin. 2000. Creating a Sense of Place: The Vietnamese-Americans and Little Saigon. Journal of Environmental Psychology. 20: 319-333.	Hometown Associations Film: The Sixth Section (View in Class) Project #1 Second draft of handout
3/11, 3/13	**Governing Multi-ethnic Places** Good, Kristin R. 2009. A Comparative Overview of Municipal Multicultural Policies, Chapter 3 in Municipalities and Multiculturalism: The Politics of Immigration in Toronto and Vancouver. Toronto: University of Toronto Press (page 47-91). Mitnik, Pablo A, Jessica Halpern-Fierty and Matt Vidal. 2008. Cities and Immigration: Local Policies for Immigrant-Friendly Cities. Madison: Center of Wisconsin Strategy.	Project #2 Project #1 Final Handout and PowerPoint

	Qadeer, Mohammad Abdul and Sandeep Kumar Agrawal. 2011. The Practice of Multicultural Planning in American and Canadian Cities. Canadian Journal of Urban Research. 20(1): 131-155. Sandercock, Leonie. 2003. There is No Hiding Place: Integrating Immigrants. Chapter 6 in Cosmopolis II: Mongrel Cities of the 21st Century by Leonie Sandercock. London: Continuum, 126-153.	
Spring Break		
3/25, 3/27	**Immigrants and Economic Development** Eraydin, Ayda, Tuna Tasan-Kok and Jan Vranken. 2010. Diversity Matters: Immigrant Entrepreneurship and Contribution of Different Forms of Social Integration in Economic Performance of Cities. European Planning Studies, 18 (4): 521-543. Lin, Jan. 2012. Globalization and the Revalorizing of Ethnic Places in Immigrant Gateway Cities. Urban Affairs Review, 34(2): 313-339. Provine, Doris Marie. 2010. Local Immigration Policy and Global Ambitions in Vancouver and Phoenix. In Varsanyi, Monica W, editor. 2010. Taking Local Control: Immigration Policy Activism in U.S. Cities and States. Palo Alto: Stanford University Press, pages 217-235. Loukaitou-Sideris. 2012. Using Culture As A Competitive Advantage: Attracting cultural tourism in Latino Neighborhoods. Chapter 4 in Dialogos: Placemaking in Latino Communities, edited by Michael Rios and Leonardo Vazquez. New York: Routledge, pages 69-82.	Project #2 Data Collection Continues
4/1, 4/3	**Making Space for Difference** Miraftab, Faranak and McConnell, Eileen Diaz. 2008. Multiculturalizing Rural Towns. International Planning Studies, 13 (4): 343-360. Rahder, Barbara and Richard Milgrom. 2004. The Uncertain City: Making Space(s) for Difference. Canadian Journal of Urban Research, 13 (1): 27-45. Price, Marie and Courtney Whitworth. 2004. Soccer and Latino Cultural Space, Chapter 8 in Hispanic Spaces, Latino Places edited by Daniel D. Arreola, Austin: University of Texas Press.	Project #2 Data Collection Continues
4/8, 4/10	**Immigrant Engagement in Planning Processes** Kondo, Michelle C. 2012. Immigrant Organizations in Pursuit of Inclusive Planning: Lessons from a Municipal Annexation Case. JPER, 32(3): 319-330. Vasishta, Neerja and Hillary Angelo. 2009. New Faces in Public Spaces: Immigrant Integration and City Parks. Progressive Planning, 179: 24-27. New Yorkers for Parks. 2008. Parks for All New Yorkers: Immigrants, Culture and NYC Parks. New York City: New Yorkers for Parks.	Project #2 Draft Report

4/15, 4/17	**Promoting Dialogue and Collaboration Across Difference** Briggs, Xavier de Souza. 1998. Doing Democracy Up-Close: Culture, Power, and Communication in Community Building. Journal of Planning Education and Research, 18 (1): 1-13. Zapata, Marisa. 2009. Deliberating across Differences: Planning futures in cross-cultural spaces. Policy and Society, 28: 197-209.	Project #2 Second draft of report
4/22, 4/24	TBD	Project #2 Practice Presentation
4/29, 5/1	TBD	Project #2 Final Report
5/8		8-11am Final Presentation (TBC)

URBAN PLANNING 244:
Urban Poverty and Planning
Winter 2012

Days: Tuesday
Time: 2:00 pm to 4:50 pm
Room: 4371B PAB

Instructor: Evelyn Blumenberg
Office: 5276 PAB
Telephone: (310) 903-3305
Office Hrs: Posted or by appointment
E-mail: eblumenb@ucla.edu

Course Description:

This course examines the relationship between urbanization and spatial inequality in the U.S.—the spatial dynamics of urban growth, levels and causes of spatial inequality, and the implications of spatial inequality particularly for low-income communities. Cases will cover spatial disparities in access to employment and services, affordable housing, healthy food, environmental quality, health services and outcomes, infrastructure, and political cohesion and participation. The course will prepare students to analyze the role of policies in promoting and/or reducing spatial inequities.

Format and Course Requirements:

There are 5 parts to the course: (1) lectures, (2) reading, (3) class discussion of reading, (4) writing assignments, and (5) presentations.

Lectures: A complete list of the lecture topics, dates, and readings is attached.

Readings: The following five books are required reading for the course.

Maria Cancian and Sheldon H. Danziger (eds.) (2009) *Changing Poverty, Changing Policies*. New York: Russell Sage Foundation Publications.

Edin, Kathryn and Laura Lein (1997). *Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work*. New York: Russell Sage Foundation.

Massey, Douglas S. and Nancy Denton. (1993). *American Apartheid: Segregation and the Making of the Underclass*. Cambridge: Harvard University Press.

Newman, Katherine (1999). *No Shame in my Game: The Working Poor in the Inner City.* New York: Russell Sage Foundation.

Wilson, William Julius (1990). *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy*. Chicago: University of Chicago Press.

Von Hoffman, Alexander (2003*). House by House, Block by Block: The Rebirth of America's Urban Neighborhoods.* Oxford: Oxford University Press.

Assignments: (1) poverty problem and presentation (January 31); (2) final paper (March 13); (3) final presentation (March 20); and (4) facilitation of one class discussion (TBD)

Grading: Final grades will be determined as follows: class participation and facilitation of one class discussion of course readings (15%); assignment and presentation on poverty (15%), final paper (50% percent), and final presentation (20%).

January 10: (a) Introduction to course (b) What is poverty and how much do we have?

Required: Meyer, Daniel R. and Geoffrey L. Wallace (2009). "Poverty Levels and Trends in Comparative Perspective," *Changing Poverty, Changing Policies,* eds. Maria Cancian and Sheldon H. Danziger. New York: Russell Sage Foundation Publications.

Supplemental:

Fisher, Gordon (1992). "The Development and History of the Poverty Thresholds," *Social Security Bulletin*, 55:4: 3-14. http://aspe.hhs.gov/poverty/papers/hptgssiv.htm

Short Kathleen (2011). *The Research. Supplemental Poverty Measure: 2010.* Current Population Reports. P60-241. U.S. Department of Commerce, Economics and Statistics Administration, U.S. Census Bureau. http://www.census.gov/hhes/povmeas/methodology/supplemental/research/Short_ResearchSPM2010.pdf

U.S. Census Bureau, Poverty – Experimental Measures, http://www.census.gov/hhes/povmeas/

U.S. Department of Health and Human Services (2011). "The 2011 HHS Poverty Guidelines. One Version of the [U.S.] Federal Poverty Measure." http://aspe.hhs.gov/poverty/11poverty.shtml

January 17: The Poor: Composition and Survival Strategies

Required: Kathryn Edin and Laura Lein (1997). *Making Ends Meet: How Single Mothers Survive Welfare and Low-Wage Work*. New York: Russell Sage Foundation.

Supplemental:

Ehrenreich, Barbara (1999). "Nickel-and-Dimed. On (not) getting by in America," *Harper's Magazine*, January.

Haveman, Robert (2009). "What Does it Mean to be Poor in a Rich Society?" *Changing Poverty, Changing Policies,* eds. Maria Cancian and Sheldon H. Danziger. New York: Russell Sage Foundation Publications.

January 24: Demography – Immigrants and Women

Required: Cancian, Maria and Deborah Reed (2009). "Family Structure, Childbearing, and Parental Employment: Implications for the Level and Trend in Poverty," *Changing Poverty, Changing Policies,* eds. Maria Cancian and Sheldon H. Danziger. New York: Russell Sage Foundation Publications.

Raphael, Steven and Eugene Smolensky (2009). "Immigration and Poverty in the United States," *Changing Poverty, Changing Policies,* eds. Maria Cancian and Sheldon H. Danziger. New York: Russell Sage Foundation Publications.

January 31: (a) Human and Social Capital (b) Poverty Problem Presentations

Required: Jacob, Brian A. and Jens Ludwig (2009). "Improving Education Outcomes for Poor Children," *Changing Poverty, Changing Policies,* eds. Maria Cancian and Sheldon H. Danziger. New York: Russell Sage Foundation Publications.

Warren, Mark R., J. Phillip Thompson, and Susan Saegert (2001). "The Role of Social Capital in Combating Poverty," *Social Capital and Poor Communities*, eds. Susan Saegert, J. Phillip Thompson, and Mark R. Warren. New York: Russell Sage Foundation

February 7: Jobs, Low Wages, and Inequality

Required: Newman, Katherine (1999). *No Shame in My Game: The Working Poor in the Inner City.* New York: Russell Sage Foundation.

Supplemental:

Blank, Rebecca (2009). "Economic Change and the Structure of Opportunity for Less-Skilled Workers," *Changing Poverty, Changing Policies,* eds. Maria

Cancian and Sheldon H. Danziger. New York: Russell Sage Foundation Publications.

February 14: Race—Segregation and Discrimination

Required: Massey, Douglas S. and Nancy Denton (1993). *American Apartheid: Segregation and the Making of the Underclass*. Cambridge: Harvard University Press.

Supplemental:

Glaeser, Edward (2001). *Racial Segregation in the 2000 Census: Promising News*. Center on Urban and Metropolitan Policy. Washington, DC: The Brookings Institution. http://content.knowledgeplex.org/nlc/cache/documents/6314.pdf

Johnston, Ron, Michael Poulsen, and James Forrest (2007). "Ethnic and Racial Segregation in U.S. Metropolitan Areas, 1980–2000. The Dimensions of Segregation Revisited," *Urban Affairs Review*, 42(4): 479-504.

February 21: Neighborhoods and Poverty

Required: Galster, George C. (2012). *"T*he Mechanism(s) of Neighbourhood Effects: Theory, Evidence, and Policy Implications," *Neighbourhood Effects Research: New Perspectives,* eds. Maarten van Ham, David Manley, Nick Bailey, Ludi Simpson and Duncan Maclennan. London: Springer.

Supplemental:

Jargowsky, Paul A. (2003). *Stunning Progress, Hidden Problems: The Dramatic Decline of Concentrated Poverty in the 1990s*. Washington, D.C: Brookings Institution. http://www.brookings.edu/reports/2003/05demographics_jargowsky.aspx

Pettit, Kathryn, L.S. and G. Thomas Kingsley (2003). "Concentrated Poverty: A Change in Course," Urban Institute. http://www.urban.org/publications/310790.html

February 28: The Underclass and the Culture of Poverty

Required: Wilson, William Julius (1990). *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy*. Chicago: University of Chicago Press.

March 6: Welfare Programs: The Solution or the Problem?

Required: Waldfogel, Jane (2009). "The Role of Family Policies in Antipoverty Policy," *Changing Poverty, Changing Policies,* eds. Maria Cancian and Sheldon H. Danziger. New York: Russell Sage Foundation Publications.

March 13: Planning, Policy, and Poverty Alleviation

Required: Von Hoffman, Alexander (2003*). House by House, Block by Block: The Rebirth of America's Urban Neighborhoods.* Oxford: Oxford University Press.

Supplemental:

Holzer, Harry J. (2009). "Workforce Development as an Antipoverty Strategy: What Do We Know? What Should we Do?" *Changing Poverty, Changing Policies,* eds. Maria Cancian and Sheldon H. Danziger. New York: Russell Sage Foundation Publications.

Scholz, John Karl, Robert Moffitt, and Benjamin Cowan (2009). "Trends in Income Support," *Changing Poverty, Changing Policies,* eds. Maria Cancian and Sheldon H. Danziger. New York: Russell Sage Foundation Publications.

Swartz, Katherine (2009). "Health Care for the Poor: For Whom, What Care, and Whose Responsibility?" *Changing Poverty, Changing Policies,* eds. Maria Cancian and Sheldon H. Danziger. New York: Russell Sage Foundation Publications.

March 20: Final Presentations (2:00 to 5:00)

Urban Planning 219-2: Poverty and Inequality
Spring 2012

Days: Thursday
Time: 2:00 pm to 4:50 pm
Room: 1256 Public Affairs Building

Instructor: Evelyn Blumenberg
Office: 5276 PAB
Telephone: (310) 903-3305
Office Hrs: Posted or by appointment
E-mail: eblumenb@ucla.edu

Course Description:

This course examines the relationship between urbanization and spatial inequality in the U.S.—the spatial dynamics of urban growth, levels and causes of spatial inequality, and the implications of spatial inequality particularly for low-income communities. Topics will include concentrated poverty, residential segregation, immigrant neighborhoods, spatial disparities in access to opportunities, housing mobility, neighborhood health and safety, urban infrastructure, and political cohesion and participation. Students will be required to analyze the role of policies in promoting and/or reducing spatial inequities.

Format and Course Requirements:

There are 5 parts to the course: (1) lectures/guest lectures, (2) readings, (3) class discussion of readings, (4) writing assignments, and (5) presentations.

Written assignments:

1. Beginning Week 2, post discussion questions of required weekly readings on web site (Due weekly: midnight Wednesday evening)
2. Memos related to term paper:
   -Memo 1 (Paper proposal): 1-page memo in which you identify an issue of spatial inequality to address, source of data, and a research partner (if you choose to have one) (Due: April 12, Week 2)
   -Memo 2 (Literature review): analyze the body of literature around which your topic is situated (Due: April 26, Week 4)
   -Memo 3 (Findings from data analysis): (a) summarize your findings from your data analysis and (b) discuss the implications of your findings for policy (Due May 24, Week 8)
3. Term paper: analyze data to examine an issue related to inequality in Los Angeles (Due: June 7)
4. Final Poster Session: develop a poster on which you present your study: question, analysis, findings, recommendations (Due: June 14)

Late assignments will be graded down 1/3 of a grade. Exceptions to this policy will be made only due to illness and with a note from a medical professional.

Grading: Final grades will be determined as follows: three memos (30%), final paper (40%), final poster/presentation (20%), class attendance, class participation, posting of discussion questions (10%).

Lecture Topics and Readings:

1. **Week 1: (a) Introduction to Course (b) Income Inequality – What is it? How much do we have? Why does it matter?** (April 5)

Guest Lecture: Edward Soja, Department of Urban Planning

Required:

Krueger, Alan B., Chairman, Council of Economic Advisers (2012). The Rise and Consequences of Inequality in the United States, January 12.

Neckerman, Kathryn M. and Florencia Torche (2007). "Inequality: Causes and Consequences," *Annual Review of Sociology*," 33:335–57

Stone, Chad, Hannah Shaw, Danilo Trisi, and Arloc Sherman (2012). *A Guide to Statistics on Historical Trends in Income Inequality*. Washington, DC: Center on Budget and Policy Priorities, March 5. http://www.cbpp.org/files/11-28-11pov.pdf

Additional:

Gordon, Robert J. and Ian Dew-Becker (2008). "Controversies about the Rise of American Inequality: A Survey," National Bureau of Economic Research, Working Paper 13982, http://www.nber.org/papers/w13982

McCall, Leslie and Christine Percheski (2010). "Income Inequality: New Trends and Research Directions," *Annual Review of Sociology*, 36:329–47.

2. **Week 2: Spatial Inequality** (April 12) [Memo 1 due]

Required:

Glaeser, Edward Matt Resseger, and Kristina Tobio (2009). "Inequality in Cities," *Journal of Regional Science*, 49(4): 617–646

Heilbrun, James and Patrick A. McGuire (1987). "Site Rent, Land-Use Patterns, and the Form of the City," in *Urban Economics and Public Policy*, Third Edition. New York: Saint Martin's Press, pp. 107-138.

Landis, John (2009). "The Changing Shape of Metropolitan America," *The Annals of the American Academy of Political and Social Science,* 626(1): 154-191.

Massey, Douglas and Mary J. Fischer (2003). "The Geography of Inequality in the United States, 1950-2000," *Brookings-Wharton Papers on Urban Affairs*, p. 1-40.

Additional:

Anas, A., R. Arnott and K.A. Small (1998). "Urban Spatial Structure," *Journal of Economic Literature* 36: 1426-1464.

Arnott, Richard (2011). "What Planners Need to Know about the 'New Urban Economics,'" *The Oxford Handbook of Economics and Planning*, eds. Nancy Brooks, Kieran Donaghy, and Gerrit-Jan Knaap. Oxford: Oxford University Press

Jargowsky, Paul A. (2011). "Urban Poverty, Economic Segregation, and Urban Policy," *The Oxford Handbook of Economics and Planning*, eds. Nancy Brooks, Kieran Donaghy, and Gerrit-Jan Knaap. Oxford: Oxford University Press.

Raphael, Steven and Michael A. Stoll (2010). "Job Sprawl and the Suburbanization of Poverty," Metropolitan Policy Program. Washington, DC: The Brookings Institution. http://www.brookings.edu/~/media/Files/rc/reports/2010/0330_job_sprawl_stoll_raphael/0330_job_sprawl_stoll_raphael.pdf

Tickamyer, Ann R. (2000). "Space Matters! Spatial Inequality in Future Sociology," *Contemporary Sociology*, 29(6): 805-813.

3. Week 3: Concentrated Poverty (April 19)

Required:

Galster, George C. (2012). "The Mechanism(s) of Neighbourhood Effects: Theory, Evidence, and Policy Implications," *Neighbourhood Effects Research: New Perspectives,* eds. Maarten van Ham, David Manley, Nick Bailey, Ludi Simpson and Duncan Maclennan. London: Springer.

Glaeser, E.L., M.E. Kahn and J. Rappaport (2008). "Why do the poor live in cities?" *Journal of Urban Economics*, 63: 1-24.

Kneebone, Elizabeth, Carey Nadeau, and Alan Berube (2011). *The Re-Emergence of Concentrated Poverty: Metropolitan Trends in the 2000s*. Metropolitan Policy Program. Washington, DC: Brookings Institution. http://community-wealth.com/_pdfs/news/recent-articles/01-12/paper-kneebone-nadeau-berube.pdf

Wilson, William Julius (1987). "Social Change and Social Dislocations in the Inner City," *The Truly Disadvantaged. The Inner City, the Underclass, and Public Policy*. Chicago: The University of Chicago Press.

Additional:

Jargowsky, Paul A. (2003). *Stunning Progress, Hidden Problems: The Dramatic Decline of Concentrated Poverty in the 1990s*. Washington, D.C: Brookings Institution. http://www.brookings.edu/reports/2003/05demographics_jargowsky.aspx

Pettit, Kathryn, L.S. and G. Thomas Kingsley (2003). "Concentrated Poverty: A Change in Course," Urban Institute. http://www.urban.org/publications/310790.html

4. Week 4: Residential Segregation (April 26) [Memo 2 due]
Guest Lecture: Leah Boustan, Professor of Economics, UCLA

Required:

Boustan, Leah Platt (2011). "Racial Residential Segregation in American Cities," in *Handbook of Urban Economics and Planning*, eds. Nancy Brooks, Kieran Donaghy and Gerrit Knaap. Oxford: Oxford University Press.

Cutler, David M. and Edward L. Glaeser (1997). "Are Ghettos Good or Bad?" *The Quarterly Journal of Economics*, 112(3): 827-872.

Farley, Reynolds (2011). "The Waning of American Apartheid?" *Contexts*, 10(3): 36-43.

Logan, John R. (2011). Separate and Unequal: The Neighborhood Gap for Blacks, Hispanics and Asians in Metropolitan America. US 2010 Project. Russell Sage Foundation American Communities Project of Brown University.

Massey, Douglas S., Jonathan Rothwell and Thurston Domina (2009). "The Changing Bases of Segregation in the United States," *The Annals of the American Academy of Political and Social Science*, 626(1): 74-90.

Additional:

Johnston, Ron, Michael Poulsen, and James Forrest (2007). "Ethnic and Racial Segregation in U.S. Metropolitan Areas, 1980–2000. The Dimensions of Segregation Revisited," *Urban Affairs Review*, 42(4): 479-504.

Massey, Douglas S. and Denton Nancy (1993). *American Apartheid: Segregation and the Making of the Underclass*. Cambridge, MA: Harvard University Press.

Rugh, Jacob S., and Douglas Massey (2010). "Racial Segregation and the American Foreclosure Crisis." *American Sociological Review* 75(5): 629-651.

Turner, Margery Austin and Karina Fortuny (2009). Residential Segregation and Low-Income Working Families. Low-Income Working Families, Paper 10. Washington DC: The Urban Institute.

Vigdor, Jacob L. (2009). "The Perplexing Persistence of Race," *Making Cities Work. Prospects and Policies for Urban America*, ed. Robert P. Inman, Princeton: Princeton University Press.

5. <u>Week 5: Spatial Access to Employment</u> (May 3)

Guest Lecture: Kenya Covington, California State University, Northridge and UCLA Lewis Center for Regional Policy Studies

Gobillon, L., H. Selod, and Y. Zenou (2007). "The Mechanisms of Spatial Mismatch," *Urban Studies*, 44(12): 2401–2427, November

Ihlanfeldt, Keith R. (2006). "A Primer on Spatial Mismatch within Urban Labor Markets," *A Companion to Urban Economics*, eds. Richard J. Arnott and Daniel P. McMillen, Oxford: Blackwell Publishing, Ltd.

Kain, J.F. (1968). "Housing Segregation, Negro Employment, and Metropolitan Decentralization," *Quarterly Journal of Economics*, 82: 175–197.

Stoll, Michael A. and Kenya Covington (2011). "Explaining Racial/Ethnic Gaps in Spatial Mismatch in the US: The Primacy of Racial Segregation," *Urban Studies*, 1-11.

Additional:

Arnott, R. (1998). "Economic Theory and the Spatial Mismatch Hypothesis," *Urban Studies*, 35: 1171-1185.

Fernandez, R.M. and C. Su (2004). "Space in the Study of Labor Markets," *Annual Review of Sociology*, 30: 545-569.

Ihlanfeldt K.R. and D.L. Sjoquist (1998). "The Spatial Mismatch Hypothesis: A Review of Recent Studies and their Implications for Welfare Reform," *Housing Policy Debate*, 9(4): 849-892.

Kain, J. (1992). "The Spatial Mismatch Hypothesis: Three Decades Later," *Housing Policy Debate*, 3: 371-460.

6. Week 6: Immigrant Neighborhoods (May 10)

Required:

Pastor, Manuel (2011). "Spatial Assimilation and Its Discontents: The Changing Geography of Immigrant Integration in Metropolitan America," in *Handbook of Urban Economics and Planning*, eds. Nancy Brooks, Kieran Donaghy and Gerrit Knaap. Oxford: Oxford University Press.

Cutler, David M., Edward L. Glaeser, and Jacob L. Vigdor (2008). "When are Ghettos Bad? Lessons from Immigrant Segregation in the United States," *Journal of Urban Economics*, 63(3): 759–774.

Li, Wei (2006). "Ethnicity and Space," *Ethnoburb. The New Ethnic Community in Urban America*. Honolulu: University of Honolulu Press.

Wilson, Jill H. and Audrey Singer (2011). *Immigrants in 2010 Metropolitan America: A Decade of Change*. Washington, DC: The Brookings Institution.

Additional:

Card, David (2009). "How Immigration Affects U.S. Cities," *Making Cities Work. Prospects and Policies for Urban America*, ed. Robert P. Inman. Princeton: Princeton University Press.

Iceland, John (2009). *Where We Live Now: Immigration and Race in the United States*. Berkeley, CA: University of California Press.

Logan, John R., Richard D. Alba, and Wenquan Zhang. 2002. "Immigrant Enclaves and Ethnic Communities in New York and Los Angeles" *American Sociological Review* 67 (April):299-322.

Logan, John R. and Charles Zhang (2010). "Global Neighborhoods: New Pathways to Diversity and Separation," *American Journal of Sociology* 115 (4): 1069-1109.

Park, Julie and John Iceland (2011). "Residential segregation in metropolitan established immigrant gateways and new destinations, 1990–2000," *Social Science Research*, 40(3): 811–821.

Xie, Y. and M. Gough (2011). "Ethnic Enclaves and the Earnings of Immigrants," *Demography*, 48(4): 1293-315.

7. <u>Week 7: Gentrification</u> (May 17)

Ellen, Ingrid Gould and Katherine O'Regan (2011). "Gentrification: Perspectives of Economists and Planners," in *Handbook of Urban Economics and Planning*, eds. Nancy Brooks, Kieran Donaghy and Gerrit Knaap. Oxford: Oxford University Press.

Freeman, L. (2005) "Displacement or succession? Residential mobility in gentrifying neighbourhoods," *Urban Affairs Review*, 40.4, 463–91.

Lees, Loretta (2008) "Gentrification and Social Mixing: Towards an Inclusive Urban Renaissance?" *Urban Studies***,** 45: 2449-2470.

Newman, K. and E. Wyly (2006) "The right to stay put, revisited: gentrification and resistance to displacement in New York City," *Urban Studies* 43 (1): 23–57.

Additional

Freeman, Lance, and Frank Braconi (2004). "Gentrification and Displacement New York City in the 1990s," *Journal of the American Planning Association*, 70(1) 39-52.

Freeman, Lance (2006). *There Goes the 'Hood. Views of Gentrification from the Ground Up*. Philadelphia: Temple University Press.

Lees, L., T. Slater and E. Wyly (eds.) (2010). *The Gentrification Reader.* New York: Routledge.

Slater, Tom (2004). "North American Gentrification? Revanchist and Emancipatory Perspectives Explored," *Environment and Planning A*, 36: 1191-1213.

8. <u>Week 8: Transportation</u> (May 24) [Memo 3 due]
Guest Lecture – MA Capstone Projects on Low-Income Households and Transit-Oriented Development

Required:

Boschmann, E. Eric and Mei-Po Kwan (2008). "Toward Socially Sustainable Urban Transportation: Progress and Potentials," *International Journal of Sustainable Transportation*, 2:138–157.

Deka, Devajyota (2004). "Social and Environmental Justice Issues in Urban Transportation," *The Geography of Urban Transportation*, eds. Susan Hanson and Genevieve Giuliano. New York: The Guilford Press.

Mohl, Raymond A. (2012). "Planned Destruction: The Interstates and Central City Housing," *The Making of Urban America*, eds. Raymond A. Mohl and Roger Biles, Lanham: Rowman & Littlefield Publishers, Inc.

Pollack, Stephanie, Barry Bluestone, Chase Billingham (2010). *Maintaining Diversity in America's Transit-Rich Neighborhoods: Tools for Equitable Neighborhood Change.* Dukakis Center for Urban and Regional Policy, October.

Additional:

Blumenberg E. and M. Manville (2004). "Beyond the spatial mismatch: Welfare recipients and transportation policy," *Journal of Planning Literature*, 19(2): 182-205.

Garrett, M. and B. Taylor (1999). "Reconsidering social equity in public transit," *Berkeley Planning Journal*, 13: 6-27.

Giuliano, Genevieve (2011). "Transportation Policy: Public Transit, Settlement Patterns, and Equity in the United States," in *Handbook of Urban Economics and Planning*, eds. Nancy Brooks, Kieran Donaghy and Gerrit Knaap. Oxford: Oxford University Press.

9. <u>Week 9: Health and Safety</u> (May 31)
Special Lecture: Michael Lens, Department of Urban Planning, UCLA

Currie, Janet (2011). "Health and Residential Location," *Neighborhood and Life Chances. How Place Matters in Modern America*, eds. Harriet B. Newburger, Eugenie L. Birch, and Susan M. Wachter. Philadelphia: University of Pennsylvania Press.

Mohai, Paul, David Pellow, and J. Timmons Roberts (2009). "Environmental Justice," *Annual Review of Environment and Resources,* 34: 405–30

Raphael, Steven and Michael A. Stoll (2011). "Neighborhoods, Social Interactions, and Crime: What Does the Evidence Show?" *Neighborhood and Life Chances. How Place Matters in Modern America*, eds. Harriet B. Newburger, Eugenie L. Birch, and Susan M. Wachter. Philadelphia: University of Pennsylvania Press.

Walker, Renee E., Christopher R. Keane, and Jessica G. Burke (2010). "Disparities and access to Healthy Food in the United States: A Review of Food Deserts Literature," *Health and Place*, 6: 876–884.

Additional:

Goldsmith, William W. (2011). "The Drug War and Inner-City Neighborhoods," in *Handbook of Urban Economics and Planning*, eds. Nancy Brooks, Kieran Donaghy and Gerrit Knaap. Oxford: Oxford University Press.

10. <u>Week 10: Spatial Justice</u> (June 7) [Final Paper Due]

Alesina, A and E. La Ferrara (2000). "Participation in Heterogeneous Communities," *Quarterly Journal of Economics*, 115(3): 847-904.

Deluca, Stephanie (2012). "What is the Role of Housing Policy? Considering Choice and Social Science Evidence," *Journal of Urban Affairs*, 34(1): 21–28.

Imbroscio, David (2011). "Beyond Mobility: The Limits of Liberal Urban Policy," *Journal of Urban Affairs*, 34(1): 1–20.

Teitz, Michael (1989). "Neighborhood Economics: Local Communities and Regional Markets," *Economic Development Quarterly*, 3(2): 111-122.

Additional:

Briggs, Xavier de Sousa, Susan J. Popkin, and John Goering. 2010. *Moving to Opportunity: The Story of an American Experiment to Fight Ghetto Poverty*. New York: Oxford University Press.

Comey, Jennifer, Xavier de Souza Briggs, and Gretchen Weismann (2008). *Struggling to Stay Out of High-Poverty Neighborhoods: Lessons from the Moving to Opportunity Experiment.* Brief Number 6. Washington, DC: Brookings Institution.

Fainstein, Susan (2010). *The Just City*. Ithaca: Cornell University Press.

Soja, Edward W. (2010). *Seeking Spatial Justice*. Minneapolis: University of Minnesota Press.

11. <u>Final's Week</u> (June 14) [Poster Session]

Graduate School of Architecture, Planning and Preservation
Multiple GSAPP Programs
Professor: Clara Irazábal
Collaborating Professor: Alejandro de Castro
TA: Jordan Salinger

Columbia University
3/6 credits
Fayerweather 200 S
Fall 2012

Challenges and Opportunities of Post-Earthquake Reconstruction in Talca, Chile

Collaborators in NY
Isabel Brain, Francisco Díaz, Marcelo López Dinardi, Erik Vergel, Enrique Silva

Collaborators in Chile
CLIENT: Servicio del Sector Vivienda (SERVIU) de la Región del Maule, Ministry of Housing and Urbanism (MINVU)
ACADEMIC PARTNER: Center for Urban and Territorial Studies (CEUT), Universidad Católica del Maule
OTHERS:

BACKGROUND

On February 27, 2010, there was a magnitude 8.8 earthquake in Chile. The earthquake and subsequent tsunami had serious effects on several regions in the country, including 6 cities with over 100,000 inhabitants, 45 cities with populations of over 5,000 inhabitants, and over 900 towns and rural and coastal communities. There are a total of over 800,000 people who suffered damages in their houses as a result of the quake. Together with the material damage, the earthquake has had an impact on almost every area of social life. In this context, solving the challenges associated with reconstruction is crucial. Conventional solutions have either forced out or bought out the urban poor from their neighborhoods and relocated them to remote areas where access to employment, public transportation, and basic services and opportunities are limited. There is an urgent need for a different approach.

PROBLEM STATEMENT

Course Description and Objectives

This Cross-Program Studio will be taught during the Fall 2012 semester for a total of 15 weeks (from September 10th to December 17st). It will take place at the Graduate School of Architecture, Planning and Preservation and will be instructed by Clara Irazábal (Assistant Professor, GSAPP), with Alejandro de Castro Mazarro (Adjunct Professor, GSAPP), and Jordan Sallinger (Studio TA). The Studio is an experimental initiative of GSAPP's Latin Lab, which will bring 6 graduate students from the Urban Planning Program and 6 graduate students representing its other disciplines (Real Estate Development, Historic Preservation, Urban Design, MArch, and Advanced Architectural Design) to evaluate the plans and projects proposed for the reconstruction of the city of Talca. In particular, it will propose alternative approaches to the redevelopment of its city center with inclusionary housing while considering different land use and housing alternatives such as the integral land readjustment, consisting of organized landowners acting collectively to pool their land in order to accomplish a redevelopment project.

The Studio project will be located in the surroundings of the Barrio de Las Heras in central Talca, and will be conducted in collaboration with the Center of Urban and Territorial Studies (CEUT) of the Catholic University of the Maule Region. The Studio client will be the Regional Secretary of the Chilean Ministry of Housing and Urban Development (SERVIU-MINVU). Professors and students will travel to Santiago and Talca from November 2nd to 11th to perform field research and advance their proposals. In Santiago, they will engage in activities with the Instituto de la Vivienda (INVI) of the Universidad de Chile; the Pontificia Universidad Católica; MINVU, and the Universidad Diego Portales. In Talca, the Studio will meet CEUT, the School of Architecture at the Universidad de Talca, SurMaule, and SERVIU. Each student will also prepare a presentation on case studies for an intensive course to be offered in Talca. It will be responsible for producing a midterm presentation (to be presented in Talca and Santiago), a final

presentation, and a written report for the clients, plus a poster for an itinerant exhibit. These will emphasize empirical findings and pragmatic recommendations for the client.

Conceptual Framework

We will explore a variety of inclusionary housing and land redevelopment strategies including land readjustment and community land trusts. The overall goal of the strategies is to reconstruct by densifying and enhancing the quality and value of the built environment while improving the surrounding infrastructure and the community's quality of life.

METHODOLOGY AND CALENDAR

The semester-long course is divided in three consecutive phases:

1. STUDIO PRELIMINARY RESEARCH – NEW YORK

The project will be developed through a multidisciplinary studio course at the Graduate School of Architecture, Planning and Preservation (GSAPP) at Columbia University. The studio will have 6 urban planning students and 6 students from the other programs of GSAPP—an experiment in interdisciplinary learning.

The first few weeks of the semester will be devoted to data gathering and analysis of the planning instruments used in Chile at different levels: national, regional, and local. This knowledge will be supplemented with case study research from various parts of the world on land value capture, property rights, land readjustment, and community land trusts. These case studies will help guide inquiry into land use and redevelopment options available in the planning of Talca. The multiple stakeholders involved in the revitalization efforts, their interaction, and respective agendas, will also be analyzed. During this period, a logistical plan for an intense fieldwork visit to Talca will be prepared. As this is a studio that involves students across the variety of disciplines at GSAPP we will also engage in occasional break out sessions where students will explore how their particular disciplinary skill sets can best be used to advance this project. Learning will also involve skype conversations with people in Chile, movie screenings, small group discussion, and other knowledge sharing activities. The result of this phase is a midterm presentation that synthesizes the analysis performed and proposes tentative proposals to solve the redevelopment challenges found in the studio site in Talca.

Students are divided in 3 groups of 4 people. Each group is responsible for 3 class activities before the trip to Chile, as follows:

GROUP 1 MAX, LUCRE, ALLISON, MADEEHA
Activity 1. National, 1. Poblete-Reconstruction in Chile (DUPLA), 2. PUCC-Reconstruccion de la UC copy 3. Plan_de_Reconstruccion_MINVU_2011
Activity 2. Value Capture- Britain/France Ch. 4, California Ch. 5
Activity 3. Property Rights- Sao Paulo/Bogota/Mexico Ch. 7, Peru/Argentina/ Guatemala Ch. 11

GROUP 2 JINNY, NORABELLE, JULIA, JUAN PABLO
Activity 1. Regional 1. World Bank Ch. 5
Activity 2. Land Readjustment- Germany Ch. 2, Japan Ch. 4
Activity 3. Land Readjustment- The Netherlands Ch. 5, China Ch. 6

GROUP 3 YIZHUO, LUCY, COLLIN, CAROLINA
Activity 1. Local 1.Letelier & Boyco-Talca pos-terremoto, 2. Proyecto piloto de viviendas _ Plan de Reconstrucción Estratégico Talca, 3. Proyecto piloto de viviendas _ Plan de Reconstrucción Estratégico Talca 4.
Activity 2. Community Land Trust- United States Ch. 1, England Ch. 6.1
Activity 3. Community Land Trust- Australia Ch. 6.2, Scotland 6.3

2. FIELD RESEARCH – Santiago/ Talca

The students and the instructors will travel to Santiago and Talca Chile during the Fall election break November 2-11, 2012 (you need to vote via absentee ballot), in order to carry out an intense fieldwork plan and establish a comprehensive dialogue with all the agents and about all dimensions related to the project.

The goals to accomplish during the visit to Chile include:

- Present midterm presentations and proposals to client, academic partner, and others to assess and tune the level of pertinence of analysis and proposals
- Develop greater understanding of Chile's general history and socio-economic conditions
- Develop greater understanding of recent tendencies in urban development in the Talca region
- Perform spatial, social, political, cultural, economic and environmental analyses relevant to the project
- Evaluate disaster management and reconstruction work that has been done, and what is scheduled
- Make specific proposals for the site with the intention to promote viable, equitable, and sustainable development
- Gather information and collaborate with international partners via field visits, workshops, focus groups, interviews, etc.
- Learn to act ethically while maintaining a balance between independent and critical professional work and responsiveness to the client
- Offer a one-day intensive course on case studies in Talca, serving as a multi-stakeholder focus group to discuss the viability of adapting case study lessons to the Talca context

After the trip, the students will be expected to write a short synthesis paper that incorporates what they have learned, how they think their research goals were met, and how the studio worked together in Chile. (No more than 500 words).

3. URBAN PLANNING/HOUSING PROPOSAL – NEW YORK

During the last part of the term, students will continue elaborating on alternative land use and reconstruction policies, programs, and plans that can foster appropriate development in the area studied. The overall goals to accomplish during the semester will be:

- To facilitate exploration and understanding of the urban reconstruction challenges raised by disasters
- To expose the students to planning contexts outside the United States—specifically in Chile and in Talca
- To facilitate an understanding of the challenges of working for and with a client and the accomplishment of this work
- To facilitate in the students the development of skills and attitudes necessary to productively work in groups
- To produce analyses and proposals of use for the client

After the trip, the students need to synthesize their data and insights and produce a final powerpoint presentation, final report, and a poster elaborating their recommendations.

REQUIRED BOOKS

GROUP 1 Max, Lucre, Allison, Madeeha
Value Capture
Ingram, Gregory K., and Yu-hung Hong. *Value Capture and Land Policies*. Cambridge, Mass: Lincoln Institute of Land Policy, 2012. Print.
http://www.lincolninst.edu/pubs/2026_Value-Capture-and-Land-Policies

Property Rights

Ingram, Gregory K., and Yu-hung Hong. *Property Rights and Land Policies*. Cambridge, MA: Lincoln Institute of Land Policy, 2009. Print.
http://www.lincolninst.edu/pubs/1576_Property-Rights-and-Land-Policies

GROUP 2 Jinny, Norabelle, Julia, Juan Pablo
Land Readjustment
Hong, Yu-hung, and Barrie Needham. *Analyzing Land Readjustment: Economics, Law, and Collective Action*. Cambridge, MA: Lincoln Institute of Land Policy, 2007. Print.
http://www.lincolninst.edu/pubs/1229_Analyzing-Land-Readjustment

GROUP 3 Yizhuo, Lucy, Collin, Carolina
Community Land Trusts
Davis, John Emmeus. *The Community Land Trust Reader*. Cambridge: Lincoln Institute of Land Policy, 2010. Print.
http://www.lincolninst.edu/pubs/1766_The-Community-Land-Trust-Reader

FILM/DOCUMENTARY DISCUSSION AND NOTES

Critical film/documentary watching and discussing are productive ways of learning about urban and cultural conditions in a different context as they allow sensorial-intensive experiences of immersion. Students are expected to watch at least 1 film/documentary per week during the first 6 weeks of the semester, as follows:

1	Required:	*Chile, Obstinate Memory*, Patricio Guzman, 1997 (history)
	Optional:	*The Battle of Chile, Part 2: The coup d'etat* or *Part 3: The Power of the People*, Patricio Guzman, 1979 (history)
2	Required:	*Nostalgia for the Light*, Patricio Guzman, 2010 (aftermath of the dictatorship)
	Optional:	*Missing*, Costa Gavras, 1982 (desaparecidos) *Death and the Maiden*, Roman Polanski, 1994 (aftermath of the dictatorship) *House of the Spirits* (dictatorship and aftermath)
3	Required:	*Machuca*, Andres Wood, 2004 (childhood, education, social divisions)
	Optional:	*Julio Comienza en Julio*, Silvio Caiozzi, 1979 (historic, social divisions) *The Maid*, Sebastian Silva, 2009 (domestic, social divisions) *Gringuito*, Sergio M. Castilla, (transnational, social divisions)
4	Required:	*The Good Life*, Andres Wood, 2008 (urban culture)
	Optional:	*Play*, Alicia Scherson, 2007 (urban culture) *La Fiebre del Loco*, Andrés Wood, 2001 (rural culture, crime)
5	Required:	*Toxic Playground (Blybarnen)*, Lars Edman, 2009 (transnational, environmental)
	Optional:	*Soccer Stories* (*Historias de futbol*), Andres Wood, 1997 (urban, rural culture)
6	Required:	*Taxi Para Tres*, Orlando Lubbert, 2001 (urban crime)
	Optional:	*Mala Leche*, Leon Errazurriz, 2004, (urban crime)

Students will write a short commentary (minimum 100 words) on something that impacted them about the film/documentary that they feel is helpful to consider as they prepare to travel and do work in Talca/Chile.

Upload comments to the folder Film Notes in Courseworks (name the file YourFirstName-FilmName, e.g., Clara- *The Battle of Chile*) before class and bring a hard copy to class. Classes will start with a round of your comments on the films/documentaries.

EXPECTED RESULTS, APPLICATION, AND DISSEMINATION STRATEGY

The studio team will be responsible for producing three deliverables: a preliminary powerpoint presentation at midterm about site and theme analysis, sketched in New York and presented/revised during fieldwork in Chile; a final powerpoint presentation that will be delivered to the client; and a written report produced for the client based on the analyses and proposals developed. The emphasis of these presentations and report will be on empirical findings and pragmatic recommendations for reconstruction strategies. The intent will be to provide useful analysis and feedback that can serve the client in its own processes of monitoring, evaluating, reforming, and innovating its plans, programs, policies, and/or projects for the Talca area. The results of this study will also be shown in a poster format for exhibits in New York and Chile, and shared in relevant academic/professional conferences.

Preparation for 1st class session, Sept. 10 (Watch: Film 1, *Chile, Obstinate Memory*, Patricio Guzman, 1997) Write/Submit 100 word commentary.

Class	Session	Theme	Class Activities	Special participants	Tasks for next week
1	Mon, Sept. 10th	INTRODUCTION: Chile, Maule, Talca	Introduction	Francisco Díaz Marcelo López Dinaldi	Prepare presentations: G1(A1) & G3(A1) Watch: Film 2
2	Mon, Sept. 17th		Students present: G1(A1) & G3(A1)		Prepare presentations: G2(A1), G3(A2) Watch: Film 3
3	Mon, Sept 24		Students present: G2(A1), G3(A2) Break Out Session	Academic partner, client via skype	Prepare presentations: G1(A2) & G2(A2) Watch: Film 4
4	Mon, Oct. 1st		Students present: G2(A2) & G1(A2)	Erik Vergel	Prepare presentations: G1(A3), G3(A3), G2(A3) Watch: Film 5
5	Mon, Oct. 8th		Students present: G1(A3), G3(A3), G2(A3)	Isabel Brain	Prepare midterm outline, materials, ideas Watch: Film 5
5	Mon, Oct. 15		Discuss analysis and tentative proposals for midterm presentation		Prepare midterm presentation draft Watch: Film 6
6	Mon, Oct. 22	MIDTERM REVIEW PREPARATION	Student presentation of midterm presentation – full draft		Improve/rehearse midterm presentation
7	Mon, Oct. 29	**MIDTERM REVIEW**	Student presentations Debriefing		Make notes of reviews
8	Fri, Nov. 2	Flight to Santiago			
	Sat, Nov 3	Arrival to Santiago	Visit to Providencia, Bellavista, Centro neighborhoods		

	Sunday Nov. 4	Travel to Talca	Visit Museo de la Memoria City tour with CEUT		
	Monday Nov. 5	Talca	Midterm Presentation	SERVIU, SurMaule, CEUT, Municipality	
	Tues Nov. 6		Meeting with UTalca, presentation of architectural projects on Talca	Andres Maragaño, and other faculty and students	
	Wed Nov 7		Research (in groups) Travel to Santiago Visit to Constitución (TBC) Travel to Santiago	(with ProUrbana- SurMaule-CEUT)	Visit to different agents involved in reconstruction
	Thur, Nov 8		Midterm Presentation Discussion with UDP	MINVU, INVI	
	Fri, Nov 9		Meeting at PUC Research (in groups)	Luis Eduardo Bresciani, DUPLA, ProUrbana	
9	Sat Nov 10 Sun Nov 11	Flight to NYC	Travel to NYC		
10	Mon, Nov 12	NO CLASS	Work on synthesis paper (Due Nov 19)		
11	Mon, Nov 19		Trip debriefing Student presentations of personal essays and class drafts of final presentation Discussion of studio proposals & projects		Preparation of final ppt presentation, written report, exhibit
12	Mon, Nov 26	ELABORATION OF FINAL PRESENTATION	Student presentations Break Out Session		Preparation of final ppt presentation, written report, exhibit
13	Mon, Dec 3	FINAL REVIEW REHEARSAL	Student presentations Discussion & elaboration of studio projects		Preparation of final ppt presentation, written report, exhibit

14	Mon, Dec 10	FINAL CLASS	Exhibit and report preparation Present Final ppt – full draft	Preparation of final ppt presentation, written report, exhibit
15	Mon, Dec. ???	**FINAL REVIEW**	Student presentations Debriefing	Make notes of reviews Exhibit and report preparation
17	Mon, Dec. 17	**REPORT** (deadline)		

RESOURCES FOR THE ASSIGNMENTS

INSTITUTIONS AND CONTACTS

NATIONAL

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Social Housing Service (SIRVIU)
http://www.serviu.cl/

National Institute of Statistics (Instituto Nacional de Estadística)
http://www.ine.cl
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Ministry of Housing and Urban Development (MHUD) (Ministerio de Vivienda y Urbanismo)
http://www.minvu.cl/
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Center for Public Studies, Chile
http://www.cepchile.cl/dms/lang_1/home.html
Contact: http://www.cepchile.cl/escribanos.html
Academic CoordinatorLucas Sierra I.

Ministerio de Salud, Chile
http://www.minsal.cl/portal/url/page/minsalcl/g_nuevo_home/nuevo_home.html

Center for Investigative Journalism
http://ciperchile.cl/

SURMAULE
http://www.surmaule.cl/
Contact: Stefano Micheletti
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Departamento de Ingeniería y Construcción Técnica
http://www.dictuc.cl/

Comite Comunal de Emergencia
http://www.munichanaral.cl/tsunami.html

EGIS (Social Property Management Entity)
http://www.minvu.cl/opensite_20070311161529.aspx

Pontifica Universidad de Chile
http://www.uc.cl/

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http://www.ucm.cl/
Contact:
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Colegio de Arquitectos (Maule Region)
http://www.colegioarquitectos.com/
email: contacto@colegioarquitectos.com
José Luis Gajardo, presidente zonal del Colegio de Arquitectos

Center for Urban Territorial Studies in the Maule Region, Chile.
Rodrigo Salcedo
Tomas Errazuriz

LOCAL (TALCA)

Fundación Gestión Vivienda
http://www.gestionvivienda.cl/fundacion/quienes-somos/

Territorial Development Council of Talca
http://consejoterritorialtalca.blogspot.com/ (not updated recently)

Universidad de Talca
Andrés Maragaño Leveque
amaragano@utalca.cl
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MINVU
Clarisa Ayala
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INTERNATIONAL

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Director Departamento Arquitectura
Universidad Alcala de Henares
España
Contact: Robert.Goycoolea@uah.es

PLANS + MAPS

Reconstruction Plans Talca and Curicó
http://www.minvu.cl/opensite_20111122102722.aspx

Mapas de Brechas Territoriales
http://elci.sitiosur.cl/mapadebrechas/

Mapas de Brechas Urbanas
http://elci.sitiosur.cl/documentos2012/3%20Mapas%20de%20Brechas%20Territoriales%20ciudad%20de%20Talca.pdf

El reporte mensual del Fondo de Estabilización Económica y Social

http://www.dipres.gob.cl/572/articles-72412_doc_pdf.pdf

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Chile

"Is Inequality Becoming Just? Changes in Public Opinion about Economic Distribution in Chile More." *Is Inequality Becoming Just? Changes in Public Opinion about Economic Distribution in Chile (Juan Carlos Castillo)*. N.p., n.d. Web. 07 Aug. 2012. <http://uc-cl.academia.edu/JuanCastillo/Papers/854772/Is_Inequality_Becoming_Just_Changes_in_Public_Opinion_about_Economic_Distribution_in_Chile>.

"Power Relations in Urban Decision-making: Neo-liberalism, 'Techno-politicians' and Authoritarian Redevelopment in Santiago, Chile." *Power Relations in Urban Decision-making: Neo-liberalism, 'Techno-politicians' and Authoritarian Redevelopment in Santiago, Chile*. N.p., n.d. Web. 07 Aug. 2012. <http://usj.sagepub.com/content/43/10/1825.abstract>.

"Noise and the Battles for Space: Mediated Noise and Everyday Life in a Social Housing Estate in Santiago, Chile." *Taylor and Francis*. N.p., n.d. Web. 07 Aug. 2012. <http://www.tandfonline.com/doi/abs/10.1080/10630730801933044>.

"Transitional Space. Production Practices and Representations of Public Space Policy in Chile 1983-2008." - *Publicacion*. N.p., n.d. Web. 07 Aug. 2012. <http://doctoradofadeu.uc.cl/publicaciones/publicacion/ver_tesis?id=5>.

"Deliberate Improvisation: Planning Highway Franchises in Santiago, Chile." *Deliberate Improvisation: Planning Highway Franchises in Santiago, Chile*. N.p., n.d. Web. 07 Aug. 2012. <http://plt.sagepub.com/content/10/1/35>.

"Targeted Assistance and Social Capital: Housing Policy in Chile's Neoliberal Democracy." - *POSNER*. N.p., n.d. Web. 07 Aug. 2012. <http://onlinelibrary.wiley.com/doi/10.1111/j.1468-2427.2011.01059.x/abstract>.

“Santiago: Modernization, segregation and urban identities in the twenty-first century”

"Policies for Participation, Life in Association and Confidence, Implications in the Case of Chile." - *VALDIVIESO*. N.p., n.d. Web. 07 Aug. 2012. <http://onlinelibrary.wiley.com/doi/10.1111/j.1470-9856.2012.00698.x/abstract>.

"Transposing the Urban to the Mall: Routes, Relationships, and Resistance in Two Santiago, Chile, Shopping Centers." *Transposing the Urban to the Mall: Routes, Relationships, and Resistance in Two Santiago, Chile, Shopping Centers*. N.p., n.d. Web. 07 Aug. 2012. <http://jce.sagepub.com/content/early/2012/02/12/0891241611434551>.

"The Concertacion and Homelessness in Chile." *The Concertacion and Homelessness in Chile*. N.p., n.d. Web. 07 Aug. 2012. <http://lap.sagepub.com/content/39/4/53>.

"Testing the Limits." *Testing the Limits*. N.p., n.d. Web. 07 Aug. 2012. <http://lap.sagepub.com/content/39/4/163>.

"Swans, Conflicts, and Resonance." *Swans, Conflicts, and Resonance*. N.p., n.d. Web. 07 Aug. 2012. <http://lap.sagepub.com/content/39/4/181>.

"Defending Territory, Demanding Participation." *Defending Territory, Demanding Participation*. N.p., n.d. Web. 07 Aug. 2012. <http://lap.sagepub.com/content/39/4/201>.

Community-Driven Disaster Risk Reduction

Seeing a disaster as an opportunity – harnessing the energy of disaster survivors for change
Diane Archer and Somsook Boonyabancha
Environment and Urbanization 2011;23 351-364
http://eau.sagepub.com/cgi/content/abstract/23/2/351

Addressing disaster risk reduction through community-rooted interventions in the Philippines: experience of the Homeless People's Federation of the Philippines
Norberto Carcellar, Jason Christopher Rayos Co, and Zarina O Hipolito
Environment and Urbanization 2011;23 365-381
http://eau.sagepub.com/cgi/content/abstract/23/2/365

Urban governance and disaster risk reduction in the Caribbean: the experiences of Oxfam GB
Mark Pelling
Environment and Urbanization 2011;23 383-400
http://eau.sagepub.com/cgi/content/abstract/23/2/383

Local disaster risk reduction in Latin American urban areas
Jorgelina Hardoy, Gustavo Pandiella, and Luz Stella Velásquez Barrero
Environment and Urbanization 2011;23 401-413
http://eau.sagepub.com/cgi/content/abstract/23/2/401

Kernels of change: civil society challenges to state-led strategies for recovery and risk reduction in Turkey
Cassidy Johnson
Environment and Urbanization 2011;23 415-430
http://eau.sagepub.com/cgi/content/abstract/23/2/415

Coping with urban flooding: a study of the 2009 Kurnool floods, India
C Ramachandraiah
Environment and Urbanization 2011;23 431-446
http://eau.sagepub.com/cgi/content/abstract/23/2/431

Haiti: post-earthquake lessons learned from traditional construction
Joel F Audefroy
Environment and Urbanization 2011;23 447-462
http://eau.sagepub.com/cgi/content/abstract/23/2/447

Housing Rent

"Land Rent and Housing Policy: A Case Study of the San Francisco Bay Area Rental Housing Market." - *BARTON*. N.p., n.d. Web. 08 Aug. 2012. <http://onlinelibrary.wiley.com/doi/10.1111/j.1536-7150.2011.00796.x/abstract>.

"Can They Afford the Rent? Resident Cost Burden in Low Income Housing Tax Credit Developments." *Can They Afford the Rent? Resident Cost Burden in Low Income Housing Tax Credit Developments*. N.p., n.d. Web. 08 Aug. 2012. <http://uar.sagepub.com/content/47/6/775>.

Talca Region

"Land Readjustment for Urban Development and Post-Disaster Reconstruction (Land Lines Article)." *Land Readjustment for Urban Development and Post-Disaster Reconstruction*. N.p., n.d. Web. 02 Aug. 2012. <http://www.lincolninst.edu/pubs/1992_Land-Readjustment-for-Urban-Development-and-Post-Disaster-Reconstruction>.

RECOMMENDED READINGS IN PREPARATION FOR AN INTERNATIONAL PRACTICE

Ball, Anna Marie, Ball, Jennifer S., Caldwell, Wayne J. and Parkinson, Sarah (2008). “Questions and Reflections for the Practice of International Planning and Development,” *Planning Practice and Research* 23:4, 559 – 567

Blackledge, Adrian (2005) *Discourse and Power in a Multilingual World (Discourse Approaches to Politics, Society and Culture)*, John Benjamins.

Bourdieu, Pierre (1977) *Outline of a Theory of Practice*, Cambridge University Press.

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Crossley, Michael (2000) Bridging Cultures and Traditions in the Reconceptualisation of Comparative and International Education, *Comparative Education*, Vol. 36(3), pp. 319-332.

Goddard, Cliff and Wierzbicka, Anna (2004) “Cultural Scripts: What are they and what are they good for?” in *Cultural Scripts*, Journal of Cultural Pragmatics.

Granovetter, Mark (1984), Economic Action and Social Structure: The Problem of Embeddedness, *The American Journal of Sociology*, vol. 91(3), November, 481-510.

Heikkila, Eric J., “Understanding Cost-Benefit Analysis”, chapter 8 in *Economics of Planning*, CUPR Press, Center for Urban Policy Research, Rutgers University, 2000.

Jakubowski, S.T, P. Chao, S.K. Huh and S. Maheshwari (2002), A Cross-Country Comparison of the Codes of Professional Conduct of Certified Chartered Accountants, *Journal of Business Ethics*, vol. 35, 111-129.

Rogoff, Barbara (2003) *The Cultural Nature of Human Development,* Oxford University Press.

Schön, Donald A. (1983) *The Reflective Practitioner: How Professionals Think in Action*, Basic Books.

Tannen, Deborah “Discourse in Cross-cultural Communication”. In *Text* (special issue), Vol. 6, No. 2, 1986.

World Bank, *Monitoring & Evaluation: Some Tools, Methods & Approaches*, Operations Evaluation Department, World Bank, Washington D.C.

How Can Cities Recover from Disasters?
Rebuilding New Orleans after Hurricane Katrina



FRESHMAN SEMINAR, UFSP 100 (9595)
Mondays 11:30am-12:25pm, Arts & Sciences 121

Instructor: Corianne P. Scally, Ph.D., Department of Geography & Planning
Office: Arts & Sciences 227
Email: cscally@albany.edu
Phone: 591-8561
Office Hours: Tuesdays 9:30-11:30am, Thursdays 4:15-5pm, & by appointment

COURSE OVERVIEW

Hurricanes, earthquakes, tsunamis, floods, terrorist attacks, riots – sudden disasters of natural and human making can strike cities, leaving massive amounts of physical, environmental, social, and economic damage in their wake. How can cities recover from such disasters? What is urban resiliency? Who is responsible for responding to urban disasters? How can cities recover in a way that promotes social equity and economic and environmental sustainability? Who plans for and who participates in rebuilding the city? Who decides what gets rebuilt? How can cities successfully restore their natural and built environment, restart their economy, rebuild their transportation and education infrastructures, improve safety, and preserve culture? This course will examine opportunities and challenges around building resilient and sustainable cities in the face of disaster, using the example of recovery efforts in the city of New Orleans since Hurricane Katrina caused 80% of the city to flood following its landfall on August 29, 2005.

OBJECTIVES

The goal of this course is twofold: (1) to provide the building blocks for a positive college experience to incoming freshman, and (2) to foster curiosity about how cities function, prepare for disasters, recover, and plan for their future in an equitable and sustainable way.

At the end of this course, students will be able to:

- Assess the quality of various sources of information, and select the most appropriate sources for college-level research and writing;
- Identify different types of plagiarism, and ways to avoid it;
- Describe urban resiliency and track recovery progress after urban disasters;
- Evaluate who is responsible for responding to an urban disaster in the U.S., and how;
- Compare and contrast various ways of planning for recovery, including questions of equity and participation;
- Assess rebuilding activities focused on environment, housing, economy, education, safety, social capital and culture;
- Develop and persuasively present policy recommendations.

COURSE MATERIALS

Assigned readings can be found through the **Electronic Reserves** system of the University: https://ereserves.albany.edu/. You will need to enter your NetID and password to gain access.

This course uses an online course management system**, Blackboard 9.1**, to deliver additional course content, post online reflections & comments, stream videos, collect and grade assignments, and engage students in learning activities outside the classroom. You can access Blackboard here: https://blackboard.albany.edu/webapps/login/. You will need to enter your NetID and password to gain access. Check the site frequently for announcements, resources, and instructions.

To watch videos, you must have the free **Real Player©** installed on your computer. It is available for free download here: http://www.real.com/realplayer/search.

ASSIGNMENTS & GRADING

ORIENTATION TO UALBANY

- **Extracurricular event**: Attend a social, academic, or cultural event on campus. Turn in an original ticket stub, agenda, program, or sponsor signature. Originals only; no copies.

- **Scavenger Hunt**: Instructions will be handed out in class. Teams will need to find a place described on campus and develop a multimedia presentation to present in class.

INDIVIDUAL ASSIGNMENTS

- **Discussion posts:** Topics will be launched by the instructor on Blackboard in advance of their due dates with guidelines for your response. Posts are due by 5PM the day before class. A good post will be between 200-250 words (approximately 1 pg, double-spaced), and consist of 2-3 paragraphs. You are encouraged to read and comment on the posts of your team members.

- **Library tutorials:** Complete three brief library tutorials on using the internet, conducting research, and avoiding plagiarism. Take them "for credit" and enter in the information you are prompted for at the end of the tutorial in order to receive course credit for completing them. Complete each tutorial prior to the relevant class session.

- **Journal article research**: Find a journal article through the library that covers one of the following topics regarding disaster recovery in New Orleans, as reviewed in class: resiliency, responsibility, equity, planning, or participation. It must not be one listed as a reading assignment for this course. Summarize the main points of the article. Compare them to the reading you did on the same topic for class. In what ways do these readings make similar points? In what ways do they say different things? If these authors met today, do you think they would agree or disagree about the topic? Why? (3-4 pgs)

TEAM ASSIGNMENTS

- **Policy Memo**: You are the President's Task Force on Urban Disaster Recovery, tasked with analyzing the impact of Katrina and recovery in New Orleans and making policy recommendations on how federal, state, and local government should handle urban disaster recovery in the future. You and your colleagues will develop two recommendations for federal, state, and/or local governmental policy related to disaster recovery and rebuilding. Each recommendation should address a different area: environment, housing, education, economy, public safety, culture, or social capital. Write a memo (4-5 pgs) to the President with your recommendations. Support each recommendation with evidence, including information drawn from at least two quality references beyond assigned course readings for each recommendation. For each policy recommendation, answer the following:
    - Why is this policy area important? Why are you making this specific recommendation? What evidence from New Orleans supports your recommendation?
    - Which level of government – federal, state, or local – is responsible for carrying out the recommendation? Why is this the most appropriate level?
    - What steps should government take to address issues of equity and participation while carrying out this recommendation?

- **Press Conference**: Present your policy recommendations and argue why they are the most important for the President to consider. Teams will vote on the best policy recommendation, and the winning team will receive a prize.

GRADING POLICY

Assignments are weighted as detailed below in calculating the final course grade:

	Assignment	Due Date	% of Final Grade
Orientation to UAlbany (20%)	Extracurricular event	By last day of class	10%
	Scavenger hunt presentation	9/26	10%
Individual (50%)	Discussion posts	Weekly	20%
	Library tutorials	Various	10%
	Journal article comparison	10/17	20%
Team (30%)	Draft Policy Memo	11/14	0%, but required
	Final Policy Memo	12/5	20%
	Press Conference	12/5	10%

The following grading scale is used to translate final grades to letter grades:

Letter Grade	Percent Range	Letter Grade	Percent Range
A	93-100%	C	73-77%
A-	90-92%	C-	70-72%
B+	88-89%	D+	68-69%
B	83-87%	D	63-67%
B-	80-82%	D-	60-62%
C+	78-79%	E	Less than 60%

Attendance: While attendance is not taken, it is critical to your success in this course. In-class activities further cumulative learning and feed into individual and team assignments. Last minute changes in topics, readings, videos, etc. are sometimes unavoidable. If you miss class, it is your responsibility to find out what happened by checking Blackboard for announcements and/or asking a classmate.

Late Assignments: Submitting assignments on time is important. I will deduct one letter grade (i.e. from B+ to B) for each day an individual assignment is late—unless there are extraordinary circumstances that caused the delay (for which documentation is required). **Late team assignments will not be accepted.**

ACADEMIC INTEGRITY

The consequences for violating UAlbany's policies on academic integrity range from rewriting the assignment in question to expulsion from the university. Please familiarize yourself with the details of this policy, which will be enforced in this class: http://www.albany.edu/eas/104/penalty.htm.

ACCOMMODATIONS FOR DISABILITIES

Every effort will be made to accommodate those with special learning needs. Please notify me of any documented needs you may have within the first two weeks of class so we can work together to assure satisfactory arrangements. Assistance is available through Disabled Student Services: http://www.albany.edu/studentlife/DSS/index.html (website), (518) 442-5490 (phone), (518) 442-3366 (TTY).

COURSE SCHEDULE			
Date	**Topic**	**Before Class**	**DUE TODAY**
8/29	New Orleans & Katrina	N/A	N/A
9/5	**NO CLASS – LABOR DAY**		
9/12	Resiliency	**Read** Vale & Campanella 2005; Liu & Plyer 2010 **Discussion post** **Complete** "Evaluating Internet Sites 101"	
9/19	Responsibility	**Watch** video **Complete** worksheet **Discussion post**	
9/26	Equity	**Read** ACORN 2006 **Watch** video **Discussion post** **Complete** "Researching 101"	Scavenger hunt
10/3	Planning	**Read** Nelson et al. 2007 **Watch** video **Discussion post**	
10/10	Participation	**Read** Williams 2007 **Watch** video **Discussion post** **Complete** "Plagiarism 101"	
10/17	Rebuilding: Environment	**Read** Davis 2010; Mathur and da Cunha 2006 **Watch** video **Discussion post**	Journal article research
10/24	Rebuilding: Housing	**Read** Lubell 2006 **Watch** video **Discussion post**	
10/31	Rebuilding: Economy	**Read** Whelan 2006 **Watch** video **Discussion post**	
11/7	Rebuilding: Schools	**Read** Cowan Institute 2011 **Watch** video **Discussion post**	
11/14	Rebuilding: Public Safety	**Read** Van Dyke et al. 2010 **Watch** video **Discussion post**	Draft Policy Memo
11/21	Rebuilding: Culture	**Read** Spitzer 2006 **Watch** video **Discussion post**	
11/28	Rebuilding: Social Capital	**Read** Weil 2010 **Discussion post**	
12/5	Press Conference		Policy Memo; last due date for Extracurricular event attendance

READINGS ON ELECTRONIC RESERVE

ACORN. (2006). *New Orleans: Recover, Rebuild, Organize. A Report on the ACORN Katrina Recovery and Rebuilding Campaign*. New Orleans, LA: Author.

Cowen Institute for Public Education Initiatives. (2011). The 2011 State of Public Education in New Orleans. New Orleans, LA: Author.

Davis, M. (2010). To the Heart of the Matter: Coastal Restoration and the Future of New Orleans *The New Orleans Index at Five*. Washington, D.C.: Brookings Institution and Greater New Orleans Community Data Center.

Liu, A., & Plyer, A. (2010). An Overview of Greater New Orleans: From Recovery to Transformation. In *The New Orleans Index at Five*. Washington, D.C.: Brookings Institution and Greater New Orleans Community Data Center.

Lubell, J. (2006). Housing Displaced Families (pp.168-184). In E. L. Birch & S.M. Wachter (Eds.), *Rebuilding Urban Places After Disasters: Lessons from Hurricane Katrina*.

Mathur, A., & da Cunha, D. (2006). Negotiating a Fluid Terrain (pp.334-46). In E. L. Birch & S.M. Wachter (Eds.), *Rebuilding Urban Places After Disasters: Lessons from Hurricane Katrina*.

Nelson, M., Ehrenfeucht, R., & Laska, S. (2007). Planning, Plans, and People: Professional Expertise, Local Knowledge, and Governmental Action in Post-Hurricane Katrina New Orleans. *Cityscape: A Journal of Policy Development and Research, 9*(3), 23-52.

Spitzer, N. (2006). Rebuilding the "Land of Dreams" with Music (pp.305-328). In E. L. Birch & S.M. Wachter (Eds.), *Rebuilding Urban Places After Disasters: Lessons from Hurricane Katrina*.

Vale, L. J., & Campanella, T. J. (2005). Introduction: The Cities Rise Again (pp. 3-13) & Conclusion: Axioms of Resilience (pp. 335-353).In L. J. Vale & T. J. Campanella (Eds.), *The Resilient City: How Modern Cities Recover from Disaster*. Oxford: Oxford University Press.

Van Dyke, N., Wool, J., & LeDoux, L. (2010). An Opportunity to Reinvent New Orleans' Criminal Justice System. In *The New Orleans Index at Five*. Washington, D.C.: Brookings Institution and Greater New Orleans Community Data Center.

Weil, F. (2010). The Rise of Community Engagement After Katrina. In *The New Orleans Index at Five*. Washington, D.C.: Brookings Institution and Greater New Orleans Community Data Center.

Whelan, R.K. (2006). An Old Economy for the "New" New Orleans? Post-Hurricane Katrina Economic Development Efforts (pp.215-232). In C. Hartman & G.D. Squires (Eds.), *There is no such thing as a natural disaster: Race, class and Hurricane Katrina.* New York, NY: Routledge.

Williams, A. (2007). Citizen Participation in the Unified New Orleans Plan. Cambridge, MA: Harvard University Kennedy School of Government.

MILANO THE NEW SCHOOL FOR MANAGEMENT AND URBAN POLICY

Community Recovery and Redevelopment in Post-Katrina New Orleans

Spring 2012

Mondays, 4:00 – 5:50 pm

6 East 16th St, Room 902

Leigh Graham

72 Fifth Ave, Room 417

212-229-5400, ext. 1201

E-mail: grahaml@newschool.edu

Office hours: Tuesdays, 2:00 – 4:00 p.m.

Course Syllabus

Hurricane Katrina made landfall east of New Orleans on August 29, 2005 as a Category 3 hurricane. Initial reports of the city escaping major damage turned out to be tragically wrong; the city's underfunded and aging levee system buckled under the weight of the hurricane's waters and the levees were topped in three different spots around New Orleans. As a result, the bowl-shaped city located at the mouth of the Mississippi River rapidly filled up with water, putting at serious risk of death an estimated 100,000 predominantly poor and vulnerable black New Orleanians who lacked the resources to comply with the city's voluntary evacuation, and were subsequently left behind by unprepared and flatfooted local, state and federal governments. Because government at every level was caught off guard by Katrina's delayed but devastating damage, despite ample warning of this worst case scenario, it took days for official first responders to arrive with emergency supplies and evacuation assistance. Upwards of 1,400 people died in Louisiana alone from Katrina despite the heroic efforts of citizen-rescuers, and thousands more in New Orleans survived despite horrific conditions stranded in their homes or in the Superdome while they waited for assistance.

80% of New Orleans flooded, with water lingering for up to six weeks in places, and reaching heights of 10 to 15 feet in some neighborhoods. Almost 80,000 homes in New Orleans were severely damaged or destroyed; 77% of the Parish population experienced flooding. Yet communities that were disproportionately damaged by the storm were home to higher numbers of the poor and African-Americans. Approximately 300,000 people were displaced. Hurricane Katrina, the most expensive disaster in our nation's history, struck far beyond New Orleans, laying waste to Gulf Coast communities from Texas to Florida, with many neighborhoods in Mississippi, Alabama and Southeast Louisiana also effectively razed by the combined water and wind impacts of the hurricane. Yet the devastation to New Orleans, a historically and culturally distinct city in the US and the largest in Katrina's immediate impact zone, dominated the nation's attention, and came to

symbolize fundamental development questions about where to build, for whom, and by whom. With the federal government largely condemned for its inept preparation for and widely televised weak and often indifferent response to the storm, non-profits and philanthropies nationwide moved quickly to join in what has become a concerted if uneven national effort to rebuild an original American city.

When Katrina struck, Republicans controlled both houses of Congress and the White House. Under Bush, Katrina recovery was irrevocably shaped by ideological, controversial federal redevelopment decisions – to demolish 4,500 units of public housing and replace them with 1,600 units of mixed-income households, to try and suspend federal fair labor laws for rebuilding, to give a disproportionate amount of CDBG funds to Mississippi compared to state-by-state damage estimates, to rely heavily on tax credits and FEMA trailers to replace damaged affordable housing, and to avoid temporarily expanding social welfare programs (e.g., vouchers, Medicaid) to stabilize the lives of the displaced – as well as the State of Louisiana's decision to spend the majority of federal Community Development Block Grant rebuilding funds on making homeowners whole, and the delays and errors involved in launching that enormous subsidy program.

The federal government's response to Hurricane Katrina permanently displaced the majority of the city's poorest – public housing residents and low-income black renters who required assistance to return to their homes and hometown, a feat described across the elite political spectrum, from Republican leaders to liberal anti-poverty advocates, as a blessing for the city. Although everyone from grassroots activists to officials from the US Department of Housing and Urban Development (HUD) came to embrace the rhetoric of the "right of return" for displaced New Orleanians after the flood, weak local and strong ideological federal government leadership led to a largely free market and private-sector driven recovery of the city, more or less assuring that this right of return has not been fulfilled, except for the luckiest and pluckiest few.

The post-Katrina population of New Orleans five years out from the storm is significantly different from its pre-storm population. Numerous studies have documented that if racial and ethnic communities were disadvantaged prior to a disaster, the extreme event only hastened their decline. Katrina's overall reshaping of the city's population reinforces this trend. New Orleans has been losing population since 1960; of the 50 largest cities in the U.S., it was one of only eight that lost population between 1990 and 2005 (pre-Katrina estimate). It also topped lists in terms of poverty: the seventh highest rate (23.2%) among U.S. counties in 2004, the second highest concentrated poverty[1] (38%) among the 50 largest cities in 2005. Furthermore, poverty was highly racially stratified in New Orleans; in 2005, almost one in three black families lived in poverty, compared to fewer than 5% of white families.[2] By 2009, the city's population had rebounded to 78% of its pre-storm levels (354,850), indicating a plateau in growth from 2008 (336,644).[3] The city is wealthier and whiter now, due mainly to the growth in homeownership, lack of affordable places to live for those at the lower end of the economic spectrum, and enduring displacement from the storm.

Like many other sectors of society, the devastating aftermath of Hurricane Katrina on the City of New Orleans served as a call to arms for the US community development sector. In the city and all over the Gulf Coast, the leadership of well-resourced, well-established national organizations such

[1] Concentrated poverty is the proportion of poor residents living in neighborhoods where the poverty rate is at least 40%. Berube and Katz 2005, Brookings 2005

[2] Brookings 2005

[3] *Census Population Estimates 2000-2009 for New Orleans MSA*, http://www.gnocdc.org/census_pop_estimates.html

as community development intermediaries, labor unions, liberal philanthropies, and policy advocacy organizations were putting down roots, opening up shop, activating organizational networks, and pledging substantial organizational resources to the renewal of the "next Civil rights Movement" in New Orleans and the Gulf. Community development leaders were motivated to respond to the unprecedented physical and social disaster wrought by Katrina, which they framed as the result of willful federal failure to protect an original American city and its low-income communities of color from the storm's violence. Katrina recovery would be nothing short of reigniting a social movement to overcome institutionalized racial and economic inequality at the heart of the widespread displacement and residential devastation that fractured the city's low-income neighborhoods. It would be a return to the community development field's early movement roots of supporting self-determination, political mobilization and economic development in poor urban communities of color.

Partnerships between national community development entities and local community-based organizations would be at the heart of recovery strategies. Yet, deep distrust between national and local groups, the pronounced racial politics of New Orleans, the different emphases on development versus organizing among organizations, and the different institutional positions of national versus local entities stymied fruitful partnerships and seriously threatened the emerging community development network committed to rebuilding the city.

Course Description

This class examines the strategies, conflicts and possibilities for social change in community recovery and redevelopment in post-Katrina New Orleans. After first grounding our analysis in the history, culture and political economy of pre-Katrina New Orleans, we will study specific community development strategies for Katrina recovery, and examine in depth the conflicts of race, class and geography that unfolded within the field in post-Katrina New Orleans. In addition to looking at specific case studies of conflict, we will also look at emerging success stories and community development trends coming out of the post-Katrina Gulf Coast. The class will be a seminar format and will include occasional guest speakers and a site visit to New Orleans, depending on funding. **We will work with the Jane Place Neighborhood Sustainability Initiative (JPNSI) in Mid-City, New Orleans on planning for shared equity housing strategies to bring to life the post-disaster context and complexities of equitable recovery in a racially and economically diverse but stratified city.** More information on this project will be available as the semester unfolds.

The purpose of this course is to interrogate, critique, and reflect on the challenges of realizing equitable and racially and economically just redevelopment strategies in our deeply unequal political economy. The post-disaster context highlights and exacerbates the entrenched racial and economic inequalities faced by low-income communities, marginalized communities of color, and social justice activists and allies who seek a more equitable and just society and development policies and practices. The extreme, cumulative physical and social devastation wrought by Katrina on New Orleans suggests that the post-Katrina city is somehow a unique setting for community development conflict, whereas in reality it shines a light on inequality structures and development processes marginalized urban communities everywhere face. Readings may include a mix of media coverage, scholarly articles, memoirs and literature. News articles selected for the class are of course just a tiny slice of all the media coverage of Hurricane Katrina. Please feel free to share other articles and stories with the class.

Grading

For this seminar course, respectful and engaged student participation is essential to a productive and enjoyable learning experience. **We will spend the first hour of the class discussing the readings and themes, and the second half of the class working on the client project.**

Grading and assignments are organized around student participation, analysis of the readings, and successful completion of a project for JPNSI, a new 501c3 in Mid-City New Orleans interested in shared equity housing strategies. Please note that the client project deadlines are subject to change, and more information on deliverables will be provided as the class progresses.

Grading is as follows:

- **Class Participation (20%)**: This entails
    - Arriving on time and participating in class discussions in a thoughtful and respectful manner,
    - Drawing on the readings and your own experiences when possible as contributions to the conversation,
    - Submitting weekly 1-page response papers on the week's readings. These will help organize the discussion for class and allow those who are less comfortable speaking in class still contribute their thoughts and ideas to the discussion on a regular basis. **These response papers are due by 5pm on Sundays before class, uploaded to the weekly folder on Blackboard in the Discussion forum.** (Response papers will be graded check, check plus, check minus.)
- **JPNSI Project – Workplan and Research Design (10%):** Following the review of the client mandate and discussions with the client, student teams will submit a proposal, research design and workplan for their portion of the client project. **Due date: 2/17/12**
- **JPNSI Interim Report, preliminary findings and analysis (20%):** This mid-point report will provide an update on student progress, incl. preliminary findings from their research and a draft analysis for the client. **Tentative due date: 4/9/12**
- **JPNSI Client Briefing (20%):** Similar to a client briefing in Lab in Issue Analysis. **Expected presentation date: 5/7/12**
- **JPNSI Final Analytical Brief (30%):** A final in-depth analytical report to the client. **Due date: 5/14/12**

Journaling

Because we are dealing with a serious, complex, and often painful topic, I would like you to keep a journal over the course of the semester. I will not be collecting these, nor you will be required to share them, but I welcome and encourage using them as a way to organize and express your thoughts, reactions and analysis to the content and lessons of the course. I will set up a Blackboard Forum for anyone who would like to share thoughts and spark conversations outside of class as well. You are welcome to post journal entries there if you wish to share them with others.

Your first journal charge is to record what you want to get out of the course, your expectations for the course, and any impressions or ideas you have of New Orleans and its post-Katrina context. If you have not visited or lived in the region, no worries; I imagine you nonetheless have some ideas

or opinions or questions about the place that are informed by the media coverage, political leadership, and recovery efforts. Your second journal request is to record your thoughts after you read the select media coverage for week one.

Each week, please try to journal once or twice – following readings and/or class sessions. I think you will get a lot out of this exercise as the semester unfolds; I hope it will be illuminating for you to revisit earlier versus later entries as the course draws to a close.

Holidays

There is no class Monday, February 20. I will meet with student teams during this week.

Monday, March 12 is Spring Break. We will hopefully be in New Orleans on a site visit. Otherwise, there is no class.

Note on Plagiarism and Academic Integrity

You are responsible for learning and understanding the rules on plagiarism and academic integrity. Breaking these rules is a serious offense with serious consequences. The rules are clearly spelled out in the University's policy: **http://www.newschool.edu/gf/students/academic-honesty.htm.**

Formatting of assignments

For all assignments, please make sure that **pages are numbered** and **the author's last name appears in the header or footer**. Make sure for hard copies documents are stapled (strongly preferred) or fastened with a binder clip or paper clip. Font should be legible, i.e., b/w 11 and 13 point. Line spacing should be 1.5 or double spaced. Margins should be b/w 1 and 1.5 inches.

A note on citations: You must also cite all evidence in your assignments, using a consistent citation format. Citing via footnotes is acceptable (no in-text citations, please). Response papers do not need a bibliography; final reports do. If you do not currently use a certain citation style, I recommend the *Chicago Manual of Style*, which has an on-line "quick guide" here: http://www.chicagomanualofstyle.org/tools_citationguide.html.

Syllabus

Week 1 (Jan. 23): Introductions and Overview of the Course

Readings: Media coverage of Hurricane Katrina, *The New York Times*, August 26 – September 30, 2005 (Katrina made landfall on Monday morning, August 29, 2005).

Monday, August 29:

Joseph B. Treaster and Abby Goodnough, "Powerful Storm Threatens Havoc Along the Gulf Coast"

Tuesday, August 30:

Joseph B. Treaster, "Escaping Feared Knockout Punch, Barely, New Orleans Is One Lucky Big Mess"

Wednesday, August 31:

Joseph B. Treaster and N.R. Kleinfield, "New Orleans is Inundated as 2 Levees Fail; Much of Gulf Coast is Crippled; Toll Rises;

"New Orleans in Peril," Editorial.

Friday - Sunday, September 2-4:

David Gonzalez, "From Margins of Society to Center of the Tragedy," September 2;

Joseph B. Treaster, "First Steps to Alleviate Squalor and Suffering at Convention Center," Sept. 3;

Richard W. Stevenson, "In First Response to Crisis, Bush Strikes Off-Key Notes," September 3;

Susan Saulny, "Newcomer Is Struggling to Lead a City in Ruins," September 3;

Jason DeParle, "Broken Levees, Unbroken Barriers," September 4.

One week later, Monday – Sunday, September 5-11:

Jere Longman and Sewell Chan, "Flooding Recedes in New Orleans; U.S. Inquiry is Set," September 7;

Alex Berenson and Sewell Chan, "Forced Evacuation of a Battered New Orleans Begins," Sept. 8;

Edmund L. Andrews and Carl Hulse, "Cost of Recovery Surges, as do Bids to Join in Effort," 9/9;

John M. Broder, "In Storm's Ruins, a Rush to Rebuild and Reopen for Business," September 10;

Two weeks to one month out, September 12-30:

Eric Lipton, "Rush to Set Up U.S. Housing For Survivors," September 13;

Elisabeth Bumiller, "Bush Pledges Federal Role in Rebuilding Gulf Coast," September 16;

Carl Hulse, "G.O.P. Split Over Big Plans for Storm Spending," September 16;

David E. Sanger and Edmund L. Andrews, "Bush Rules Out A Tax Increase For Gulf Relief," 9/17;

Jennifer Steinhauer and Eric Lipton, "FEMA, Slow to the Rescue, Now Stumbles in Aid Effort," 9/17;

Jonathan D. Glater, "Contractors Get Affirmative Action Exemption," September 20;

Simon Romero and Jere Longman, "Storm Lashes Coast; Levees Breached in New Orleans," Sept. 24;

Leslie Kaufman, "An Uprooted Underclass, Under the Microscope," September 25;

Peter Applebome and Ralph Blumenthal, "With Storms Behind Them, Gulf Residents Begin Piecing Their Lives Together," September 27;

Eric Lipton and Leslie Eaton, "Housing for Storm's Evacuees Lagging Far Behind U.S. Goals," September 30;

John Schwartz and Andrew Revkin, "Levee Reconstruction Will Restore, but Not Improve, Defenses in New Orleans," September 30.

Week 2(Jan. 30): Intro to New Orleans: History, Geography, Culture, Economy & Politics

Lewis, Peirce. 2003. "The Eccentric City" (Ch. 1) and "A Place on the River" (Ch. 2), in P. Lewis, *New Orleans: The Making of an Urban Landscape*, pp. 3-36. The Center for American Places, Inc.: Santa Fe, NM.

Hall, G.M. 1992. "The Formation of Afro-Creole Culture," pp. 58-87 in A.R. Hirsch and J. Logsdon, *Creole New Orleans: Race and Americanization*.

Lewis, P. 2003. Pp. 47-50, 62-70, 76-84, and 91-100 (all in Ch. 3, "The Stages of Metropolitan Growth") in P. Lewis, *New Orleans: The Making of an Urban Landscape*, pp. 3-36. The Center for American Places, Inc.: Santa Fe, NM.

Spain, Daphne. 1979. "Race Relations and Residential Segregation in New Orleans: Two Centuries of Paradox." *Annals of the American Academy of Political and Social Science* 441:82-96.

Lewis, P. 2003. "End of the Boom…" (Ch. 5), pp. 138-147 (Ch. 6), "Tourism in New Orleans" (Ch. 7), and "The Rising Waters…" (Ch. 8) in P. Lewis, *New Orleans: The Making of an Urban Landscape*, pp. 3-36. The Center for American Places, Inc.: Santa Fe, NM.

Hirsch, Arnold R. 2007. "Fade to Black: Hurricane Katrina and the Disappearance of Creole New Orleans." *Journal of American History* 94(3): 752-761.

Hirsch, Arnold R. 2009. "(Almost) A Closer Walk with Thee: Historical Reflections on New Orleans and Hurricane Katrina." *Journal of Urban History* 35(5): 614-626.

Recommended:

Hirsch, A.R. 1992. "Simply a Matter of Black and White: The Transformation of Race and Politics in 20th Century New Orleans," pp. 262-320 in A.R. Hirsch and J. Logsdon, *Creole New Orleans: Race and Americanization*. LSU Press: Baton Rouge.

Week 3: The Causes & Consequences of Katrina: Government Response

Readings:

Platt, Rutherford H. 1999. "Shouldering the Burden: Federal Assumption of Disaster Costs." Chapter 1 in R.H. Platt, *Disasters and Democracy: The Politics of Extreme Natural Events*, pp. 11-46. Island Press: Washington, D.C.

Brinkley, David. 2006. "How New Orleans Drowned." *Vanity Fair,* June. Retrieved August 12, 2010. (http://www.vanityfair.com/politics/features/2006/06/brinkley_excerpt200606?currentPage=all)

Keifer, J.J. and R.S. Montjoy. 2006. "Incrementalism before the Storm: Network Performance for the Evacuation of New Orleans." *Public Administration Review* 66:122-130.

Burns, Peter and Matthew O. Thomas. 2006. "The Failure of the Nonregime: How Katrina Exposed New Orleans as a Regimeless City." *Urban Affairs Review* 41: 517-527.

Cigler, B.A. 2007. "The 'Big Questions' of Katrina and the 2005 Great Flood of New Orleans." *Public Administration Review* 67(s1): 64-76.

Jurkiewicz, C.L. 2007. "Louisiana's Ethical Culture and its Effect on the Administrative Failures following Katrina." *Public Administration Review* 67(s1): 57-63.

Tierney, Kathleen, Christine Bevc, and Erica Kuligowski. 2006. "Metaphors Matter: Disaster Myths, Media Frames, and Their Consequences in Hurricane Katrina." *Annals of the American Academy of Political and Social Science*. 604, *Shelter from the Storm: Repairing the National Emergency Management System after Hurricane Katrina*: 57-81.

Peck, J. 2006. "Liberating the city: Between New York and New Orleans." *Urban Geography* 27(8): 681–713.

Dreier, P. 2006. "Katrina and Power in America." *Urban Affairs Review*. 41(4): 528-549.

Optional/Recommended:

Gotham, Kevin Fox and Miriam Greenberg. 2008. "From 9/11 to 8/29: Post-Disaster Recovery and Rebuilding in New York and New Orleans." *Social Forces* 87(2): 1039-1062.

Schneider, S.K. 2005. "Administrative Breakdowns in the Governmental Response to Hurricane Katrina." *Public Administration Review* 65(5): 515-516.

Week 4: The Causes & Consequences of Katrina: Race, Class & Gender

Berube, Alan and Bruce Katz. 2005. "Katrina's Window: Confronting Concentrated Poverty Across America." *The Special Analysis in Metropolitan Policy*, October. The Brookings Institution: Washington, D.C.

Logan, John. 2006. *The Impact of Katrina: Race and Class in Storm-Damaged Neighborhoods.* Brown University.

Danziger, S. and S. Danziger. 2006. "Poverty, Race, and Antipoverty Policy Before and After Hurricane Katrina." *Du Bois Review*, 3(1): 23-36.

Jones-DeWeever, Avis A. and Heidi Hartmann. 2006. "Abandoned Before the Storms: The Glaring Disaster of Gender, Race, and Class Disparities in the Gulf." In. C.A. Hartman and G.D. Squires (Eds.), *There's No Such Thing as a Natural Disaster: Race, Class and Hurricane Katrina*, pp. 85-102. Routledge: New York.

Bierria, Alisa, Mayaba Liebenthal, and Incite! Women of Color Against Violence. 2007. "To Render Ourselves Visible: Women of Color Organizing and Hurricane Katrina." In South End Press Collective (Ed.), *What Lies Beneath: Katrina, Race, and the State of the Nation*, pp. 31-47.

Karen J. Leong, Christopher A. Airriess, Wei Li, Angela Chia-Chen Chen, and Verna M. Keith. 2007. "Resilient History and the Rebuilding of a Community: The Vietnamese American Community in New Orleans East." *Journal of American History*: 770-779.

Fussell, Elizabeth. 2009. "Post-Katrina New Orleans as a New Migrant Destination." *Organization and Environment*. 22(4): 458-469.

Redwood, Loren. 2008. "The Rebuilding of a Tourist Industry: Immigrant Labor Exploitation in the Post-Katrina Reconstruction of New Orleans." In Marable, Manning and Kristen Clarke (eds.), *Seeking Higher Ground: The Hurricane Katrina Crisis, Race, and Public Policy Reader*, pp. 141-150. Palgrave Macmillan: New York.

Bullard, Robert D. 2007. "KATRINA AND THE SECOND DISASTER: A Twenty-Point Plan to Destroy Black New Orleans." http://www.ejrc.cau.edu/Bullard20PointPlan.html

Quigley, Bill. 2008. "Half of New Orleans Poor Permanently Dispalced: Failure or Success?" *CommonDreams.org*, March 4. http://www.commondreams.org/archive/2008/03/04/7462.

Quigley, Bill and Davida Finger. 2011. "Katrina Pain Index 2011: Race, Gender, Poverty." *CommonDreams.org*, August 22. http://www.commondreams.org/view/2011/08/22.

john a. powell, Hasan Kwame Jeffries, Daniel W. Newhart, and Eric Stiens. 2006. "Towards a Transformative View of Race: The Crisis and Opportunity of Katrina." In. C.A. Hartman and G.D. Squires (Eds.), *There's No Such Thing as a Natural Disaster: Race, Class and Hurricane Katrina*, pp. 59-84. Routledge: New York.

Optional/Recommended:

Special issue of *Du Bois Review* on Hurricane Katrina and race, March 2006.

Fussell, Elizabeth, Narayan Sastry, and Mark VanLandingham. 2009. "Race, Socioeconomic Status, and Return Migration to New Orleans after Hurricane Katrina." *Population and Environment.* 31(1-3): 20-42.

Hartman, Chester A. and G.D. Squires (Eds.), *There's No Such Thing as a Natural Disaster: Race, Class and Hurricane Katrina*. Routledge: New York.

Hirsch, Arnold R. and A. Lee Levert. 2009. "The Katrina Conspiracies: The Problem of Trust in Rebuilding an American City." *Journal of Urban History* 35:207-219.

Marable, Manning and Kristen Clarke. 2008. *Seeking Higher Ground: The Hurricane Katrina Crisis, Race, and Public Policy Reader*. Palgrave Macmillan: New York.

South End Press Collective. 2007. *What Lies Beneath: Katrina, Race, and the State of the Nation*.

White, Janelle. L. 2005. "New Orleans and Women of Color: Connecting the Personal and Political." *Satya*, November. http://www.satyamag.com/nov05/white.html

Week 5: No class

Week 6: "Whose Plan for New Orleans?" – Proposals for Recovery

PolicyLink. 2005. "Ten Points to Guide Rebuilding in the Gulf Coast Region." http://policylink.info/EquitableRenewal.html.

Briggs, X. and M. Turner. 2005. "Fairness in new New Orleans." *The Boston Globe*, October 5. http://www.boston.com/news/globe/editorial_opinion/oped/articles/2005/10/05/fairness_in_new_new_orleans/.

The People's Hurricane Relief Fund. 2005. *People's Reconstruction Platform for Reconstruction with Justice in New Orleans and the Gulf Coast*. http://katrinareader.org/people%E2%80%99s-reconstruction-platform-reconstruction-justice-new-orleans-and-gulf-coast.

Ford, Glen and Peter Gamble. 2005. "Whose Plan for New Orleans? Blacks Need a Vision for the Cities." *The Black Commentator*. http://katrinareader.org/blacks-need-vision-cities.

Muhammad, Saladin. 2006. "Hurricane Katrina: The Black Nation's 9/11! A Strategic Perspective for Self-Determination." *Socialism and Democracy*. 20(2): 3-17. http://katrinareader.org/sites/katrinareader.org/files/saladin911.pdf

(Blackboard) Crowley, S. 2006. "Where is Home? Housing for Low-Income People after the 2005 Hurricanes." In Hartman and Squires (eds.), *There's No Such Thing as a Natural Disaster: Race, Class, and Hurricane Katrina*, pp. 121-166.

(BB) Olshansky, R. and L. A. Johnson. 2010. "Planning for New Orleans: October 2005-March 2006." In *Clear as Mud: Planning for the Rebuilding of New Orleans*, pp. 39-72.

(BB) Urban Land Institute. 2005. "Moving Beyond Recovery to Restoration and Rebirth: Urban Land Institute Makes Recommendations on Rebuilding New Orleans."

People's Hurricane Relief Fund. 2006. PHRF Reconstruction Committee Field Work Group Critique of the Bring New Orleans Back Proposal, March 31. http://katrinareader.org/phrf-reconstruction-committee-field-work-group-critique-bring-new-orleans-back-proposal.

(BB) Graham, Leigh. 2010. "Planning Tremé." *Planning Tremé: The Community Development Field in a Post-Katrina World*. PhD Thesis. MIT: Department of Urban Studies & Planning, pp. 5-39.

Optional/Recommended:

Turner, M.A. 2006. "After Katrina: Building Opportunity and Equity Into the *New* New Orleans: A Framework for Policy and Action." The Urban Institute.

The Urban Institute Policy Briefs: After Katrina series: http://www.urban.org/toolkit/policybriefs/subjectbriefs.cfm?documenttypeid=409.

Gordon Nembhard, Jessica. 2006. "Principles and Strategies for Reconstruction: Models of African-American Cooperative Economic Development." *Harvard Journal of African American Public Policy*. XII: 39-55.

Week 7: What are the prospects for CLTs in New Orleans?

State Affordable Housing Activity:

Louisiana Housing Finance Agency. 2010. "Executive Summary" (pp. 1-6), and "Housing Assessment by Region" – New Orleans Metro (pp. 44-47). 2010 *Louisiana Housing Needs Assessment*. http://www.lhfa.state.la.us/downloads/gcr/LHFA_2010_FULLREPORT_f3_14Dec10.pdf.

Rebuilding Together New Orleans. 2011 (July 13). "The Birth of the Louisiana Housing Corporation." http://www.rtno.org/news-press/entry/the-birth-of-the-louisiana-housing-corporation/

New Orleans Affordable Housing Activity:

Plyer, Allison, Elaine Ortiz, & Kathryn L.S. Pettit. 2010 (November). "Optimizing Blight Strategies: Deploying Limited Resources in Different Neighborhood Housing Markets." *Housing in the New Orleans Metro Series: Annual Report*. The Greater NO Data Center & The Urban Institute. https://gnocdc.s3.amazonaws.com/reports/GNOCDC_OptimizingBlightStrategies.pdf.

Hammer, David. 2011 (October 27). "Mayor Mitch Landrieu says soft-second program will support up to 1,000 new homeowners." *The Times-Picayune*: http://www.nola.com/politics/index.ssf/2011/10/mayor_mitch_landrieu_says_soft.html

Co-operative Housing:

(BB) Gordon Nembhard, Jessica. 2006. "Principles and Strategies for Reconstruction: Models of African-American Cooperative Economic Development." *Harvard Journal of African American Public Policy*. XII: 39-55.

Davis, J.E. 2006. **All but chapter 3**. *Shared Equity Homeownership: The Changing Landscape of Resale-Restricted, Owner-Occupied Housing*. Montclair, N.J.: National Housing Institute. http://www.nhi.org/pdf/SharedEquityHome.pdf

National Community Land Trust Network. 2009 (June). *ASSESSING THE POTENTIAL FOR A COMMUNITY LAND TRUST IN NEW ORLEANS: PHASE I FINAL REPORT*. http://www.cltnetwork.org/doc_library/Summary%20Report%20-%20New%20Orleans%20CLT%20Assessment%20060809.pdf

Sullivan, Zoe. 2011 (February). "Own a Home, But Not the Land." *Miller-Mccune*. http://www.miller-mccune.com/business-economics/own-a-home-but-not-the-land-28406/.

Week 8: Site Visit

Week 9 (3/19): No readings

Week 10 (3/26): Organizational and Community Capacity in Mid-City

(BB) Graham, Leigh. 2010. ""Overcoming 'Challenges of Capacity and Culture' in the Regime-less City." *Planning Tremé: The Community Development Field in a Post-Katrina World*. PhD Thesis. MIT: Department of Urban Studies & Planning.

Week 11: No Readings

Week 12 (4/9): Preparing for the Client Mid-Point Meeting – Framing planning and organizing

(BB) Volume 3, Chapter 15: "The Community Participation Program" in *Plan for the 21st Century: New Orleans 2030* (The City of New Orleans Master Plan). (The full plan is available here: http://www.nola.gov/RESIDENTS/City-Planning/Master-Plan-Elements/.)

(BB) Fainstein, Susan. 2009. "Planning and the Just City." In Marcuse, P. et al. (Eds.), *Searching for the Just City: Debates in Urban Theory & Practice*, pp. 19-39. New York: Routledge.

(BB) Pyles, L. and Harding, S. (2011).Discourses of post-Katrina reconstruction: A frame analysis. *Community Development Journal*.

(BB) Pyles, L. and Cross, T. (2008). Community revitalization in post- Katrina New Orleans: A critical analysis of social capital variables in an African American neighborhood. *Journal of Community Practice, 16*(4), 383-401.

(BB) Pyles, L. 2009. Chapter 1, "Introduction," pp. 3-16 in *Progressive Community Organizing: A Critical Approach for a Globalizing World*. New York: Routledge.

WEEKS 13-14 THEME: Understanding the Mid-City Development Landscape

Week 13 (4/16): Gentrification, displacement, and economic development

Hackworth, Jason. 2002. "Postrecession Gentrification in New York City." Urban Affairs Review. 37(6): 815-843.

Freeman, L. and F. Braconi. 2004. "Gentrification and Displacement: New York City in the 1990s." *Journal of the American Planning Association.* 70(1): 39-52.

Newman, K. and E.K. Wyly. 2006. "The Right to Stay Put, Revisited: Gentrification and Resistance to Displacement in New York City." *Urban Studies*. 43(1): 23-57.

Molotch, H. 1976. "The City as Growth Machine: Toward a Political Economy of Place." *American Journal of Sociology*. 82(2): 309-332.

Week 14 (4/23): Thinking about specific development projects: BioDistrict NO and Iberville/Tremé Choice Neighborhoods Initiative

Cortright, J. and H. Mayer. 2002. *Signs of Life: The Growth of Biotechnology Centers in the U.S.* Washington, D.C.: The Brookings Institution Center on Urban and Metropolitan Policy.

BioDistrict New Orleans media coverage:

- "New Orleans makeover: economic boost or loss of a historical legacy?" *The Christian Science Monitor*, 12/6/10;
- "BioDistrict's future economic impact in N.O. hard to gauge," *New Orleans City Business*, 1/25/11;

- "Room to grow a challenge for New Orleans biotech startups," *New Orleans City Business*, 9/28/11;
- "New Orleans BioDistrict lacks funding to meet its mission," and "Commentary: Back the BioDistrict," *New Orleans City Business*, 1/26/12;
- "New Orleans Mid-City residents don't see benefit from incentive to fight blight," *New Orleans City Business*, 3/6/12

Iberville coverage:

- "HUD AWARDS $30.5 MILLION TO NEW ORLEANS TO REDEVELOP IBERVILLE," HUD Press Release, 9/1/11.
- "To Renovate, and Surpass, City's Legacy," *The New York Times*, 4/7/11.

Housing Authority of New Orleans and The City of New Orleans. *Choice Neighborhoods Initiative: A Transformation in New Orleans. Round II Application for Iberville/Tremé, New Orleans, Louisiana.* "Exhibit A: Executive Summary," "Exhibit D: Vision for Neighborhood," and "Exhibit E: Soundness of Approach."

Zielenbach, S. and R. Voith. 2010. "HOPE VI and Neighborhood Economic Development: The Importance of Local Market Dynamics." Cityscape: *A Journal of Policy Development and Research.* 12(1): 99-131.

Castells, N. 2010. "HOPE VI Neighborhood Spillover Effects in Baltimore." *Cityscape: A Journal of Policy Development and Research.* 12(1): 65-98.

Week 15 (4/30): Participation, engagement, organizing – JPNSI's Options

(BB) Arnstein, Sherry. 2011(1969). "A Ladder of Citizen Participation." In Andrea Cornwall (Ed.), *The Participation Reader*, pp. 3-18. London: Zed Books.

(BB) Chapters 5,6,7 and 9 (8 is optional) in Pyles, Loretta. 2009. *Progressive Community Organizing: A Critical Approach for A Globalizing World*, pp. 59-112 and 125-137. New York: Routledge.

Week 16 (5/7): Alternative economies, working with clients

(BB) Soots, L.K. and M. Gismondi. 2008. "Sustainability, the Social Economy, and the Eco-social Crisis: Traveling Concepts and Bridging Fields." Canadian Centre for Community Renewal; BC-Alberta Social Economy Research Alliance.

(BB) Connelly, S., S. Markey, and M. Roseland. 2011. "Bridging sustainability and the social economy: Achieving community transformation through local food initiatives." *Critical Social Policy*. 31(2): 308-324.

(BB) Reardon, Kenneth M., Rebekah Green, Lisa K. Bates and Richard C. Kiely. 2009. "Commentary: Overcoming the Challenges of Post-disaster Planning in New Orleans: Lessons from the ACORN Housing/University Collaborative." *Journal of Planning Education and Research* 28: 391-400.

(BB) Thompson, J. Phillip. 2009. "Response to 'Post-Disaster Planning in New Orleans'." *Journal of Planning Education and Research* 28: 403-404.

Week 17:

Monday, May 14: Final Client Presentation, in class

Thursday, May 16: Final Report due to professor, via email

URBAN DESIGN STUDIO: DESIGN FOR COMMUNITY RESILIENCE

HAZARD MITIGATION • COMMUNITY ENGAGEMENT • SUSTAINABLE DEVELOPMENT

Urban Design and Planning 508A (5.0) SLN 19201 • Au 11 • MW 1:30-5:20 • Gould 416 • Studio Tel 616-9006

Instructor: Dan Abramson (PhD, Associate Professor)
Office Gould 448F • office phone 543-2089 • e-mail abramson@uw.edu
Office Hours: Tuesdays 2:00-5:00pm or by appointment
Studio website: https://catalyst.uw.edu/workspace/abramson/25185/

STUDIO TOPIC – TRANSCULTURAL TRANSFERABILITY OF DESIGN FOR COMMUNITY RESILIENCE

URBDP 508 satisfies the 2nd-Year Advanced Studio requirement for the Master of Urban Planning degree, especially for students in the MUP Urban Design specialization; and counts as one of the three required studios for the Urban Design Certificate. The 2011 studio provides students with an opportunity to explore the intersection of ecologically responsive human settlement design, cultural heritage preservation, sustainable and community-based development, and hazard mitigation planning for Olympic Peninsular tribal communities facing short- and long-term threats from earthquakes, tsunamis and sea-level rise.

COMMUNITY SITE

Neah Bay, Home of the Makah Nation (http://www.makah.com/), is the primary site for the studio's work. The studio is working in collaboration with Bob Freitag, Director of the Institute for Hazard Mitigation Planning and Research in the UW Dept. of Urban Design and Planning (DUDP) and Prof. Ron Kasprisin of DUDP, who are in turn contracted by the Washington State Emergency Management Department to provide designs and cost estimates for vertical evacuation structures in communities along Washington's Pacific coast, as part of Project Safe Haven, described at: http://www.facebook.com/ProjectSafeHaven.

OBJECTIVES AND PRODUCT

The studio is organized to provide support to Project Safe Haven by contributing to a report on vertical evacuation options for Neah Bay. Previous reports for other communities are at https://catalyst.uw.edu/workspace/wiserjc/19587/116498. For Neah Bay, the studio proposes to research how the technical requirements of tsunami hazard mitigation can be made culturally, socially, economically and environmentally appropriate and useful to the Makah people. Pending approval by the tribal government, students may interact with community members to explore design options and principles for their adaptation to the particular place of Neah Bay.

The anticipated final products emerging from this studio are design prototypes for (1) vertical evacuation structures and (2) long-term settlement-scale adaptation to tsunami, earthquake subsidence and sea-level rise impacts. Design prototypes should be accompanied by supporting site analyses, decision-making guidelines, implementation strategies tailored specifically for the client site, as well as more general principles for the prototypes' adoption and adaptation for different cultural and environmental contexts. Formats:

1) 100-page document in InDesign with text, graphics, supporting technical and policy material, and literature-searched references
2) Public-oriented PowerPoint presentation

SCHEDULE

Weeks 1-4. Phase I – Initial Research, Reconnaissance and Site Analysis

In this phase, students develop background understanding of the project's goals, gather basic site and community information, request permission for community engagement, research precedents for design, and visit La Push and Neah Bay for a visual reconnaissance and possible interviews.

Wednesday 9/28	First meeting: introductions; discuss topic, schedule, logistics, references and tools.
Monday 10/3	Guest lecture by Bob Freitag: Science of earthquakes and tsunamis. Brainstorm issues and interests. Further group review and individual/team work session
Wednesday 10/5	Determine studio schedule and research topics.
Monday 10/10	**Due:** for literature-searched research on survey and engagement methods and site-specific data, as discussed in class 10/5. Format using the InDesign template linked at https://catalyst.uw.edu/gopost/conversation/abramson/551885 In class: (1) Create executive summary proposal for Tribal Council; (2) Select/Assign 2 precedent studies per student – one for vertical evacuation and one for long-term adaptation.
Wednesday 10/12	Work on precedent studies and prepare for site reconnaissance; individual desk crits.
Friday-Sunday 10/14-16 in Neah Bay	Site reconnaissance. Depart Gould Hall loading dock at 4:00pm (or with Joel McMillan earlier) for Forks Olympic Natural Resources Center (http://www.onrc.washington.edu/). Friday afternoon/Saturday morning: visit La Push. Saturday afternoon-Sunday afternoon: visit Neah Bay. Sunday evening return to Seattle.
Monday 10/17	Debrief from reconnaissance and develop site analyses; discuss working in 2 spatially delineated groups on vertical escape structures, according to three criteria up to conceptual design: siting; evacuation strategy; community use & integration. 3:00-4:00 Conversation Café practice
Wednesday 10/19	

Weeks 5, 6 and 7. Phase II – Vertical Evacuation Conceptual Design

In this phase, students develop vertical evacuation design concepts as options to present/test with community at Conversation Café and charrette activities.

Monday 10/24	**Due and Present:** (1) Site Analysis to Prof. Kasprisin; (2) Vertical evacuation precedent studies. Modify working groups if necessary.
Wednesday 10/26	**Due and Present:** vertical evacuation design concepts.
Monday 10/31	Prepare for Café and Charrette in Neah Bay
Tues-Weds. 11/1-2 in Neah Bay	Cafe: Tuesday pm. Depart Gould Hall loading dock at 12noon. Return Wednesday evening.
Monday 11/7	Debrief Neah Bay Café. Work on long-term adaptation precedents. Discuss who will continue working on vertical evacuation design development and who will switch to long-term adaptation (steep slope; water's edge/floatable).
Tuesday-Wednesday 11/8-11/11 in Neah Bay	Charrette: Wednesday and Thursday pm. Depart Gould Hall loading dock at 3pm? on Tuesday. Return Friday (noon?).

Weeks 8 through 12. Phase III – Design and Guidelines Development, Report Synthesis

Monday 11/14	Work on long-term design concepts; individual desk crits.
Wednesday 11/16	**Due and Present**: pin-up long-term adaptation design concepts / work on vertical evacuation design development.
Monday 11/21	**Due and Present**: pin-up vertical evacuation design development./ work on long-term design development.
Wednesday 11/23	Work session with desk crits; determine guidelines template.
Monday 11/28	Work session with desk crits.
Wednesday 11/30	Work session with desk crits / prepare for La Push café and charrette.
Monday 12/5	**Due and Present for Final Review**: completed designs and draft guidelines
Wednesday 12/7	Synthesize final report; finalize guidelines.
Monday 12/12	**DUE: Final Report**

CRP 215—PLANNING FOR AND WITH MULTIPLE PUBLICS

Days:	Tuesdays and Thursdays
Time:	9:10 to 11:00 AM
Instructor—Section 1:	William Siembieda, Ph.D.
Class Location:	Building 21, Room 238
Office:	Building 186, Room A304
Email:	wsiembie@calpoly.edu
Office Hours:	Tuesdays and Thursdays, 1:00 to 3:00 PM
Instructor—Section 2:	Kelly Main, Ph.D.
Class Location:	Building 42, Room 205E **(Large Classroom)**
Office:	Building 21, Room 16B
Email:	kdmain@calpoly.edu
Office Hours:	Mondays and Wednesdays, 9:30 AM to 12:00 PM

COURSE DESCRIPTION

This course focuses on poverty, ethnic, minority, and other special population groups (i.e. **multiple publics**) and how their cultural, social, and personal needs are expressed in terms of planning activities, settlement patterns, civic involvement and everyday life. The emphasis is on these groups' relationships with public and private institutions in planning and development—such as governments, companies, and non-profits—and the built environment professionals who are charged with providing healthy and vital living environments for all.

This course examines the relationship between **multiple publics** and the **mediating institutions** within planning that impact political participation and their daily lives. Students will make critical judgments about the "sites of interaction," where people work, live, and exchange, and how **mediating institutions** address the planning issues faced by these **multiple publics**.

Examples of **sites of interaction** include: housing, workplaces, neighborhood settings, shopping areas, transportation systems, parks, downtowns, schools, and other public places. Examples of **mediating institutions** include local and regional planning agencies, housing non-profits, schools, Community Development Corps. (CDCs), and social service agencies (on the public sector and not-for-profit side), and churches, private foundations, developers, architects, planners, consultants, employment agencies, and engineers (on the private sector side).

This course seeks to stimulate critical thinking about spatial planning and social planning through analysis of the ways in which segregation and discrimination of minority groups have been expressed in the context of United States' history. We will also discuss ways that city planners, environmental analysts and design professionals should address these issues in the 21st century.

COURSE GOALS AND LEARNING OUTCOMES

Course goals are to:

- Promote the capacity for engagement in sustainability, social equity, and community development and resilience;
- Promote the capacity to engage in problem identification and problem solving around a core of contemporary city planning and societal issues;
- Foster an open, participatory, and enjoyable learning environment.

Course learning outcomes are to:

- Identify and apply sustainability principles (social, economic, environmental) appropriate to city and regional planning;
- Understand social equity and environmental justice and their relationship to the urban context
- Identify, in quantitative and qualitative terms, societal problems that impact cities and regions and to act as agents of change;
- Develop listening skills;

- Identify the variables involved in cultural, social and ethnic contexts;
- Understand who plans for whom, and how equity/justice can be furthered;
- Understand the social and economic component of the General Plan Housing Element
- Identify poverty issues that exist within the urban context.
- Understand the role of gender within the urban planning context.

REQUIRED READINGS, DISCUSSION QUESTIONS, *YOUR QUESTIONS*

- **WHAT: Readings are required** for each week of the course. **Discussion questions** will be provided each week to help you concentrate on the important themes in the readings;
- **WHEN: Readings** are to be completed **by Monday noon of the week they are assigned (the assigned time for submitting your weekly question)**. (For instance, the readings provided under Week 2 in Polylearn must be completed by Monday noon of Week 2).
- **WHERE:** All required readings and discussion questions are provided as PDF files on the **Polylearn** website at my.calpoly.edu (under each week).
- **WHY: Weekly quizzes** will be given on the readings. The readings **will be discussed in class**, so it is imperative that you actually DO the reading. ***Your questions*—**To help us understand where you are with the readings and to guide class discussion, you must submit a minimum of one question regarding the readings each week. Your one question (or more, if you wish) should be uploaded to Polylearn. The question is due by Monday, noon, of the same week the readings are assigned. (For instance, a question regarding the readings assigned for Week 2 must be uploaded by Monday, noon, of Week 2). **Your participation grade will reflect your submittal of questions and preparation level** for class.

REQUIRED COURSE TEXTBOOK

Publication Manual of the American Psychological Association (6th ed.). Published by American Psychological Association (2010), Washington, D.C.

GRADING PROGRAM

Grades will be based on defined assignments below, including class participation.

Participation		**15%**
Class Attendance		
Weekly Question on Readings		
Class Discussions		
Class Exercises		
Weekly Quizzes		**40%**
Reports/Presentations		**45%**
Assignment 1—Group Interview and Initial Presentation	5%	
Assignment 2—Memo	30%	
Assignment 3—Final Group Presentation	10%	
TOTAL		**100%**
Extra Credit—To be announced/provided		2%

Assignments are to be turned in at the beginning of class on the day they are due. One grade level (A to A-) will be deducted for each CRP 215 class day any assignment is received late.

Class Attendance and Participation

Class participation will be graded based on attendance and participation in class discussions and exercises (please see page 8 of this Syllabus for more details). Students are allowed one tardy or absence ("get-out-of-jail" free card) during the quarter. Additional tardiness and absences will count against the student's participation grade as follows: Tardiness—C for the day; Absence—F for the day.

Weekly Quizzes

Weekly quizzes will be **given as scheduled in this course Syllabus** for the readings assigned for the week. Quizzes are designed to test whether you have completed the reading, not to test detailed knowledge of the readings. Your completion of the reading will enhance your understanding and ability to discuss the material in class. **The lowest quiz grade will be automatically dropped. If you use your "get-out-of-jail" free card on the day of a quiz, that will count as your lowest quiz grade.**

Class Assignments

Assignment # 1—The ***Group Interview and Initial Presentation*** requires your **group** to complete the following:

1. **Interview—Complete interview (as a group) of**:
   - A member of this "public"; and
   - Someone at the non-profit who serves this public;
2. **Presentation: Develop a group presentation regarding the interview and present this information to the class.**

Assignment #2—The ***Individual Memo*** requires you, as an **individual**, to develop a memo:

1. **Summarizing the background and concerns** of your chosen public and the challenges non-profits that serve them face;
2. **Reviewing and assessing in detail a current approach** (used by a city or organization) to address the concerns of your "public";
3. **Recommending detailed improvements** that could better serve and support this "public";
4. **Integrate interview information** to substantiate three items.

Assignment #2 may be resubmitted at the end of the quarter for a revised grade.

Assignment #3—The ***Final Group Presentation*** requires your **group** to **develop a presentation** regarding the following:

1. **A VERY brief reminder of your "public's" issues and relevant points from the interivews;**
2. **A list and analysis of the current approaches** used by a city or organization to address the concerns of your "public" and **a comparison with best practices for your public**;
3. **Recommended improvements** (changes or additions) to those methods that could better serve and support this "public".

A Summary of the Due Dates for the Assignments:

Assignment	Deliverable	Due Date
1	Group Interview and Initial Presentation	**Upload Presentation: Wed., February 6, Noon** **Presentation to class: Thurs., February 7**
2	Individual Memorandum	**Thursday, February 14, 9:10 AM**
	Option: Revision of Memorandum	***Finals week—Wednesday, March 20, Noon***
3	Final Group Presentation	**Upload Presentation: Mon., March 11, Noon** **Presentation to class: Tues. and Thurs., March 12 & 14**

COURSE SCHEDULE

WEEK 1 INTRODUCTION TO COURSE/MULTIPLE PUBLICS

January 8 (Tuesday)—Sections 1 and 2 together (large classroom)

- Introduction & syllabus review
- Survey of student interests

January 10 (Thursday)

- Quiz: Week 1 readings
- Lecture/class discussion: Multiple publics: Poverty, race/ethnicity/culture, age/mobility, gender
- Handout homework (individual): *Individual background research* on non-profit and clients
- Group meetings—Introductions and information exchange

WEEK 2 USING THE LIBRARY, RESEARCH METHODS, AND INTERVIEW QUESTIONS COMMUNITY NON-PROFITS

January 15 (Tuesday)

- Quiz: Week 2 readings
- Discussion and exercise:
  - Class discussion: Protocol for contacting non-profits and developing interview questions
  - Group meetings—Discussion and exercise:
    - Groups develop: *Interview questions and summary sheet* for non-profit and clients
    - Groups submit: 1) *Interview questions and summary sheet* for non-profit and clients and 2) *Individual background research* (from each group member)

January 17 (Thursday)—PLEASE CHECK POLYLEARN, WEEK 2 FOR MEETING ROOM

- Professors return group interview questions and summary sheets
- Speaker—Jesse Vestermark, CAED Librarian (Research methods)—Using the library/researching your non-profit and its clients
- Group meetings—Discussion and exercise:
  - Groups revise and resubmit *group's interview questions and summary sheet* for non-profits and clients

WEEK 3 POVERTY

January 22 (Tuesday)—Holiday

January 24 (Thursday)—Sections 1 and 2 meet together (large classroom)

- Quiz: Week 3 readings
- Speaker

WEEK 4 POVERTY

January 29 (Tuesday)

- Quiz: Week 4 readings
- Lecture/class discussion

January 31 (Thursday)—Sections 1 and 2 meet together (large classroom)

- Speaker

WEEK 5 RACE/ETHNICITY/CULTURE

February 5 (Tuesday)

- Quiz: Week 5 readings
- Lecture/class discussion

Feburary 7 (Thursday)

- Assignment 1—Group Interviews and Initial Presentations

WEEK 6 RACE/ETHNICITY/CULTURE

February 12 (Tuesday)

- Quiz: Week 6 readings
- Lecture/class discussion

February 14 (Thursday)—Sections 1 and 2 meet together (large classroom)

- Assignment 2 due—Individual memo
- Speaker

WEEK 7 AGE/MOBILITY

February 19 (Tuesday)

- Quiz: Week 7 readings
- Lecture/class discussion

February 21 (Thursday)—Sections 1 and 2 meet together (large classroom)

- Speaker

WEEK 8 GENDER

February 26 (Tuesday)

- Quiz: Week 8 readings
- Lecture/class discussion

February 28 (Thursday)—Sections 1 and 2 meet together (large classroom)

- Speaker

WEEK 9 COMMUNITY OUTREACH AND MULTIPLE PUBLICS

March 5 (Tuesday)

- Quiz: Week 9 readings
- Lecture/class discussion

March 7 (Thursday)—Sections 1 and 2 meet together (large classroom)

- Speaker

WEEK 10 FINAL GROUP PRESENTATIONS

March 12 (Tuesday)

- Assignment 3—Final Group Presentations

March 14 (Thursday)

- Assignment 3—Final Group Presentations

FINALS WEEK OPTIONAL REVISED MEMO DUE

Wednesday, March 20, Noon

- OPTIONAL: Revised Assignment 2—Individual memo

STYLE MANUAL AND PLAGIARISM

The CRP Department policy requires that a statement be included in every course syllabus about these two subjects.

The Department requires that all assignments follow the APA style for manuscript preparation, editing and citation. The APA style is documented in:

Publication Manual of the American Psychological Association (6th ed.). Published by American Psychological Association (2010), Washington, D.C.

It is available in the El Corral Bookstore.

From the Campus Administrative Manual (684.3)

Plagiarism is defined as the act of using the ideas or work of another person or persons as if they were ones own, without giving proper credit to the source. Such an act is not plagiarism if it is ascertained that the ideas were arrived at through independent reasoning or logic or where the thought or idea is common knowledge.

Acknowledgment of an original author or source must be made through appropriate references, i.e., quotation marks, footnotes, or commentary. Examples of plagiarism include, but are not limited to, the following: the submission of work, either in part or in whole, completed by another; failure to give credit for ideas, statements, facts or conclusions which rightfully belong to another; failure to use quotation marks when quoting directly from another, whether it be a paragraph, a sentence, or even a part thereof; close and lengthy paraphrasing of another's writing without credit or originality; use of another's project or program or part thereof without giving credit.

To hopefully clarify what plagiarism is, consider the following offered by Professor Adrienne Greve:

When students plagiarize, they usually do so in one of the following six ways:

1. *Using another writer's words without proper citation.* If you use another writer's words, you must place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation.

2. *Using another writer's ideas without proper citation.* When you use another author's ideas, you must indicate with footnotes or other means where this information can be found. Your instructors want to know which ideas and judgments are yours and which you arrived at by consulting other sources. Even if you arrived at the same judgment on your own, you need to acknowledge that the writer you consulted also came up with the idea.

3. *Citing your source but reproducing the exact words of a printed source without quotation marks.* This makes it appear that you have paraphrased rather than borrowed the author's exact words.

4. *Borrowing the structure of another author's phrases or sentences without crediting the author from whom it came.* This kind of plagiarism usually occurs out of laziness: it is easier to replicate another writer's style than to think about what you have read and then put it in your own words. The following example is from *A Writer's Reference* by Diana Hacker (New York, 1989, p. 171).

    - **Original:** *If the existence of a signing ape was unsettling for linguists, it was also startling news for animal behaviorists.*

    - **Unacceptable borrowing of words:** *An ape who knew sign language unsettled linguists and startled animal behaviorists.*

    - **Unacceptable borrowing of sentence structure:** *If the presence of a sign-language-using chimp was disturbing for scientists studying language, it was also surprising to scientists studying animal behavior.*

    - **Acceptable paraphrase:** *When they learned of an ape's ability to use sign language, both linguists and animal behaviorists were taken by surprise.*

5. *Borrowing all or part of another student's paper or using someone else's outline to write your own paper.*

6. *Using a paper writing "service" or having a friend write the paper for you.* Regardless of whether you pay a stranger or have a friend do it, it is a breach of academic honesty to hand in work that is not your own or to use parts of another student's paper.

7. *In computer programming classes, borrowing computer code from another student and presenting it as your own.* When original computer code is a requirement for a class, it is a violation of the University's policy if students submit work they themselves did not create.

Note: *The guidelines that define plagiarism also apply to information secured on internet websites. Internet references must specify precisely where the information was obtained and where it can be found.*

Citing references in your assignments: I expect you to reference the readings, class discussions, and other materials that you refer to in your assignments. The Department requires that all assignments follow the APA style for manuscript preparation, editing and citation. The APA style is documented in:

American Psychological Association (2010). Publication Manual of the American Psychological Association (6th ed.) Washington, D.C.: American Psychological Association.

It is available in the El Corral Bookstore.

Class Participation Requirements

For the purposes of grading, class participation includes the following: punctuality and attendance, participation in class discussions (asking questions, answering questions, speaking in ongoing discussions), attentiveness to instructor, classmates, and guest speakers, volunteering to facilitate class activities, and maintaining a cooperative attitude. Active participation in all class activities is very important and students should make every effort to make their contribution genuine and visible.

Please note that class attendance itself does not qualify as participation because it is required.

Class members are expected to:

- Be on time to class, class meetings, presentations, and with deliverables/assignments
- Fully engage in the process at hand

- Follow through on commitments
- Work to improve and apply effective listening and communication skills
- Appreciate other's schedules and realistically integrate them
- Have a problem-solving approach and attitude
- Use a variety of processes to achieve goals
- Set aside time for feedback at the end of meetings, class, or major activity

Tardiness, unexcused absences, food in class, cell phone use and inappropriate computer use (for anything other than taking notes) during class will directly and negatively affect one's participation grade. Each student begins the quarter with an A for participation; tardiness, absences, unprofessional behavior (talking out of place, sleeping, etc.), cell phone use (turn cell phones off), and inappropriate computer use will reduce one's participation grade.

Critical Race Studies in Public Affairs

Marie Kennedy Course Description Fall 2012

Time:	Thursdays, 5:00-8:00
Place	PAB 5-5391
Course Number	URBN PL 229 - LEC 3
Professor:	Marie Kennedy
Office:	PAB 5-5284
Telephone:	310-206-3708 (w); 310-439-1655 (h); 617-997-6478 (cell)
email:	mariekennedy@ucla.edu
Office hours:	Thursdays, 1:30-3:30; and by appointment
Teaching Assistant:	Eden Jequinto
Telephone:	831-710-1830
email:	edensjequinto@gmail.com

Critical Race Studies in the School of Public Affairs—The very brief history

Critical Race Theory was first developed in the legal profession and UCLA Law School is a leader in incorporating CRT in law curriculum. Starting in 2006, SPA students took the initiative to design and lead courses which applied CRT to Public Policy, Social Welfare and Urban Planning. Understanding the need to incorporate into their professional work and classrooms a more critical dialogue about structural racism and how it intersects with gender, sexuality, class, age and other markers of social differences, students formed the Critical Race Studies Working Group. The CRS Working Group worked to institutionalize CRS in the School of Public Affairs *(now the Luskin School of Public Affairs)* by linking students from previous CRS courses with those designing and leading the next course, sponsoring various events and advocating with SPA administration and faculty an institutionalized CRS course. In 2011, largely through student efforts, and with the support of Dean Frank Gilliam and his Social Justice Committee (which includes faculty and student representatives from all three departments), the CRS course was offered for the first time as part of the regular curriculum in all three departments of the Luskin School of Public Affairs.

Course Description

The course will focus on the foundation of Critical Race Theory (CRT) as applied to Public Policy, Social Welfare and Urban Planning, looking at the causes and symptoms of structural racism and social/racial hierarchies as they influence and are influenced by our three fields.

Course Objectives

At the end of this course, students will be able to:

- Specify how professional and personal values, assumptions, priorities (cultural lens) affect their personal behavior.
- Articulate an understanding of intersections of identity and positions of power, privilege and resources.
- Explore and hone tools for partnering with oppressed groups/communities.
- Analyze how oppression and privilege has operated within their respective disciplines and how they can participate in addressing oppression and its effects on individuals, groups and communities.
- Identify and embark on efforts to achieve social transformation in their respective fields.

Meta-Questions:

The following questions have been developed by past students in the course to enhance the discussion each week. These questions will provide an anchor for the weekly discussions and provide the connections needed to interrelate the themes as we move forward.

- How do we move beyond structural racism and how do our fields perpetuate it?
- How do we move beyond the Black/White binary and how do our fields perpetuate it?
- How does each week's theme become "complexified" by the relationship of interconnected systems of oppression?
- Also, keep in mind:
  --How does it work?
  --What does it mean?
  --Who benefits and where does the money go?

Required Readings

Readings are available via CCLE. In addition, it is recommended that you purchase Delgado, Richard and Jean Stefancic (eds.). (2000) *Critical Race Theory: The Cutting Edge* (2nd ed.). Philadelphia: Temple University Press. Many of the readings are drawn from this book and it is a good reference volume. You will have approximately 50-60 pages of required reading each week and it is critical that you do the readings. Supplemental readings are not required, but may add to your understanding or help in your research for your final project.

Course Policies

Attendance:
Attendance is mandatory at all class sessions. If you are sick or have an unavoidable conflict, please notify me in advance by telephone or email. Any unexcused absences may be counted against your participation grade.

Grading:
Your final grade will be based on three required elements: 1) class participation, 2) eight weekly response papers, and 3) final project—paper and oral presentation. In making my decision, I will take into account self- evaluations.

The elements will be weighted as follows:

Class participation, discussion	30%
Co-facilitation of portion of one week's class	20%
Personal narrative	non-graded, but must do to pass
Response papers	non-graded, but must do to pass
Discussion questions	non-graded, but must do to pass
Final paper and presentation	50%
Reflection paper	non-graded, but must do to pass

Course Requirements

***Participation*:**
Full participation by all students is critical to developing a student-centered learning environment. Participation means regular attendance, knowledge of the reading assignments, and participation in class exercises and discussions.

Co-Facilitation of a Class
In the first class, students will select a topic from one class in which two or three students will work together to design and lead a portion of the class session on that topic. For example, they might lead a discussion drawing on the questions that students have posted, design and implement an exercise, present a relevant video, invite a guest speaker, etc. Students are urged to incorporate popular education methods that respond to different intelligences.

Narrative:
Write your own narrative pertaining to your experience in your academic department AND/OR in your community or professional work. Include earlier educational experiences if you like. Incorporating our own stories is important to our class project. While your specific narrative will not be shared with the whole class, I will attempt to make a summary of the narratives that will allow us to hear from each other while preserving anonymity.

The following questions are intended to guide your narrative, not necessarily define it (nor meant for you to list your answers to each question):

- What has been your experience in your department (and/or in earlier educational settings) as a person of color and/or as a person committed to anti-subordination/anti-racism/intersectional work?
- How has your experience impacted your interaction and relationship with other students and faculty in your department and/or in earlier educational settings, and/or in your community or professional work?
- Has your experience impacted your scholarly/academic endeavors within your department and/or in earlier educational settings (e.g., research, course writing assignments, group projects, capstone project, etc.), and/or your community or professional endeavors?
- How have these experiences in your department and/or community or professional settings impacted your goals after graduation?

Response Papers and Discussion Questions:

Response papers should be 1 page papers demonstrating that you have engaged with some portion of the assigned readings for that week. In particular, write about your personal reaction and/or experience with the subject being discussed. Pose 1-2 discussion questions based on the readings. Discussion questions must be posted on CCLE at least by midnight on the Tuesday before class. Response papers should be posted to CCLE before the beginning of class in weeks 2-9. *There are no discussion questions or response papers due on the first day of class.* These papers and discussion questions will not be graded *(how can your personal reaction be graded?)*, but are required in order to pass the course. You may miss one response paper and one week's question during the quarter and still pass.

Final Project:

<u>The Project:</u>

Individually or in a group, you will analyze through a CRT lens one situation related to public affairs, your field and/or graduate department and design an action project or carry out an modest action to improve the situation.

<u>Rationale:</u>

Policies set guidelines for practice and provide strategies for dealing with problems or issues. In public affairs, policies often come in the form of laws or regulations that establish, enlarge, or curtail programs; determine eligibility for services; or control funding. Laws and regulations are often unevenly implemented. Within agencies, policies often take the form of guidelines delineating the way work is done—defining a client population and its needs; the frequency, duration, and character of client contact; and the requirements for reporting.

Policies are not created in a vacuum. They stem from a history of practices and decisions. They also reflect the spirit of the time—the ideas, assumptions, and biases that currently prevail. They further serve to institutionalize and influence the time in

which they develop.

Policies may affect populations differently. Yet social differences—among them race, socioeconomic class, gender disability, sexual orientation, age, immigration status, language, and ethnicity—are socially constructed, the result of laws, institutional practices, and prevailing attitudes. These attitudes fundamentally influence the ways in which public and community services are organized and delivered. The experience of social difference thus reflects a legacy of differentiation on the basis of defined social categories, with policies having a differential impact on different classes of people. Such differences may be a result of biases sympathetic or unsympathetic to particular populations or a result of ignorance about the needs of a particular group, assumptions about a policy's implementation, or an inability to see or acknowledge the impact of a policy on the people it directly affects.

Criteria:

1. Identify and describe a policy or general practice in public affairs or in the School of Public Affairs that may differentially affect individuals and groups because of race (consider Asians, Blacks, Latinos, Indigenous People, etc.) and describe the results of that differential impact.

2. Utilizing the same policy or general practice, consider how race intersects with at least one other socially defined difference—e.g., socioeconomic class, gender, disability, sexual orientation, age, immigration status, language, ethnicity—and describe the differential impact on the selected individuals or groups.

3. Analyze how the selected policy or general practice negatively affects the organization or delivery of services for the selected group and how you would change this policy or practice.

4. Develop an outline of an action plan or carry out a modest action towards achieving the change you propose.

Standards:

1. Your descriptions must be based on supporting information from at least five sources of relevant literature, data (such as the census) or direct investigation (such as interviews you conduct).

2. Your policy or general practice may be selected from any area of public affairs (for example, public housing eligibility rules, mandatory prison sentences, high school graduation requirements, union organizing procedures, hospital discharge practices, transitional assistance regulations, affirmative action laws, invisible glass ceilings).

3. Characterize as precisely as possible the specific social categories you are discussing. (For example: Whom are you including in the social category "Asian"? What are the social determinants of "class"? If you refer to women as a biological class, are you taking into account the social construction of biology? What is the age range for "youth"?).

4. Include in your analysis:
   - the historical development of that current policy or general practice
   - the dominant society's characterization of the particular social group; the characterization's stereotypes, emphases, and expectations; and the functions that characterization has served and serves for those who employ it;
   - the way the social construction of the group is perpetuated by public policies and practices, social institutions (stratified schools, segregated neighborhoods, media stereotypes, divisive political practices, etc.), and self-perpetuating attitudes, expectations, and behaviors;
   - significant social, political, legal, and economic ramifications of the dominant society's characterization of the group;
   - how the selected policy determines the ways in which services are organized and delivered with a negative differential affect on the group under consideration, and explain how you would change that policy to limit or eliminate this impact.

5. Your analysis will be presented in a professionally written paper of 15-20 pages double-spaced and summarized in an oral presentation of 5 minutes. (With prior approval of the instructor, alternatives for presenting your analysis, to accompany a shorter written paper, may be possible, such as a video, play, journalistic essay, etc.) A group project should be more complex than an individual project and the paper will probably be longer (but not proportionately longer)

6. You must identify all sources of data, information, and ideas. When quoting or paraphrasing someone else's work, cite the source. Use the author-date form of citation. For example:

   > In our view, community development "is more than just bricks and mortar, specific job creation, or legislative reform. It is helping people to increase their control over decisions that affect their lives, developing their capacity to intervene in their own environments, and bring justice to their lives." (Kennedy & Mead, 1996, 101).

   Then at the end of the paper, have a complete list of references. For example:

   > Kennedy, Marie and Molly Mead. 1996. Serving in One's Own Community: Taking a Second Look at Our Assumptions about Community Service Education. *Metropolitan Universities.* Summer. 99-111.

NOTE: Examples of projects/papers from previous classes are posted on CCLE.

NOTE: Using someone else's information or ideas without citing the source is misleading, prevents a reader from following up on interesting ideas, and defeats the

educational purpose of the assignments (which is to build on other people's work to come up with your own ideas and conclusions). Also, the university forbids it, and stipulates serious penalties if a student is caught at it. Please don't do it. Guidelines for academic honesty are posted at http://www.deanofstudents.ucla.edu/StudentGuide.pdf, with a more complete code of conduct at http://www.deanofstudents.ucla.edu/studentconductcode.pdf. In brief, to adhere to academic honesty, you should:

- Again, provide citations for information, except for information that is general knowledge or that you learned from direct observation.
- When you use a direct quotation, "put it in quotation marks." (For direct quotes, give the page number.) It is not OK to use a close paraphrase as an alternative to a direct quotation—if it's close, we expect you to just use the direct quote.
- Most of a paper should be your own work. It is fine to summarize, critique, or build on other people's ideas. But if a paper is mostly a string of quotations or descriptions of statements from others, that is a bad sign. We want you to develop your own synthesis and ideas.

Due dates:

- October 11: Topic prospectus due
- November 8: Project outline and progress report due
- December 13: Oral presentation of final project.
- December 13: Final paper due

Reflection Essay

At the end of the class, each of you will write a 1-2 page essay reflecting on your personal journey in this course.

Critical Race Studies in Public Affairs

Marie Kennedy Schedule of Classes and Assignments Fall 2012

Week 1 • September 27
Introduction to Critical Race Studies and The Power of Narrative

Required Reading:

- CAREFULLY READ THE COURSE DESCRIPTION SECTION OF THIS DOCUMENTPRIOR TO OUR FIRST CLASS, so that you understand what will be required of you in this course and can come to the first class with questions and suggestions for changes.
- Delgado, Richard and Jean Stefancic. (2001) Introduction. In Delgado, Richard and Jean Stefancic (eds.). *Critical race theory: An introduction.* New York: NYU Press. 1-14.
- Chang, Robert S. (2000) Toward an Asian American Legal Scholarship: Critical Race Theory, Post-Structuralism, and Narrative Space. In Delgado, Richard and Jean Stefancic, eds. *Critical Race Theory: The Cutting Edge.* Philadelphia: Temple University Press. 354-368.
- Delgado, Richard. (2000) Storytelling for Oppositionists and Others: A Plea for Narrative. In Delgado, Richard and Jean Stefancic, eds. *Critical Race Theory: The Cutting Edge.* Philadelphia: Temple University Press. 60-70.
- Ikemoto, Lisa C. (2000) Traces of the Master Narrative in the Story of African American/Korean American Conflict: How We constructed "Los Angeles". In Delgado, Richard and Jean Stefancic, eds. *Critical Race Theory: The Cutting Edge.* Philadelphia: Temple University Press. 301-312.
- Taylor, Edward. (Spring, 1998) A Primer on Critical Race Theory. *The Journal of Blacks in Higher Education.* #19. 122-124.

Supplemental Reading:

- Williams, Patricia J. (2000) Alchemical Notes: Reconstructing Ideals from Deconstructed Rights. In Delgado, Richard and Jean Stefancic, eds. *Critical Race Theory: The Cutting Edge.* Philadelphia: Temple University Press. 80-92.

Assignments:

- 1-2 discussion questions based on the readings for week 3 to be posted on CCLE **by Tuesday, October 2nd**, by midnight.
- "Writing Our Own Narratives" *[See assignment description on page 3 of this document.].* Bring to next class.

Week 2 • October 4
Racial Stratification and Racism

Required Reading:

- Bonilla-Silva and David R. Dietrich. (2008) The Latin Americanization of Racial Stratification in the U.S. In Hall, Ronald E., Ed. *Racism in the 21st Century.* New York: Springer-Verlag. 151-167.
- Dyer, Richard. (2008) The matter of whiteness. In Rothenberg, Paula S. (ed.), *White privilege: Essential readings on the other side of racism* (3rd ed.). New York: Worth Publishers. 9-14.
- Espinoza, Leslie and Angela P. Harris. (2000) Embracing the Tar-Baby: LatCrit Theory and the Sticky Mess of Race. In Delgado, Richard and Jean Stefancic, eds. *Critical Race Theory: The Cutting Edge.* Philadelphia: Temple University Press. 440-447.
- McIntosh, Peggy. (2008) White Privilege: Unpacking the invisible knapsack. In Rothenberg, Paula S., ed. *White privilege: Essential readings on the other side of racism* (3rd ed.). New York: Worth Publishers. 123-127.
- Smith, Andrea. (2006). Heteropatriarchy and the Three Pillars of White Supremacy. In INCITE! Women of Color Against Violence, ed. *The Color of Violence: The INCITE! Anthology.* Boston: South End Press. 66-73.
- Telles, Edward, Mark Q. Sawyer, Gaspar Rivera-Salgado. (2011). Introduction. In Telles, Edward, Mark Q. Sawyer, Gaspar Rivera-Salgado, eds. *Just Neighbors? Research on African American and Latino Relations in the United States.* New York: Russell Sage Foundation. 1-19.
- Wise, Tim. (2008) Membership has its privileges: Thoughts on acknowledging and challenging whiteness. In Rothenberg, Paula S. (ed.), *White privilege: Essential readings on the other side of racism* (3rd ed.). New York: Worth Publishers. 133-136.

Supplemental Reading:

- Alcoff, Linda Martin. (1998) What Should White People Do? *Hypatia*. 13(3). 6-26.
- Bell, Derrick A., Jr. (2000) Property Rights in Whiteness: Their Legal Legacy, Their Economic Costs. In Delgado, Richard and Jean Stefancic, eds. *Critical Race Theory: The Cutting Edge.* Philadelphia: Temple University Press. 71-79.
- Harris, Cheryl I. (1995) Whiteness As Property. In, Crenshaw, Kimberlé, Neil Gotanda, Gary Peller & Kendall Thomas, eds. *Critical Race Theory: The Key Writings That Formed the Movement.* New York: The New Press. 276-291.
- Warren, Jonathan W. and France Winddance Twine. (Nov., 1997) White Americans, the New Minority?: Non-Blacks and the Ever-Expanding Boundaries of Whiteness. *Journal of Black Studies.* V.28.No.2. 200-218.

Assignments:

- 1-2 discussion questions based on the readings for week 3 to be posted on CCLE **by Tuesday, October 9th**, by midnight.
- Second response paper posted before beginning of next class.
- **Prospectus for your final project due next class.** *[See description of the final project on pages 4-6 of this document.]* Your prospectus should identify the policy or general practice on which you intend to focus. Say whether this is an individual or

group project; if a group project, say how the complexity of your project will reflect that. Say what types of sources you plan to use. If you are planning to conduct one or more interviews, describe your strategy for obtaining interviews. 250-500 words. Bring to next class.

Week 3 • October 11
Intersectionality

Required Reading:

- Anonymous. (undated; 2005 or later) Patricia Hill Collins: Intersecting Oppressions. web byte: pdf. 11 pages.
- Carbado, Devon W. (2000) Men, Feminism, and Male Heterosexual Privilege. In Delgado, Richard and Jean Stefancic, eds. *Critical Race Theory: The Cutting Edge.* Philadelphia: Temple University Press. 525-531.
- Crenshaw, Kimberlé Williams. (1994) Mapping the Margins: Intersectionality, Identity Politics, and Violence Against Women of Color. In Fineman, Martha Albertson and Roxanne Mykitiuk, eds. *The Public Nature of Private Violence*. New York: Routledge. 93-118. (version from <http://www.wcsap.org/Events/Workshop07/mapping-margins.pdf>)
- Horn-Miller, Kahente. (2002) Bring Us Back into the Dance. In, Hernández, Daisy and Bushra Rehman, eds. *Colonize This! Young Women of Color on Today's Feminism.* Emeryville, CA: Seal Press. 230-244.
- Hutchinson, D.L. (2000). Out Yet Unseen: A Racial Critique of Gay and Lesbian Legal Theory and Political Discourse. In Delgado, Richard and Jean Stefancic, eds. *Critical Race Theory: The Cutting Edge.* Philadelphia: Temple University Press. 325-333.
- Leong, Pandora L. (2002) Living Outside the Box. In, Hernández, Daisy and Bushra Rehman, eds. *Colonize This! Young Women of Color on Today's Feminism.* Emeryville, CA: Seal Press. 343-356.

Supplemental Reading:

- Cho, Sumi K. (1997-1998) Converging Stereotypes in Racialized Sexual Harassment: Where the Model Minority Meets Suzie Wong. *The Journal of Gender, Race & Justice.* #204. 177-211.
- Cordova, Teresa. (1998). Anti-Colonial Chicana Feminism. *New Political Science.* 20:4. 379-397.

Assignments:

- 1-2 discussion questions based on the readings for week 3 to be posted on CCLE **by Tuesday, October 16th**, by midnight.
- Third response paper posted before beginning of next class.

Week 4 • October 18
Indigeneity

Required Reading:

- Allen, Paula Gunn (2000) Angry American Indian Women Are Building: Issues and Struggles Facing American Indian Women Today. In Disch, Estelle, ed. *Reconstructing Gender: A Multicultural Anthology*. Mountain View: Mayfield Publishing Co. 52-54.
- Fixico, Donald L. (2000) Introduction. *The Urban Indian Experience in America*. Albuquerque: University of New Mexico Press. 1-7
- Fox, Jonathan and Gaspar Rivera-Salgado. (2005) Building Civil Society Among Indigenous Migrants. *U.S. – Mexico Policy Bulletin.* Issue 7, July/August. 1-9.
- Harvard Project on American Indian Economic Development. (2008) Conclusion. *The State of the Native Nations.* New York: Oxford University Press. 367-372.
- Lamarr, Chris from the rap group WithOut Rezervation (WOR). (2001) Red White & Blue. In Lobo, S. and K. Peters, eds. *American Indians and the Urban Experience.* New York: Altamira Press. 265-266.
- Smith, Paul Chaat. (2009) From Lake Geneva to the Finland Station. *Everything You You Know about Indians Is Wrong.* Minneapolis: University of Minnesota Press. 163-171.
- Smith, Paul Chaat. (2009) States of Amnesia. *Everything You Know about Indians Is Wrong.* Minneapolis: University of Minnesota Press. 138-142.
- Trask, Hauhani-Kay (1999) Introduction. *From a Native Daughter: Colonialism and Sovereignty in Hawai`i*. Rev. ed. Honolulu: University of Hawai'i Press. 1-21.
- Umemoto, Karen. (1999) Multicultural Planning: Lessons from Papakolea. *Planners Network.* #134. 15-16.
- Westerman, Floyd Red Crow. and Jimmy Curtiss. (2001) Quiet Desperation. In Lobo, S. and K. Peters eds. *American Indians and the Urban Experience.* New York: Altamira Press. 209.

Supplemental Reading:

- Williams, Robert A. Jr. (2000) Documents of Barbarism: The Contemporary Legacy of European Racism and Colonialism in the Narrative Traditions of Federal Indian Law. In Delgado, Richard and Jean Stefancic, eds. *Critical Race Theory: The Cutting Edge.* Philadelphia: Temple University Press. 94-105.

Assignments:

- 1-2 discussion questions based on the readings for week 3 to be posted on CCLE **by Tuesday, October 23rd**, by midnight.
- Fourth response paper posted before beginning of next class.

Week 5 • October 25
Race, Class and Workers

Required Reading:

- Amott, Teresa L. and Julie Mathhaei. (1991) Chapter 2. Race, Class, Gender and Women's Works: A Conceptual Framework. *Race, Gender & Work: A Multicultural Economic History of Women in the United States.* Boston, MA: South End Press. 11-28.
- Marable, Manning. (2006) Race, Class and the Katrina Crisis. *Working USA, The Journal of Labor and Society.* 9:2. 155-160.
- Mock, Brentin. (September 2010) Race-Baiting the Gulf to Exploit Black and Brown Workers. *ColorLines: News for Action.* [online magazine]
- Garea, Susan and Sasha Alexandra Stern. (2010) From Legal Advocacy to Organizing: Progressive Lawyering and the Los Angeles Car Wash Campaign. In Milkman, Ruth, Joshua Bloom and Victor Narro, eds. *Working for Justice: The L. A. Model of Organizing and Advocacy. Ithaca, NY: Cornell University Press.* 125-140.
- Moss, Phil and Chris Tilly. (1996) "Soft" Skills and Race: An Investigation of Black Men's Employment Problems. *Work and Occupations.* 252-276.

Supplemental Reading:

- Bronfenbrenner, Kate, Donna DeWitt, Bill Fletcher, Jr., et.al. (Feb.,2005) The Future of Organized Labor in the U.S.: Reinventing Trade Unionism for the 21st Century. *Monthly Review.*
- Browne-Dianis, Judith, Jennifer Lai, Marielena Hincapie, & Saket Soni. (2006). Chapter One: The politics and Discourse of Race and Chapter Three: Critical Issues Raised By Workers, sections 1-3 and 6. *And injustice for all: Worker's lives in the reconstruction of New Orleans.* UCLA School of Law Critical Race Studies Program Advancement Project, the National Immigration Law Center and the New Orleans Worker Justice Coalition. http://www.nilc.org/disaster_assistance/workersreport_2006-7-17.pdf
- Walker, Clarence, Warren Whatley and Robert H. Zieger. (2007) Labor History Symposium. Three different views of Moreno, Paul D. *Black Americans and Organized Labor: A New History. Labor History.* 209-247.

Assignments:

- 1-2 discussion questions based on the readings for week 3 to be posted on CCLE **by Tuesday, October 30th** , by midnight.
- Fifth response paper posted before beginning of next class.

Week 6 • November 1
Race, Space and Community Development

Required Reading:

- Abelmann, Nancy and John Lie. (1995) Excepts from Chapter 1: The Los Angeles Riots, the Korean American Story, and from Chapter 5: American Entrepreneurship. *Blue Dreams: Korean Americans and the Los Angeles Riots.* Cambridge, MA: Harvard University Press. 8-10 and137-143.
- Jennings, James. (July 2004) Preface to special issue on Race, Politics, and Community Development in U.S. Cities. *The Annals of the American Academy of Political and Social Science.* V.594. 6-11.
- Kennedy, Marie, Mauricio Gaston and Chris Tilly. (1990) Roxbury: Capital Investment or Community Development? In Davis, Mike, Steven Hiatt, Marie Kennedy, et.al., eds. *Fire in the Hearth: The Radical Politics of Place in America.* London: Verso. 97-136.
- Kurashige, Scott. (2008) Introduction. *The Shifting Grounds of Race: Black and Japanese Americans in the Making of Multiethnic Los Angeles.* Princeton, NJ: Princeton University Press. 1-12.
- Perry, James. (Fall 2010) "The Road Home" Is a Road to Nowhere for Black New Orleanians. *Progressive Planning.* 4-7.
- Shaw, Todd C. and Lester K. Spence. (July 2004) Race and Representation in Detroit's Community Development Coalitions. *The Annals of the American Academy of Political and Social Science.* V.594. 125-142.
- Wilkinson, Charles. (2005) Introduction and Coda. *Blood Struggle: The Rise of Modern Indian Nations.* New York: W. W. Norton & Company. ix-xvi & 383.

Supplemental Reading:

- Kennedy, Marie, Fernando Leiva and Chris Tilly. (2009) What is the potential of Latin America's "third left"? In Fasenfest, David, ed., *Engaging Social Justice: Critical Studies of 21st Century Social Transformation*. Brill Academic Publishers. 233-252.
- Kurashige, Scott. (2008) Chapter 7: Bronzeville and Little Tokyo. *The Shifting Grounds of Race: Black and Japanese Americans in the Making of Multiethnic Los Angeles.* Princeton, NJ: Princeton University Press. 158-185.
- Massey, Douglas S. & Nancy A. Denton. (1993) The Construction of the Ghetto. in *American Apartheid: Segregation and the Making of the Underclass.* Cambridge: Harvard University Press. 17-59.
- Squires, Gregory D. and Charis E. Kubrin. (2005) Privileged Places: Race, Uneven Development and the Geography of Opportunity in Urban America. *Urban Studies.* 42:1 47-68.

Assignments:

- 1-2 discussion questions based on the readings for week 3 to be posted on CCLE **by Tuesday, November 6th**, by midnight.
- Sixth response paper posted before beginning of next class.
- **Final project outline and progress report is due by next class.** In the outline, lay out the main topics and arguments you plan to explore. Note sources, to the extent you

know them. In the progress report, briefly say what you have done and what you plan to do to complete the research for the paper. Approximately 500+ words.

Week 7 • November 8
Race and Education

Required Reading:

- Darder, Antonia and Gabriel San Roman. (9/25/12). A Dissident Voice for Democratic Schooling: Writer Gabriel San Roman Interviews Radical Educator Antonia Darder. *Truthout.* truthout.org. 6 pages.
- Goldsmith, Bill. (September 2010) The Achievement Gap: Culture or Structure? Unpublished paper. 2 pages.
- Kohn, Alfie. (Dec. 10, 2008) Beware School 'Reformers'. *The Nation*. http://www.thenation.com. 2 pages.
- Kohn, Alfie. (Aug. 2009) Transcription of a *Counterspin* interview with Alfie Kohn. *FAIR. www.fair.org.* 2 pages.
- Ladson-Billngs, Gloria. (Fall 1995) Toward a Critical Race Theory of Education. *Teachers College Record.* 97:1. 47-68.
- Solorzano, Daniel G. and Tara J. Yosso. (Fall 2001) From Racial Stereotyping and Deficit Discourse Toward a Critical Race Theory in Teacher Education. *Multicultural Education*. 9:1. 2-8.

Supplemental Reading-Education:

- Brown, Kevin. (2000) African-American Immersion Schools: Paradoxes of Race and Public Education. In Delgado, Richard and Jean Stefancic, eds. *Critical Race Theory: The Cutting Edge.* Philadelphia: Temple University Press. 415-428.
- Lichtenstein, Peter. M. (Jan.,1995) Radical Liberalism and Radical Education: A Synthesis and Critical Evaluation of Illich, Freire, and Dewey. *American Journal of Economics and Sociology.* 44:1. 39-53.
- Love, David A., JD. (Jul.2010) Racially Biased SAT Speaks To A Broken Education System. *The Black Commentator.* www.BlackCommentator.com. 3 pages.
- Orr, Deborah. (2002) The Uses of Mindfulness in Anti-Oppressive Pedagogies: Philosophy and Praxis. *Canadian Journal of Education/Revue canadienne de l'éducation.* 27:4. 477-497.
- Rothstein, Richard. (Oct. 2010) How To Fix Our Schools. *Issue Brief.* #286. [Online resource] Economic Policy Institute. 6 pages.

Assignments:

- 1-2 discussion questions based on the readings for week 3 to be posted on CCLE **by Tuesday, November 13th**, by midnight.
- Seventh response paper posted before beginning of next class.

Week 8 • November 15
Race and the Criminal Justice System

Required Reading:

- Alexander, Michelle. (2010) Introduction and Chapter 5: The New Jim Crow. *The New Jim Crow: Mass Incarceration in the Age of Colorblindness.* New York: The New Press. 1-19 and 173-208.
- Kennedy, Marie. (October 2001). Race, Poverty and Prison. Unpublished talk at Boston Ethical Society. 8 pages.

Supplemental Reading—criminal justice system:

- Ochoa, Theresa .A. and Suzanne E. Eckes. (2005) Urban youth in correctional facilities: Segregation based on disability and race. *Education and Urban Society*, 38. 21-34.

Assignments:

- 1-2 discussion questions based on the readings for week 3 to be posted on CCLE **by Tuesday, November 27th**, by midnight.
- Eighth response paper posted before beginning of next class.

November 22 HOLIDAY (Thanksgiving/National Day of Mourning)

Week 9 • November 29
The Racial Politics of Mass Media

Required Reading:

- González, Juan and Joseph Torres. (2004) *How Long Must We Wait? The Fight for Racial and Ethnic Equality in the American News Media.* 21 pages.
- hooks, bell. (1995) Teaching Resistance: The Racial Politics of Mass Media. *Killing Rage.* Henry Holt and Co.: New York. 108-118.
- Jacobs, Ronald N. (2000) Race, Media and Multiple Publics. *Race, Media, and the Crisis of Civil Society: From Watts to Rodney King.* Cambridge, UK: Cambridge University Press. 19-30.
- Kang, Jerry. (2005) Trojan horses of race. *Harvard Law Review.* 35:1. 112-130.

Supplemental Reading:

- González, Juan and Joseph Torres. (2011) *News For All the People: The Epic Story of Race and the American Media.* New York: Verso.
- Jackson, Janine. (Oct. 2009) Institutional Racism Ignored: More feelings than facts in coverage of inequality. *FAIR-Fairness & Accuracy in Reporting.* http://www.fair.org. 3 pages.
- O'Grady, Candice. (May 2009) Hate Speech, Media Activism and the First Amendment: Putting the spotlight on dehumanizing language. *FAIR-Fairness & Accuracy in Reporting.* http://www.fair.org. 3 pages

Assignments:

- 1-2 discussion questions based on the readings for week 3 to be posted on CCLE **by**

Tuesday, December 4th, by midnight.
- Ninth response paper posted before beginning of next class.

Week 10 • December 6
Immigration

Required Readings:
- Anonymous. (Sept. 2010) DREAM Movement: Challenges With the Social Justice Elite's Military Option Arguments and the Immigration Reform "Leaders". *truthout.* http://www.truth-out.org/.
- Bacon, David. (Oct. 2010) Equality and Rights for All Workers—The Key to Organizing Unions. Americas Program. www.cipamericas.org. 10 pages.
- Cervantes-Gautschi. (Oct. 2010) Wall Street and the Criminalization of Immigrants. Americas Program. www.cipamericas.org. 5 pages.
- Belanger, Marc. (2006-2007) Immigration, Race, and Economic Globalization on the U.S.-Mexico Border: Tangled Histories and Contemporary Realities. *Gender, Race and Justice.* 10:1. 26 pages as downloaded from http://heinonline.org.
- Glenn, Evelyn Nakano. (2006) Race, Gender, and Unequal Citizenship in the United States. In Krysan, Maria and Amanda E. Lewis, eds., *The Changing Terrain of Race and Ethnicity.* New York: Russell Sage Foundation. 188-202.
- Romero, Mary. (2008) Crossing the immigration and race border: A critical race theory approach to immigration studies. *Contemporary Justice Review.* 11:1. 23-37.
- Vasquez-Castillo, Maria-Teresa. (2009) Anti-Immigrant, Sanctuary and Repentance Cities. *Progressive Planning*. Winter. #178. 10-13.
- Wilkerson, Isabel. (2010) *The Warmth of Other Suns: The Epic Story of America's Great Migration.* New York: Random House. 8-15, 36-45 and 536- 538.

Supplemental Reading:
- Carbado, Devon W. (2005) Racial Naturalization. *American Quarterly.* 57:3. 633-658.
- Ridgley, Jennifer and Justin Steil. (2009) Controlling Immigrants by Controlling Space: Current Issues in Historical Perspective. *Progressive Planning.* Winter. #178. 14-17.
- Volpp, Leti. (2001) 'Obnoxious To Their Very Nature': Asian Americans and Constitutional Citizenship. *Citizenship Studies*. 5:1. 57-71.

Assignments:
- **Reflection paper due December 13th.** Indicate a portion of your reflection to be posted on the CRS website. [See page 7 of the course description for assignment.]
- **Presentation in front of the class, finals week, December 13th.** We will allot 3-5 minutes per student, maybe a bit more if the class is small enough. For papers by groups of students, everybody should present; you can divide up the presentation in any way you see fit.
- **Final paper due December 13th**

Diversity in the City: Deconstructing Race, Class, Gender and Sexuality

Professor S. Shipp

Spring 2013: Tuesdays 5:30 – 7:30 pm

Goal: To understand the impact that race, class, gender, and sexual orientation has on all aspects of urban life so as to equip future planners and policy makers with an ethos that guides the achievement of racial and social justice in cities and neighborhoods.

Objectives: By the end of the course, students are expected to have knowledge of

1.) A variety of media that addresses race, class, gender and sexual orientation from a spatial, economic, social and political perspective;
2.) Theories and models that provide an appreciation of race, class, gender and sexual orientation as they relate to planning in cities and neighborhoods;
3.) Skills that will allow critique and analysis of theories and models through written assignments and oral presentations; and
4.) An ethos that reflects racial and social justice in cities and neighborhoods as they are planned and maintained.

Required Books for this Class:

Smith and Feagin, Ed, *The Bubbling Caldron: Race Ethnicity and the Urban Crisis* (pp. 31-49) Minneapolis, Minnesota: U. of Minnesota Press ($35)

L. Sandercock (Ed.). *History Making the Invisible Visible: A Multicultural Planning* Berkeley: University of California Press, ($20)

Davila, A. (2004) Barrio dreams Puerto Ricans, Latinos, and the Neoliberal City, Los *Angeles*: *University of California Press. ($15-20)*

Gender and Planning. Eds Fainstein, S. and Lisa Servon. 2005. Rutgers University Press, Piscataway ($20-30)

Growing Smarter: Achieving Livable Communities, Environmental Justice, and Regional Equity. Ed. Bullard, Robert D, July 2007 ($20)

Why Take This Class: First Class Session January 29th

Introduction to the themes discussed in the class

Important Theories and Concepts February 5th

Ugly Betty "Loose the Boss" episode 9 (1st season)

Burr, V. (1995). Introduction: What is Social Constructionism? In *An Introduction to Social Construction* (pp.1-16) New York: Routledge.

Vasquez, L. (2009, Nov 11). Principals of Culturally Competent Planning and Placemaking. *AICP/PP Professional Development Institute* : Rutgers: Edward J. Bloustein School of Planning and Public Policy http://rutgerspdi.blogspot.com/2009/11/principles-of-culturally-competent.html

Supplemental

Frazer, S. (2009). LGBT Health and Human Services Needs in New York State. Empire State Pride Agenda Foundation, Albany, NY

Lopez, I. F. H. (Winter 1994). The Social Construction of Race: Some Observations on Illusion, Fabrication, and Choice. *29 Harvard Civil Rights Law Review*. Pp.1-10; 27-37

Social Construction and City Life February 19th

Winant, H. (1995) *Dictatorship, Democracy and Difference: The Historical Construction of Racial Identity,* In Smith and Deagin, Ed, *The Bubbling Caldron: Race Ethnicity and the Urban Crisis* (pp. 31-49) Minneapolis, Minnesota: U. of Minnesota Press.

Smith, M.P. & Tarallo, B., Who Are the Good Guys? The Social Construction of the Vietnamese Other. In Smith and Deagin, Ed, *The Bubbling Caldron: Race Ethnicity and the Urban Crisis* (pp 50-76) Minneapolis, Minnesota: U. of Minnesota Press.

Schneider, A. & Ingram, H. (1993). Social Construction of Target Populations: Implications for Politics and Policy. 334-347.

Supplemental

Twine, F.W. 1996. *Brown Skinned White Girls*: Class, Culture and the Construction of White Identity in Suburban Communities. Gender Place and Culture 3(2):205-224 (Routledge, NY)

Tuttle Kornbluh, A. Municipal Harmony, Cultural Pluralism, Public Recreation and Race Relations In Taylor and Hill, *Historic Roots of the Urban Crisis*: African Americans in the Industrial City, 1900-1950. (pp 73-107) New York: Garland Publishing, Inc.

The Underclass: Poverty and Race February 26th

Flynt, W. (1989) *Poor but Proud: Alabama's Poor Whites.* Tuscaloosa, University of Alabama Press, 1989, pp. 173-210.

Walsh, J. (2012). "What's the Matter with White People?" In *What's the Matter with White People?* Hoboken, NJ: John Wiley & Sons, Inc., pp. 235-253.

Gilens, Martin. Excerpts about Welfare and Perception of Race

McIntosh, Peggy (1989). "White Privilege: Unpacking the Invisible Knapsack. *Peace and Freedom, (four pages)*

Supplemental

Alex-Assensoh, Y. (1995) "Myths about Race and the Underclass." *Urban Affairs Review,* 31(1):3-19.

Community Service Society and United Way. 2008."Mapping Poverty in NYC: Pinpointing the impact of poverty, community by community" *Community Service Society Report* from http://www.cssny.org/userimages/downloads/Mapping_booklet.pdf

Giltlin, T. & Hollander, N. (1970) *Uptown: Poor Whites in Chicago*, New York: Harper & Row, pp.48-68.

Jargowsky, Paul (1996) Ch. 4 "Characteristics of High-Poverty Neighborhoods," Poverty and Place: Ghettos, Barrios and the American City, New York: Russell Sage Foundation, pp. 1-28, 89-115

20/20 Special Report with Diane Sawyer about Poverty in Appalachia, Friday, February 13th, 2009

Krugman, Paul. "Poverty is Poison," The New York Times, February 18, 2008

Levitan, M. (2007 Feb). "Unemployment and Joblessness in New York City: Recovery 2006 Bypasses Youth" *Community Service Society Report*. from http://www.cssny.org/userimages/downloads/LaborMarketReport2006.pdf

Savage, Sarah, (2008) "Children in Central Cities and Rural Communities Experience High Rates of Poverty." Summer 2008, *Carsey Institute* from http://www.carseyinstitute.unh.edu/publications/FS_RuralChildPoverty_08.pdf

Gender Issues March 5th (First Short Paper Due).

Mad Men Season I (Episode I) "Smoke Gets in Your Eyes"

Forsyth, A. & Sandercock, L. (2005) A Gender Agenda: New Directions for Planning Theory. In Fainstein, S. and Servon, L. (Eds.) *Gender and Planning* (pp. 67-85) Piscataway, New Jersey: Rutgers University Press.

Department of Justice (2011). Press Release: Department of Justice Proposes Legislation to Help Combat Violence Against Native American in Indian Country

Futures without Violence: The Facts on Violence Against American Indian/Alaskan Native Women

Amnesty International (2007). *Maze of Injustice: The Failure to Protect Indigenous Women from Sexual Violence in the USA. pp. 15-32.*

Harris-Perry, Melissa V. (2011). "Shame." In *Sister Citizen: Shame, Stereotypes, and Black Women in America.* New Haven: Yale University Press, pp. 101-133.

Supplemental

Fainstein, S. (2005) Feminism and Planning: Theoretical Issues. In Fainstein, S. and Servon, L. (Eds.) *Gender and Planning* (pp120-140) Piscataway, New Jersey: Rutgers University Press.

The Shriver Report: A Woman's Nation Changes Everything. Eds. H. Boushey, A. O'Leary, K. Shelton, and E. Paisley, A Study by Maria Shriver and the Center for American Progress (The Economic Setting, pg.30-73, and pg. 418-421)

Early History, Jim Crow, Urban Renewal March 12th

Du Bois, W.E.B., The Philadelphia Negro: A Social Study (pp: ix-45) Philadelphia, University of Pennsylvania Press, originally published 1899, reprint 1996.

Weaver, R. C. (1964): *The Rise and Development of Urban Renewal*, In: Urban Complex, Human Values, and Urban Renewal. Garden City, N.Y. Doubleday. (pg. 39-94)

Wilkerson, Isabel (2010). *The Warmth of Other Suns*. New York: Random House, pg. 186-89; 193-96; 199-213; 215-216.

Supplemental

Manning Thomas, June (1997) "Revisioning Urban Renewal." In Manning Thomas, June: *Redevelopment and Race: Planning a Finer City in Postwar Detroit*, Baltimore: The Johns Hopkins University Press, (pp. 103-126).

Wilson, J. Q. (Ed.): (1966) *Urban renewal*; *The Record and the Controversy.* Cambridge, Mass., M.I.T. Press

New Dimensions of City Life March 19th

Maurasse, D.(2006) Resident Perceptions In *Listening to Harlem: Gentrification, Community, and Business,* New York, Routledge.

Irazabal, Clara and Fahart, Ramzi (2008). Latino Communities in the United States: Placemaking in the Pre-World War II, Postwar and Contemporary City. Journal of Planning Literature. 22, 207-228. http://jpl.sagepub.com/content/22/3/207.full.pdf+html

Warner, Michael (1999). "Beyond Gay Marriage." In *The Trouble with Normal: Sex, Politics, and the Ethics of Queer Life.* Cambridge, MA: Harvard University Press, pp. 81-148.

Schulman, Michael (2013). "Generation LGBTQIA." New York Times, January 9.

Paltrow, L. (2013). "Roe v Wade and the New Jane Crow: Reproductive Rights in the Age of Mass Incarceration." *American Journal of Public Health, pp. 17-21.*

Guest Speaker: Prof. Juan Battle—CUNY Graduate Center

Supplemental

Hayden, D. (1995) The Power of Place: Urban Landscapes as Public History. *Urban Landscape History and Power of Spaces* (pp. 14-43) Cambridge: MIT Press.

Dubrow, Gail and Donna Graves (2002). "Introduction" and "Little Tokyo" Sento at Sixth and Main. Seattle: University of Washington Press.

Davila, A. (2004) The Mexican Barrio: Mexicans, Puerto Ricans, and the Terrain of Latinidad *Barrio dreams Puerto Ricans, Latinos, and the Neoliberal City, Los* Angeles*:* University of California Press, pp. 153-180.

Zubrinsky Charles, C. ((2001) "Processes of Racial Residential Segregation," Urban Inequality: Evidence from Four Cities. Alice O'Connor, Chris Tilly and Lawrence Bobo (Eds. New York: Russell Sage Foundation, pp. 217-271.

Contemporary Urban Trends and Policies

Income Inequality April 2nd

Reich, R. B., (2010). Afterschock: The Next Economy and America's Future, Chapter 9, "the Future Without Coping Mechanisms."

Urvashi, Vaid (2012). Still Ain't Satisfied: The Limits of Equality. *The American Prospect.*

Shapiro, Thomas M. (2004). "Middle Class in Black and White: How Level is the Playing Field." In *The Hidden Cost of Being African-American: How Wealth Perpetuates Inequality.* Oxford: Oxford University Press, 87-104.

Supplemental

Goldsmith, W. W. and Blakely, E. J. (1992) "Rebuilding the American City." In *Separate Societies: Poverty and Inequality in U.S. Cities* Philadelphia: Temple University Press, 138-179.

Sandercock, Leonie, Towards Cosmopolis: Utopias as Construction Site In *Reading in Planning Theory (*pp. 401-40 7) Campbell, S. and Fainstein, S.(Eds.).

Manning-Thomas, June: "Planning a Better City" *Planning a Finer City in Postwar Detroit*, (pp. 179-201) Baltimore: The Johns Hopkins University Press, 1997.

Jojola, T. S.(1998) Indigenous Planning, "Clans, Intertribal Confederations, and the History of the All Pueblo Council In L. Sandercock (Ed.). *History Making the Invisible Visible: A Multicultural Planning* Berkeley: University of California Press.

Housing Need and Policies: Race and Ethnicity April 9

Massey, Douglas S. & Denton, Nancy A. (1987). "Trends in the Residential Segregation of Blacks, Hispanics, and Asians: 1970-1980. *American Sociological Reviews*, pp. 802-825.

Varady, David et al: "A*ttracting Middle Income Families in the HOPE VI Public Housing Revitalization Program*" Journal of Urban Affairs, Vol. 27, Issue 2 pp149-164, 2005.

Shapiro, Thomas M. (2004). "The Homeownership Crossroad." In *The Hidden Cost of Being African-American: How Wealth Perpetuates Inequality.* Oxford: Oxford University Press, pp. 105-125.

Supplemental

Calmpet-Lundquist, Susan. "Moving Over or Moving Up? Short-Terms Gains and Losses for Relocated HOPE Families" Cityscape: A Journal of Policy Development and Research. 2004, Volume 7 Issue 1

Ritzdorf, M. (1997) Locked out of Paradise: Contemporary Exclusionary Zoning, the Supreme Court, and African Americans, 1970 to the Present In Manning Thomas, J. and Ritzdorf, M. (Eds.) Urban Planning and the African American Community, Thousand Oaks, CA. Sage Publications.

Rosin, Hanna, *An American Murder Mystery*, Atlantic Monthly, July/August 2008.

Transportation and Education: Aspects of Mobility 16th

Hileman, Jane, Clark, James, Jerry & Hicks, Anthony (2012). "Educating Black and Latino Males Striving for Educational Excellence and Equity." American Reading Company.

Milner, H. Richard IV (2013). "Rethinking Achievement Gap Talk in Urban Education." pp. 3-8

Shapiro, Thomas M. (2004). "Getting a Decent Middle-Class American Education: Pursuing Advantage in Schools." In *The Hidden Cost of Being African-American: How Wealth Perpetuates Inequality.* Oxford: Oxford University Press, pp. 155-184.

Werkerle, Gerda R. Gender Planning in Public Transit: Institutionalizing Feminist Policies, Changing Discourse and Practices. In Gender and Planning. Eds. Fainstein, S. and Servon, L. 2005. Rutgers University Press, Piscataway.

Prakash, Swati R. *Beyond Dirty Diesels*: Clean and Just Transportation in Northern Manhattan, Growing Smarter: Achieving Livable Communities, Environmental Justice, and Regional Equity. Ed. Bullard, Robert D, July 2007

Environment and Health April 23rd

Hutchinson, Sikivu. The Northern Drive: Black Women in Transit. In Gender and Planning. Eds Fainstein, S. and Lisa Servon. 2005. Rutgers University Press, Piscataway.

Sze, Julie: *Noxious New York*: The Racial Politics of Urban Health and Environmental Justice, December 2006, pg. 1-26 ; pg. 110-142

Morland, K and Steve Wing: "*Food Justice and Health in Communities of Color"* Growing Smarter: Achieving Livable Communities, Environmental Justice, and Regional Equity. Ed. Bullard, Robert D., MIT Press, 2007, pg.171-188

Going to Market: NYC's Neighborhood Grocery Store and Supermarket Shortage. (2009) NYC Department of City Planning and NYC Economic Development Corporation

Supplemental
Taylor, Dorceta, *Race, Class, Gender, and American Environmentalism*, US Dept. of Agriculture, General Technical Report, April 2002

Urban Protest and Participation April 30th

Kwong, Peter, Chinese America: The Untold Story of America's Oldest New Community 315-332; 378-397. The New Press, New York. January 2007

Ramos-Zayas, Ana. *National Performances*: The Politics of Class, Race, and Space in Puerto Rican Chicago; University of Chicago Press. pp. 207-232, Chicago, 2003

Hirshman, Linda (2012). "Stonewall Uprising: Gays Finally Get Some Respect." In *Victory.* New York: HarpersCollins Publishers, pp. 95-127.

Nagel, Joane: *American Indian Ethnic Renewal: Politics and the Resurgence of Identity* JSTOR: American Sociological Review, Vol. 60, No. 6, pp. 947-965, Dec.1995

Vega, Bernardo: *Memoirs of Bernardo Vega*: A Contribution to the History of the Puerto Rican Community in New York, New York: Monthly Review Press, 1984, pp. 111-151

Supplemental

Kenney, Moira Rachel: "*Remember, Stonewall was a Riot. Understand Gay and Lesbian Experience in the City,*" Making the Invisible Visible. A Multicultural Planning History, Ed. Leonie Sandercock. Berkeley: University of California Press, 1998.

FILM: Life and Times of Harvey Milk, Director, Rob Epstein, 1984

Lao-Montes, Agustin: *Mambo Montage*: the Latinization of New York. Columbia University Press, New York. 2001.

Rodriguez, Clara. *Puerto Ricans*: Born in the USA. Westview Press. 1989.

Mariposa in *Diasporican Dementia*, [vhs] NYC (2001) - Strange Fruit-TV Network, Color, 117 minutes

May 7th and May 14th Final Presentations

FYI: The syllabus may be revised to reflect changes in scheduling. If that occurs, I will let you know about these re-adjustments.

Course Assignments

One short written assignment and one paired oral presentation. (25 pts each; 50 pts total)

The short written assignments are usually based on readings and class discussions. I will pass out each short assignment out in class, prior to the due date.

Short papers should be double-spaced

One-inch margins all around

12 point font size; Times Roman Typeface; **page limit=5 pages**

(Papers that are carelessly prepared (e.g., badly printed, poorly formatted, etc.) will not be accepted)

FYI: Please refrain from texting or surfing the web on your electronic devices while in the class. It is disrespectful and distracting. Thanks.

Paired Oral Presentations

At some point, after I have lectured for certain number of classes, students will be responsible for the **third short assignment**—an oral presentation based on the class readings. Students will work in pairs for this assignment. After the day's presentations are completed, I will follow up with a summary that connects the presentations and discuss their implications.

Using a lottery system (literally by drawing numbers from a hat), each student will be assigned a reading. These readings are found near the end of the syllabus. Each of these readings is numbered with a superscript and those numbers correspond to the numbers that students pulled from the hat.

The exercise is designed to foster critical thinking about larger issues (e.g., race vs. class, affirmative action, distribution of power, equity planning.) While your role is to provide information about the reading, you are also required to stimulate discussion so feel free to ask questions of the students. The presentations should be lively, interesting, and informative. Teachers spend a lot of time trying to figure out how to be clear and instructive. A mere description of your assigned article is not sufficient; one must illustrate. This is why powerpoint, handouts, and simply putting something on the chalkboard can be powerful ways to communicate a simple and understandable message about new or complicated information. As you put together your paired presentation, be empathetic and place yourself in the heads of your fellow students who will know very little about your chosen journal article, book chapter, or

report. Make it clarity your objective and find ways to achieve this purpose for presentation. Clarity will make help to make this assignment interesting and stimulating.

The paired presentations must include the following elements:

- A critique of the text: Of the ideas, concepts, or themes presented in the article, each group should select **three** that merit discussion, explanation, and can be used to critique the ideas put forth by the author(s). (The goal is to give your classmates a presentation that is substantive without revealing the complete details of the article.) Unlike a book report where description is important, this exercise is more akin to a book review. As such, you should critically evaluate your reading—for example, what was most interesting, baffling, infuriating, flawed, or that led to a new discovery.

- Linkages to at least **two past** readings (here you should do more than mention the author or the title of a publication; the goal is to go deeper and make connections to key points and relevant issues discussed in other readings.) Properly executed, these linkages should broaden the class perspectives while challenging assumptions and perspectives.

- Implications that can apply to
  - Current events (e.g., rezoning in NYC, "Don't Ask, Don't Tell", welfare reform, public transit),
  - Your personal/professional experiences that bring insights about the assigned readings, and
  - Broader issues, such as those mentioned above: Each pair of presenters has a time limit of **10 minutes**

Finally each group of paired presenters is required to come up with one discussion question for the concluding portion of the class when I do my summary.

The goal of these paired oral presentations is to enhance the public speaking ability of students and their use of critical thinking skills.

All papers will be graded not only for substance and content but also on writing skills and grammar. **With regard to form or style of the written assignments, please follow these rules to avoid deduction of points**:

1. Avoid use of the first person singular, "I" or the familiar you.

2. Avoid the use of colloquialisms e.g., "a lot of," "got to be." Avoid clichés, e.g., "life is a bowl of cherries," "six in-one hand a half-dozen in the other."

3. Avoid contractions, e.g., "didn't," "couldn't," "I'm," etc.

4. Remember that quotations enclose commas and periods.' "."; "

5. Avoid misspellings, which are largely inexcusable in the age of spell-check.

6. Underline book, newspapers, and journal titles, e.g., The New York Times, The Song of Solomon

7. Enclose the titles of articles in quotations, e.g., "Resources and Urban Growth."

8. Use its correctly, which is the possessive form of it; avoid use of it's completely. This is the contraction form of it is. Contractions, again, cannot be used for your papers.

9. Affect (a verb)., meaning to influence is different than effect (a noun), meaning result. Papers that do not make the distinction will be penalized.

10. No plastic covers are needed. Please include a cover sheet with your name, date, and assignment number.

Final group oral presentation (50 pts) (50 pts total)

Grading for the final presentations will be based on content (50%) and professional execution (50%). Guidelines for the presentations will be given to students during the latter part of the semester. For your final presentations, please dress professionally.

COURSE FORMAT: The class consists of seminar style discussions. To participate, students should read the selections included on the syllabus. Class participation is an integral part of the grade.

There will be no incomplete in this class. I lower a grade 5 points for an assignment turned in late beyond an hour of the due date and time. I deduct an additional point each additional day the assignment is late. After the second week, the maximum grade for the late paper will be an 85 or "B."

DO NOT EMAIL ASSIGNMENTS! ALL ASSIGNMENTS MUST BE HANDED IN AS HARDCOPIES. PLEASE SAVE PAPERS TO YOUR HARD DRIVES OR DISKS. THIS IS IMPORTANT WHEN THERE IS A NEED FOR COPIES OF YOUR WORK.

Social Needs and Practices in the Landscape:
Designing for Difference

Instructor: **Willow Lung Amam**
lungamam@berkeley.edu

Office Hours: **By appointment only**
Location TBD

Class Information: **3 units; CCN# 48550**
class website on bSpace
Tuesdays and Thursdays, 11am – 12:30pm
Room #315C Wurster

In a world in which people and social practices and processes interact and intermix with increasing rapidity and fluidity, designers are ever more challenged to understand how people perceive, experience, make meaning in, and identify with the places and spaces around them. From high-style urban squares to parking plazas, community centers to coffee shops, upscale shopping malls to night markets, suburban single-family homes to downtown artist lofts – designing in a complex world, requires and equally complex set of analytical tools to make sense of the various uses and users of urban spaces.

LA 140 remixes the venerable traditions of social factors analysis to investigate questions about who and what we design for and the norms we apply to design. The course moves towards user-centered approaches that honor the needs, preferences, meanings, experiences, identities, ideas, ideals, and various forms of knowledge that people bring to their everyday life spaces. At the same time, it casts a critical lens on the ways in which larger cultural, political, and economic processes structure people's understanding of and access to various arenas in the urban landscape.

Prerequisites:
None. Open to all students in the college (undergraduate, graduate, and doctoral). Satisfies LAEP social factors requirement.

Objectives:
- Evaluate traditional social factors approaches in light of recent social science and urban theories
- Analyze how changing demographics and identity politics influence design practice
- Understand how diverse spatial practices and preferences impact the design of everyday spaces
- Explore multiple methodologies for investigating user wants and needs.
- Understand how cultural, economic, and political processes influence the users of, relations within, and the design of urban space
- Question personal and professional design norms and the ethical implications of designing for difference

Class Correspondence:
Throughout the semester I will periodically send e-mails to the class. You are responsible for checking your e-mail and for any content of the e-mails that I send out. These emails will be sent through b-space, so please make sure your information is up-to-date.

Assignments & Grading:

Participation: 30%
Reading summaries / discussion: 10%
Design Examples: 10%
Open City Manifesto: 20%
Design Evaluation and Critique (Final Project): 30%

Attendance/Participation: Because this is primarily a discussion course, attendance and participation in the course is very important. Please be on time to class. Absences or repeatedly coming late to class will result in lowered participation grades. I recognize that not all students participate in the same way. The participation grade for this course is therefore broadly defined. Students will be considered to be actively engaging if they:

- Attend class on time.
- Ask questions or engage in discussion.
- Display engagement through active listening.
- Attend office hours to discuss issues or questions.
- Demonstrate thoughtful engagement with lecture and assigned materials.

Reading summaries and group discussions: For each class period, a student(s) will prepare a one to two page summary of the various articles, main points, key themes, and some questions that come out of the readings. Students should make copies of the summary for all students in the class. The student(s) will give a short 5-minute presentation of their summary and analysis at the beginning of the class and will help to lead the class discussion. Student sign up sheets will be passed around during the second class.

Designing the Open City: For the class on April 21st, students should bring in at least one example of a professionally designed or vernacular space that they consider to be well suited for multiple social uses and users. These examples may be at any scale and from any part of the world. For instance, you may bring in pictures from your personal home or work space, a roadside memorial, a park bench, a neighborhood or even an entire city – try to bring in provocative images that give us a sense about the qualities of space and users. If these are digital images, please bring them on a thumb drive so that we can load them on my computer before class. Be prepared to discuss the space designer(s) (professional or otherwise), what uses and users the space accommodates, whether it is contested space, and the ways in which the design of the space accommodates the needs of its various user groups. In other words, what features of the space contribute to its qualities of "open", "flexible" or "inclusive" design?

Open City Manifesto: This exercise is a chance for you to synthesize what the materials in this class have meant to you in terms of your own design and planning practice, research, personal and professional life. Some questions you may want to consider include: How will you apply the

lessons you've learned throughout the semester in your professional practice? How might you create more a open city or user-friendly spaces in your own work? How will core course themes of social justice and difference impact where and how you practice? How will you deal with user conflicts and contests over space? Your manifesto may be done in any way you like - written, drawn, or, recorded – using any number of media. The point is that it be something that is meaningful to you and hopefully, will be something that you can refer back to in your own design/planning practice, research, or other work in the future. Be prepared to give a 5 – 10 minute presentation in class about your manifesto on April 26th and turn your manifestos.

Design Assessment and Critique: The final project aims to find ways to assess different users, uses, and place values and meanings and how to incorporate these various perspectives in the design of urban space. Your final presentation will be about a particular place that you select and study at length during the course of the semester. This space can be a place that either you are familiar with or is new to you, but must be reasonably accessible for you to visit on a regular basis.

Your goal as a design researcher is to assess the space from the perspective of its different user groups and to critically evaluate the site's design. This entails identifying the sites' various user groups and their uses, meanings, preferences for, ideas about the space. To put the space in context, you should investigate relevant information about the site's historical, cultural, political, and economic processes that impact the spaces' design and use for both users and non-users. You should use a variety of methods discussed during the course of the semester, including, but not limited to: 1) observation (both people and place); 2) ethnography and personal interviews; 3) histories / archives; 4) census data analysis / GIS mapping; and 5) visualization and mapping. Your presentation should describe the space, its users, uses, and the various meanings ascribed to the place. Try to think both spatially and temporally about the users and non-users. When is it used (times of day, days of the week, and on special occasions)? By whom and for what purpose? Who is not using the space and why? Are there conflicts over the use of space? What factors (design, social, or otherwise) contribute to these conflicts? Which areas are most/least popular and why? Finally, if you were to redesign the site to better accommodate a particular user group(s) that you define (existing users, future users, or non-users of the site), what changes to the site design (which can include both physical design and policy recommendations) would your recommend?

Proposals for the project topic are due in class on February 10th. Proposals should include a description of the place that you are studying and your main research question(s). Also, what is intriguing or interesting about the space and what do you hope to accomplish by studying it? On March 17th, the methods portion of your proposal is due, which should include a description of the methods that you propose in your project. These may not be the actual methods that you end up using, as when you spend more time in the field, you may discover that there are other more appropriate methods that you wish to employ. While we will explore a variety of methods in class that you can apply to the study of your site, students are also encouraged to experiment with different methodologies that they find particularly useful. Final presentations will occur on Thursday, May 12th. Presentations may be in the form of design boards, power point presentations, or any other visual format that you feel is appropriate. Presentations should include descriptions of the research question, space and its users, history/context, methods, research

findings and design implications. Presentations should be largely visual, using photographs, hand drawings, graphs, figures, and other visual aides.

Required Readings:

All readings for the course will be posted on bspace. Not all readings are posted at this time, but all readings will be posted at least one week in advance of time that they are to be completed. If students have readings that they would like to suggest, please bring them to me and we can consider distributing them to the class as alternative or supplemental readings.

Course Calendar:

Assigned readings should be completed by the date listed in the calendar. They will be discussed on that day.

Rethinking Social Factors

Tuesday, January 18	*Course Introduction and Overview*
Thursday, January 20	*Traditional Social Factors Approaches* Readings: Hall "The Hidden Dimension"; Tuan "Space and Place"; Sommer "Personal Space" **Sign up for reading discussions**

Tuesday January 25	*The Postmodernism Turn* Readings: hooks "Postmodern Blackness"; Dear & Flusty "How to Map a Radical Break"; Soja "Taking Los Angeles Apart"
	Globalization, Cosmopolitanism, and Hybridity
Thursday January 27	*Beyond Globalization* Readings: Bhabha "Location of Culture"; Appadurai "Disjuncture and Difference"

Tuesday, February 1	*Toward the Cosmopolitan* Readings: Mitchell "Different Diasporas and the Hype of Hybridity"; Calhoun "The Class Consciousness of Frequent Travelers"
Thursday, February 3	*New Geographies of (in)Difference* Readings: Davis "Fortress, L.A."; Smith "New Globalism, New Urbanism", Li "Anatomy of a New Ethnic Settlement"

Destabilizing the Normative Landscape

Tuesday, February 8	*Landscapes of Privilege and Power* Readings: Zukin "The Urban Landscape"; Duncan and Duncan "Landscapes of Privilege"
Thursday, February 10	*Race in the Landscape* Readings: Lipitz "The Racialization of Space and the Spatialization of Race"; Schein "Race and the Landscape in the U.S" **Final Project Topic Due**

Landscapes of Transgression

Tuesday, February 15	*Claiming Urban Space and Rights* Readings: DeCerteau "Walking the City"; White "The Politics and Poetics of Transgression"
Thursday, February 17	*Spaces of Transgression* Readings: Avila "Folklore and the Freeway"; Holsten "Spaces of Insurgent Citizenship"; Check out http://www.favelapainting.com/favela-painting

Rethinking "the Public"

Tuesday, February 22	*From Public to Publics* Readings: Warner "Public and Counterpublics"; Amin "Collective Culture and Urban Public Space" Guest Discussant: David de la Pena, Ph.D. Candidate, Department of Landscape Architecture and Environmental Design, University of California, Berkeley.
Thursday, February 24	*The Politics of Public Space* Readings: Low and Smith "The Politics of Public Space"; Low "Introduction to On the Plaza"

Designing for Difference - Methods

Tuesday, March 1	*The New Demographic Reality*

	Readings: Fisher and Hout "Where Americans Came From"; Hanlon, Vincino and Short "The New Metropolitan Reality in the U.S." Homework: Fill out the 2010 Census Form. Go to www.census.gov. Look up the latest demographic profile of your hometown.
Thursday, March 3	*Learning to Look* Readings: Taplin et. al "Rapid Ethnographic Assessment"; Jacobs "Looking at Cities"; Cooper Marcus and Francis "Post Occupancy Evaluation" In-Class Exercise: A Rapid Ethnography of Telegraph Avenue

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Designing for Difference – Methods Cont…

Tuesday, March 8	*Ethnographic Insights* Readings: Briggs "Interviewing, Power/knowledge and Social Inequity"; Low "Behind the Gates" In-Class Exercise: Writing about your hometown
Thursday, March 10	*Critical Historiographies and Listening* Readings: Sandercock "Framing Insurgent Histories for Planning"; Basso "Wisdom Sits in Places"

Tuesday, March 15	*Visualization and Material Culture* Readings: Hood "Urban Diaries"; Watch Whyte's "The Social Life of Small Urban Spaces" at http://land8lounge.com/video Check out the following websites: http://mappingdecline.lib.uiowa.edu/; http://www.usc.edu/dept/LAS/history/historylab/LAPUHK/Locations/Locations.htm; http://invinciblecities.camden.rutgers.edu/intro.html (Read introduction to the site)
Thursday, March 17	*Public Participation* Readings: Sandercock "Who Knows?"; Hou & Kinoshita "Bridging Community Difference Through Informal Processes" Guest Lecturer: Michael Rios, Associate Professor of Community and Urban Design, University of California, Davis. **Final Project Methods Due**

Tuesday, March 22	**Spring Break – no class**
Thursday, March 24	**Spring Break – no class**

Spaces of Difference in Everyday Life

Tuesday, March 29	*Public Space: The Park, Plaza, Street, and Sidewalk* Readings: Rojas "The Enacted Environment"; "Crawford "Blurring the Boundaries"; Watch "The Garden" (http://www.thegardenmovie.com/). Available for instant play on Netflix.com.
Thursday, March 31	*The Home: Front yards, back yards, homes and house* Readings: Westmacott "African American Gardens and Yards in the Rural South"; Hood and Erickson "Storing Memories in the Yard"

Spaces of Difference in Everyday Life

Tuesday, April 5	*Places of Consumption: The Shopping Mall and the Strip* Readings: Crawford "The World in a Shopping Mall"; Davis "The Miracle Mile Revisited"
Thursday, April 7	*Places of Work and Worship:* Readings: Mozingo "Women and Downtown Open Space"; Gross "Mosque Debate"; YouTube video of Google offices around the World at http://www.youtube.com/watch?v=LB5utwRnfH4

Designing For Difference

Tuesday, April 12	*Normative Structures: The Intercultural or Inclusive City?* Readings: Amin "Ethnicity and the Multicultural City"; Young "City Life and Difference"
Thursday, April 14	*Urban Governance and Planning* Readings: Sandercock "When Strangers Become Neighbors"; Harvey "The Conceptual Problem of Urban Planning"

Tuesday, April 19	*Designing the Open City* Readings: Risbeth "Ethnic Minority Groups and Design of Public Open Space"; Day "New Urbanism and the Challenges of Designing for Diversity"; Hester "Design for Ecological Democracy"
Thursday, April 21	**Design Examples Due**

Tuesday, April 26	**Open City Manifestos Due**
Wednesday, April 27	*Race, Space, and Nature Symposium* University of California, Berkeley This is not a requirement, but please try to attend.
Thursday, April 28	*Cosmopolitan Ethics and Course Reflections* Readings: Appiah "Cosmopolitan Contamination"
Friday April 29 – May 1	*The Death and Life of Social Factors Conference* University of California, Berkeley College of Environmental Design This is not a requirement, but please try to attend.

Tuesday, May 3	*Reading, Review and Recitation Week* No Class
Thursday, May 5	*Reading, Review and Recitation Week* No Class

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Thursday, May 12 (Time TBA)	***Student Final Presentations***

UC Berkeley Statement on Academic Dishonesty and Plagiarism:

Any test, paper, or report submitted by you and that bears your name is presumed to be your own original work that has not previously been submitted for credit in another course unless you obtain prior written approval to do so from your instructor.

In all of your assignments, including your homework or drafts of papers, you may use words or ideas written by other individuals in publications, Web sites, or other sources, but only with proper attribution. "Proper attribution" means that you have fully identified the original source and extent of your use of the words or ideas of others that you reproduce in your work for this course, usually in the form of a footnote or parenthesis.

As a general rule, if you are citing from a published source or from a Web site and the quotation is short (up to a sentence or two) place it in quotation marks; if you employ a longer passage from a publication or Web site, please indent it and use single spacing. In both cases, be sure to cite the original source in a footnote or in parentheses.

If you are not clear about the expectations for completing an assignment or taking a test or examination, be sure to seek clarification from your instructor or GSI beforehand.

Finally, you should keep in mind that as a member of the campus community, you are expected to demonstrate integrity in all of your academic endeavors and will be evaluated on your own merits. So be proud of your academic accomplishments and help to protect and promote academic integrity at Berkeley. The consequences of cheating and academic dishonesty--including a formal discipline file, possible loss of future internship, scholarship, or employment opportunities, and denial of admission to graduate school--are simply not worth it.

Students with Disabilities:

If you need disability-related accommodations in this class, if you have emergency medical information you wish to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class or in my office.

FLORIDA STATE UNIVERSITY
DEPARTMENT OF URBAN AND REGIONAL PLANNING

URP 5544/4936 - Spring 2013
GENDER AND DEVELOPMENT

Tuesdays & Thursdays, 9:30-10:45 a.m. BEL 111

Contact information

Instructor: Prof. Rebecca Miles
Office: 621 Bellamy (in the Center for Demography and Population Health)
Office hours: T R 1:30-3:00 p.m. or by appointment
Tel. 644-7102 *e-mail*: rebecca.miles@fsu.edu

Course objectives

This graduate seminar is open to both new and continuing students, and may be taken by advanced undergraduates with permission of the instructor. **I welcome interested students from outside planning**; we cover in class everything you need to know to participate fully and do the assignments. The course examines the experiences of women and men in the economic development process in the developing and post-industrialized world, considering differences in class, race and ethnicity. The course is designed primarily ***to increase awareness of women's significant contribution to development and the differential impact*** of urban planning/economic development processes on women compared to men. It also provides students the opportunity ***to explore how men's gender-based constraints and opportunities affect the outcomes of the development process***, a new and growing focus among practitioners and scholars of international development. The course adopts a comparative approach to women, men and development across the globe with a particular emphasis on the Middle East in the latter half of the course.

Furthermore, the course explores *models and methods for incorporating a gender analysis/perspective in the work of urban planners, development professionals and policy makers*. Through case studies and small group activities, students apply a gender analysis to a range of substantive issues central to the fields of urban and economic development. The topics are chosen to reflect processes that affect women and men in qualitatively different ways.

Learning objectives

At the end of this course, students will be able to:

1. Describe and explain the conceptual rationale for gender planning - why do we need a gendered approach to development?
2. Distinguish between practical and strategic gender needs of women and men; (*graduate students only)* analyze the extent to which existing policies and projects meet these.
3. Explain how the gender system influences men and women's life chances differently, in the context of the Arab World.
4. Distinguish the main policy approaches to assisting low-income women; (*graduate students only*) be able to demonstrate how they apply to policies and projects in different sectors.
5. Identify women's and men's activities in a given context, their access and control over resources; (*graduate students only*) analyze the factors influencing these.
6. Describe and interpret the relationship between women's multiple identities: gender, class, race, religion, ethnicity.

Required texts

Emesheta, Buchi. (2008). *The Joys of Motherhood*. England and Wales: Heinemann.

March, C., Smyth, I., and Mukhopadhyay, M.(1999). *A Guide to Gender Analysis Frameworks*. OXFAM, Great Britain. (in Course Library on BB)

Rao, A., Anderson, M.B. and Overholt, C.A. (1991). *Gender Analysis in Development Planning: A Case Book*. West Hartford, Conn: Kumarian Press

Class meetings

The class consists of lectures, discussions of readings and case examples, in-class activities and occasional homework assignments. Students are expected to come to class prepared and to participate in class discussions. The course involves readings from practice as well as academia, two take-home exams, and a group project including oral presentation.

***Students should on a regular basis, check the Blackboard (BB) course website (campus.fsu.edu) that has been set up to view course materials, grades and the class syllabus, and for posting to discussion forums; I use it frequently to post updates and send e-mail throughout the term. To maintain access to the BB course website you will need to keep an on-campus FSU computer e-mail account, although you may arrange to forward e-mail from this account to one that you check regularly.

To access the Blackboard, simply go to <campus.fsu.edu> and you will be directed to input your username and password. Once you have done that, all the courses for which you are enrolled this term will have links to a Blackboard, if the professor has created one.***

Course Requirements and Grading **All work must be completed to get a grade. **

1. **Attend and participate** in class discussion, in-class activities, and Blackboard (BB) forums. Two unexcused absences are allowed and two missed postings. Posting to BB discussion forums is required; no late postings are accepted. In-class activities will be graded 2-1-0 for outstanding, satisfactory, and unsatisfactory respectively. I will evaluate the quality of your participation based on the extent to which it advances class or forum discussion rather than how often you contribute. In order to participate effectively you will need to read assigned materials prior to posting/class. (Attendance/participation = 15% of course grade)

2. Two take-home exams (50% of course grade);

3. Group report: **Application of gender analysis frameworks** (5-7 pages written, plus an oral presentation). This assignment requires students to work collaboratively in pairs. Select a recent project with gender-related objectives, and analyze it using one of the frameworks we study. Details to follow. (35%)

Furthermore, doctoral students will be required to prepare a **teaching presentation.

Absences due to a documented required school activity, an illness or emergency, will be excused at the discretion of the instructor and only under exceptional circumstances. Please provide documentation to the instructor ahead of time if at all possible, and at most within 24 hours.

COURSE OUTLINE (topics and dates may change over the course of the semester)	
Jan. 8-10	**Exploring the basis for inequalities between women and men**: Sex vs. Gender *Case:* "India: Access to Schooling in Ambakach"
Jan. 15-17	From Women in Development (WID) to Gender and Development (GAD): **Why gender matters for development** *Case:* "Bangladesh: The Chandpur Irrigation Project"
Jan. 22-24	**Exploring gender from a personal perspective: Gender training for professionals**
Jan. 29-Feb. 19	**Policy approaches to low-income women in developing areas:** o Participation o Microfinance and poverty alleviation o Anti-poverty effects and institutionalizing gende o Empowerment and transformatory potential
Feb. 21	***First take-home exam assigned; due 5 p.m. Sat. Feb. 23rd***
Feb. 21-Mar. 7	**Frameworks for analysis and action** o Addressing and involving men and boys: Resistance and Change o Gender Analysis Matrix o Women's Empowerment Framework o Social Relations Approach
Mar.11-28	**Focus on Middle Eastern women** o Family & Politics o Education & Employment o The Invisible Economy o Women & Islam
April 2-11	**Gender and development in theory and fiction (Nigeria)**
April 11	***Second take-home exam assigned; due 5 p.m. Sat. April 13th***
April 16-23	**Oral presentations of group projects**
April 25	**Course wrap-up**

Schedule of required readings and assignments
(will be posted under Assignments on BB)

****Unless otherwise specified, readings that are not from the required texts are available on the course Blackboard (BB) under Course Library or in electronic journals. To access these journals from home, go to the FSU Libraries home page http://www.lib.fsu.edu/ and click on 'Off campus access'*

Calculation of Final Grades

A	94 and above	B-	79-82.9
A-	91-93.9	C+	76-78.9
B+	88-90.9	C	70-75.9
B	83-87.9	C- and below	below 70

Course Late Assignment Policy

Course assignments will be marked down ten points for every day (24-hour period) they are late. A weekend counts as one day if the assignment is delivered to my office or to me in person by 9:00 a.m. Monday. Extensions for individual assignments or a grade of incomplete in the course will only be granted for severe hardship or extenuating circumstances. Competing pressures from other courses, job requirements, or computing problems do not qualify as extenuating circumstances.

FSU Academic Honor Policy

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://www.fsu.edu/~dof/honorpolicy.htm.)

Violations of the Academic Honor System will not be tolerated in this class. Specifically, I will rigorously pursue incidents of plagiarism of any type or referring to any unauthorized material during exams. Before submitting any work for this class, please read the Academic Honor System portion of the Student Handbook in its entirety (see internet address above) and ask me to clarify any of its expectations that you do not understand.

In addition, I strongly encourage you to master the material included in the excellent site on teaching students to discern plagiarism: https://www.indiana.edu/~istd/overview.html. If you look at the bar on the left side of the site, you will find cases, examples, and an opportunity to test your knowledge at the end of the exercises.

Other policies

***LAPTOPS MUST NOT BE USED except to take notes in class that are related to the class. Do not use your laptops to surf the web, read or write e-mail, watch movies, etc. during class. Failure of even a few people to abide by this policy will lead to the banning of laptop use during class lectures, discussions and presentations.

***I am more than ready to address your questions or concerns at the rise of class or by e-mail; I usually respond to non-urgent e-mail correspondence on Tuesdays and Thursdays.

***__Most of you don't need the following reminders, but for those who do, here they are__. Feel free to discuss any of this with me.

Professional Courtesy

Out of respect for me and your classmates, I ask that you be mindful at all times of the fundamentals of professional courtesy. Please arrive for class on time and do not disrupt classroom activities by getting up and leaving unless it is absolutely essential. If you must arrive late or depart early, please let me know ahead of time, and take your leave with minimal disturbance. Please respect whoever is speaking by not talking to others.

Class discussions of gender issues can stimulate strong feelings and heated debate. Because this is a college classroom, all discussions should be scholarly. Scholarly comments are:

- Respectful of diverse opinions and open to follow-up questions and/or disagreement.
- Supported by evidence drawn primarily from course material; they may also be based on relevant personal experience; however scholarly comments are not intended as a way to promote personal values or beliefs.
- Are delivered in normal tones and in a non-aggressive manner.

AMERICANS WITH DISABILITIES ACT:
Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.
For more information about services available to FSU students with disabilities, contact:
Student Disability Resource Center http://www.fsu.edu/~staffair/dean/StudentDisability/

Department of City and Regional Planning
UNC-Chapel Hill

PLAN 52: RACE, SEX and PLACE in AMERICA

FIRST YEAR SEMINAR

Fall 2011
Hamilton Hall 420
T/TH 11-12:15

Professor: Mai Thi Nguyen
Office: New East 313
Office Hours: T 10-11am and
gladly by appointment (on T, W, or TH)
Phone: 919.962.4762
Email: mai@unc.edu

Graduate Research Consultant: Maire Dekle
Email: dekle@email.unc.edu

Course Introduction: This first year seminar will expose students to the complex dynamics of race, ethnicity, and gender and how these have shaped the American city since 1945. It will examine both the historical record as well as contemporary works of literature and film to probe the ways race and ethnicity have contributed to the culture of urban life in the United States. It will also explore the different ways women and men perceive, understand, occupy and use urban space and the built environment. Drawing upon the scholarship of several disciplines (urban planning, ethnic studies, sociology and American history), the seminar will examine a broad spectrum of topics, including the social construction of race, the creation of the underclass label, residential segregation, the significance of Hurricane Katrina, sexual identity and space, and immigration. The last portion of the course will focus on planning and policy tools that have the potential to alleviate racial/ethnic and gender inequality in space.

Course Objective: This course is intended to introduce students to issues related to race, ethnicity and gender and their relationship to physical space. The course will explore how various 'identities' are socially constructed and how these social constructions shape urban space. In addition, students will be exposed to a diversity of contemporary issues that highlight the intersection between race, ethnicity, gender and place. The course will also provide opportunities for first year students to acquire or improve skills in research methods, active learning, self-directed inquiry, communications skills (oral and written), and social networking.

Class Format: Each Tuesday, the class session will be focused on the required readings. Students will be asked to discuss concepts and provide critical thoughts about the readings. Students may be asked to discuss in small groups or with the entire class. Thursday classes will consist of instructor led discussions/guest speaker/group activities/exercises/movies.

In-Class Participation:
Each student is expected to read all assigned readings for each class session BEFORE class. The suggested readings are there for you to scan or use to facilitate discussion, but are not required. This is a small seminar class, so discussion participation is crucial to a productive and successful course. If you are not participating, it will be assumed that you have not read the materials and you will be asked directly about your thoughts/opinions about the readings.

Research Component:
In this research-exposure course, you will be working with a Graduate Research Consultant, Maire Dekle, who will assist you on your class assignment. The GRC Program is sponsored by the Office for Undergraduate Research (www.unc.edu/depts/our), and you may be able to use this research-exposure course to meet a requirement of the Carolina Research Scholars Program (http://www.unc.edu/depts/our/students/students_crsp.html). I encourage you to visit the OUR website to learn about how you might engage in research, scholarship and creative performance while you are at Carolina.

Required Readings:
All required readings will be posted on Blackboard: blackboard.unc.edu unless noted otherwise.

Films:
All films must be watched in the Media Resources Center in the Undergraduate Library. It may be useful for students to watch the movies in small groups in order limit the number of times the video is in use.

Course Grades:	**Percentage of Grade:**
Assignment #1: Background Paper	10%
Assignment #2:Viewpoints	10%
Assignment #3: Planning/Policy Strategies	10%
Assignment #3: Final Report	30%
Assignment #4: Group Presentation	20%
Short responses/quizzes to readings/films	10%
In-Class Attendance/Participation	10%

Course Grading Scale: Total 100 Points

A =95-100, A- =90-94,
B+=88-89, B=84-87, B-=80-83,
C+ =78-79, C=74-77, C- =70-73,
D+ =68-69, D=64-67, D- =60-63,
F =0-59

(Students should also refer to the Undergraduate Bulletin, pgs.381-382, for general guidelines about the characteristics of work that constitute a grade of A, B, C, etc.)

Other Academic Business

The Honor Code:
"The Honor Code represents UNC-Chapel Hill students' commitment to maintain an environment in which students respect one another and are able to attain their educational goals. As a student at Carolina, you are entering a community in which integrity matters--integrity in the work you submit, and integrity in the manner in which you treat your fellow Carolina community members."
http://newstudents.unc.edu/content/view/24/77/

I am committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at http://honor.unc.edu/honor/code.html. If you have questions it is your responsibility to ask the professor about the Code's application. All written work, and other projects must be submitted with a signature that you have complied with the requirements of the Honor Code in all aspects of the submitted work.

Contacting the professor:
I encourage you to contact me before or after class and during office hours. I also encourage you to inform me beforehand if you are unable to attend class or fulfill an assignment rather than after the fact. I am more willing to make accommodations legitimate excuses if I am told beforehand. When emailing, please do not expect a prompt reply.

Missing Class:
Students are permitted to miss class for EXCUSABLE absences only (for details about what an excused absence is, see UNC-Chapel Hill's attendance policy below). On the first day of class, each student starts with a 100% or A for participation. Students are allowed one UNexcused absence without any questions from the instructor. If a student has two UNexcused absences, their participation grade will be deducted by one letter grade (from an A to a B, for example). With each additional absence, a student's participation grade will be deducted one letter grade per absence. I abide strictly by the university's attendance policy, so please be familiar with it.

Laptops and cell phones:
This class will be a laptop and cell phone free environment. Unless you have a disability that requires usage of a laptop, there will be no need for a laptop in this course. At the end of the semester, I will ask you to bring your laptops to class to complete on-line course evaluations and there may be other instances when laptops may be needed. You will be notified in advance to bring your laptops to class in these instances. Please turn off cell phones before entering class.

Disability*:* If you have a documented disability that may require assistance, you may need to contact the Academic Services office that houses the Academic Success Program for coordination in your academic accommodations. Please contact me to discuss any accommodations that may be required to satisfy your needs.

Resources: My purpose as a professor is to help you to excel in this learning environment. Should you need further assistance beyond the help of the professor, please consult the following on-campus resources:

The Writing Center: http://www.unc.edu/depts/wcweb/

Academic Success Program (for students with learning disabilities (LD) and/or attention-deficit/hyperactivity disorder (ADHD): http://www.unc.edu/depts/lds/

Learning Center: http://www.unc.edu/depts/acadserv/learn.html

Counseling and Wellness Services: http://campushealth.unc.edu

Class Schedule

Week 1: Introduction

8/23: Overview of course, syllabus, & assignments (start thinking about topic for assignment!)
8/25: What is City & Regional Planning? Race, ethnicity, and gender in the history of the city, a brief overview

PART I: CONSTRUCTING AND CHALLENGING IDENTITIES

Week 2: The Origins of Race

8/30 *Read:*

- Smedley, Audrey. November 1997. "Origin of the Idea of Race." *Anthropology Newsletter.*
- Diamond, Jared. November 1, 1994. "Race without Color." *Discover Magazine.*

9/1 *View Before Class:* Race: The Power of an Illusion, Episode 1 (~1hr)
Be Prepared to Discuss in Class

Week 3: The Social Construction of Racial/Ethnic Identities

9/6 *Read:*

- Almaguer, Tomas. 1994. Racial Fault Lines: The Historical Origins of White Supremacy in California. Berkeley and Los Angeles: University of California Press. Introduction, Introduction & Ch. 1. Pgs 1-41.

1st Group Meeting: 15 minutes

9/8 *Read:*

- Ojito, Mirta. New York Times, June, 5, 2000. Best of Friends, Worlds Apart.

Week 4: Gender, Sexuality, and Space

9/13 *Read*

- Fausto-Sterling, Anne. March/April 1993. "The five sexes: why male and female are not enough." *The Sciences* 33(2).
- Beall, Jo. 1996. Urban Governance: Why Gender Matters. London School of Economics and Political Science. *Monograph.*

9/15 *How to Start a Research Project: Introduction to Davis Library Resources by Amanda Henley, Librarian*
Meet in Davis Library Room 247

PART II: INTERSECTION OF RACE, ETHNICITY AND GENDER IN SPACE

Week 5: The Underclass: The Significance of a Label

9/20 ***Read***

- Anderson, Elijah. 1999. Code of the Streets: Decency, Violence, and the Moral Life of the Inner City. New York and London: W. W. Norton & Co. Ch 1-2. Pgs. 35-106. Can also be found at: http://www.theatlantic.com/magazine/archive/1994/05/the-code-of-the-streets/6601/

Back Ground Paper Due & 2nd Group Meeting: 15 minutes

9/22 ***Guest Speaker: Jock Lauterer, Lecturer in Journalism and Director of the Carolina Community Media Project***

Week 6: Determinants of Residential Segregation: Discrimination, Economics, or Preferences?

9/27 ***Read***

- Galster, George and Erin Godfrey. 2005. "By Words and Deeds: Steering by Real Estate Agents," *Journal of American Planning Association* 71(3): 251-268.
- Adelman, Larry. June 29, 2003. Racial Preferences for Whites: The Houses that Racism Built. San Francisco Chronicle

9/29 ***View Before Class:*** Imagining Home: Planning an American Dream
Be Prepared to Discuss in Class

Week 7: Race, Class, and Hurricane Katrina

10/4 ***Read***

- Powell et al. 2006. "Towards a Transformative View of Race: The Crisis and Opportunity of Katrina. Pgs. 59-84. In There is No Such Thing as a Natural Disaster: Race, Class and Hurricane Katrina, eds. Chester Hartman and Gregory Squires. New York: Taylor and Francis Group.

10/6 ***View in place of Class:*** When the Levees Broke: A Requiem in Four Acts (4 hours)

Week 8:

10/11 ***Class discussion of:*** When the Levees Broke

10/13 *Guest Speaker: Spencer Cowan, Senior Research Associate, Center for Urban and Regional Studies, UNC-Chapel Hill*

Week 9: Gender Differences: City Form & Transportation

10/18 ***Read***

- Hayden, Dolores. 1981. "What Would a Non-Sexist City Be Like? Speculations on Housing, Urban Design, and Human Work." In *Women and the American City*, Eds. Stimson et al. Chicago and London: University of Chicago Press. Pgs. 167-191.

10/20 ****Fall Break, No Class****

Week 10: Gendered spaces continued…

10/25 *Read*

- Rosin, Hanna. July/August 2010. "The End of Men: How Women are Taking Control of Everything." *The Atlantic.*

10/27 *Viewpoints Due & 3rd Group Meeting: Full Class*

Week 11: Immigration: The Good and the Bad

11/1 *Read*

- Gill, Hannah. 2010. The Latino Migration Experience in North Carolina: New Roots in the Old North State. Intro, Ch 1 & Ch 3.
- News & Observer. March 05, 2006. Illegal Immigration—who profits, who pays (Part 1-5).

11/3 *Guest Speaker: Marty Rosenbluth, Executive Director, NC Immigrant Rights Project*

PART III: PLANNING AND POLICY SOLUTIONS

Week 12: Poverty Deconcentration: Moving to Opportunity

11/8 *Read*

- Goering, John and Judith D. Feins (eds.) Choosing a better life? : Evaluating the Moving to Opportunity social experiment. Ch. 1, pg. 3-36. Washington D.C.: Urban Institute.

11/10 *View Before Class:* The Pruitt Igoe Myth (~54 minutes)
Be Prepared to Discuss in Class

Week 13: Racial Integration Policies

11/15 *Read*

- McKenzie, Evan and Jay Ruby. Nd. "Reconsidering the Oak Park Strategy: The Conundrums of Integration."

11/17 *Read*

- Enterprise Foundation. 2000. "Dudley Street Neighborhood Initiative."

Planning & Policy Solutions Due

Week 14: Dudley Street Initiative

11/22 *View Before Class:* Holding Ground: the Rebirth of Dudley Street (~1hr)
Be Prepared to Discuss in Class

11/24 ****Thanksgiving Holiday, No Class** Happy Thanksgiving!**

Week 15: Group Presentations

11/29 *Group Presentations: 15 minutes each*

12/1 *Group Presentations: 15 minutes each*

Week 16:

12/6 *Wrapping Up: What have we learned?*
Final Reports Due

UNC-Chapel Hill Class Attendance Policy: 8-18-2010

Regular class attendance is a student obligation, and a student is responsible for all the work, including tests and written work, of all class meetings. No right or privilege exists that permits a student to be absent from any class meetings except for excused absences for authorized University activities (see below). If a student misses three consecutive class meetings, or misses more classes than the course instructor deems advisable, the course instructor may report the facts to the student's academic dean.

Course instructors only excuse absences from class for valid reasons (illness or family emergency, etc.). A student should present his or her explanation for any absences in writing to the course instructor in advance if the reason for the absence could be foreseen, or as soon as possible thereafter if the reason for the absence could not be foreseen.

Students are authorized up to two excused absences each academic year for religious observances required by their faith. Students who wish to request more than two excused absences in an academic year for religious observances required by their faith will need to contact their course instructors and request the additional absence, which will only be granted with the course instructor's permission. Primary holy days for religious observance are noted on a web-based interfaith calendar site at www.interfaithcalendar.org .

Students are responsible for providing a written notice for an excused absence for a religious observance two weeks in-advance of the date requested or as soon as possible if the date occurs within the first two weeks of the semester. This policy also applies to students who have an excused absence for a religious observance during the summer.

Students must be given the opportunity to make up tests and other work missed due to an excused absence for a religious observance. Make up tests may entail an alternative examination, or other accommodation, which allows the student not to be penalized for an excused absence for a religious observance.

A student may appeal a course instructor's denial of a request that an absence be excused if the request to be excused from class and the reasons for the request are presented to the course instructor in writing within the time limits above. The appeal is to be made to the course instructor's immediate academic supervisor.

Students who are members of regularly organized and authorized University activities and who may be out of town taking part in some scheduled event are to be excused during the approved period of absence. Notification of such an absence must be sent by the responsible University official to the course instructor before the date(s) of the scheduled absence.

Department of City and Regional Planning
UNC-Chapel Hill

PL 799(64): Diversity & Inequality in Cities
Spring 2012
Thursday 2:45-5:30
Greenlaw 106

Instructor: Mai Thi Nguyen
Office: New East 313
Office Hours: TH 11-12 pm and gladly by appointment
Phone: 919.962.4762
Email: mai@unc.edu

Course Introduction: As U.S. cities become increasingly diverse, planning for and with the community becomes more difficult and complex. If planners aspire to achieve equity and to serve the public interest, the first step is to define who encompasses the public interest. This is no simple task since the public interest not only includes those individuals who participate in the planning process, but also those who do not have access, opportunity, or a voice in the planning process. In this course, we focus on the following questions: 1) How do we incorporate the underrepresented, the disempowered, and the voiceless? 2) What are the structural and institutional barriers to achieving equity? and 3) How can planners and policymakers create a more just and equitable city?

Course Objective: This course is intended to introduce students in planning to issues related to diversity and inequality. Different aspects of diversity (e.g. gender, class, race, ethnicity, sexuality, nationality/citizenship, etc) will be explored in order to raise awareness about various 'identities' that are found in cities and how these identities shape individuals' understanding of their social world and the views they may have on planning and policy issues. Students will pay particular attention to the political/social construction of individual/group identities and how the political/social construction of identities has shaped our planning practices and policy formations. In addition, students will gain skills in program evaluation, questionnaire development, survey implementation, data analysis, and working with minority communities by examining the Crest Street Relocation Program. The Crest Street case is an example of how intergovernmental collaboration and community mobilization can create more physically and socially vibrant minority communities.

Class Format: For each class, 2 students will be assigned to lead discussion on the reading material using prepared discussion questions (30-45 minutes). The remainder of the course will consist of lectures/guest speakers/group activities/exercises/movies led by the instructor.

Required Readings:
All required readings will be posted on Blackboard.

Grading:

Seminar Leadership:	10%
In-class engagement & participation:	10%
Questionnaire development & implementation:	20%
Data Analysis & Presentation:	20%
Final Report:	40%

Reading Schedule

Section I: Social/Political Construction of Race/Ethnicity

Week 1: 1/12 Introduction to Course & Syllabus

- Syllabus
- Class Project Background Material
- Introductions
- Discussion about Diversity & Inequality

Week 2: 1/19

Part 1: Crest Street Case: N.C. DEPT. OF TRANSP. v. CREST ST. COUNCIL, 479 U.S. 6 (1986)

- *READ:* Ratliff and Calhoun. 1988-1989. 22 Clearinghouse Rev. 442 East-West Expressway Environmental Impact Study. NCDOT, City of Durham, and Crest Street Community Council. Pgs. 1-19.

- GUEST SPEAKER: Alice Ratliff, Clinical Professor of Law, UNC-Chapel Hill

Part 2: Race and Ethnicity: Essentialism vs. the Social/Political Construction

READ & DISCUSS

- Omi, Michael and Howard Winant. Racial Formation in the United States: From the 1960s to the 1990s. London and New York: Routledge. Ch. 4 & 5. Pgs. 53-91 (optional: Ch 1-3 for background).

- Almaguer, Tomas. 1994. Racial Fault Lines: The Historical Origins of White Supremacy in California. Berkeley and Los Angeles: University of California Press. Introduction, Ch. 1&2. Pgs. 1-74. *(SCAN)*

Section II: Race, Poverty & Place

Week 3: 1/26

Part 1: Challenging Racial/Ethnic Identities

READ

- Stack, Carol. 1974. All our Kin. Pgs. 1-43. New York: Basic Books.

Part 2: Crest Street's Identity

READ:

- Luebke, Paul. 1981. Activists and Asphalt: A Successful Anti-expressway Movement in a 'NewSouth City" Human Organization. Vol. 40, No. 3
- Rohe, William and Scott Mouw. 1991. "The Politics of Relocation: The Moving of the Crest Street Community. Journal of the American Planning Association 57(1) Winter:57-68.
- Bachle, Laura, Laura Hill and Tim Nifong. 1986. "Profile of a Successful Negotiation: The Crest Street Experience." *Carolina Planning Journal* v.12(1):25-33.

GUEST SPEAKER: Rep. Paul Luebke (D) and Professor of Sociology (UNC-Greensboro)

Week 4: 2/2

Part 1: The Underclass: The Significance of a Label
READ:

- Wilson, William Julius. 1987. The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy. Chicago, IL: University of Chicago Press. Ch. 2. Pgs. 20-62.
- Katz, Michael. 1989. The Undeserving Poor: From the War on Poverty to the War on Welfare. New York, NY: Pantheon Books. Ch. 5 & Epilogue. Pgs. 185-235. Massey,
- Douglas and Nancy Denton. 1993. American Apartheid: Segregation and the Making of the Underclass. Cambridge, MA and London, England: Harvard University Press. Ch. 5-6. Pgs. 115-185. *(SCAN)*

PART 2: Evaluating Crest Street
READ

- Friedman, Elizabeth. 1978. Crest Street: a family/community impact statement. Institute of Policy Sciences and Public Affairs, Duke University. (This should contain the Crest Street Survey Instrument).
- MTO Survey Instruments: http://www.nber.org/mtopublic/instruments.html
    - Focus on 2008-2009 Final Evaluations, but look over Baseline Survey as well

GUEST SPEAKER: Carol Stack, Professor Emeritus, UC Berkeley

Week 5: 2/9

Part 1: How to develop a questionnaire

- *READ:* Willis, G. (2005). Cognitive interviewing: a tool for improving questionnaire design. Thousand Oaks, Calif.: Sage Publications. Chapter 2: Setting the stage for Cognitive Interviewing: First Principles of Questionnaire Design pgs.12-30.

- *FOR REFERENCE:* Fowler, F. (1995). Improving survey questions : design and evaluation. Thousand Oaks: Sage Publications. Chapter 2: Designing Questions to Gather Factual Data and Chapter 3: Questions to Measure Subjective States. Pgs. 8-77.

GUEST SPEAKER: Emilia Peytcheva, Research Survey Methodologist, RTI International

Part 2: Determinants of Residential Segregation: Discrimination, Economics, or Preferences?

- Turner, Margery Austin and Stephen L. Ross. 2005. "How Racial Discrimination Affects the Search for Housing" In *The Geography of Opportunity: Race and Housing Choice in America*, Ed. Xavier de Souza Briggs. Washington, D.C., Brookings Institution Press. Pgs. 81-100.
- John Yinger. 1998. Evidence on Discrimination in Consumer Markets. *The Journal of Economic Perspectives*, Vol. 12, No. 2. (Spring, 1998): 23-40.
- Farley et al. (1997). The Residential Preferences of Blacks and Whites: A Four-Metropolis Analysis. *Housing Policy Debates* 8(4): 763-800. *(SCAN)*

Week 6: 2/16

Part 1: Poverty Deconcentration: Gautreaux, MTO, Section 8, and Inclusionary Zoning

- MTO for Fair Housing Demonstration Program, Executive Summary (for your reference, Full Final Report is also included)

- Rosenbaum, James E. 1995. Changing the Geography of Opportunity by Expanding Residential Choice: Lessons from the Gautreaux. Housing Policy Debate 6(1):231-269. http://www.fanniemaefoundation.org/programs/hpd/v6i1-index.shtml
- Brown, Karen D. October 2001. Expanding Affordable Housing Through Inclusionary Zoning: Lessons From the Washington Metropolitan Area. Washington D.C., Brookings Institution.
- Basolo, Victoria and Mai Thi Nguyen. Does Mobility Matter?: The Neighborhood Conditions of Housing Voucher Holders by Race and Ethnicity. Housing Policy Debate 16 (3&4): 97-324. http://www.fanniemaefoundation.org/programs/hpd/v16i34-index.shtml (Optional: Read Comments by Khadduri, Bratt & McClure)

Part 2: Evaluating your questions

- *READ*. Willis, Gordon and Judith Lessler. 1999. "Question Appraisal System." Research Triangle Institute, Rockville, MD.
- GUEST SPEAKER: Gwen Kash, PhD Student, DCRP

Week 7: 2/23

Part 1: Social Capital
READ:

- Coleman, James. 1988. "Social Capital in the Creation of Human Capital." American Journal of Sociology 94(Supplement):95-120.
- Putnam, Robert. 1995. "Tuning In, Tuning Out: The Strange Disappearance of Social Capital in America." *Political Science & Politics* 28(4): 664-683.
- Sampson, Robert J., Stephen W. Raudenbush, and Felton Earls. 1997. "Neighborhoods and Violent Crime: A Multilevel Study of Collective Efficacy." *Science* 277(5328):918-924.

Part 2: Measures of Social Capital

READ: Lin, Nan, Yang-Chih Fu and Ray-May Hsung. 2001. "The Position Generator: Measurement Techniques for Investigations of Social Capital." Chapter 3 in SOCIAL CAPITAL: THEORY AND RESEARCH (Nan Lin, Karen Cook, Ronald S. Burt, eds.).

Van Der Gaag, Martin and Tom A.B. Snijders. N.D. "The Resource Generator: Social capital quantifications with concrete items." Unpublished Manuscript. *ONLY READ SECTIONS* 1.2, 1.3, 5.1-5.4

GUEST SPEAKER: Danielle Spurlock, Doctoral Candidate, DCRP

Week 8: 3/1

Part 1: Presentations of Survey Questions/Editing and Finalizing Questionnaire

Part 2: Surveying Households: What you need to know before you head out (Gwen Kash)

Week 9: 3/8 Spring Break

Section 3: Gender & Space

Week 10: 3/15 PART 1: Gender, Sexuality, and Space
PART 1: *READ*

- Fausto-Sterling, Anne. March/April 1993. "The five sexes: why male and female are not enough." *The Sciences* 33(2).
- McIntosh, Peggy. 1997. "White Privilege and Male Privilege: A Personal Account of Coming to See Correspondences through Work in Women's Studies." In Critical White Studies, Eds. Richard Delgado and Jean Stefancie. Philadelphia: Temple University Press.
- Beall, Jo. 1996. Urban Governance: Why Gender Matters. London School of Economics and Political Science. *Monograph.*

Part 2: *TBD*

Week 11: 3/22 Gender, Welfare, and Work
Part 1: *READ*

- Hayden, Dolores. 1981. "What Would a Non-Sexist City Be Like? Speculations on Housing, Urban Design, and Human Work." In *Women and the American City*, Eds. Stimson et al. Chicago and London: University of Chicago Press. Pgs. 167-191.
- Boo, Katherine. February 1, 2003. "The Black Gender Gap." *The Atlantic Monthly.*
- Catalyst. 2007. "The Double-Blind Dilemma for Women in Leadership: Damned if you do, Doomed if you Don't." New York, New York.
- Belkin, Lisa. "The Feminine Critique." Nov. 1, 2007. *New York Times.*

Part 2: *DISCUSS* Women in the Planning Profession

Section 4: Public Policies

Week 12: 3/29 Contemporary Immigration Policies
Part 1: *READ*

- News & Observer. March 05, 2006. Illegal Immigration—who profits, who pays (Part 1-5).
- Nguyen, Mai & Hannah Gill. 2010. "The 287(g) Program. The Costs and Consequences of Local Immigration Enforcement in North Carolina." The Institute for the Study of the Americas and the Center for Global Initiatives.
- Borjas, George J. 2001. Heaven's Door: Immigration Policy and the American Economy. Pgs. 62-126. Princeton, NJ: Princeton University Press.
- Kasarda, John and James Johnson. January 2006. The Economic Impact of the Hispanic Population on the State of North Carolina. Kenan-Flagler Business School, UNC-Chapel Hill. *SCAN*
- Simon, Julian L. 1999. The Economic Consequences of Immigration. Introduction & Chapter 5, pgs 1-11 & 105-131. Cambridge, MA: Basil Blackwell. *SCAN*
- Espenshade, Thomas J. 1995. "Unauthorized Immigration to the United States." *Annual Review of Sociology* 21: 195-216. *SCAN*

GUEST SPEAKER: Marty Rosenbluth, Executive Director, NC Immigrant Rights Project

Week 13: 4/5 Racial Integration Policies
Part 1: *READ*

- Cashin, Sheryll. 2004. The Failures of Integration. Introduction and Ch. 9, pgs. x-xxii & 289-330. New York: Public Affairs.
- Smith, Richard A.. 1993. "Creating Stable, Racially Integrated Communities" *Journal of Urban*

Affairs 15(2): 115-140.

- DeMarco, Donald L. and George Galster. 1993. "Pro-integrative Policy." *Journal of Urban Affairs* 15(2): 141-160.
- Keating, Dennis W. "Oak Park, Illinois: A Suburban Saga of Diversity in Housing." Paper presented at the ACSP, Forth Worth, Texas. November 10, 2006.

Part 2: TBD

Week 14: 4/12 Cities vs. Suburbs: The Geography of Opportunity
Part 1: *READ*

- Altshuler et al. 1999. Governance and Opportunity in Metropolitan America. Washington, D.C.: National Academy Press. Ch. 1-2. Pgs. 13-39.
- Rusk, David. Cities without Suburbs: A Census 2000 Update. Ch. 1. Pgs. 1-50.
- Orfield, Myron. American Metropolitics: The New Suburban Reality. Ch 8. 153-187.

Part 2: TBD

Week 15: 4/19 Presentations of Results from Data Analysis

Seminar Leadership

Discussion leaders should provide an executive summary of the readings (1-2 pages) to the class. Be sure to state what the main thesis of every reading is and highlight key arguments made by the author(s). Most importantly, the summaries should state why the reading(s) are relevant or important to our understanding of diversity and inequality and include 3-5 discussion questions that will guide discussion the following day. The executive summary should be emailed to the class by **5pm on Wednesday before class**.

Discussion leaders should also bring copies of outline to class. The role of the discussion leaders is to provide a structured discussion period. Discussion leaders should spend 15 min (maximum) on reviewing the thesis, main concepts, and themes throughout the readings. Another 30 minutes should be spent fleshing out the readings by comparing and contrasting the readings or discussing key arguments made by the authors. Discussion leaders should be prepared with a set of semi-structured questions to pose to the class. Creative ways to enhance or facilitate discussions are welcomed (i.e. small break out sessions, video clips, current newspaper articles, etc).

In-Class Engagement & Participation

Each student is expected to read all assigned readings for the course. Some readings are included for you to scan or use as a reference and are therefore, not essential required readings. This is a small seminar class, so discussion participation is crucial to a productive and successful course. If you are not participating, it will be assumed that you have not read the materials and you will be asked directly about your thoughts/opinions about the readings.

Questionnaire Development (Due 2/16)

You are tasked with developing a series of survey questions to evaluate the Crest Street Relocation Program. In order to do so, your questions should be guided by current empirical research and based on established concepts. You should start by developing a research question and then determine what variables would help to answer this research question. After this, you will need to operationalize these variables. You and your classmates will systematically analyze each survey question to determine whether they are valid.

To develop your survey questions, you will consult the existing literature on the concepts you are measuring and existing survey instruments that may have examples of how to measure these concepts. You will provide an assessment of the pros and cons of the various operationalization of concepts and the selection of response categories.

For this assignment, write out the survey questions as you would read them to study participants. In a separate word document, explain the rationale for operationalizing your concepts and the determining response categories. Also consider whether close-ended or open ended questions would be better for answering the question(s). You should write ½ page or less for each question.

Survey Implementation and/or Interviews (Completed 4/5)

As a class, we will conduct household surveys of Crest Street residents to examine the impact that a progressive relocation program had on the lives of individuals, households, and the community. We will examine whether Crest Street residents were better off because their housing and neighborhood amenities were improved and their social and kinship ties preserved.

As of 1996, The Crest Street Neighborhood consisted of 155 dwelling units. Half of these are single-family homes. Pairs of students will conduct face-to-face surveys with residents of Crest Street. We will be guided by the initial Crest Street survey conducted before the relocation and other relocation survey instruments including the Moving to Opportunity Program and Hope VI relocation programs.

You will be assigned a select number of addresses to survey. You and your partner will determine your implementation schedule in order to complete as many surveys as possible by 4/5. You must keep track of the households you made contact with, surveyed, and who declined. If contact is not possible the first time, you should try at another time of day. To complete this assignment, you should aim to have a response rate of 70% or more. If you have not achieved this response rate, you will need to explain why this was not possible and what you might do differently in the future or other strategies that might be more effective in order to receive a higher response rate. If you did achieve the 70%+ response rate, explain what interview strategies made this possible. Output: 2-4 pages in length.

Analyzing & Presenting Data (Due 4/19)

This assignment requires that you develop 2-3 research questions and using the survey data and other secondary data sources, provide an analysis that answers the research question. For example, is the Crest Street Neighborhood of the 1970s more socially cohesive than the Crest Street Neighborhood in 2012? You may have questions that measure social networks, kinship networks, community relations, etc. that may help you answer this question. Using Tables, Charts, Graphs, and Maps, you will present your analysis to the class and produce a write-up of the results. Output: Powerpoint presentation and short summary of findings (2-4 pages)

Evaluating the Crest Street Relocation Program using Survey Data (Due 4/27)

Using the data analysis from the previous assignment, you will expand your analysis and write a research paper that attempts to answer the research question(s) you posed earlier. This final assignment involves conducting a literature review of the concepts you are interested in, including the latest empirical findings on this topic. You will then discuss how your findings from the Crest Street study support or conflict with previous findings. In other words, what have we learned about relocation in place from the Crest Street case? What aspects of the Crest Street relocation program have been successful and what not? What could future relocation programs be improved based on the evaluation of Crest Street? Output: 10-12 page report.

PLAN 619
Cultural Diversity in Planning
University of Hawai`i, Department of Urban & Regional Planning

Instructor: Karen Umemoto, PhD
Email: kumemoto@hawaii.edu
Office: Saunders Hall 118
Phone: 956-7383
Class Meetings: Fridays, 9:00-11:45 am
Office hours: Mondays, 10am-12pm

This graduate seminar will focus on theories and issues of planning and policymaking in diverse multicultural societies. Increasing economic globalization and international migration have led to increased cultural diversity in cities around the world. Planners and policy makers are faced with new challenges related to governance among diverse and changing populations. Changes include an increasing gap between rich and poor, related power disparities, as well as differences in lifestyles, worldviews, values, norms and preferences. These dimensions of difference are often expressed in policy controversies in areas such as land use planning, electoral politics, social policy and in the rise of social movements. The course will examine theories and case studies related to social justice and deliberative governance in a multicultural setting.

Goals of the course:

The objectives of the course are:

- To understand the processes of identity formation, social differentiation, hybridization, and group mobilization along multiple dimensions of difference, focusing on ethnicity, race, and culture.

- To explore the nexus between global and local changes and movements as well as the nexus between social, spatial, material and discursive processes that shape community affiliations and intergroup relations.

- To develop an ability to critically analyze social controversies from multiple vantage points towards the goal of facilitating constructive public deliberation.

- To explore theories of governance and major theoretical debates concerning planning and governance in multicultural societies.

- To improve reading comprehension, analytical skills, and one's ability to apply theoretical concepts to contemporary social problems.

Course requirements:

Class attendance and participation:	10%
Thesis Summaries:	30%
Final Paper or Project:	50%
Paper Oral Presentation:	10%

Thesis Summaries:

You will be required to submit thesis summaries for 10 sessions of your choosing out of the 15 sessions of class. This 2-page single-spaced paper should be in two parts. Part 1 should include a short one-paragraph summary of the main argument for each reading. This should include the *main thesis* and *line of argument*. Part 2 should include a brief 2-paragraph critique of one of the articles of your choosing. The critique can focus on the *logic or assumptions of the argument*, the *appropriateness or validity of empirical evidence* and/or the *significance of the argument/article* in the context of the larger phenomena and surrounding debate. This assignment is designed to help improve reading comprehension and analytical abilities. Papers will serve as the basis for collective critique and discussion of the readings that will take place during each class session.

Final Paper or Project:

You will be required to submit a 20-page research paper examining a planning or policy controversy of your choice. You may also select a theme such as race-based policy, interracial justice, epistemic roots of policy conflict, politics of policy, etc. For a policy or planning controversy, you can consider but are not constrained to the following questions: What is the controversy according to contending parties? Who are the stakeholders? What are the values, assumptions and visions of the various stakeholders? What are the various sources of difference? What steps can be taken to find n satisfactory resolution to the controversy? What are the major obstacles to resolving the controversy? What are possible roles that planners can play? Research papers can draw on primary research, secondary sources or a combination of the two.

By week 5, you are required to submit a written description of the research paper, including the purpose and scope of the paper, methodology and research design, bibliography and a preliminary outline of the paper.

Service Learning Option - All students have the option of conducting a service learning project. A service learning project is a research or action project conducted for a community organization or agency as a “service” to them as well as a learning activity for you. A service learning project must address an issue(s) pertinent to the subject of the class with a strong written component. Projects must be agreed upon between the student, instructor and community organization or agency.

All papers and projects will be due on the last day of class at which time you will also make your oral presentation. No exceptions will be made unless in case of emergency.

TOPICS AND READINGS

TOPIC 1: Introduction

PART I: HISTORICAL AND THEORETICAL BACKGROUND

TOPIC 2: Overview to Cultural Diversity and Planning

Umemoto, Karen and Vera Zambonelli. (2012). "Cultural Diversity." In Randall Crane and Rachel Weber, *Oxford Handbook of Urban Planning.* Cambridge: Oxford University Press.

Sandercock, L. (2004). Towards a Planning Imagination for the 21st Century. *Journal of American Planning Association, 70*(2), 133-140.

Fainstein, S. S. (2005). Cities and Diversity: Should We Want It? Can We Plan For It? *Urban Affairs Review, 41*(3).

Neill, W. (2004). Knowing your Place: Urban Planning and the Spatiality of Cultural Identity. *Urban Planning and Cultural Identity* (pp. 1-16): London, Routledge).

TOPIC 3: Globalization, Identity Formation, and Citizenship

Castles, S., and Alastair Davidson. (2000). *Citizenship and Migration: Globalization and the Politics of Belonging*: New York: Routledge.

Nagel, J. (1994). Constructing Ethnicity: Creating and Recreating Ethnic Identity and Culture. *Social Problems, 41*(1), 152.

Urry, J. (1999). Globalization and Citizenship. *Journal of World-System Research, 2*, 311-324.

Young, I. M. (1999). Residential Segregation and Differentiated Citizenship. *Citizenship Studies, 3*(2), 237-153.

TOPIC 4: Multicultural Planning History

Thomas, J. M. (1998). Racial inequality and empowerment: Necessary theoretical constructs for understanding U.S. planning history. In L. Sandercock (Ed.), *Making the invisible visible: A multicultural planning history* (pp. 198-208). Berkeley: University of California Press.

Massey, D. S., & Denton, N. A. (1993). American Apartheid. Cambridge, MA: Harvard University Press. Chapter 5: The Creation of Underclass Communities

Sandercock, L. (1998). *Making the invisible visible: a multicultural planning history*. Berkeley: University of California Press. Chapter 2: Rewriting Planning History.

TOPIC 5: Colonialism and the Culture of Planning

Porter, L. (2010). *Unlearning the colonial cultures of planning*. Ashgate Publishing Co., Chapters 1,3,5 & 7.

PART 2: NORMATIVE AND APPLIED THEORIES

TOPIC 6: Cosmopolitanism

Anthias, F. (2006). Belongings in a globalising and unequal world: Rethinking translocations. In K. K. Nira Yuval-Davis, Ulrike Vieten (Ed.), *The situated politics of belonging* (pp. 17-31). London: SAGE.

Hall, S. (2002). Political belonging in a world of multiple identities. In S. Vertovec & R. Cohen (Eds.), *Conceiving cosmopolitanism: Theory, context and practice* (pp. 25-31): Oxford University Press.

Appiah, K.A. 1998 'Cosmopolitan Patriots', in P. Cheah and B. Robbins (eds) Cosmopolitics. Thinking and Feeling Beyond the Nation, Minneapolis, London: University of Minnesota Press.

Conley, V. A. (2002). Chaosmopolis. *Theory, Culture & Society, 19*(1-2), 127-138.

TOPIC 7: Multiculturalism

Walzer, M. (1994). Pluralism: A political perspective. In C. Taylor (Ed.), *Multiculturalism* (pp. 139-154). Princeton, NJ: Princeton University Press.

Taylor, C. (1994). The Politics of Recognition. In C. Taylor (Ed.), *Multiculturalism* (pp. 25-73). Princeton, NJ: Princeton University Press.

Parekh, B. (2000). *Rethinking Multiculturalism: Cultural Diversity and Political Theory.* Harvard University Press. Chapter 8: Equality in a Multicultural Society.

Young, I. M. (2001). Thoughts on multicultural dialogue. *Ethnicities, 1*(116-122).

TOPIC 8: Indigenous Planning and Self-Determination

Johnston, D. M. (1994). Native rights as collective rights: A question of group self-preservation. In C. Taylor (Ed.), *Multiculturalism* (pp. 179-201). Princeton, NJ: Princeton University Press.

Dhareshwar, V. (1999). Politics and History after Sovereignty. In A. K. B. Rajeev Bhargava, R. Sudarshan. (Ed.), *Multiculturalism, liberalism, and democracy* (pp. 400-422): New Delhi ; New York : Oxford.

Jojola, T. (2000). *Indigenous planning and community development.* Paper presented at the Seventh IASTE Conference, The End of Tradition?, Trani, Italy.

Lane, M. B., & Hibbard, M. (2005). Doing It for Themselves: Transformative Planning by Indigenous Peoples. *Journal of Planning Education and Research, 25*, 172-184.

Optional:

Benhabib, S. (2004). *The Rights of Others: Aliens, Residents, and Citizens*. Introduction, Chapter 4, and Conclusion.

PART 3: ISSUES OF EQUALITY & SOCIAL JUSTICE

TOPIC 9: Power, Injustice, And The Lived Environment

Zukin, S. (2009). Changing Landscapes of Power: Opulence and the Urge for Authenticity. *International Journal of Urban and Regional Research, 33*(2), 543-553.

Fainstein, S. (August 11, 2010). *Redevelopment Planning and Distributive Justice in the American Metropolis*. Unpublished manuscript.

Holifield, R. (2001). Defining environmental justice and environmental racism. *Urban Geography, 22*(1), 78-90.

TOPIC 10: Difference, Inequality, and the Right to the City

Harvey, D. (2008). The right to the city. *New Left Review, 53*.

Purcell, M. (2002). Excavating Lefebvre: the right to the city and its urban politics of the inhabitant. *Geojournal, 58*, 99-108.

McCann, E. J. (1999). Race, Protest, and Public Space: Contextualizing Lefebvre in the U.S. City *Antipode, 31*(2), 163-184.

PART 4: INTERSECTIONS AND SOCIAL ACTION

TOPIC 11: Intercultural Spaces

Kymlicka, W. (2003). Multicultural States and Intercultural Citizens. *Theory and Research in Education 1*(2), 147-169.

Amin, A. (2002). Ethnicity and the Multicultural City: Living with Diversity. *Environment and Planning A, 34*, 959-980.

Chan, F. H.H. (2011). *The struggle to belong: Dealing with diversity in 21st century urban settings*. Paper presented at the International RC21 Conference.

TOPIC 12: Intersections of Race and Gender

Deckha, M. (2006). Gender, difference, and anti-essentialism: Towards a feminist response to cultural claims in law. In A. Eisenberg (Ed.), *Diversity and Equality* (pp. 114-133). Vancouver, B.C.: University of British Columbia Press.

Crenshaw, K. (1989). Demarginalizing the intersection of race and sex: A Black feminist critique of antidiscrimination doctrine, feminist theory and antiracist politics. *U. Chi. Legal F.*, 139.

Additional reading to be assigned.

TOPIC 13: Public Engagement And Deliberative Practice

Umemoto, K., & Igarashi, H. (2009). Deliberative Planning in a Multicultural Milieu. *Journal of Planning Education and Research, 29*(1), 39-53.

Umemoto, K. (2001). Walking in Another's Shoes: Epistemological Challenges in Participatory Planning. *Journal of Planning Education and Research, 21*, 17-31.

Young, I. M. (1995). Difference as a Resource for Democratic Communication. In J. B. a. W. Rehg (Ed.), *Deliberative Democracy: Essays on Reason and Politics [EBRARY]* (pp. 383-406): Cambridge: The MIT Press.

Sandercock, L. (2000). When strangers become neighbours: managing cities of difference. *Planning Theory & Practice, 1*(1), 13-30.

TOPIC 14: Placemaking

Irazábal, C., & Farhat, R. (2008). Latino Communities in the United States: Place-Making in the Pre-World War II, Postwar, and Contemporary City. *Journal of Planning Literature, 22*(3), 207-227.

Chacko, E. (2003). Ethiopian Ethos and the Making of Ethnic Places in the Washington Metropolitan Area. *Journal of Cultural Geography, 20*(2), 21.

Lin, J. (1995). Ethnic Places, Postmodernism, and Urban Change in Houston. *The Sociological Quarterly, 36*(4), 629-647.

Trudeau, D. (2006). Politics of belonging in the construction of landscapes: place-making, boundary- drawing and exclusion *Cultural Geographies, 13*, 421-443.

Optional:

Wise, J. M. (2000). Home: territory and identity. *Cultural Studies*(14), 2.

PART 5: CULTURAL DIVERSITY AND PLANNING RESEARCH

TOPIC 15: Research Implications

Agyeman, J., & Erickson, J. S. (2012). Culture, Recognition, and the Negotiation of Difference. *Journal of Planning Education and Research, 32*(3), 358-366.

Sandercock, L. (2003). Out of the closet: The importance of stories and storytelling in planning. *Planning Theory and Practice, 4*(1), 11-28.

Umemoto, et. al. 2012. What's love got to do with it? Illuminations on Loving Attachment in Planning. *Planning Theory and Practice (forthcoming).*

Student Research Paper and Service Learning Presentations

Social Justice and the City
PLAN 6079 or URBN 6079
Spring 2013
Professor Beth Walter Honadle

Course Overview and Objectives: This course examines different perspectives on the meaning and value of the city; living a good life; responsibilities of political leadership; poverty, and social, environmental, and economic equality. Through readings, discussion, guest speakers, team projects, class exercises, and individual research, students will review contemporary and classic urban research containing knowledge and theories about urban spatial structure, race, poverty, and other facets of urban life. Students will critically examine how useful these writings are for understanding American cities. The purposes of this course are to expand students' awareness of the causes and effects of social inequality and injustice and to explore how this knowledge relates to them as professionals and citizens.

Time and place: 9:00 a.m. – 12:00 p.m. Tuesdays 4428 Aronoff

Instructor: Professor Beth Walter Honadle

Contact information: 6219 DAAP, (513) 556-4823, beth.honadle@uc.edu

Office hours: Scheduled appointment. Just send an email or call to ask for a meeting and suggest times that you are available to meet.

Teaching Assistant: Stephen Diko,

Readings: There are readings on reserve in DAAP Library and in EReserve in Blackboard. The required book is Susser, Ida, *Norman Street: Poverty and Politics in an Urban Neighborhood*. Updated Edition. Oxford University Press, 2012. Paper. ISBN 978-0-19-536730-0.

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I would especially like to give credit to the Human Rights Center at the University of Minnesota for developing the material for the class exercises. Their copyright information is at : http://www1.umn.edu/humanrts/edumat/hreduseries/tb1b/copyright.htm They are available for educational purposes and that is how I am using them for this class.

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Books on Reserve in DAAP Library:

- Robert D. Bullard (Editor) *Growing Smarter: Achieving Livable Communities: Environmental Justice, and Regional Equity*. Cambridge, MA: The MIT Press, 2007. (also on reserve in DAAP library) (***Growing Smarter*** in reading schedule)

- William W. Goldsmith and Edward J. Blakely*. Separate Societies: Poverty and Inequality in U.S. Cities*, 2nd Edition. Philadelphia, PA: Temple University Press, 2010. (also on reserve in DAAP library) (***Separate Societies*** in reading schedule)

Class policies. Students are responsible for reading and knowing these policies. If you do not understand the policies, please ask for clarification at the beginning of the course.

In addition to any University policies (e.g., academic honesty) that apply, the following are the instructor's policies for this class.

- ***Absences***. The only excused absences are for documented personal illness or documented family emergencies. Missing class for professional meetings, projects in other classes, weddings, vacations, trips with family or to visit relatives or friends, picking up friends at the airport, and similar examples are not excused absences for this course. This class is scheduled to meet 10 times during the quarter. (Late arrivals and early departures are also noted in the grade book; they affect the Participation portion of students' grades.) Unless the notation says 'excused', it is *un*excused. Students having perfect attendance will have 5 points added to the "extra credit bank" in the grade book at the end of the semester. Students having 1 unexcused absence will have their participation grade lowered automatically (e.g., A to A-; B+ to B). If a student fails to attend class on a day on which s/he is to make a presentation (either individually or with a group), there will be additional penalties for that student in terms of the assignment (up to and including no credit for it). Students having 2 unexcused absences will have less than an A- for "class participation" in the grade book. Students having 3 or more unexcused absences (or excessive tardiness or leaving class early) will receive a 0 for class participation (20% of the total course grade) in the grade book.
- ***Tardiness***. Class begins at 9:00 a.m. Everyone should be in class, ready to participate (e.g., listen, take notes, take a quiz, answer questions, ask questions) at the beginning of class. Habitual lateness will count against one's grade for participation. If tardiness becomes a disruption, the door will be locked and no one will be allowed in late. Students not in their seats will be marked absent for that class period.
- Your **UC email address** (e.g., beth.honadle@uc.edu) is the only way faculty and staff can find you in the system to contact you. If you do not use your UC email, you need to forward it to your personal email. It is your responsibility to check or

forward your email and clean it out. Explanations such as "My mailbox was full." and "Gmail hasn't been forwarding my email from UC promptly" are not valid excuses for not receiving or responding to email in a timely fashion.

- **Snow and emergencies**. Did you know it snows in Cincinnati in the winter? And, professors sometimes have their own emergencies (illness, flat tire, dead car battery, their own death or death of a loved one), which prevent them from getting to class on time or at all on a particular day. The University's policies are at http://www.uc.edu/news/NR.aspx?id=12766. Read the policy. I urge everyone to take advantage of UC's text message service, which will immediately notify you of school closings or delays. My personal practice is to be in class, on time, whenever possible. If I find on a given day that I am unable to be in class or will be late, I will post an announcement in Blackboard. Only in a sudden emergency in which I had insufficient time or access to technology would I just not show up. I ask you to always give me 10 minutes in case such an unexpected occurrence arose. If I am not there by 10 minutes after the hour, you may assume that I am regrettably unable to make it to class or to post an announcement.
- **Cheating**. Don't do it. Period. If a student is caught cheating on a test, homework, paper, presentation, or anything else in this course, the student will receive a ***course*** grade of **F**. Plagiarism is stealing someone else's words *or ideas* without attribution. Just adding some adjectives before someone else's words or using a thesaurus to find a substitute word here and there to make the document look different is still academically dishonest. Do not rely on *Wikipedia* or other similar shortcuts. Never **cite** *Wikipedia* as an academic source in this class. If you use it at all, follow up with the original source to verify and validate information and use the original as the authoritative source that you cite.
- **Cell phones and other electronic devices**. You may not use your cell phone or any other communicating device in class. Silence all electronic devices at the beginning of each class and keep them off or muted for the entire class and keep them out of sight. Students caught using their cell phones to check or transmit messages (email, text messages) during class may be asked to bring them to the front of the room and leave them with the instructor until class is over. Laptops may be used in class for notetaking only and (*with the instructor's approval*) other class purposes (e.g., quick research to look up something pertinent to a current class discussion or group exercise); **no** surfing, gaming, reading mail, etc. allowed in class. On designated in-class work days, laptops are permitted for doing relevant research on assignments. The instructor reserves the right to look at your computer screen at any time to see what you are working on.

Class participation: Class participation is critical to the successful completion of this course. This means being prepared to engage with guest speakers, paying

attention to videos, being current on readings, and asking good questions and discussing material thoughtfully and insightfully. Excellence would mean that you read up on guest speakers and their organizations and you prepare some potential questions to ask, that you voluntarily contribute ideas and enthusiastically do your part to make the class interesting and lively, and that you bring material in from current events to provoke and augment discussion.

The instructor will assign a score for class participation at the end of the quarter, which will be used in the computation of the final grade. Her assessment of the quality (and quantity) of your participation will be based on the following criteria:

- *attendance* (being present and punctual – arrive in time to be ready to start class and staying for the entire class period). See special policies regarding attendance above.

- *content and quality* (the substance, appropriateness, presentation, and value of class participation). The instructor will observe how students participate in break-out discussion groups and assess how actively involved individual students are in the group's work.

- *effective engagement* (being prepared; actively involved in class discussions and break-out group exercises; neither dominating conversations nor being passive all the time); spirited debate and academic argument are acceptable, encouraged, and expected. Any readings assigned must be read in advance. Lack of preparation for class discussions will reflect on students' class participation grades.

- *courtesy* (**no** side conversations or checking electronic devices or other distracting or rude behavior; being polite and respectful to fellow students and instructor; refraining from personal attacks; listening to others.)

Grades:

Grades will be assigned as follows:

A: excellent
B: good
C: fair
D: poor
F: failing

- The instructor will use these factors to determine course grades:

  Class participation: 10%

  Group Research Project Report: 25%

  Group Presentation/Field Trip: 20%

  Short paper (individual): 20%

  DAAPCares Group Poster and Presentation: 15%

  Self-Assessment 10%

The specifications for assignments are under Assignments in Blackboard.

Please email reports and presentations as attachments in Word and PowerPoint to beth.honadle@uc.edu and copy dikosk@mail.uc.edu.

How Instructor Determines Grades: For written submissions, there are usually letter grades assigned. On group assignments, everyone in the group will receive the same letter grade; one notable exception is if a student fails to show up when her or his group is making a presentation. (Fellow group members may not appeal this on behalf of the student who was absent.) Another exception is if a student or fellow group members give the instructor credible reason to lower one team member's grade. Bring any allegations of plagiarism or noteworthy failure to "pull one's own weight" to the instructor's attention **as soon as** you have evidence that these or other misdeeds are true. If you fail to report your knowledge of academic dishonesty on the part of a fellow classmate, you risk penalties yourself.

Extra Credit Bank (at the discretion of the instructor): The instructor maintains a "bank" of points for extra credit that will be applied to anything in the class, except attendance. When computing final grades, the instructor adds up points (out of

a possible 100, corresponding with the percentages noted above.) Any extra credit points will be added to the points from the assignments.

Policies and Caveats:

- If you have a disability that affects your performance in class, please tell Dr. Honadle at the beginning of the quarter and she will do her best to help. For advice and assistance, you may contact the university's disability services office, located in 210 University Pavilion (phone: 556-6823; e-mail: disabisv@ucmail.uc.edu).

- There is no "make-up" for exams or any other assignments.

- All assignments are due at the beginning of the class period for which they are assigned.

- All of the work you submit in this course is expected to be your own. Absolutely no cheating or plagiarism (using someone else's words or ideas without proper citation) will be tolerated. There will be opportunities for students to work together on some assignments, *but each student is responsible for completing and submitting his or her own work*. (If another student(s) contributes ideas for your term paper or other papers, you must acknowledge their contribution in writing in your paper in a separate "acknowledgments" section.) More information about plagiarism can be found online at http://www.libraries.uc.edu/instruction/students/plagiarism.html.

- It is each student's responsibility to know and comply with the University's Student Code of Conduct. The Code describes behavior expected of all University of Cincinnati students and defines behavior considered misconduct, including cheating, plagiarism, and classroom disruption. The possible sanctions and penalties for misconduct are also outlined in this document. Copies may be obtained from your college office or on-line at http://www.uc.edu/Trustees/Rules/RuleDetail.asp?ID=184.
- Phones, pagers, and any other electronic equipment that may make noise and disrupt class must be turned off during class. The exception is when students are specifically instructed that they may use such devices during class and, at those times, they are only to be used for the exercise in which the class is engaged. NOTE: The instructor reserves the discretion to look at students' laptops or other devices if they are being used during class to ensure that the purpose is for notetaking or other appropriate and approved purpose.
- This syllabus is subject to change.

JPG 1505 2012
PLANNING THE MULTICULTURAL CITY: DIVERSITY, POLICY AND PLANNING

Fridays 4-6 pm
Professor Uzma Shakir
Director, Office of Equity, Diversity & Human Rights
City Manager's Office
City of Toronto
14th Floor, West Tower
100 Queen Street West
Toronto, Ontario M5H 2N2
416-392-1108 (tel)
ushakir@toronto.ca

Dr. Minelle Mahtani
Department of Geography and Planning
University of Toronto
Mahtani@utsc.utoronto.ca

Description:

> *I want a city that is run differently than an accounting firm; where planners "plan" by negotiating desires and fears, mediating memories and hopes, facilitating change and transformation* (Leonie Sandercock)

As communities across Canada become even more culturally diverse, those of us involved in shaping planning and social policy require an ever-expanding toolbox of skills and approaches for policy to be truly inclusive. How can urban social policy respond to the new realities of transnational migration? How can planning practices respond to notions of difference in the city? This course will explore these questions by focusing on innovative processes that are required to work in policy arenas through a multicultural context. To provide an environment for professional development that facilitates diverse interests in social policy, this course will underscore how policy has been re-framed in contemporary debates around new understandings of marginalization, productivity, social exclusion, and diverse racialized/gendered/classed identities. Students will learn about the rhetoric and reality of globalization, the relationship between shifting social policies and social identities, and how planning practices can be altered to take into consideration the challenges facing cities of difference.

Class format:
The class is designed as a seminar. Your contributions to each class will provide the substance of the course. This means that it is **essential** that you do the assigned readings for each week. Students will be expected to read scholarly articles and contribute actively to discussions of these texts. There will be at least five articles per week. **THIS IS NOT A LECTURE COURSE.** We will facilitate discussion, but it is **YOUR JOB** to come to class prepared to debate and discuss the issues raised in the readings. The majority of class time will be spent in

a structured discussion of the assigned topics and texts. Please note that 20% of your final mark is derived from class participation. We take this component of the course very seriously. **Do not come to class if you have not done the reading and/or if you are not prepared to contribute to class discussion** – We expect nothing less from graduate students. You will be expected to contribute to each class by participating in class discussion and writing summary and critiques of the article(s) discussed in class.

Assignments

1. 30% Critical analyses of the readings

You must write a summary and critique of the readings assigned **for each class.**

These approximately one to three page submissions (single-spaced) will consist of short papers/questions based on the readings assigned for that day. These papers will be used to structure the conversations we will have. The analysis is not required for the first class.

You are required to write critical analyses for each week; however, we will give you two grace periods (meaning you can choose two weeks where you don't write the critical analyses). However, you are expected to do the readings for each week.

IMPORTANT:

These papers are due by **2PM on the day before the class (in other words, THURSDAY)** in which we will discuss the readings to which your questions are related. Email your paper to: planningdiversity@hotmail.com We will NOT accept late assignments! Put your name in the top right hand corner of the assignment. NO cover pages, please!

Your critical analysis should include:

a) SUMMARY. A concise (approx. 2-3 sentence to a paragraph or two) summary of the main points of the readings. What is the main argument? How does the author support her/his argument? What narrative strategies does the author use to get his/her point across? With each set of readings we will spend a few minutes talking about how the author went about their research. So ask yourself: what is the research question? What methods are employed? What quantitative or qualitative data is employed?

b) YOUR PERSONAL ANALYSIS. What do you make of this reading? How does it relate to your own experiences? How does it relate to your understanding of anthropology/sociology/planning/ geography? What problems did you have with the reading? Provide your own critical analysis of the piece. What questions or issues do the assigned readings raise in your mind? What are the points of agreement and disagreement between you and the author? What do they do well, what do they do less well? Compare and contrast readings with others we have read in class. Where would you have liked to have seen the author go? How did the piece "pique" your interest? In other words -if you were going to have a conversation about this piece with a friend or colleague, what would you say?

c) Two well-conceived, well-articulated and non-rhetorical questions pertaining to the readings (optional but often helpful to you as you think through the readings).

We may begin classes by asking students to address the questions they asked in the papers they submitted. The critical analyses are assigned to judge how you are evaluating the readings.

Nota Bene: The more insightful and sophisticated your questions/preliminary answers are, the higher your mark will be. Style counts. You may use references in your critical analyses. Please note that this assignment is due *before* the relevant class so that your *actual* critical analyses can structure the discussion we have (rather than just my sense of what you *should* want to discuss). Again a reminder: you are given two absences from this assignment (there are two classes where you are exempt from handing in your critical analyses). Do not forget to bring these critical analyses with you to class to facilitate lively discussion.

2. 20% Participation

Since this is a seminar course, students are expected to participate orally at a high level. This does not, however, suggest that the student who talks the most (or the loudest) will get the highest participation mark. Rather, satisfactory participation skills entail a respectful, critical, and constructive approach to the views expressed by your peers. **For each class meeting, you should come prepared to specify a passage or an idea in the reading that you found interesting and be able to explain your reasons in class. Additionally, you may also be asked to summarize discussion at the end of a class.** You should also be prepared to reflect upon how the particular text assigned for that day aids or confuses your understanding of the issues that we have been working on in this course.

3. 40% Term paper (with 10% of grade your presentation of the project)

You will be asked to submit a term paper that engages with issues we have explored in class related to post-colonial planning, anti-racism, Indigenous issues or any other theme related to course material. We are open to discussing what it is you might like to explore. This paper must be between 12-20 pages. You will also be asked to present a 10-15 minute presentation on your paper in the last two classes of the course.

Course texts:

-Sandercock, Leonie. 2004. Cosmopolis II: Mongrel Cities in the 21st Century. London: Continuum Press (available at the Bob Miller Bookroom)

-Fanon, Franz. 2008. Black Skin, White Masks. New York: Grove Press (available at the Bob Miller Bookroom)

****asterisks mean this piece is an optional read – a complementary article that may be useful for you if you are interested in pursuing this topic further.**

CALENDAR FOR THE SEMESTER

Week one: Jan 13
INTRODUCTION TO THE COURSE, DISCUSSION OF SYLLABUS
No readings this week (but it would be wise to start reading Fanon!).

Week two: Jan 20
DECOLONIZING DIVERSITY: INTRODUCTION TO ANTI-COLONIAL STRUGGLES I
Fanon, Frantz. Black Skin, White Masks (chapters 1-4)
Gilbert, Liette. 2010. "Legitimizing Neoliberalism Rather than Equality: Canadian Multiculturalism in the Current Reality of North America" *Norteamerica* 2 (1).

Week three: Jan 27
DECOLONIZING DIVERSITY: INTRODUCTION TO ANTI-COLONIAL STRUGGLES II
Fanon, Frantz. Black Skin, White Masks (chapter 4-8)
Kipfer Stefan. 2007. "Fanon and Space: Colonization, Urbanization, and Liberation from the Colonial to the Global City" *Environment and Planning D: Society and Space* 25(4) pp. 701 – 726
FILM: Isaac Julien, Black Skin, White Mask (52 mins)

Week four: February 3
WORKING WITH INDIGENOUS COMMUNITIES: PLANNING WITH FIRST NATIONS
Guest lecturer: Cynthia Wesley-Esquimaux
Alfred, T. and Corntassel, J. 2005. "Being Indigenous: Resurgences against Contemporary Colonialism" *Government and Opposition* 40 pp. 597–614.
Sandercock, Leonie. 2004. "Commentary: Indigenous Planning and the Burden of Colonialism" in *Planning Theory and Practice* 5 (1) pp. 118-124

**Porter, Libby. 2004. "Unlearning One's Privilege: Reflections On Cross-Cultural Research With Indigenous Peoples In South-East Australia" in *Planning Theory & Practice* 5 (1) pp. 104-108

Week five: Feb 10
RELIGION AND PLANNING
Simiatycki, Myer and Engin Isin. 2002. "Making Space for Mosques: Struggles for Urban Citizenship in Diasporic Toronto" In *Race, Space and the Law: Unmapping a White Settler Society*, ed. Sherene Razack, Ottawa: Between the Lines Press. Pp. 185-209
Zine, Jasmin. 2009. "Unsettling the Nation: Gender, Race and Muslim Cultural Politics in Canada" *Studies in Ethnicity and Nationalism* 9 (1) pp. 146-163
Hackworth, Jason and Kirsten Stein. 2012. "The Collision of Faith and Economic Development in Toronto's Inner Suburban Industrial Districts" *Urban Affairs Review* 48 (1) pp.37-63.

Week six: Feb 17
PUBLIC PARTICIPATION, PARTICIPATORY STRATEGIES: THE ROLE OF STORYTELLING
Guest lecturer: Brenda Nadjiwan (Aboriginal Affairs)
Sandercock, Leonie. 2003. Text. Chapters 8 and 9
Razack, Sherene. 1998. "The Gaze From the Other Side: Storytelling for Social Change" in Razack, Sherene. Looking White People in the Eye. Toronto: University of Toronto Press. Pp. 36-55
Carp, Jana. 2004. "Wit, Style and Substance: How Planners Shape Public Participation" *Journal of Planning Education and Research* 23 Pp. 242-254
Throgmorton, James. 2003. "Planning as Persuasive Storytelling in a Global-Scale Web of Relationships" *Planning Theory* 2(2) Pp. 125-151
Coulthard, Glen. 2007. "Subjects of Empire: Indigenous Peoples and the Politics of Recognition in Canada" *Contemporary Political Theory* 6 (4) pp. 437-460.

*** Beauregard, Bob. 2003. "Democracy, Storytelling and the Sustainable City" in Eckstein, B. and James Throgmorton (eds). Story and Sustainability: Planning, Practice and Possibility for American Cities. Cambridge: MIT Press. Pp. 64-77

Week seven: February 24
READING WEEK – NO CLASS

Week eight: March 2
ALTERNATIVE PLANNING MODELS: A CASE STUDY OF THE ALTERNATIVE PLANNING GROUP
Guest Lecturers: Karen Sun (University of Toronto) and Dr. Leela Viswanathan (Queens University)
Viswanathan, Leela. 2009. "Contesting racialization in a neoliberal city: cross-cultural collective formation as a strategy among alternative social planning organizations in Toronto" *GeoJournal* 75 (3) pp. 261-272.
Shakir, Uzma. 2008. "An Alternative Tale of the City: Toronto and the Alternative Planning Group" Progressive Planning No. 177 Pp. 4-7.
Alternative Planning Group, "Alternative Social Planning: A Paradigm Shift Developing an Inclusive *Healthy Toronto"* February 2004 accessible online at:
http://www.cassaonline.com/index3/downloads/Position/APGapr142004.pdf
Leela Viswanathan et al, *"Social Inclusion and the City: Considerations for Social Planning"* accessible online at:
http://www.cassaonline.com/index3/downloads/Position/02BmFINAL%20Social%20InclusionApr.22.031.pdf

Watch (but do not need to provide a critical analysis):
Clayton Thomas-Muller (Indigenous Environmental Network) *on the Tarsands, Indigenous Rights and Racial Justice* - http://www.youtube.com/watch?v=T3tRf3b1Zfo&NR=1 <http://www.youtube.com/watch?v=T3tRf3b1Zfo&NR=1>
Majora Carter, *Environmental Justice, Racial Justice and Greening the Ghetto (Sustainable South Bronx)* - http://www.youtube.com/watch?v=gQ-cZRmHfs4&feature=related <http://www.youtube.com/watch?v=gQ-cZRmHfs4&feature=related>

Week nine: March 9
COMMUNITY ORGANIZING: RACE, CLASS AND GENDER
Guest lecturer: Deena Ladd, Workers Action Center
Burgos, R. and Laura Pulido. 1998. "Politics of Gender in Los Angeles Bus Rider's Union/Sindicato de Pasajeros" *Capitalism, Nature, Socialism* 9 (3) pp. 75-82.
Loyd, Jenna and Andrew.Burridge. 2007. "La Gran Marcha: Anti-Racism and Immigrant Rights in Southern California" *ACME* 6 (1) 1-35.

**Kennedy, Marie. 2007. "From Advocacy Planning to Transformative Community Planning" *Progressive Planning Magazine*. Issue on Race, Class and Recovery. Word version Pp. 1-5.
Kennedy, Marie. 1996. "Transformative Community Planning: Empowerment Through Community Development: A Presentation at the 1996 Planners Network Conference" Word version Pp. 1-8.
Read: http://www.cues.fau.edu/toolbox/subchapter.asp?SubchapterID=126&ChapterID=5

Week ten: March 16
URBAN PARKS, RACE AND GREEN SPACE: NATURE, WHITENESS AND DIVERSE LANDSCAPES
Mawani, Renisa. 2007. "Legalities of Nature: Law, Empire, and Wilderness Landscapes in Canada" *Social Identities* 13 (6) pp.715 - 734
Teelucksingh, Cheryl. 2007. "Environmental Racialization: Linking Racialization to the Environment in Canada" *Local Environment* 12 (6) Pp. 645- 661
Pulido, Laura. 2000. "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California" *Annals of the Association of American Geographers* 90 (1) Pp. 12-40

Week eleven: March 23
DIVERSIFYING PLANNING CURRICULUM
Guest lecturer: Dr. Kanishka Goonewardena, University of Toronto
Goonewardena, Kanishka, Katharine Rankin and Sarah Weinstock. 2004. "Diversity and Planning Education: A Canadian Perspective" in *Canadian Journal of Urban Research* 13 (1) pp. 1-26
Looye, Johanna and Abdul Sesay. 1998. "Introducing Diversity into the Planning Curriculum: A Method for Department-Wide Implementation" in *Journal of Planning Education and Research* 18 pp. 161-170
Stifle, Bruce et al. 2004. "Faculty Quality at US Planning Schools" in *Journal of Planning Education and Research* 24 (6) pp. 6-22
Mahtani, M. 2004. "Mapping Race and Gender in the Academy: The Experiences of Women of Colour Faculty and Graduate Students in Britain, the US and Canada" in *Journal of Geography of Higher Education* 28 (1) pp. 91-101

**Goonewardena, Kanishka and Stefan Kipfer. 2005. "Postcolonial Urbicide: New Imperialism, Global Cities and the Damned of the Earth" in *New Formations* Pp. 23-33

Week twelve: March 30
QUEER SETTLER COLONIALISM: Indigenous Decolonization in Planning
Morgensen, Scott Lauria. 2010. "Introduction" in Spaces Between Us: Queer Settler Colonialism and Indigenous Decolonziation. Minneapolis: University of Minnesota Press. Pp. 1-28.
Lawrence, Bonita and Enakshi Dua. 2005. "Decolonizing Anti-Racism" *Social Justice* 32 (4) pp. 120-143.
Sharma, Nandita and Cynthia Wright. 2008. "Decolonizing Resistance, Challenging Colonial States" *Social Justice* 35 (3) pp. 93-111.

Week thirteen: Good Friday April 6 (class will be rescheduled on a mutually agreed upon date for all class participants)
PRESENTATIONS

Sen, Siddhartha. 2000. “Some Thoughts on Incorporating Multiculturalism in Urban Design Education” in Burayidi, Michael (ed). Urban Planning in a Multicultural Society. London: Praeger. Pp. 207-225

Goonewardena, Kanishka and Stefan Kipfer. 2005. “Postcolonial Urbicide: New Imperialism, Global Cities and the Damned of the Earth” in *New Formations* Pp. 23-33

Indigenous Community Planning: ways of being, knowing and doing

PLAN 548P Winter 2013
Instructors:
Leonie Sandercock and Gerry Oleman (Elder in Residence) and various members of the Musqueam Nation
TA: Lyana Patrick

Tuesday Jan 15th: 12-2pm WMA 140: introductory meeting and logistics

Jan 26 and 27: 10am -5pm (UBC and Musqueam Reserve)
Feb 23 and 24: 10am – 5pm (UBC)
Mar 23 and 24: 10am – 5pm (UBC and Musqueam)

This course is a requirement for ICP students in SCARP, and is limited to 15 students. It is open to First Nations Studies students (300 and 400 level) who have met FoGS requirements for taking graduate level courses.
See Registration form for details:
http://www.grad.ubc.ca/forms/students/UndergradEnrol.pdf

Key words

Indigenous world view; indigenous planning; community planning; colonization; ecological imperialism; contact zone; settler societies; respect, recognition, rights; traditional ecological knowledge; co-existence; partnership.

Course Outline

This course starts from an acknowledgement of Canada's history of colonization of Indigenous peoples, recognition that planning has been a part of that process, and also that Indigenous planning practices existed long before colonization.

This leads to a series of questions that the course will explore.

What is the meaning and significance of Indigenous Planning as a re-emerging theory of action among Indigenous community planners, civic leaders, and professionals?
What values underpin Indigenous approaches to community development?
How does an Indigenous planning paradigm challenge existing planning practice in Canada?
What has been lost in the western planning perspective? What can be gained through understanding an Indigenous worldview?
How does mainstream planning need to adapt and change to achieve recognition of and justice for Indigenous peoples?
What are the implications for a more culturally relevant planning profession and practice?
Is it possible to 'decolonize' planning? How? What would that look like?

What is the role of a non-Indigenous planner in Indigenous community development?
What do you need to know and what skill sets do you need if you are working with/in an Indigenous community?
What methods and methodology are needed?
What are the ethical and cultural considerations in working with First Nations?
What challenges do First Nations in BC face in implementing projects in their on-Reserve and off-Reserve communities?
How does First Nations community development (social and economic) affect surrounding jurisdictions?
How do surrounding jurisdictions (municipal, provincial and federal) impact Indigenous planning?
How do federal and provincial jurisdiction and policies impact FN community development?

The course is based around three sets of readings:

- Indigenous worldview (epistemology, ontology, and research methodologies)
- History of colonization
- Case studies in Indigenous planning

Format/Pedagogy

As much as possible, this course works from experiential, land-based and community-based learning, and cultural immersion (which begins with an introduction to the Musqueam Longhouse tradition and teachings). The course is then organized around three weekends during which we will combine visits to the Musqueam Reserve, where Elders and other culturally knowledgeable spokespeople will introduce us to traditional teachings; with outdoor activities, including a guided ethno-botanical and archaeological tour; along with classroom discussion of readings and films. Musqueam community planners will introduce us to their planning process and award-winning Comprehensive Community Plan. Non-indigenous practitioners will be invited to discuss how they work with/in Indigenous communities in BC.
The course aims to integrate mind, body, emotions and spirit in its approach to learning.

Learning objectives

1. Understanding of and respect for Indigenous world view
2. Understanding of *ongoing* impacts of history of colonization on Indigenous communities
3. Understanding of and respect for traditions of Indigenous planning
4. Unsettling of assumptions of western planning
5. Learning firsthand from Musqueam colleagues about their approach to Comprehensive Community planning in BC
6. Envisaging an Indigenous worldview as a basis for sustainability planning

Texts
Many of the recommended books (those asterisked) are on Reserve.
Those with a double asterisk (**) are available as e-books through UBC Library.
All Journal articles are available electronically via the following course link with UBC Library:

http://toby.library.ubc.ca/ereserve/er-coursepage.cfm?id=2801

The following are all required reading and highly recommended as preparatory reading before class begins:

** E. Richard Atleo *Tsawalk. A Nuu-chah-nulth Worldview* (UBC Press, 2004)
**Nancy J. Turner *The Earth's Blanket: Traditional Teachings for Sustainable Living*. (Douglas and McIntyre, 2005).
** Cole Harris *Making Native Space. Colonialism, Resistance and Reserves in British Columbia* (Vancouver: UBC Press, 2002)
* Paulette Regan. 2011. *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada* (Vancouver: UBC Press)

Also please note the following forthcoming publication, Spring 2013:
T. Jojola, D. Natcher and R. Walker. eds. 2013. *Reclaiming Indigenous Planning* (McGill-Queens University Press, 2013)

Assignments and Grading

There are three assignments, as well as required readings for and required attendance at all sessions.

1.Reflective journal entries: students will keep a journal in which they will reflect on readings as well as on class sessions and experiences. The journal should be focused on a personal narrative on the theme of 'unsettling'.
Some things to consider…
In what ways are you being unsettled? In what ways are you doing some unsettling?
What are you learning about unsettling/decolonizing?
What teachings stand out for you?
What are the biggest challenges for you in imagining yourself engaged in Indigenous community planning (ICP)?
What, if anything, will you do differently after taking this class?

Your journal is a private thing and will not be submitted for assessment. Instead, you will write a 1000-1500 word overview at the end of the semester, based on

your journal entries, and addressing the question of 'unsettling' in relation to the questions above. You will be graded on depth, honesty, and thoughtfulness.

Due date: 1st April, in Leonie's mailbox in Lasserre, or by email to Leonie: leonies@mail.ubc.ca

2. *Individual paper based on readings*: students will focus on one of the three sets of readings to explore in depth and discuss at length during the weekend sessions. Your choice should be driven by *why* you want to do this course and *what you feel is missing* in your current education. Your paper will review these readings, drawing out teachings for yourself, your life and practice.
Each student will write a review essay of 2000 words (excluding Bibliography) on their chosen set of readings, which can also be further customized to meet individual students' needs in relation to their life/career goals.
You may want to shape the essay around one or more of the questions posed at the opening of this Course Outline. Or you can construct your own question/s, in consultation with the instructors.
You will be graded on your understanding of the readings and your ability to relate them to yourself, your life, and your practice.

Due date: 8th April, in Leonie's mailbox in Lasserre

3. *Class project*: as a group, or perhaps in several groups, you will explore how to make SCARP a welcoming space for Indigenous planning and for ICP students. This means designing and setting up a process for addressing this question, making a class presentation, and making recommendations to the Director of SCARP in the form of a short report (max 500 words, 2-4 pages) or set of drawings/photos/video. [If you are from another Department at UBC, you may want to apply this exercise to your own turf?]

The class presentation will take place on Thursday 11th April at 2pm in WMA 150. There will be no grade assigned for this exercise. Think of it as the service component of the course.

Each student will also agree to attend and do the prescribed readings for all sessions.

Grading:

30% for participation
30% for Journal
40% for review essay
No grade for class exercise

CLASS SCHEDULE AND READINGS

INTRODUCTORY SESSION: TUES 15th JAN, 12-2pm, WMA 140.
This session will introduce you to each other, to the Instructors, and to the course outline.

PART ONE: INDIGENOUS WORLD VIEW: Jan 26 and 27th At Musqueam Reserve and UBC

This weekend will be divided into four sessions:

Saturday morning and afternoon at UBC: West Mall Annex 150, 10am – 5pm

Leroy Littlebear lecture/video on western science and Indigenous science:

Discussion of readings, focused around the questions below.

Saturday evening: potluck at Leonie's house, 7-10pm

Sunday morning and afternoon at Musqueam: 10.30 - 12.30; 1 – 4pm

Cultural speakers on traditional knowledge 10am -1pm

Historical/archaelogical/ethno-botanical walking tour, guided by Musqueam representative, 1-4pm

Questions to think about as you read/prepare for this session:

What do you understand by 'indigenous worldview' and how does this differ from a 'western' or 'occidental' worldview.

In what ways do these texts challenge mainstream representations/understandings of Indigenous peoples?

What conflicts emerge (intellectual/emotional) when Indigenous perspectives are read against dominant historical narratives?

Are there common approaches to decolonization that emerge from the multitude of Indigenous experiences?

Readings in preparation for this weekend
Everyone will read/watch:

* Ellen White *Kwulasulwut: Stories from the Coast Salish* (Theytus Books, 1981)

Musqueam Through Time (DVD)

Leroy Littlebear 'Jagged Worldviews Colliding' in M. Battiste. Ed. *Reclaiming Indigenous Voice and Vision* (UBC Press, 2009)

Everyone will **choose one from at least three of the following groups** of articles/books/films, according to personal interest;

(a)
Michael Kew *Coast Salish Ceremonial Life: status and identity in a modern village* (University of Washington PhD thesis, UMI Dissertation Services, 1970, or Koerner Library microform)
* Wilson Duff *Faith of a Coast Salish Indian* (Koerner Library)
* Susan Roy *These Mysterious People: shaping history and archaeology in a Northwest Coast Community* (McGill Queens University Press, 2010)

(b)
**E. Richard Atleo *Tsawalk. A Nuu-chah-nulth Worldview* (UBC Press, 2004),
Joanne Archibald *Indigenous Storywork . Educating the Heart, Mind, Body, and Spirit* (UBC Press, 2008)
* John Borrows *Drawing Out Law. A Spirit's Guide* (University of Toronto Press, 2010)
**Nancy J. Turner *The Earth's Blanket: Traditional Teachings for Sustainable Living*. Douglas and McIntyre, 2005.

(c)
Fyre Jean Graveline *Circle Works: transforming Eurocentric consciousness* (Fernwood Publishing, 1998)
* Shawn Wilson *Research is Ceremony. Indigenous Research Methods* (Fernwood Publishing, 2008)
Linda Tuhiwai Smith *Decolonizing Methodologies. Research and Indigenous Peoples* (Zed Books, 1999)
* Margaret Kovach *Indigenous methodologies: Characteristics, Conversations, Contexts* (University of Toronto Press, 2009)

(d)
Alfred Scow and Andrea Spalding *Secret of the Dance* (Victoria: Orca Books, 2006)
Rita Joe *Songs of Rita Joe: Autobiography of a Mi'kmaq Poet* (Ragweed press, 1996)

Leslie Marmon Silko *Yellow Woman and a beauty of the spirit: Essays on Native American Life today* (Simon and Schuster, 1996)
Leslie Marmon Silko *Ceremony* (NY: Viking, 1977)
Rigoberta Menchu *I, Rigoberta Menchu: An Indian woman in Guatemala* (Verso, 1984)
Montour-Angus, P. 1995. *Thunder in My Soul: A Mohawk Woman Speaks* (Halifax: Fernwood)
Ella Cara Deloria *Waterlily* (1988)
Maracle, Lee. *I Am Woman*. (Press Gang, 1996).
N. Scott Momaday *House Made of Dawn* (1969)

(e)
Kahnesatake: 270 Years of Resistance (dir. Alanis Obomsawin)
Two Worlds Colliding (dir. Tanya Hubbard)
First Australians (dirs Rachel Perkins and Beck Cole (7 parts: 382 mins)
Hopiit (dir. Victor Masayesva)
Atanarjuat: The Fast Runner (dir. Zacharias Kunuk)
Ten Canoes (dir. Rolf de Heer)
It's a great film made with the people of Ramingining in Australia. Here's a trailer:

http://youtu.be/9Vzf9BAVGZc.

PART TWO: HISTORY OF COLONIZATION: Feb 23 and 24: UBC: SCARP, UBC Farm, Museum of Anthropology

This weekend will be divided into four sessions:

Saturday morning at UBC (WMA 150):
film 'A Century of Genocide' + discussion of readings, 10-1

Saturday afternoon at UBC:
field trip Museum of Anthropology (2-3.30) + class discussion (4-5.30)

Sat eve: potluck at Leonie's, 7-10pm

Sunday morning at UBC (WMA 150):
film 'First Australians'+ discussion, 10-1

Sunday afternoon at UBC Farm:
Dawn Morrison and the Aboriginal Garden @ UBC Farm, 2-4

Questions:

- How might you begin to decolonize your reading of Canadian colonial history (and colonial histories elsewhere in the world)? What sort of understandings of colonization (historical and contemporary) does the work of decolonization necessitate?
- What are the legacies of colonial policies today? In what ways might they persist, both through government policies and actions and in the on-going trauma experienced by Indigenous peoples?
- Considering the history of colonization, and continuing efforts to regenerate Indigenous societies, what do you think your role is in the process of decolonization?
- What might support your own process of decolonization?

Readings in preparation for this weekend
Everyone will read:

Cole Harris 'How Did Colonialism Dispossess?' *Annals of the Association of American Geographers*, 94: 1, 165-182.

Bonita Lawrence *"Real" Indians and Others* (UBC Press, 2004):
chapter 5 'Killing the Indian to Save the Child'
chapter 6 'Urban Responses to a Heritage of Violence'

Regan, P. 2010. *Unsettling the Settler Within: Indian Residential Schools, Truth Telling, and Reconciliation in Canada* (Vancouver: UBC Press)

Everyone will **choose one from at least two of the following groups** of articles/books/films;

(a)
Grace Li Xiu Woo *Ghost Dancing with Colonialism: decolonization and Indigenous rights at the Supreme Court of Canada* ((UBC Press, 2011)
Cardinal, Harold. 1969. *The Unjust Society: The Tragedy of Canada's Indians* (M.D. Hurtig Publishing)
Galeano, Eduardo. *Open Veins of Latin America: Five Centuries of the Pillage of a Continent*. (Monthly Review Press, 1973)
* Thomas Berger. *A Long and Terrible Shadow. White values and Native Rights in the Americas since 1492*. (Douglas and McIntyre, 1991, 1999)
Fanon, Frantz. *The Wretched of the Earth* (Grove Press, 1963)
LaDuke, Winona. *All our Relations: Native Struggles for Land and Life* (Sound End Press, 1999)
Memmi, Albert. *The Colonizer and the Colonized* (Earthscan, 2003, original 1965)
Manuel, George and Michael Posluns. *The Fourth World: An Indian Reality*. (Collier-Macmillan, 1974)

Churchill, Ward. *A Little Matter of Genocide: Holocaust and Denial in the Americas 1492 to the Present.* City Lights Books, 1997.
Duran, Bonnie and Eduardo Duran. *Native American Post-Colonial Psychology*. SUNY Press, 1995.

(b)
Arnett, Chris. *Terror Of the Coast: Land Alienation and Colonial War on Vancouver Island and the Gulf Islands, 1849-1863*. (Talonbooks, 1999)
Clayton, D. 2000. *Islands of truth: The Imperial Fashioning of Vancouver Island* (Vancouver: UBC Press)
Fisher, Robin. *Contact and Conflict: Indian-European Relations in British Columbia, 1774-1890* (UBC Press, 1992)
**Cole Harris *Making Native Space. Colonialism, Resistance and Reserves in British Columbia* (Vancouver: UBC Press, 2002)
Rupert Ross *Dancing with a Ghost: Exploring Indian Reality* (Octopus, 1992)
Rupert Ross *Returning to the Teachings: Exploring Aboriginal Justice* (Penguin Books, 1996)

(c)
Milloy, J. 1999. *A National Crime. The Canadian Government and the Residential School System 1879 to 1986* (Winnipeg: University of Manitoba Press)
Crey, Ernie and Suzanne Fournier. 1997. *Stolen From Our Embrace: Abduction of First Nation Children and the Restoration of Aboriginal Communities*. Douglas and McIntyre
Miller, J.R. 1996. *Shingwauk's Vision: A History of Native Residential Schools.* University of Toronto Press, 1996.
De Leeuw, Sarah. 2007. 'Intimate Colonialisms: The material and experienced places of BC's residential schools', *Canadian Geographer* 51: 339-59.

(d)
Any film by Maori filmmaker Merata Mita, particularly her documentaries "Patu" and "Mauri" for a global perspective;
"Skins" directed by Chris Eyre;

Linda Hogan *Solar Storms* (1995)
Tomson Highway *Kiss of the Fur Queen* (1998, 2005)
Jeanette Armstrong *Slash* (1987, 1998)
Joseph Boyden *Three Day Road* (2005)
Debra Magpie Earling *Perma Red* (2002)
Gregory Scofield *I Knew Two Metis Women* (1999)
Louise Erdrich *The Round House* (2012)

PART THREE: CASE STUDIES IN INDIGENOUS PLANNING: March 23 and 24th : @ UBC and Musqueam

This weekend will be divided into four sessions:

Saturday morning at Musqueam:
Musqueam community planners' presentation: 10am -1pm (Larissa Grant, Howard Grant)

Saturday afternoon at UBC (WMA 150): 2-5pm
film 'High Noon in Burns Lake' + discussion of readings,

Sunday morning at UBC (WMA 150):
discussion of readings, 10-1

Sunday afternoon at UBC: 2-4.30pm:
guest speakers (indigenous and non-indigenous planners)

Sunday eve:
potluck feast at Musqueam: 6-8pm

Questions:
What is the significance of Indigenous Planning as an emerging theory of action among FN planners and leaders? How does it challenge existing planning practice in BC/Canada?
In the light of your understanding of an Indigenous worldview, alongside the history of colonization, do you think it is possible to decolonize planning (as Libby Porter and others have challenged us to do)? Or, is that the wrong question?
What might indicate that planning has been decolonized?
What did you learn from the various case studies (Australian, American, Canadian or New Zealand-based) that might guide your postcolonial planning practice? What makes that practice 'postcolonial'?

Readings in preparation for this weekend
Everyone will read:

Jojola, T. 2008. 'Indigenous Planning: An Emerging Paradigm', *Canadian Journal of Urban Research, 17:1, Supplement.*

Jackie Wolfe. 1989. 'Approaches to Planning in Native Canadian Communities: A Review and Commentary on Settlement Problems and the Effectiveness of Planning Practice', *Plan Canada*, 29, 2:63-79.
Libby Porter 2009. 'On Having Imperial Eyes' in H. Thomas and F. LoPiccolo. Eds. *Ethics and Planning Research* (Aldershot: Ashgate)
Borrows, J. 1997. 'Living between Water and Rocks: First Nations, Environmental Planning and Democracy', *University of Toronto Law Journal* 47: 4, 417-468.
Martin Patriquin 'Canada, home to the suicide capital of the world', *Macleans*, April 16, 2012.
Nancy Turner. 2005. *The Earth's Blanket: Traditional Teachings for Sustainable Living*. (Douglas and Macintyre, 2005), chapter 6 'Looking after the lands and waters'
Heather Dorries. 2012. *Rejecting the "False Choice": Foregrounding Indigenous Sovereignty in Planning Theory & Practice*. Unpublished PhD Thesis, Dept of Geography, University of Toronto.

Everyone will **choose one from at least two of the following groups** of articles/books/films;

(a)
Berris, Catherine, Charlene Higgins and Chief Mike Retasket. 2008. 'Ts'enwecw Te TmiCw: Our Sacred land', *Plan Canada*, 48, 2: 46-48.
Cook, Jeff. 2008. 'Building on Traditions of the Past: The Rise and Resurgence of First Nations CCP', *Plan Canada*, 48, 2: 13-17.
Gallagher, Stephen. 2008. 'Intergovernmental Community Planning: The Sliammon First Nation and City of Powell River Experience', *Plan Canada*, 48, 2 : 35-38.
Harivel, Colin and Colette Anderson. 2008. 'First Nations Comprehensive Communuty Planning: A Good Investment for Canada', *Plan Canada*, 48, 2: 29-31.
Sully, Lorne et al. 2008. 'First Nations Urban Reserves in Saskatoon: Partnerships for Positive Development', *Plan Canada*, 48, 2: 39-42.
Trousdale, William, Jeff Cook, and Chief Bob Chamberlin. 2008. '"Hith Alis Lax Gwa-yas-dums": Moving from Crisis to Hope at Gwa-yas-dums Village, Gilford Island, BC', *Plan Canada*, 48, 2: 24-28.
Ray, Rahul and David Harper. 2008. 'The Path Forward: First Nations Land Use Planning as a Unifying Community Process', *Plan Canada*, 48, 2: 43-45.

(b)
Peters, EJ. 2005. 'Indigeneity and Marginalization: Planning for and with Urban Aboriginal communities in Canada'. *Progress in Planning*, 63, 4, 327-404.
Dale, N. 1999. 'Cross-cultural community-based planning: negotiating the future of Haida Gwai' in L. Susskind, S. McKearnan and J. Thomas-Larmer, eds, *The Consensus Building Handbook* (Thousand Oaks, CA: Sage)
Gerwing, Kira and Tim McDaniels. 2006. 'Listening to the Salmon people: Coastal First Nations' Objectives Regarding Salmon Aquaculture in BC', *Society and Natural Resources*, 19: 259-273.

Howett, M. J. Rayner and C. Tollefson. 2009. 'From government to governance in forest planning? Lessons from the case of the BC Great Bear Rainforest Initiative', *Forest Policy and Economics* 11: 382-391.
Jackson, T. and J. Curry. 2004. 'Peace in the Woods: Sustainability and the Democratisation of Land Use Planning and Resource Management on Crown Lands in BC', *International Planning Studies* 9: 27-42.
Mabee, H.S. and G. Hoberg. 2006. 'Equal Partners? Assessing co-management of forest resources in Clayoquot Sound', *Society and Natural Resources*, 19, 875-888.
Mascarenhas, M. 2007. 'Where the waters divide: First Nations, tainted water, and environmental justice in Canada', *Local Environment*, 12, 6: 565-577.
McDaniels, Tim and William Trousdale. 2005. 'Resource compensation and negotiation support in an Aboriginal context: using community-based multi-attribute analysis to evaluate non-market losses', *Ecological Economics*, 55: 173-186.
Stanger-Ross, J. 2008. 'Municipal Colonialism in Vancouver: City Planning and the conflict over Indian reserves', *Canadian Historical Review* 89: 541-80.
** Stephanie Irlbacher-Fox. 2009. *Finding Dahshaa. Self-Government, Social Suffering, and Aboriginal Policy in Canada* (Vancouver: UBC Press)

(c)
Barry, Janice and Libby Porter. 2012. 'Textually-Mediated Contact Zones: Indigenous Recognition and State-Based Planning Systems', *Planning Theory*,
Choy, Darryl Low, Jenny Wadsworth, and D. Burns. 2010. 'Seeing the Landscape through new eyes: identifying and incorporating indigenous landscape values into regional planning processes', *Australian Planner*, 47, 3: 178-190.
Lane, M. 1997. 'Aboriginal participation in environmental planning', *Australian Geographical Studies*, 35, 3, 308-323.
Lane, M. and T. Corbett. 2005. 'The tyranny of Localism: Indigenous participation in Community-Based Environmental Management', *Journal of Environmental Policy and Planning* 7: 2, 141-159.
Lane, M. and McDonald G. 2005. 'Community-Based Environmental Planning: Operational Dilemmas, Planning principles and Possible Remedies', *Journal of Environmental Planning and Management* 48: 5, 709-731.
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Pratt Institute, Programs for Sustainable Planning and Development
PLAN 801A.01
Culture, Planning, and Community Engagement

This experiential course investigates arts and culture, broadly defined, as a critical part of envisioning and building an equitable and sustainable Los Angeles. Through site visits, tours, cultural events, and conversations with practitioners and policymakers representing multiple perspectives, we will explore the intersection between arts and culture and participatory planning. Beginning with a citywide overview, the course will move to specific neighborhoods where arts and culture, planning, and community revitalization are taking place including Leimert Park, Skid Row, Thai Town, and Watts.

In New York, Sunday, April 1, Pre-LA class
2-4 pm Pratt Institute, Higgins Hall, room 406

In Los Angeles

Sunday, April 15
CicLAvia (We're meeting with its producer, Aaron Paley on Thursday and one of its organizers, Joe Linton, is leading the river walking tour on Friday.)

Ciclovías started in Bogotá, Colombia, over thirty years ago as a response to the congestion and pollution of city streets. CicLAvia will have 10 miles of car free streets, creating a network of connections between neighborhoods, businesses, and parks. http://www.cicLAvia.org

Tuesday, April 17

2:00 pm
Pick up at convention center (southeast corner of Pico and Figueroa in front of the Gilbert Lindsay Memorial (work of public art)– travel to LA Commons office in Leimert Park at 4343 S. Leimert Blvd. Karen Mack, founder and executive director of LA Commons, is our Los Angeles partner for this course.

LA Commons works in neighborhoods throughout Los Angeles, facilitating artistic processes, open to all, that result in highly visible public art projects that tell dynamic neighborhood stories. LA Commons builds community by validating the importance of local narratives, enhancing the sense of belonging felt by a broad range of stakeholders and encouraging stronger ties between the people and places of LA. http://www.lacommons.org/ . Karen Mack brings to her role at LA Commons many years developing programs and helping other nonprofits to grow and thrive. As part of research for starting LA Commons, she served as Public Service Fellow at Harvard's Kennedy School of Government where she explored the role of culture in community building. She is currently President of the Board of Los Angeles Neighborhood Initiative and a Mayoral Appointee to the Los Angeles Board of Neighborhood Commissioners.

3:00 – 4:00 pm
Conference debrief and transition to class with Ron Shiffman, city planner and Pratt Institute faculty member, and Caron Atlas, director, Arts & Democracy Project and Pratt faculty for this course.

4:00 – 5:00 pm
Culture, planning, and community engagement: issues and accountability – fishbowl discussion initiated by Atlas, Shiffman, and Mack and then extending to the group

5:00 – 6:00 pm
Opportunity to walk around Leimert Park and shop or relax at LA Commons Office
http://www.leimertparkbeat.com/

6:00 – 7:00 pm
Walking tour of Leimert Park with Karen Mack, LA Commons, which ends at restaurant for dinner

7:00 – 9:15 pm
Dinner with two speakers from Leimert Park: Reuben Caldwell, Community Planner, City of Los Angeles and filmmaker, Ben Caldwell, Kaos Network

Reuben Caldwell, AICP, is a community planner with the City of Los Angeles Department of City Planning. He has worked for the City since 2006. Mr. Caldwell returned to his home state of California after nine years as a planner with the City of Miami Beach, Florida. He received both his undergraduate and graduate degrees in architecture and urban design from the University of California at Berkeley. His graduate level thesis work in Professor Christopher Alexander's "Building Process Area of Emphasis" has guided his methods for integrating community and cultural driven policy planning with form based design codes and regulations. Along with work in design, preservation and neighborhood planning, Mr. Caldwell has been directly involved in drafting the primary guiding policy document and accompanying implementation for the West Adams-Baldwin Hills-Leimert Community Plan Area of the City.

Ben Caldwell is a Los Angeles-based arts educator and independent filmmaker. A native of New Mexico, Caldwell studied filmmaking at UCLA, at the same time asCharles Burnett,Julie Dash and Billy Woodberry, as part of a group of young artists who were to change African American independent filmmaking — a cultural phenomenon sometimes called "The L.A. Rebellion." Caldwell taught several years at CalArts and was a major force in the development of the institution's outreach initiative, Community Arts Partnership , which partners students with community art centers. In 1984, he founded KAOS Network, a community arts center dedicated to providing training in digital arts, media arts and multi-media, with the goal of empowering the youth of the community. Each week over 150 youth participate in workshops and programs at the center. In addition to these workshops, KAOS Network has videotaped community events and produced documentaries for the state of California and other entities.

9:30 – pm
Enjoy music at Bananas – monthly music showcase at Kaos Network
http://latimesblogs.latimes.com/music_blog/2012/01/bananas-eclectic-music-monthly-draws-audiences-to-leimert-park.html

Wednesday, April 18

9:00 – 10:45
Breakfast with James Rojas: "Using the production of art as a tool to educate and empower the pubic on urban planning"

At Phillipes, 1001 N. Alemeda

James Rojas holds an MA in City Planning and an MS in Architecture Studies from MIT. He works as a city and transportation planner, and is the founder of the Latino Urban Forum, a non-profit dedicated to increasing awareness of planning and design issues facing low-income Latinos. Rojas has written and lectured extensively about how culture and immigration are transforming the American front yard and landscape, and, through Place It!, has organized an impressive number of on-site model installations and interactive workshops. http://www.placeit.org, http://www.latinourbanforum.com

Walk to Homeboy Industries, 130 West Bruno Street (323) 256-1254

11:00 am – 12:00 noon
Los Angeles overview with Jacqueline Leavitt, UCLA Professor of Urban Planning

Jacqueline Leavitt holds a doctorate in urban planning and is Professor of Urban Planning at UCLA. She has authored books and articles on gender and housing and teaches about housing and community development. She was among the pioneers who introduced ideas about gender into urban planning. Dr. Leavitt's most recent work analyzes lost opportunities for the planning profession when it might have taken a more progressive position about the most vulnerable in society, including women and people of color, to the ongoing housing crisis. Dr. Leavitt's practice is based on community development from the ground up; she works with the Los Angeles Housing as a Human Right Collective and the international NGO, the Huairou Commission. She has also done research on labor related issues including housing needs of homecare workers, public housing, and the working conditions of taxi drivers in Los Angeles. She is co-editor of a book on housing cooperatives and another on tenant responses to landlord-abandoned housing in New York City.

12:00 – 1:30 pm
Lunch and tour at Homeboy Industries and Homegirl Café

Started as a jobs program offering alternatives to gang violence in one of the toughest neighborhoods in Los Angeles, Homeboy assists at-risk, recently released, and formerly gang involved youth to become contributing members of their communities through a variety of services in response to their multiple needs. Free programs—including counseling, education, tattoo removal, substance abuse and addiction assistance, job training and job placement—enable young people to redirect their lives. Homeboy is the nation's largest gang-intervention and re-entry program. http://homeboy-industries.org/ Homegirl Café, a division of Homeboy Industries, is a social enterprise assisting at-risk and formerly gang involved young women and men to become contributing members of the community through training in restaurant service and culinary arts. http://www.homegirlcafe.org

Travel to Cornerstone Theater in the Arts District, 708 Traction Avenue (213) 625-0018

2:00 – 4:00 pm
Cornerstone Theater workshop and talk

Founded as a traveling ensemble in 1986, Cornerstone Theater settled in Los Angeles in 1992 to focus on urban collaborations, and launched a series of multi-year play cycles. These included the Watts Cycle, five plays seeking to build bridges between African American and Latino residents of Watts, The Faith-Based Cycle, seven plays exploring communities of faith in Los Angeles, and The Justice Cycle, six plays exploring how laws shape or disrupt communities. Cornerstone seeded a new theater entirely comprised of day laborers, Teatro Jornalero Sin Fronteras (Day Laborer Theater Without Borders), in partnership with the National Day Laborer Organizing Network. Their current series of plays, The Hunger Cycle, explores

issues of hunger, justice, and food equity.

4:00 – 5:30 pm
Walk to Pitfire Pizza (108 West 2nd St at corner of S. Main) where we will meet John Malpede and other members of the Los Angeles Poverty Department (LAPD) for an early dinner and talk. Then walk with them to Skid Row to James Wood Community Center.

Los Angeles Poverty Department (LAPD) founded in 1985, creates performances and multidisciplinary artworks that connect the experience of people living in poverty to the social forces that shape their lives and communities. LAPD's works express the realities, hopes, dreams and rights of people who live and work in L.A.'s Skid Row. The company is made up of people who make art and live and work on Skid Row. LAPD tells the rest of the story, what you don't hear elsewhere: "We create change by telling the story of the community in a way that supports the initiatives of community residents. We want the narrative of the neighborhood to be in the hands of neighborhood people. We work to generate this narrative and to supplant narratives that perpetuate stereotypes used to keep the neighborhood people down or to justify displacing the community. We want to create recognition of the community and its values." http://wwwlapovertydepartment.org

7:00 – 9:00 pm
30 Years of Organizing on Skid Row, created and produced by Los Angeles Poverty Department
James Wood Community Center, 400 East 5th Street (corner of 5th and San Julian St)

Conversation with Nancy Mintie, founder, Inner City Law Center, Gary Blasi, UCLA law professor who has been active in litigation in support of Skid Row residents since the 1980s, Pete White, founder of LA Community Action Network. L.A. Poverty Department will start the evening with a 15-minute preview performance of *Walk the Talk*, a peripatetic performance - with brass band - that travels through Skid Row with performances that celebrate the achievements of neighborhood visionaries.
http://lapovertydept.org/walk-the-talk/index.php

Thursday, April 19

9:00 – 10:30 am
Traditional Thai breakfast in Thai Town with Chanchanit Martorell, Executive Director, Thai Community Development Center

Thai Community Development Center (Thai CDC), a community development non-profit organization since 1994, facilitated the designation of the one and only Thai Town in the world located in Hollywood, Los Angeles, and founded the Thai New Year's Day Songkran Festival. Thai CDC aims to create a thriving community by creating businesses and jobs, developing decent and affordable housing, and revitalizing public space. Thai CDC serves economically disadvantaged populations including immigrants, low-wage workers, and victims of human trafficking. In fact, the famed El Monte Slavery Case, the first case of modern day slavery in the United States, was vigorously fought by Thai CDC and their human rights allies until justice was achieved for the victims. http://thaicdc.org

10:30 – 11:30 am
Opportunity to walk around Thai Town / Little Armenia

11:30 am – 12:00 pm
Travel to Mama's Hot Tamales Cafe

2122 West Seventh Street (a half a block west of Alvarado St., and directly across the southern border of MacArthur Park) (213) 487-7474

12:00 – 1:00 pm
Lunch at Mama's Hot Tamales with John Arroyo, Program Officer for Local Initiative Support Corporation and presentation by Sandi "Mama" Romero, Mama's Hot Tamales

John Arroyo is Program Officer for Local Initiatives Support Corporation, where he oversees the human and social development initiatives for the LA office. He has over 10 years of experience working for various arts, cultural, and community and economic development-oriented nonprofits and government agencies including The Getty Foundation, Department of Cultural Affairs, City of Los Angeles, Los Angeles County Arts Commission, Leveraging Investments in Creativity, National Trust for Historic Preservation, International Laboratory on Cultural Landscapes in Barcelona, and the Institute for Creative Sustainability in Berlin. Mr. Arroyo received his Masters in City Planning and a Certificate in Urban Design from MIT where he received the Outstanding Master in City Planning Thesis Award, 2010.

Mama's Hot Tamales Café is an apprentice-operated business and job training restaurant that provides hands-on and classroom instruction designed to train low-and-moderate-income residents living within the central region of Los Angeles (that includes the MacArthur Park Area) in the disciplines necessary to begin a career path toward success in the culinary world. Under the watchful eye of Sandi "Mama" Romero, participants acquire the knowledge, abilities, and skills to pursue opportunities in food service.
http://www.mamashottamales.com/index_LosAngeles.html

1:00 – 2:00 pm
Travel to Watts

2:00 – 5:00 pm
Watts visit led by Karen Mack including Watts House Project, an artist-driven neighborhood redevelopment organization based opposite the historic Watts Towers. We will also hear about cultural mapping in Willowbrook as part of a cultural planning process involving LA Commons and the LA County Arts Commission.

Watts House Project (see Tuesday)

Project Willowbrook: Cultivating a Healthy Community Through Arts and Culture is a year-long creative exploration of the Willowbrook area. It will complete a cultural asset mapping process as well as forge ongoing cultural and community engagement activities. Project Willowbrook will capitalize on Los Angeles County's over $600 million investment in health and infrastructure improvements in unincorporated Willowbrook. These capital improvement projects include the renovation and expansion of the new Martin Luther King, Jr. Hospital (MLK Hospital) and a plan to improve pedestrian connectivity between the MLK Hospital and the Rosa Parks Metro Station. The new MLK Hospital will also be the site of the County's largest civic art commission to date with a budget of $1 million.
http://www.lacountyarts.org/civicart/projectdetails/id/196

5:00 – 6:30 pm
Travel back downtown and short break

6:30 – 7:30 pm
Cornerstone Theater tech rehearsal for Café Vida (part of their Hunger Cycle) at Los Angeles Theater Center, 514 South Spring Street

Lisa Loomer pens Café Vida, the first play in The Hunger Cycle, a collaboration between Cornerstone, Homeboy Industries and Homegirl Café. Chabela and Luz are rival homegirls ready to leave the life and begin anew at Café Vida — the only place in the city that gives young women and their troubled pasts a genuine second chance to start a new life free of violence. It's here that these former enemies choose "la vida" over "la muerte" as they learn to compost, tend a garden, julienne an onion, and rock your lunch order with a smile and a heaping side of transformation. http://cornerstonetheater.org/CafeVida

8:00 – 10:00 pm
Dinner with Aaron Paley, CARS - Community Arts Resources, who will have just produced CicLAvia.

With 25 years of experience, Community Arts Resources (CARS) creates opportunities to engage with culture and community. Their work is built upon the principles of strategic collaboration, connectivity, exploration and celebration. CARS designs, installs and oversees festivals and other events for the Getty, the City of Santa Monica, Disney Theme Parks, the Natural History Museum, and the California Endowment; consults for city governments, private developers, and nonprofits on the uses of public space for cultural and artistic purposes; arranges artist-in-residence programs at local schools; books performers for celebrated concert series; and develops marketing and outreach strategies for cultural organizations and community groups. Aaron Paley is President and co-founder of CARS and the founder and board chair of Yiddishkayt, the largest organization devoted to Yiddish culture west of the Hudson. http://www.communityartsla.com

Friday, April 20

LA City Hall, 200 North Spring Street

9:00 – 10:00 pm
Simon Pastucha, head, Urban Design Studio in the Los Angeles Department of Planning
(pending confirmation)

The mission of the Urban Design Studio is to integrate great design into policy, codes and guidelines to help shape the development of the City. Simon Pastucha was part of the core team that developed the Downtown Design Guidelines and revised Street Standards resulting in the adoption and implementation of the first context sensitive street solutions in the City of Los Angeles. He helped organize the Green Alley and Green Streets initiatives to change the engineering of storm water runoff in the City of Los Angeles. He is crafting citywide Urban Design Principles and Guidelines to improve design and help shape the City of Los Angeles for future generations. He is part of the team to develop and update design and land use policy around transit oriented development. He began his 20+year career with a BSLA degree in Landscape Architecture with an emphasis on ecosystematic design and sustainability.
www.UrbanDesignLA.com

10:00 – 11:00 pm
Susan Gray, Cultural Arts – City Planner, CRA/LA

CRA/LA's Art Program is integral to the mission of the CRA/LA to eliminate blight and revitalize Los Angeles through focused redevelopment activities in designated project areas. CRA/LA began its commitment to public art in 1968. In 1985, an arts policy was formalized for three downtown project areas and in 1993 it was expanded to all areas. This policy, which continued, requires developers working in CRA/LA's designated project areas to contribute 1% of development costs to art projects. These developer contributions pay for on-site public art projects, cultural facility and other artistic enhancements throughout the project area. http://crala.org/internet-site/Other/Art_Program/index.cfm

11:00 – 12:00 pm
Debrief – see reflection questions

12:30-2:00 pm
River walking tour with Joe Linton

Joe Linton is an artist, author and activist, living in Koreatown, LA. He has been a longtime advocate for the revitalization and restoration of the Los Angeles River, serving in various capacities as volunteer, board and staff for the Friends of the Los Angeles River. He's done additional river advocacy through work for The City Project, Urban Semillas, Occidental College's Urban and Environmental Policy Institute and while serving as a Council Deputy to Los Angeles City Councilmember Ed Reyes. He's led hundreds of walks and tours of the river and its tributaries, and has advocated for parks, landscape, bike paths, master plans, water quality enhancements, and much more. Linton wrote and illustrated *Down by the Los Angeles River: Friends of the Los Angeles River's Official Guide* and was recognized in LA Weekly's 2006 people issue as the river's unofficial "minister of access." He was one of the founders of the Los Angeles County Bicycle Coalition and currently works on L.A.'s CicLAvia car-free events.
http://lacreekfreak.wordpress.com/about-us/

2:30-4:00
East LA tour with James Rojas

In New York, Sunday, April 29, Post-LA class
2:00 – 5:00 pm Location TBD

PD 508 Race, Class, Gender and the City
Spring Semester 2013

Instructor: Professor Henry Louis Taylor, Jr.
Class Time: Thursday, 3:00 — 5:40 P.M.
Room: Diefendorf Hall 105
Office Hours: 6:00 - 8:00 Thursdays

Course Description

This course explores the intersectionality of race, class, gender and metropolitan city building. It uses *race* as a theoretical and conceptual lens to understand *class* and *gender* and to understand how the city building employs race, class and gender in shaping the urban metropolis. Within this conceptual framework, the course explores the interplay of three questions in shaping the life chances of people living in the United States.

The first question is "does race and place matter in determining the life chances and socioeconomic status of the American people?" In particular, this question is concerned with the role that race and class plays in the formation of different types of neighborhoods, especially in the construction of two neighborhood poles—one affluent and thriving and the other distressed and troubling. Here, the course is concerned with the role played by neighborhoods – place –in shaping the life chances of its residents.

The second question is "what role does the U.S. ideology of race play in shaping the way we think about race in the United States?" Here, we are concerned with the popular ways that people think about race, and how these different racial lenses intersect with notions of class and gender. The third question is "what can be done to turn distressed urban neighborhoods into successful communities of hope and opportunity?" We are concerned about these neighborhoods because low-income people of color, along with low-income whites are concentrated in them.

The course is informed by three interactive concepts. First, neighborhoods are viewed as catalytic places where interactive relationships exist among the people and the physical environment in which they live. Second, race is the lense through which we seek to understand the issues of class and gender. Third, distressed neighborhoods are the 21st century are epicenter of racism and social class inequality in the United States.

Lastly, the course is divided into two parts. The first part deals with gaining insight into the problem of race, class and gender in the United States while the second part is focuses on strategies to attack to the problems undergirding *distressed urban neighborhoods*.

Requirements

Examinations: There will be a midterm and final examination. Both examinations will be take home exams. Students will have between Thursday and Saturday to complete their examinations. Late examines may receive a 20% penalty. Electronic submissions are not allowed.

Grading:

Midterm Examination	25
Final Examination	40
Class discussions	5 % Bonus
Team Projects	30
Total	100

Required Readings: This course requires three books. In addition, there are several readings, which are found in an electronic format in the Share Drive, are part of the reading requirement. The books are (You can them in the Medical Book Store):

Eduardo Bonilla-Silva, *Racism Without Racists: Color-Blind Racism and the Persistence of Racial Inequality in the United States,* 3nd edition, Boulder: Rowman & Littlefield Publishers, Inc., 2006.

Douglas S. Massey & Nancy A. Denton, *American Apartheid: Segregation and the Making of the Underclass,* Cambridge: Harvard University Press, 1993.

Henry Louis Taylor, Jr., *Inside El Barrio: A Bottom-up View of Neighborhood Life in Castro's Cuba* Kumarian Press, 2009.

Course Outline:

January 17: Introduction: The introductory unit will focus on the conceptual framework used in this class. The argument will be that race and class are intertwined issues in the United States and that racism, both individual and institutional, is the driving force behind social relations in the United States. Not only this, but it is the top problem facing people of color in the USA. The question of gender will be placed in this context with primary emphasis on the relationship between men and women and the differing realities between the sexes.

January 23: The Problem of Race in the United States. This unit deals with the social construction of race in the United States, and its relationship to culture and identity. The fundamental theme is that racism, colorism, skin-privilege and structural inequality are connected to race relations, which are based economic relations among groups.

Reading:

- Taylor, "The Unfinished Revolution," Chapter one, *Inside El Barrio*, 9-38.
- Harris, Cheryl, "Whiteness as Property," *The Harvard Law Review,* 106/8, June 1993, 1707-1791, pdf.
- Fong, Edmund, "Reconstructing the Problem of Race," *Political Research Quarterly*, 61/4, December 2008, 660-670, pdf.
- Eduardo Bonilla-Silva, "The Strange Enigma of Race in Contemporary America," *Racism without Racists,* 1- 24; Bonilla-Silva, "The Central Frames of Color-Blind Racism, *Racism without Racists,* 25 – 52; "The Styles of Color Blindness," 53 – 73; "E Pluribus Unum or the Same Old Perfume in a New Bottle?," 177 -205.

January 31: Part One: Race, Class and the Rise of the Metropolitan City—1920 – 1964. This unit will explore the rise of metropolitan city, the emergence of homeownership and growth of racial residential segregation. It illustrates how the vision of a one-big city view of the metropolis, which united the suburbs and central city as a single place, combined with the profit-making housing market to spawn the racial residential segregation.

Presentations on Group Project today

Reading:

- Taylor, Henry Louis, Jr., "The Historical Roots of the Crisis in Housing Affordability; The Case of Buffalo, New York 1920 -1950," pdf.
- Bettman, Alfred, "Constitutionality of Zoning," *Harvard Law Review*
- Healthcott, Joseph, "The City Quietly Remade," *Journal of Urban History*
- Pritchett, Wendell E., "The Public Menace of Blight," *Yale & Policy Review*

February 7: Part Two: Race, Class and the Rise of the Metropolitan City—1965 – Present. The second part of this unit shows how the implementation of the metropolitan city vision was thwarted by the urban riot epidemic. The riots changed white attitudes towards blacks and city, and they begin to support conservative policies.

Readings:

- Flanagan, Richard M., "The Housing Act of 1954: The Sea Change in National Urban Policy," **Urban Affairs Review**
- McGraw, B.T., "The Housing Act of 1954 and Implications for Minorities," *Phylon*
- Seligman, Amanda, "What is the Second Ghetto?" *Journal of Urban History*
- Logan, John R. and Mark Schneider, "The Stratification of Metropolitan Suburbs, 1960-1970"
- Massey and Denton**,** "The Persistent of the Ghetto," *American Apartheid*, 60 – 82; "the Continuing Causes of Segregation," 83 – 114.

February 14: The Emergence of the Distressed Neighborhood Problem. The unit explores the emergence of the distressed neighborhood problem as the top problem facing blacks, Latinos, and low-income groups. It will discuss the relationship between the emergence of neighborhood distress and the rise of the contemporary urban metropolis. Within this context, the unit will explore some of the issues confronting residents of distressed neighborhoods.

Readings:

- Lowe, Jeffery S. and Todd C. Shaw, "After Katrina: Racial Regimes and Human Development Barriers in the Gulf Coast Region," *American Quarterly,* 61/3, September 2009, 803 – 827.
- Taylor, "This Time the Revolution is for Real," *Inside El Barrio*, 39 – 70.
- Massey & Denton, "The Missing Link," *American Apartheid*, 1 -16; "the Construction of the Ghetto," 17 – 59.
- Bonilla-Silva, "Peeking Inside the (White House) of Color Blindness," 103 -129.
- Taylor, Henry Louis, Jr., "The Hidden Face of Racism," *American Quarterly*, 47/3/ September 1995, 395-408.

February 21 --Mid-Term Examination

February 28: **Occupational Ghettos: Race, Class, Gender and Work.** This unit will examine the segmented labor force and the race and gender divisions of labor in the United States. In particular, it will show the relationships between occupational ghettos and neighborhood and residential development and demonstrate the relationship between the U.S. racial hierarchy and the distribution between jobs and opportunities.

Readings:

- Taylor, "Using Capitalism to Save Socialism: Making Ends Meet," *Inside El Barrio,* 111 -147.
- Massey & Douglass, "The Creation of Underclass Communities," *American Apartheid*, 115 – 147; "The perpetuation of the Underclass," 148 – 185.
- Bonilla-Silva, "I didn't Get that Job Because of a Black Man," *Racism Without Racists*, 75 – 101.
- Boston, Thomas D., "Segmented Labor Markets: New Evidence from a Study of Four Race-Gender Groups," Industrial and Labor Relations Review, 44/1, October 1990, 99-115, pdf.

March 6: Distressed Communities and the Cuban Model of Neighborhood Development: What Can the USA learn from the Cubans? This unit is going to focus on the process of neighborhood development in Cuban and demonstrates how those critical components of that model can be applied to the redevelopment of distressed neighborhoods in the United States. The discussion will be divided into parts. The first part will examine the Cuban model of neighborhood development, while the second part will explore ways that model can be applied to the United States. The Unit will conclude by focusing on the role of institutional development in solving the problem of distressed urban communities.

Readings:

- Taylor, "Inside El Barrio," *Inside El Barrio*, 71 – 110; "The San Isidro Neighborhood," 149 – 165.
- Taylor, "Inside El Barrio: Community Development and Cuba's Economic Recovery," *Annual Meeting, The Latin American Studies Association*, October 2010.
- Taylor, "The Cuban Model of Neighborhood Development: Lessons on the Regeneration of Inner City Communities in the United States," Florida A&M University, 2009.

March 11: Spring Break

March 21: A Strategic Framework for Redeveloping Distressed Neighborhoods. This will explore the intersection among neighborhood planning, economic development, anchor institutions and building the neo-collaborative. The unit will examine inadequate education, health, unemployment, dilapidated housing and crime as critical problems found in distressed communities and discusses ways to attack these problems with a comprehensive approach to development.

Readings:

- Massey & Denton, "The Failure of Public Policy," *American Apartheid*, 186 – 216; "The Future of the Ghetto," 217 -236.

- Bonilla-Silva, "Will Racism Disappear in Obamerica?" 207 – 259.
- Giroux, Henry, "Neoliberalism, Corporate Culture, and the Promise of Higher Education: The University as a Democratic Public Sphere," *Harvard Educational Review*, 72/4, Winter 2002, 425 – 463.
- Blair, John P. and Michael C. Carroll, "Inner-City Neighborhoods and Metropolitan Development," *Economic Development Quarterly*, 21/2007, 263 – 277.

March 28: Community Building and the Regeneration of Distressed Neighborhoods. This unit examines the various strategies of community building, including identifying anchor institutions and building the neo-collaborative, and the involvement of residents in the struggle to rebuild their communities.

Readings:

- Corburn, Jason**,** "Bringing Local Knowledge into Environmental Decision Making: Improving Urban Planning for Communities at Risk**,"** *Journal of Planning Education and Research***,** 22, 2003**,** 420 – 433.
- Chaskin, Robert J., 'Democracy and Bureaucracy in a Community Planning Process," *Journal of Planning Education and Research***,** 24/2005, 408 – 419.
- Wallis, Allan, "Social Capital and Community Building: Part Two," National Civic Review, 87/4, Winter, 1998, 317 – 336.

April 4: Community Economic Development. The unit outlines strategies for growing and developing the economics of distressed neighborhoods within the framework of the broader regional economy. The unit will explore three interrelated dimensions of this issue. One dimension will grapple with ways to connect neighborhoods to the growth and development of large institutions within or near their communities. The second concerns itself with turning the redevelopment of neighborhoods into jobs and opportunities for business development. The final component examines innovative ways of generating economic activities, including urban agriculture, green initiatives, Brownfield reclamation, tourism, and the HUD Section 3 proposal.

Readings:

- Imbroscio, David L., Thad Williamson, and Gar Alperovitz, "Local Policy Responses to Globalization: Place-Based Ownership Models of Economic Enterprise," The Policy Studies Journal, 31/1, 2003.
- Cummings, Scott L., "Community Economic Development as Progressive Politics: Toward a Grassroots Movement for Economic Justice," **Stanford Law Review**, 54/3, December 2001, 399 - 493

April 11: Democracy, Public Policy, Electoral Politics and the Neighborhood Regeneration. This unit explores the role of democratic action and electoral politics in the regeneration of distressed neighborhoods. It discusses the importance of involving residents in the struggle to rebuild their own communities, creating national alliances, and the place of voting in the building the policy framework for change.

Readings:

- Booza, Jason C., Jackie Cutsinger, and George Galster, "Where Did They Go? The Decline of Middle-Income Neighborhoods in Metropolitan America?" *Metropolitan Policy Program, The Brookings Institute*, June 2006, 1- 23.
- Grigsby, William G. and Thomas C. Corl, "Declining Neighborhoods: Problem or Opportunity?" *The American Academy of Political and Social Science*, 465, January 1983, 86 – 97.
- Martin, Deborah G., "*Place-Framing* as Place-Making: Constituting a Neighborhood for Organizing and Activism," *Annals of the Association of American Geographers*, 93/3, September 2003, 730-750.

April 18: Urban Management and Building the Neighborhood Development Collaborative

- Taylor, The Role of Anchor Institutions
- Iannotta and Ross, Equality of Opportunity

April 25: Class Reports

The class will be divided into three groups, and each group will be led by a team leader. The team leaders will be responsible for the management of the group, including assigning a letter-grade to each group member. The evaluations will be based on the contributions of the group member to the overall project. Groups will have the power to "fire" team members that are not participating fully in team activities. "Fired" group members will be required to write a 25 page term paper will at least 50 different references. At the end of the semester, each group will be required to present a 30 minute report on their project and turn in both hard and electronic copies of their work.

May 9: Final Examination

Projects: These two projects will comprise 30% of your final grade. In both reports, the groups must turn in both hard and electronic copies of the report. In both instances, the presentations should be 30 minutes. Presentations will be timed and the team must stop when their time has expired.

Project # 1: Does Race and Place Matter in metropolitan Buffalo? Due Date — January 31

The purpose of this activity is to determine if race and place matters in metropolitan Buffalo, New York. The class will be divided into four groups and each group will carry out field research in four parts of metropolitan Buffalo. Each group will explore four areas in the metropolis: East Side, West Side, South Buffalo and the suburban Town of Amherst. For the purposes of this project, the boundaries of the East Side are Main Street to the west, the Buffalo Niagara River to the south, the Buffalo City boundaries to the east and the City boundaries to the North. The West Side will be considered those neighborhoods to the east of Main Street, and the boundaries will extend southward to the Buffalo River and northward to the city boundaries. Those neighborhoods to the South of the Buffalo River will be considered South Buffalo. Use the official boundaries of the Town of Amherst. Each group will be required to generate census tract maps of the three Buffalo neighborhood. In creating the census tract maps, be careful not to split census tracts. If a census tract falls into two areas, place the tract in that part of the city where most of the tract falls. On the basis of this census tract mapping, each group will be responsible for a demographic analysis of each of the areas, using the variables listed below.

1. Population by race
2. Median Household Income
3. Median value of housing

4. % renters and % owners
5. Poverty rate
6. Employment rate
7. Unemployment
8. Not in the Labor Force
9. % of residents with a college degree

The demographic analysis should be augmented with extensive fieldwork. In each community, the field work shall consist of a combination of windshield surveys and visits to at least five different institutions: bars, restaurants, beauty parlors, churches, community centers, retail shops, supermarkets, corner stores, and service stations. Attentions should be paid to racial and gender composition, and notions of class. Take detailed notes about the things that you see and observe. A folder will be set up in the share drive with other data to help you gain insight into these issues. Each group will prepare a 30 to 40 minute presentation that answers the question, "Does race and place matter in metropolitan Buffalo? This is an open-ended question and each group is free to answer it in any they desire. The presentation will be evaluated on the basis of the soundness of the approach, the quality of the research and coherence and insightfulness of the presentation.

Project # 2—Place Matters Due Date—April 25

In this project, race is the lense through which we seek to understand questions of class and gender. Within this framework, each group must identify a problem related to the interplay among race, class and gender. After identifying the problem, the group must describe the problem in detail, examine the different approaches that have been used to solve it, and then, based on their viewpoint, the group must determine the best approach. The group must explain why they selected that approach over other options. If the group believed that all of the existing approaches are flawed, then it should offer its own solution. Lastly, it will be necessary to relate that problem back to a concern of urban planners and to view the problem or issue through the lens of urban and regional planning. The final report will be due on the last day of class .

FLORIDA STATE UNIVERSITY
DEPARTMENT OF URBAN AND REGIONAL PLANNING

URP 5939

GENDER AND THE CITY

Summer 2012 "b"

Tuesday/Thursday 2:00-4:50

Bellamy 112

Prof. Petra Doan, 334 Bellamy Bldg. TEL: 644-8521. EMAIL: pdoan@fsu.edu

COURSE DESCRIPTION AND OBJECTIVES

One of the essential requirements of city life is the development of complex social and cultural systems to protect the accumulation of surplus. Some scholars have argued that these systems must be hierarchically organized for the defense of the city. However as cities grow in size and diversity they become sources of innovation and creativity. There is often a tension between the hierarchical controlling aspects of complex social systems and the creative, innovative individuals that are attracted to an urban way of life. However, not all citizens are equally able to participate in these opportunities and behaviors. In this course students will use gender as a lens to examine conditions in the city, and consider the ways in which gender constrains or facilitates opportunities. We will also consider ways in which race, ethnicity, and class interact with gender to exacerbate any gender bias.

Required Texts

Susan Fainstein and Lisa Servon (eds.) 2005. *Gender and Planning: A Reader*. New Brunswick: Rutgers University Press.

Jane Jaquette and Gale Summerfield (Eds.) 2006. *Women and Gender Equity in Development Theory and Practice*. Durham: Duke University Press.

Kristine B. Miranne and Alma H. Young (eds). 2000. *Gendering the City: Women, Boundaries, and Visions of Urban Life*. New York: Rowman & Littlefield Publishing.

Other readings as assigned (see blackboard site)

Course Requirements

Students are expected to complete all reading assignments prior to class and to participate actively in class discussions. Once each week every student will circulate a set of discussion questions/ to other class members via Blackboard. This weekly contribution will account for 15% of the grade. In addition regular participation in class discussions and in class exercises will contribute another 15% of the course grade. The exercises may include short writing assignments. In addition there will be a midterm exam during the seventh class (35%). Each student will also construct a reflective term paper, a kind of auto-ethnography, based on gender theory, urban theory, and their own gendered experiences of the city that uses the course materials as a framework (35%).

Notes for discussion questions

Discussion questions should stimulate thinking and reflection prior to class and provoke rich discussion during class. You should provide 3-5 questions each week (Group A students will provide questions for Thursday class by noon on Thursday and Group B students will provide questions for Tuesday class by noon on Tuesday.) These questions should not merely ask "how does the author argue that gender influences X?" A better question is "Why is it important that the author argues that gender influences X? How does this cause the reader to re-think or re-evaluate his/her conception of gender? How is this different than what the previous author argued?"

Course Format

This course will run as a seminar with the primary emphasis on discussion, rather than lecture format. Please observe the fundamentals of professional courtesy by arriving on time and being prepared for class. Consistently late arrivals WILL reduce your grade. I am aware that this is a long class, but there will be a break approximately halfway through, so please refrain from getting up and leaving unless absolutely essential. If you must arrive late on a given day and or leave early, please let me know in advance and try to do so with a minimum of disturbance.

Please also note that discussion of gender issues can stimulate strong feelings and heated debate. Academic courtesy includes a basic respect for differences.

All discussions should be scholarly, which means that comments should be:

- Respectful of diverse opinions
- Supported by evidence drawn from course material or on relevant personal experience, but NOT intended to promote personal beliefs
- Delivered in normal tones and in a non-aggressive manner.

Academic Honor code

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://www.fsu.edu/~dof/honorpolicy.htm.)

Please note that violations of the honor system will not be tolerated in this class. Specifically, incidents of plagiarism of any type will be rigorously pursued by the instructor.

Americans With Disabilities Act:

Students with disabilities needing academic accommodation should:

(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.

This syllabus and other class materials are available in alternative format upon request.
For more information about services available to FSU students with disabilities, contact the

Student Disability Resource Center
97 Woodward Avenue, South
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.fsu.edu/~staffair/dean/StudentDisability/

Topics

Class One: Gendered Perspectives on the City

Class Two: Theoretical perspectives on Globalization, Sex, and Gender

Class Three: Violence and Urban Space

Class Four: Urban development and violence

Class Five: Dichotomization of Space: Public vs. Private Space

Class Six: Gender and Space in the Middle East

Class Seven: Gender and Space in Africa

Class Eight: Gender, Race, & Class

Class Nine: Sexuality and urban space

Class Ten: Queer theory implications for gender

Class Eleven: Gender and Housing

Class Twelve: Gender and Work

Reading Assignments

Class One – Tuesday May 15
Introduction –Gendered Perspectives on the City

Susan Fainstein and Lisa Servon, "Introduction – the Intersection of Gender and Planning" pp. 1-12 in Susan Fainstein and Lisa Servon (eds.) *Gender and Planning: A Reader* New Brunswick, NJ: Rutgers University Press. **TEXT**

Kristine Miranne and Alma Young**.** 2000. "Introduction," pp. 1-16 in K. Miranne and A. Young (Eds.) *Gendering the City*. Lanham, Maryland: Rowman & Littlefield. **TEXT**

Daphne Spain. 2005. "What happened to gender relations on the way from Chicago to Los Angeles," pp. 15-30, in Susan Fainstein and Lisa Servon (eds.) *Gender and Planning: A Reader* New Brunswick, NJ: Rutgers University Press. **TEXT**

Dolores Hayden. 1980. "What would a non-sexist city look like?: Speculations on Housing, Urban, Design, and Human Work" pp. 47-64 in Susan Fainstein and Lisa Servon (eds.) *Gender and Planning: A Reader* New Brunswick, NJ: Rutgers University Press. **TEXT**

Class Two – Thursday May 17
Theoretical perspectives on Sex vs. Gender

Leonie Sandercock and Ann Forsyth, "A Gender Agenda: New Directions for Planning Theory," pp. 67-85 in Susan Fainstein and Lisa Servon (eds.) *Gender and Planning: A Reader* New Brunswick, NJ: Rutgers University Press. **TEXT**

Iris Marion Young. "Justice and the Politics of Difference," pp. 86-103 in Susan Fainstein and Lisa Servon (eds.) *Gender and Planning: A Reader* New Brunswick, NJ: Rutgers University Press. **TEXT**

Martha Nussbaum. "Women and Human Development: In Defense of Universal Values," pp. 104-119 in Susan Fainstein and Lisa Servon (eds.) *Gender and Planning: A Reader* New Brunswick, NJ: Rutgers University Press. **TEXT**

Tinker, Irene. Empowerment just happened: the unexpected expansion of women's organizations," pp. 268-301 in Jaquette and Summerfield, *Women and Gender Equity in Development Theory and Practice*. **TEXT**

Simone de Beauvoir. "Excerpts from The Second Sex" pp. 29-32 in Jane Rendell, Barbara Palmer, and Iain Borden (eds.) *Gender, Space, Architecture: An Interdisciplinary Introduction*. New York: Routledge. **BLACKBOARD**

Judith Lorber. 1994. Chs. 1-2, "Night to his day: the social construction of gender" and "Seeing is believing: Biology as Ideology" pp. 13-54 in Lorber, *Paradoxes of Gender*. New Haven: Yale University Press. **BLACKBOARD**

Class Three – Tuesday May 22

Violence and Urban Space

Caroline Andrew. 2000. "Resisting Boundaries: Using Safety Audits for Women" pp. 157-168 in *Gendering the City* **TEXT**

Rachel Pain. 1997. "Social Geographies of Women's Fear of Crime," *Transactions of the Institute of British Geographers*. 22: 231-244 **BLACKBOARD**

Anna Mehta and Liz Bondi. 1999. "Embodied discourse: on gender and the fear of violence" *Gender, Place, and Culture*, 6, 1: 67-84 **BLACKBOARD**

Elizabeth L. Sweet and Sara Ortiz Escalante. 2010. "Planning Responds to Gender Violence: Evidence from Spain, Mexico and the United States" *Urban Studies*: 47(10) 2129–2147. **BLACKBOARD**

Linda McDowell. 2000. "The Trouble with Men? Young People, Gender Transformations, and the Crisis of Masculinity," *International Journal of Urban and Regional Research*, 24,1: 201-209. **BLACKBOARD**

Class Four Thursday May 24
Urban Violence and Development

World Development Report. 2011. *Conflict, Security, and Development*. Chapters 1 and 2. Pp. 49-95. **BLACKBOARD**

Sanam Naraghi Anderlini. 2011. World Development Report, Gender Background Paper. Washington, DC: World Bank. **BLACKBOARD**

Caroline Moser and Cathy McIlwaine. 2005. "Latin American Urban Violence as a Development Concern: Towards a Framework for Violence Reduction," *World Development* 34, 1: 89-112. **BLACKBOARD**

Alan Grieg. 2009. Troublesome masculinities: Masculinity in Trouble, *IDS Bulletin* Volume 40 Number 1: 69-76. **BLACKBOARD**

Susan Bird; Rutilio Delgado; Larry Madrigal; John Bayron Ochoa; Walberto Tejeda. 2007. "Constructing an alternative masculine identity: the experience of the Centro Bartolomé de las Casas and Oxfam America in El Salvador," *Gender and Development*, 15:1,111 — 121. **BLACKBOARD**

Abbi Kedira and Lul Admasachew. 2010. "Violence against women in Ethiopia," *Gender, Place and Culture*, Vol. 17, No. 4, August 2010, 437–452 **BLACKBOARD**

Katherine Wood and Rachel Jewkes. "'Dangerous' love: Reflections on Violence among Xhosa Township Youth," pp. 95-102 in A. Cornwall (ed.) *Readings in Gender in Africa*. Bloomington: Indiana University Press. **BLACKBOARD**

Class Five – Tuesday May 29
Dichotomization of Space: Public vs. Private Space

Gwendolyn Wright. 2006. "Women's Aspirations and the Home: Episodes in American Femininst Reform, pp. 141 – 165 in *Gender and Planning: A Reader* **TEXT**

Ali Madanipour. 2003. "Impersonal Space of the City," pp. 193-228 in A. Madanipour, *Public and Private Spaces of the City*: London: Routledge. **BLACKBOARD**

Carol Gardner. 1989. "Analyzing Gender in Public Places: Rethinking Goffman's Vision of Everyday Life," *The American Sociologist* . 20, 1: 42-56. **BLACKBOARD**

Susan Saegert. 1980. Masculine cities and Feminine suburbs: Polarized Ideas, contradictory Realities," *Signs*, 5,3 supplement: 96-111. **BLACKBOARD**

Andrew Gorman-Murray. 2008. "Masculinity and the Home: a critical review and research framework *Australian Geographer*, 39, 3: pp. 367-379. **BLACKBOARD**

Maria Dolors Garcia-Ramon, Anna Ortiz, Maria Prats. 2004. "Urban planning, gender and the use of public space in a peripheral neighbourhood of Barcelona," *Cities*, Vol. 21, No. 3, p. 215–223, 2004. **BLACKBOARD**

Class Six – Thursday May 31
Gender and Space in the Middle East

Toni Kotnik. "The Mirrored Public: Architecture and Gender Relationships in Yemen," *Space and Culture*, 8, 4: 472-483 **BLACKBOARD**

Amy Mills, 2007. Gender and Mahalle (Neighborhood) Space in Istanbul. *Gender, Place, and Culture*, 14, 3: 335 – 354 **BLACKBOARD**

Driss Maghraoui. 2008. "Gendering Urban Colonial Casablanca: the Core of the Quartier Reserve of Bousbir," pp. 17-43 in Martina Riekr and Kamran Asdar Ali (Eds.). *Gendering Urban Space in the Middle East, South Asia, and Africa*. London: Palgrave Macmillan. **BLACKBOARD**

Mazumdar and Mazumdar. 2001. Rethinking Public and Private Space: Religion and Women in Muslim Society. *Journal of Architectural and Planning Research* 18:4 (Winter, 2001) **BLACKBOARD**

Tovi Fenster. 2007. "Gender, Religion and Urban Management: Women's Bodies and Everyday Space in Jerusalem," in Karen Morin and Jeanne Kay Guelke. *Women, Religion and Space: Global Perspectives on Gender and Faith.* Syracuse Unviersity Press. **BLACKBOARD**

Class Seven – Tuesday June 5
Gender and Space in Africa

Felicia Ekejiuba. “Down to Fundamentals: women-centered Hearth-holds in rural West Africa,” pp. 41-46 in A. Cornwall (ed.) *Readings in Gender in Africa*. Bloomington: Indiana University Press. **BLACKBOARD**

Mamadou Diouf. 2003. “Engaging Postcolonial Cultures: African Youth and Public Space,” *African Studies Review*, 46, 2: 1-12 **BLACKBOARD**

Shireen Hassim and Amanda Gouws. “Redefining the public space: women's organisations, gender consciousness and civil society in South Africa,” *Politikon: South African Journal of Political Studies*, 25:2, 53-76. **BLACKBOARD**

Abdoumaliq Simone. 2008. Remaking Socialities: the Intersection of the Virtual and the Vulerable in Inner-City Johannesburg, pp. 135-168 in Martina Rieker and Kamran Asdar Ali (eds) *Gendering Urban Space in the Middle East, South Asia and Africa*. London: Palgrave Macmillan. **BLACKBOARD**

Gina Porter. 2008. “ Transport planning in sub-Saharan Africa II: putting gender into mobility and transport planning in Africa,” *Progress in Development*. 8, 3:281-289. **BLACKBOARD**

Class Eight – Thursday June 7
Gender, Race, and Planning

Marsha Ritzdorf. 2000. “Sex, Lies, and Urban Life: How Municipal Planning Marginalizes African American Women and Their Families,” pp. 169-181 in *Gendering the City*. **TEXT**

Peake, Linda.1993. “Race and Sexuality: challenging the patriarchal structuring of urban social space,” *Environment and Planning D: Society and Self* 11: 415-432 **BLACKBOARD**

Mier, Robert(1994) 'Some Observations on Race in Planning', *Journal of the American Planning Association*, 60: 2, 235 — 240 **BLACKBOARD**

Thomas Bloom Hansen. 2008. “Race, sexuality, and Spatial anxiety in the Post Apartheid City,” pp. 101-134 in Martina Riekr and Kamran Asdar Ali (Eds.). *Gendering Urban Spce in the Middle East, South Asia, and Africa*. London: Palgrave Macmillan. **BLACKBOARD**

Evelyn Peters, “The Two Major Living Realities Urban Service Needs of First Nations People in Canadian Cities,” pp. 41-62 in *Gendering the City* **TEXT**

Daphne Spain. 2000. Black Women as city builders: Redemptive places and the legacy of Nannie Helen Burroughs,” p. 105-117 in *Gendering the City*. **TEXT**

Class Nine – Tuesday June 12
Sexuality and Urban Space

Alexander Reichl. 2006. “Fear and lusting in Las Vegas and New York: Sex, Economy and Public Space,” pp. 31-46 in *Gender and Planning: A Reader*. **TEXT**

Forsyth, Ann. 2001. “Sexuality and Space: Nonconformist Populations and Planning Practice,” *Journal of Planning Literature*, 15: 339-358. **BLACKBOARD**

Adler, Sy and Johanna Brenner. 1992. “Gender and space: lesbians and gay men in the city,” *International Journal of Urban and Regional Research*. 16, 24-34. **BLACKBOARD**

Gill Valentine and Tracey Skelton. 2003. Finding Oneself, Losing Oneself: The Lesbian and Gay `Scene' as a Paradoxical Space,” *International Journal of Urban and Regional Research*. 27, 4: 849-866. **BLACKBOARD**

Phil Hubbard. 1998. “Sexuality, Immorality, and the City: Red Light districts and the Marginalisation of Female Street Prostitutes” *Gender, Place, and Culture*, 5, 1: 55-72. **BLACKBOARD**

Visser, G. 2002. Gay tourism in South Africa: Issues from the Capetown Experience. *Urban Forum* Volume 13, Number 1: 85-94 **BLACKBOARD**

Class Ten – Thursday June 14
Queer theory implications for gender and the city

Dereka Rushbrook. 2002. “Cities, Queer Space, and the Cosmopolitan Tourist,” *GLQ* 8, 1–2: 83–206 **BLACKBOARD**

Lawrence Knopp and Michael Brown. 2003. Queer Diffusions. *Environment and Planning D: Society and Space* 21: 409-424 **BLACKBOARD**

Kath Brown. 2006. “Challenging queer geographies,” *Antipode*. 885-893. **BLACKBOARD**

Petra Doan. 2007 “Queers in the American City: Transgendered Perceptions of Urban Spaces” *Gender, Place, and Culture* 14, 1: 57-74 **BLACKBOARD**

Robert Heasley. 2010. “But you’re so queer for a straight guy: afirrming complexities of gendered sexualities in men,” pp. 481-487 in Rebecca Plante and Lis Mauer (Eds.) *Doing Gender Diversity: Readings in Theory and Real World Experience*. Boulder, CO: Westview Press. **BLACKBOARD**

Rudolf Gaudio. “Male Lesbians and other Queer Notions in Hausa,” pp. 47-52 in A. Cornwall (ed.) *Readings in Gender in Africa*. Bloomington: Indiana University Press. **BLACKBOARD**

Class Eleven – Tuesday June 19
Gender and Housing

Kristine Miranne. 2000. “Women, ‘embounded’: Intersections of Welfare Reform and Public Housing Policy,” pp. 119-136 in *Gendering the City*. **TEXT**

Gwendolyn Wright. “Women’s Aspirations and the Home: Episodes in American Feminist Reform,” pp. 141-155 in *Gender and Planning: A Reader* **TEXT**

Joan Ockman, “Mirror Images: Technology, Consumption, and the Representation of Gender in American Architecture since World War II,” pp. 156- 168 in *Gender and Planning: A Reader* **TEXT**

Faranak Miraftab.”On loan from home: women’s participation in formulating human settlement policies,” pp. 173-190 in *Women and Gender Equity in Development Theory and Practice*. **TEXT**

Christine Cook, Marilyn Bruin, and Sue Crull. 2000. “”Manipulating Constraints: Women’s housing and the Metropolitan Context,” pp. 183-207 in *Gendering the City* **TEXT**

Class Twelve – Thursday June 21
Gender and Work

Ann Markusen, “City Spatial Structure, Women’s Household Work, and National Urban Policy,” pp. 169-190 in *Gender and Planning: A Reader* **TEXT**

Lisa Servon, “Microenterprise programs and Women: Entrepreneurship as Individual Empowerment,” pp. 191-212 in *Gender and Planning: A Reader* **TEXT**

Sylvia Chant. ”Contributions of a Gender Perspective to the Analysis of Poverty,” pp. 87-106 in *Women and Gender Equity in Development Theory and Practice*. **TEXT**

Kirk Smith. “Women’s work: the Kitchen kills more than the sword,” pp. 202-215 in *Women and Gender Equity in Development Theory and Practice*. **TEXT**

Margunn Bjørnholt. 2011. “How men became the local agents of change towards gender equality,*” Journal of Gender Studies* Vol. 20, No. 1, March 2011, 3–18 **BLACKBOARD**

Melissa Gilbert. 2000. “Identity, Difference, and the Geographies of Working Poor Women’s Survival Strategies,” in *Gendering the City*. **TEXT**

Kamran Asdar Ali. 2012. Women, Work and Public Spaces: Conflict and Coexistence in Karachi’s Poor Neighborhoods,” *International Journal of Urban and Regional Research* 26, 3: 585-605. **BLACKBOARD**

IOWA STATE UNIVERSITY

Department of Community and Regional Planning

CRP460/560X
SOCIAL JUSTICE & PLANNING
3 CREDITS • SPRING 2013

Lecture: Monday and Wednesday, 3:10 – 4:30 PM, Design 262
Instructor: Dr. Mônica A. Haddad
Office: 583, College of Design Phone: 294-8979
e-mail: haddad@iastate.edu
URL address: http://www.public.iastate.edu/~haddad
Office Hours: Tuesdays and Thursdays 2:00 – 3:30 PM or by appointment

COURSE DESCRIPTION

As stated in the ISU catalog, the CRP *Social Justice and Planning* course focuses on the topic of social justice as it relates to the challenge of planning more socially just urban societies, emphasizing the importance of social justice issues to planning in a globalized world. It includes a range of issues and case studies of local social justice initiatives, both US and global. Students will complete individual service learning projects as part of the course requirements.

A Blackboard Learn has been designed for this course. After logging in, students will be able to access the PowerPoint presentations, digital papers and handouts, grades, announcements, assignments, and discussions.

LEARNING OUTCOMES

Overall, CRP 460/560X is designed to accomplish the following learning outcomes:

1. Understand the importance of social justice issues to planning in a globalized world;
2. Critically analyze social problems and social policy from a planner's perspective;
3. Recognize ways in which social problems interrelate;
4. Identify how different segments of the population have different issues and needs, and how planning processes should account for these differences;
5. Engage in important debates related to social policy such as poverty, immigration, and informality;
6. Critically analyze anti-poverty and welfare policies and programs;
7. Identify relationships between land use, access to opportunity, and social outcomes in urban systems; and
8. Experience engaging in local social justice efforts through service learning.

COURSE FORMAT

There are two class sessions (Design 262) each week. Class sessions will be used primarily to elaborate various topics outlined in the *Class and Reading Tentative Schedule* section below. In addition to instructor's lectures, the other portion of the class time will also be devoted to discussions, guest speakers, students' presentations, and in-class exercises. There will be no make-up opportunities for missed in-class exercises.

READING MATERIAL

The main **required reading** material for the course is:

- Clarissa Rile Hayward and Todd Swanstrom, eds. 2010. *Justice and the American Metropolis* University of Minnesota Press.

There is one **recommended book** for CRP 460/560X:

- Marc Brenman and Thomas W. Sanchez. 2012. *Planning as if People Matter: Governing for Social Equity*. Island Press.

In addition to these two books, other book chapters and published papers will be used, and will be available on the Blackboard, in digital format.

COURSE REQUIREMENTS AND GRADING

The final grade is based on overall performance measured by points assigned to participation, media activity, readings, in-class exercises, assignments, service learning, external activities, and a final paper (graduate students only). Listed below are the percentages in relation to the final grade:

	CRP 460X	**CRP 560X**
Participation	9%	7%
Media Activity (total of 2)	8%	7%
Readings	9%	7%
In-class exercises	10%	8%
Assignment #1: Diversity Awareness Case Study	11%	10%
Assignment #2: Diversity Awareness Campaign (team project)	15%	13%
Assignment #3: Case Study	12%	10%
Service Learning Project (20 hours)	5%	5%
Service Learning Project (report)	16%	14%
External Activities (total of 2)	5%	5%
Final Paper	-----	14%
	---	---
	100%	100%

*Note: Late assignments will be accepted, however, a **10% deduction** of received points per day will apply.*

Participation: The course is organized to encourage active participation of all students. Attendance of all sessions is a basic expectation. Preparing for classes entails doing the required reading (percentage of grading just for that!!!), and bringing notes and questions to class. Notes and questions will help you synthesize the material and participate in class discussions. Contributions to Blackboard Learn topical discussions are a good way to participate. Coming late and leaving early is a sign of disrespect towards your peers and your professor, and it will not be tolerated.

Reading: You are expected to read the assigned reading before class in order to participate fully in the discussion. Unannounced in-class quizzes will be given for some of the assigned readings. These tests are closed book and based on the assigned readings for the day. The individual score will count towards students' reading grades. This assessment process requires that you complete a 10 question, multiple choice test. The test is taken individually.

In-class exercises: Throughout the semester, many class sessions will be spent engaged in application exercises that draw from the course materials for the week as well as videos, and guest speakers. Each exercise will be completed during the class session. Individuals missing class on those days will miss the points for the exercise. Activities will vary.

External activities: Social justice issues related activities are part of ISU Campus life. The instructor will inform you, along the semester, about a variety of lectures, presentations, and debates that will take place on campus during the spring 2013. You will select two that match your interest and will attend them.

Service Learning Project: Each student will complete a service learning project that will involve identifying an NGO doing social justice related work, completing 20 hours of volunteer work for that NGO, reflecting on their experience and performance, and creating a final capstone project for the class based on that experience. Students can choose their own NGO to work with or select from one of the NGO's that present to our class. Service learning projects will be identified by the fifth week of classes.

Graduate students: Each graduate student will write a paper examining a specific topic and its relation to social justice. They will draw from at least 12 academic and practitioner-focused additional sources (not read within the class) as a way to expand on the class material. The final paper will be 15 pages and will be due the last day of class.

Attention: If you have a documented disability and anticipate needing accommodations in this course, please make arrangements to meet with me soon. Please request that a Disability Resources staff send a SAAR form verifying your disability and specifying the accommodation you will need.

ACADEMIC INTEGRITY

All students are responsible for knowing the University policy on academic honesty. All academic work submitted in this course must be your own. It is my responsibility to uphold the University academic honesty policy and report my belief of dishonesty to the Dean of Student's Office.

Academic Misconduct in any form is in violation of Iowa State University *Student Disciplinary Regulations* and will not be tolerated. This includes, but is not limited to: copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. Depending on the act, a student could receive an F grade on the test/assignment, F grade for the course, and could be suspended or expelled from the University. See the Conduct Code at www.dso.iastate.edu/ja for more details and a full explanation of the Academic Misconduct policies.

Forms of Academic Dishonesty[1]

Obtaining unauthorized information. Information is obtained dishonestly, for example, by copying graded homework assignments from another student, by working with another student on a take-home test or homework when not specifically permitted to do so by the instructor, or by looking at your notes or other written work during an examination when not specifically permitted to do so.

Tendering of information. Students may not give or sell their work to another person who plans to submit it as his or her own. This includes giving their work to another student to be copied, giving someone answers to exam questions during the exam, taking an exam and discussing its contents with students who will be taking the same exam, or giving or selling a term paper to another student.

Misrepresentation. Students misrepresent their work by handing in the work of someone else. The following are examples: purchasing a paper from a term paper service; reproducing another person's paper (even with modifications) and submitting it as their own; having another student do their computer program or having someone else take their exam.

Plagiarism. Unacknowledged use of the information, ideas, or phrasing of other writers is an offense comparable with theft and fraud, and it is so recognized by the copyright and patent laws. Literary offenses of this kind are known as plagiarism. Please note that this includes using information obtained on the Internet, whether cutting and pasting or paraphrasing, without properly citing the source.

For writing assistance: Please make yourself aware of the Community and Regional Planning Reference Style Sheet: http://archive.design.iastate.edu/CRP/FILEDIR/reference_stylesheet.doc

CLASS AND READING TENTATIVE SCHEDULE

Week 1 (14-18 Jan.)

Jan. 14: What is Social Justice? ILO TV videos *Voices on Social Justice* (United Nations)
In-class exercise: Visualizing Trends of Thick Injustice

Jan. 16: In-class exercise: "It's the Inequality Stupid" Mother Jones.
http://motherjones.com/politics/2011/02/income-inequality-in-america-chart-graph

Week 2 (21-25 Jan.)

Jan. 21: No class (Campus Holiday)

Jan. 23: Hayward and Swanstrom, Introduction – Thick Injustice
Media Activity (an example)

[1] The information on this page was provided by the Dean of Students Office (*http://www.dso.iastate.edu/ja/academic/students.html*)

Week 3 (28 Jan-01 Feb)

Jan. 28: Guest Speaker: Vic – The Emergency Residence Project (NGO)

Website: http://www.amesshelter.org/erp/

Cristobal Salinas – brief summary of existing ISU diversity-related initiatives

Jan. 30: Guest Speaker: Kathleen McQuillen - American Friends Service Committee (Iowa Program Coordinator)

Website: http://www.afsc.org/office/des-moines-ia

Media Activity - Johnny

Week 4 (04-08 Feb)

Feb 04: Guest Speaker: Wayne Ford – Urban Dreams

Website: http://www.urbandreams.org/

Hayward and Swanstrom, Chapter 1 – Property-Owning Plutocracy: Inequality and American Localism

Feb 06: Guest Speaker: Paul Turner – AMOS Lead Organizer

Website: http://amosiowa.org/

Media Activity - Ahmad

Hayward and Swanstrom, Chapter 4 - Two Cheers for Very Unequal Incomes: Toward Social Justice in Central Cities

Week 5 (11-15 Feb.)

Feb. 11: Guest Speaker: Daniel Hoffman-Zinnel, PROTEUS Regional Director

Website: http://www.proteusinc.net/

Hayward and Swanstrom, Chapter 5 – Beyond the Equality–Efficiency Tradeoff

***Case Study – an example*:** Fight Crime: Invest in Kids or Smart Start and North Carolina Partnership for Children

Feb. 13: Diversity Awareness Case Study presentations: Hannah, Dachon, Ahmad, Yaser, Molly, and Johnny

Reviewers: Cristobal Salinas, Dr. LeQuetia Ancar, Denise Williams, Adele Lozano, Mathilda Tuuli, Meredith Foley, and Ashlee Richardson.

Week 6 (18-22 Feb.)

Feb. 18: Guest Speaker: Hand in Hand (Dr. Priyanka Jayashankar)

Media Activity – Dachon and Hannah

Feb. 20: Hayward and Swanstrom, Chapter 6 – Redevelopment Planning and Distributive Justice in the American Metropolis

Media Activity – Yaser and Molly

Week 7 (25 Feb.-01Mar)

Feb. 25: Dark Days (Documentary about homeless in New York City)

Feb. 27: Hayward and Swanstrom, Chapter 7 – Justice, the Public Sector, and Cities: Relegitimating the Activist State

Media Activity - Johnny

Week 8 (04-08 Mar.)

Mar. 04: Hayward and Swanstrom, Chapter 8 – Voting and Justice

Media Activity - Ahmad

Mar. 06: The City, four separate stories about immigrants in New York City

Week 9 (11-15 Mar.)

Mar. 11: Hayward and Swanstrom, Chapter 9 – The Color of Territory: How Law and Borders Keep America Segregated

Media Activity - Hannah

Mar. 13: Presentation College of Design Diversity Champaign

Reviewers to be determined

Week 10 (18-22 Mar.): Spring Break. Relax! ☺

Week 11 (25-29 Mar.):

Mar. 25: Hayward and Swanstrom, Chapter 10 – Creating Justice for the Poor in the New Metropolis

Media Activity - Dachon

Mar. 27: Roy, Ananya. 2010. "ChaptSmall Worlds: The Democratization of Capital and Development" in *Poverty Capital: Microfinance and the Making of Development*. Routledge.

Guest Speaker: Microfinance in India (Dr. Priyanka Jayashankar)

Week 12 (01-05 Apr.):

Apr. 01: Rachel Bratt, Michael Stone, and Chester Hartman. 2006. "Why a Right to Housing is Needed and Makes Sense," In *A Right to Housing: Foundation for a New Social Agenda*. Rachel Bratt, Michael Stone, and Chester Hartman, Eds.

U.S. Department of Housing and Urban Development. 2010. Worst Case Housing Needs 2007. A Report to Congress.

http://www.huduser.org/portal/publications/affhsg/wc_HsgNeeds07.html

Case Study 1 (Hannah): Asian Coalition for Housing Rights, Bangkok, Thailand

Apr. 03: UN Habitat. 2008. Woman-headed households suffer disproportionately from inadequate housing.

http://www.unhabitat.org/downloads/docs/presskitsowc2008/Woman%20headed.pdf

Guest Speaker: Professor Jane Rongerude

Week 13 (08-12 Apr):

Apr. 08: Fujimoto, Isao and Sandoval, Gerardo. 2005. "Central Valley Partnership: A Collaborative Multiethnic Approach to Organizing Immigrant Communities." *UC Davis Law Review.* v. 38, issue 3, pp. 1021-1047.

Media Activity – Yaser and Molly

Apr. 10: Hutson, Malo Andre and Wilson, Sacoby. 2011. "The Role of Community-Based Strategies in Addressing Metropolitan Segregation and Racial Health Disparities." C*ommunity Development.* V. 42, issue 4, pp. 476-493.

Case Study 2 (Molly): Jamaica Plain Neighborhood Development Corporation (Massachusetts) OR ReGenesis (South Carolina)
Case Study 3 (Dachon): West End Revitalization Association (North Carolina)

Week 14 (15-19 Apr.)

Apr. 15: Pogge, Thomas W. 2008. "Priorities of Global Justice," in *Global Justice: Seminal Essays,* Darrel Moellendorf and Thomas W. Pogge, Eds., Wiley-Blackwell. Pp. 6 – 23.

In-class exercise: Examining the Evolution of the Millennium Goals

Apr. 17: Beitz, Charles R. 2008. "Does Global Inequality Matter?" in *Global Justice: seminal Essays,* Darrel Moeleendorf and Thomas W. Pogge, Eds., Wiley-Blackwell. Pp. 106 – 122.

Guest Speaker: Professor Francis Owusu

Week 15 (22-26 Apr.):

Apr. 22: Newell, P. (2005). Race, Class and the Global Politics of Environmental Inequality. *Global Environmental Politics,* 5, 70 – 94.

Case Study 4 (Yaser): Green Belt Movement (Wangari Maathai), Kenya

Apr. 24: Daoud, Annette M. 2003. 'The ESL kids are over there': Opportunities for Social Interactions between Immigrant Latino and White High School Students. *Journal of Hispanic Higher Education 2* (3), pp. 292-314.

Case Study 5 (Ahmad): Highlander Research and Education Center, US

Week 16 (29 Apr. -03 May):

Apr. 29: Wahl, Ana-Mari Gonzalez, Steven Gunkel and Bennie Shobe, Jr. 2005. Becoming Neighbors or Remaining Strangers? Latinos and Residential Segregation in the Heartland. *Great Plains Research* 15: 297-327.

May 01: Valentine, Brent Eric. 2005. *Uniting Two Cultures: Latino Immigrants in the Wisconsin Dairy Industry*. The Center for Comparative Immigration Studies, University of California, San Diego, Working Paper 121.

Case Study 6 (Johnny): The Workplace project, US

Week 17 (Finals week): Service Learning Projects presentations

The Final Project

Creating a Teachable Moment: Using Multi-media to Explore Urban Life among the LGBT (Lesbian, Gay, Bisexual, and Transgender) community in New York City

The initiative is designed to develop future professionals who understand the awareness, beliefs, and behaviors among diverse cultural groups. A goal is to help professionals learn how to embrace and incorporate these values into plans and programs that can actually work and create benefits.

Overview

The final project will be devoted to cultural competence as it pertains to the LGBT community. The project is designed focus on LGBT organizations, community planners or activists who have addressed fundamental social, economic, and political issues. It is assumed that these "activists" are operating in a culturally competent manner given their understanding and perspective as members of the culture and community. An objective of the final project will be to define the norms, behavior, and values that the LGBT community honors. These factors are the components of cultural competence that planners and others must understand. Since most of these components "fly under the radar" and may appear invisible to "outsiders," this project will lead to teachable moments for students, faculty, community who may find themselves working in the LGBT community.

Students will form groups to complete multi-media projects to illustrate the value of cultural competence and the way that it operates. Simultaneously, the projects will confront demographic and identity issues that intersect and make this more than a study of LGBT organizations and individuals. For example, a project about LGBT foster care would need to reveal how cultural competence is important while speaking to the underlying factors--class, race, and gender—that affect LGBT youth who need parents and homes.

To repeat, each group presentation must ultimately underscore the need for cultural competency in urban planning and other urban-related disciplines. This project will explain why the field benefits for a more inclusive approach.

How to Begin

Each group will choose an LGBT organization that will be the subject of their project. Suggestions for organizations will be made available to the class. Students will complete a project that focus on the importance of cultural competence in general and as it applies to the LGBT community. In addition, as groups conduct their research they should identify social, economic and political issues that are the context have led to create LGBT interventions and programs.

Media Presentation: Making a Documentary

Students will focus on making a documentary that contain oral histories, guided tours, photos, video clips, public meetings, and interviews/focus groups with key stakeholders.

There will be two in-class interim presentations (5 minutes in length) that update the progress being made on each group project.

- March
    - Select an organization
    - Define a specific project
    - Define the important social, economic, and political conditions
    - Develop an overall plan for the documentary
- April
    - Outline a scope of work containing
        - Schedule of activities needed to complete project
        - Names associated with each task
        - Task deadlines

The final project for the class

- A 20 minute presentation of the documentary that represents a teachable moment. The presentation will include a description of the
    - Background information pertaining the neighborhood, stakeholders, institutions, and prevailing local conditions that will be addressed
    - Solution undertaken to address issues
    - The cultural competent component
    - The intersection of race, class, and gender dynamics that are relevant

Urban Planning 141 Fall 2012

PLANNING WITH MINORITY COMMUNITIES

Tuesdays/Thursdays 3:30 to 4:45 pm ~ 1234 Public Affairs Building

Dr. Leo F. Estrada leobard@ucla.edu
310.825.6574
Office hours: Sign up for appointments on schedule posted on office door or email for availability
Office: 5385 School of Public Affairs Building

Susan Nakaoka snakaoka@ucla.edu
310-848-7387
Office Hours: please email to make an appointment

COURSE DESCRIPTION

This advanced undergraduate course is intended as an overview of planning issues that affect low-income communities / communities of color, particularly in the Los Angeles area. The field of planning offers a distinct perspective and opportunities for improving low-income communities. The first third of the course will focus on conceptual frameworks. The second third will examine specific issues such as community development, environmental justice and housing. The final third will be devoted to strategies for social change in the current context.

COURSE REQUIREMENTS

CLASS ASSIGNMENTS:	45%
Assignment 1: Case Study (10%)	
Assignment 2: Agency Interview (35%)	
MID-TERM EXAM	20%
FINAL EXAM	30%
CLASS PARTICIPATION	5%
	100%

CLASS ASSIGNMENTS

Assignment 1: Case Study

Each student will prepare a case study to illustrate a past, current or hypothetical situation applicable for the class discussion. A selected number will be integrated into the class. Case studies presented during the first weeks will allow students to gain a sense of appropriate case studies for this assignment. **Case studies are due Thursday of Week 3 (October 18th)**

Assignment 2: Agency Interview

Small student groups will visit with an organization that has as its focus aiding, providing services or advocating for low-income communities or clientele. Guidelines for the interview will be provided in class. In general, the purpose of the interview is to ask, "How do you go about making people's lives better?" **The agency interview report is due Friday of Week 7 (November 16th)**

MID-TERM EXAM

The mid-term exam will be based on the first half of the class reader. This will be a take-home exam provided on Tuesday of week 5 (October 30th) and due two days later (on Thursday November 1st). Grading will reward comprehension of the readings, ability to compare and contrast, and critical analysis. Exams not received by 6:00 pm will have a half-grade reduction.

FINAL EXAM

The final exam is based on the remaining class readings and overview of the course. Students will receive study questions. The final exam will include two required questions and two questions to be selected by the student from a list of options. Grading will reward the ability to synthesize material from the reader, class discussions and class lectures. The final exam will take place in class (1234 Public Affairs Building) on Wednesday, December 12th from 3:00-6:00 pm.

CLASS PARTICIPATION

Classes will begin with a case study where student participation is required. Each individual is expected to contribute ideas, experiences and opinions during several class sessions.

CLASS READING MATERIALS

The course reader should be purchased at Course Reader Material in Westwood. Other required readings are posted on CCLE. Additional readings will be suggested and students will be encouraged to follow up with readings in their areas of interest. I or the TA will gladly provide you with some additional suggested readings.

Urban Planning 141 fall 2011
PLANNING WITH MINORITY COMMUNITIES

READING ASSIGNMENTS

WEEK 1: URBAN PLANNING OVERVIEW RACE, ETHNICITY AND IDENTITY

Winant, Howard., "The New International Dynamics of Race," *Poverty and Race Research Action Council*, 4:4, 1995. **(IN READER)**

Bacal, Azril., "Citizenship and National Identity in Latin America: The Persisting Salience of Race and Ethnicity," in T. K. Oommen (ed.), *Citizenship and National Identity*: Sage, 1997. **(IN READER)**

Carbado, Devon., "Men, Feminism and Male Heterosexual Privilege," in R. Delgado and J. Stefancic (eds.), *Critical Race Theory: The Cutting Edge*. 2000. **(Class Website)**

Crenshaw, Kimberle, "Mapping the Margins: Intersectionality, Identity Politics, and Violence against Women of Color." in Crenshaw, K., Gotanda, N., Peller, G. and Thomas, K. (eds.), *Critical Race Theory: The Key Writings that Formed the Movement*. **(Class Website)**

Pulida, Laura., *Black, Brown, Yellow and Left: Radical Activism* in Los Angeles. University of California Press. 2006. pp. 15-58. **(Class Website)**

WEEK 2: POVERTY AND RACE

Wilson, William Julius, *The Declining Significance of Race*: University of Chicago Press, 1980, pp. 144-154. **(IN READER)**

Moore J., and Vigil, J.D., "Barrios in Transition," in Moore and Pinderhughes (eds.) *In the Barrios: Latinos and the Underclass Debate:* Russell Sage Foundation, 1993, pp. 27-49. **(IN READER)**

Ong, P. "Inner-City Communities," *Beyond Asian American Poverty: Community Economic Development Policies and Strategies:* LEAP Asian Pacific American Public Policy Institute, 1993, pp. 27-42. **(IN READER)**

Ehrenreich, Barbara and Dedrick Muhammad, "The Recession's Racial Divide" Op-Ed *New York Times,* September 13, 2009. **(Class Website)**

Matsunaga, Michael, *Concentrated Poverty in Los Angeles*. Economic Roundtable Report – Prepared for the City of Los Angeles, 2008, pp. 1-9. **(Class Website)**

United Way, *State of Women in Los Angeles County,* 2007, pp 1-19. **(Class Website)**

Cawthorne, Alexandra, *The Straight Facts on Women in Poverty,* Center for American Progress, 2008. **(Class Website)**

WEEK 3: HISTORICAL OVERVIEWS OF RACE AND PLANNING CRITICAL RACE THEORY

Takaki, Ronald, "The Significance of the Frontier in Native American History," Takaki (ed.), *Debating Diversity: Clashing Perspectives on Race and Ethnicity in America:* Oxford University Press, 2002, pp. 55-75. **(IN READER)**

Lopez, Ian Haney. "Race and Erasure: The Salience of Race to Latinos/as." In Delgado, R. and Stefancic, J. (eds.). *Critical Race Theory: the Cutting Edge*. Temple University Press. 2000. **(Class Website)**

Delgado, R. and J. Stefancic. Critical Race Theory: An Introduction. New York University Press, 2001. pp. 2-12. **(Class Website)**

Ikemoto, L. "Traces of the Master Narrative in the Story of African American/Korean American Conflict: How we Constructed "Los Angeles." In Delgado, R. and Stefancic, J. (eds.). *Critical Race Theory: the Cutting Edge*. Temple University Press. 2000. **(Class Website)**

Matsuda, M. "Looking to the Bottom: Critical Legal Studies and Reparations," in Crenshaw, K., Gotanda, N., Peller, G. and Thomas, K. (eds.), *Critical Race Theory: The Key Writings that Formed the Movement*. **(Class Website)**

Ross, Catherine L. and Nancey Green Leigh, "Planning, Urban Revitalization, and the Inner City: An Exploration of Structural Racism." *Journal of Planning Literature,* 14:3, February 1, 2000, pp. 367-380. **(Class Website)**

Conducting Field Research – All articles included in "Field Research PDF" **on class website:**

> Schein, E., "How to Uncover Cultural Assumptions in Organizations" *Organizational Culture and Leadership:* Jossey Bass Publications, 1985.
>
> Cole, R.L., Participation in Community Service Organizations, *Community Action*, 1981.

WEEK 4: CRITICAL PERSPECTIVES ON MODERNIST PLANNING

Fogleson, Richard, "The Problem of Planning," *Planning the Capitalist City*, Princeton University Press, 1986 **(IN READER)**

Gans, Herbert. J., Planning in America: A Sociological Analysis," *People and Plans, Basic Books*, 1968 **(IN READER)**

Hall, Peter, "The Turbulent Eighth Decade: Challenges to American City Planning". *Journal of the American Planning Association*, 55:3, pp. 275-282. **(Class Website)**

Beauregard, Robert A., "Without a Net: Modernist Planning and the Postmodern Abyss". *Journal of Planning and Education Research*, 10:3, 1991, pp. 189-194. **(Class Website)**
Thomas, June Manning, "Planning History and the Black Urban Experience: Linkages and Contemporary Implications." *Journal of Planning Education and Research* 14:1, October 1, 1994, pp. 1-11. **(Class Website)**

Umemoto, Karen, "Multicultural Planning: Lessons from Papakolea." *Planners Network*. 1999. **(Class Website)**

Yiftachel, Oren, "Planning and Social Control: Exploring the Dark Side." *Journal of Planning Literature,* 12:4, May 1, 1998, pp. 395-406. **(Class Website)**

WEEK 5: ADVOCACY PLANNING AND COMMUNITY DEVELOPMENT

Davidhoff, P., "Advocacy and Pluralism in Planning" *APA Journal*, 1965. **(Class Website)**

Heskin, A.D., Crisis and Response: A Historical Perspective on Advocacy Planning," *APA Journal*, 1980. **(Class Website)**

Green, G.P. and Haines, A., "A History of Community Development in America." *Asset Building and Community Development*, Sage, 2008, pp. 19-33. **(Class Website)**

Stoecker, R., "The Community Development Corporation Model of Urban Redevelopment: A Critique and an Alternative," *Journal of Urban Affairs*, 19:1, 1997, pp. 2-22. **(Class Website)**

Roosevelt, Margot, "A new crop of eco-warriors take to their own streets", *LA Times*, September 24, 2009, < http://articles.latimes.com/2009/sep/24/local/me-air-pollution24>. **(Link also on Class Website)**

WEEK 6: EMPOWERMENT AND COMMUNITY ORGANIZING

Delgado, Gary, "Community Organizing and Political Action" *Social Policy*, 16:4, Spring 1986, pp. 40-47. **(IN READER)**

Rocha, E.M., "A Ladder of Empowerment," *Journal of Planning Education and Research*, 1997. **(IN READER)**

Smock, Kristina, *Democracy in Action: Community Organizing and Urban Change*. Columbia University Press, 2004. Selected Chapters and Tables. **(Class Website)**

Hass, G., and Heskin, A., "Community Struggles in Los Angeles," *International Journal of Urban and Regional Research*, 1981. **(Class Website)**

Burgos, R. and Pulido, L., "The Politics of Gender in the Los Angeles Bus Rider's Union/*Sindicato de Pasajeros*," *Capitalism, Socialism, Nature*, 1998, pp. 75-82. **(Class Website)**

WEEK 7: METROPOLITAN DYNAMICS AND SEGREGATION

Frazier, J.W., Margai, F.M., Tettey-Fio, E., "Theories of Spatial Relationships in Urban America," *Race and Place: Equity Issues in Urban America:* Westview Press, 2003, pp. 95-124. **(IN READER)**

Squires, Gregory D., and Charis E. Kubrin, "Privileged Places: Race, Uneven Development and the Geography of Opportunity in Urban America," *Urban Studies,* 42:1, 2005, pp. 47-68. **(Class Website)**

Yinger, J., "Housing Discrimination is Still Worth Worrying About," *Housing Policy Debate*, 1998, pp. 893-927. **(Class Website)**

WEEK 8: ENVIRONMENTAL RACISM

Fitzpatrick, K. and Lagory, M., "The Importance of Place." *Unhealthy Places: the Ecology of Risk in the Urban Landscape*, 2000 **(IN READER)**

Ishiyama, N., "Environmental Justice and American Indian Tribal Sovereignty: Case Study of a Land-Use Conflict in Skull Valley, Utah," *Antipode*, 2003, pp. 119-139 **(IN READER)**

Ash, Michael, etc. all, *Justice in the Air, 2009.* **(Class Website)**

Pulido, Laura, "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California," *Annals of the Association of American Geographers,* 90:1, March 2000, pp. 12-40. **(Class Website)**

Ash, Michael, etc all, "Is Environmental Justice Good for White Folks?" *WorkingPaper Series,* No. 229*,* Political Economy Research Institute, University of Massachusetts Amherst, 2010. **(Class Website)**

WEEK 9: RACE AND ETHNIC RELATIONS IN PLANNING

Multicultural Collaborative, *Race, Power and Promise in Los Angeles*, 1996. **(Class Website)**

Suarez, R., "Still a Stranger: Latinos in the American City" *The Old Neighborhood: What We Lost in the Great Suburban Migration,* 1999, pp. 28-38. **(Class Website)**

Mier, Robert, "Some Observations on Race in Planning." *Journal of the American Planning Association,* 60:2, Spring 1994: pp. 235-240. **(Class Website)**

Nakaoka, Susan, "Cultivating a Cultural Home Space: The Case of Little Tokyo's Budokan of Los Angeles Project." AAPI Nexus. Vol. 10:2. 2012. pp. 23-36. **(Class Website)**

Saito, L., "Asian Americans and Multiracial Political Coalitions: New York City's Chinatown and Redistricting" *Asian Americans and Politics: Perspectives, Experiences, Progress:* Stanford University Press, 2001, pp. 383-408. **(Class Website)**

WEEK 10: CONTEMPORARY SOCIAL EQUITY PLANNING

Vargas, M., "Transformative Community Practice: New Populism, Social Movements and Progressive Latino Politics," *Critical Planning Journal*, 1999. **(Class Website)**

Spencer, J., "Why Spatial Mismatch Still Matters," *Critical Planning Journal*, 2000. **(Class Website)**

Conrad, S.P., "Living Wage Campaigns as an Economic Development Strategy: From Short-term Gain to Long-term Sustainability," *Critical Planning Journal*, 1997. **(Class Website)**

Intersectionality, Women of Color Policy Network and New York University. **(Class Website)**

FLORIDA STATE UNIVERSITY
DEPARTMENT OF URBAN AND REGIONAL PLANNING

FALL 2013

URP 5847: Growth and Development of Cities

Mon-Wed 5:15 - 6:30 HCB 314

Instructor: Dr. Petra Doan, Bellamy 334
Telephone: 644-8521; email: pdoan@fsu.edu
Office hours: Tuesday 1:30-3:30, Wednesday 2:00-3:00, or by appointment

COURSE DESCRIPTION

This is a course in urban and regional theory, focusing on the growth and development of cities and regions and the spatial distribution and population and economic activities within urban regions. The course is eclectic, borrowing heavily from human ecology, regional science, economics, geography, and sociology. The course will examine both the internal structure of cities and the location of cities within a larger region often referred to as an urban system.

The course begins with a brief examination of the historical roots of urbanization and the forces which have shaped the growth of cities since the dawn of time. The course will then use various theoretical perspectives as lenses for examining urbanization and the growth of cities and their regions. These perspectives include: human ecological theory, political economy, economic growth models, urban land rent theory, as well as perspectives that analyze the impact of social, political, and institutional factors on the availability of urban land and the location patterns of land uses. Understanding these explanations of the location of population and economic activities in space, provides the basis for examining the spatial structure of metropolitan areas and trends in location of specific land use activities.

READING ASSIGNMENTS

Copies of the following texts have been ordered through Bill's Bookstore and the FSU Bookstore:

Richard Legates and Frederic Stout (eds). 2007. The City Reader, 4th Edition. Routledge. New York. **[L & S]**
{N.B. I have selected the readings so that the third edition will work for nearly all of the readings}

Alex Marshall. *How Cities Work: Sprawl, Suburbs, and the Roads Not Taken*. Austin: University of Texas Press. 2000.

Additional readings on e-reserve or on Blackboard as noted. Readings and class work are designed on the premise of 3-4 hours of outside work for each class room hour. This is an average expectation; for some classes readings will be substantially less while for others it will be more.

REQUIREMENTS

Attendance at all classes is required. Students should have completed the readings for that day prior to coming to class and should be ready to discuss the material. In class participation and exercises will account for 10% of your grade. There will be four short writing assignments (40%), a midterm exam (25%) and a final examination (25%). Irregular attendance and persistent lateness to class is likely to result in a lower participation grade.

LEARNING OBJECTIVES

1. The student will be able to describe and analyze the characteristics of urban and metropolitan areas and analyze the spatial distribution of these characteristics over urban space.
2. The student will be able to apply spatial models that describe the urban form and the distribution of population and land uses and interpret these patterns for planning purposes.
3. The student will be able to identify major economic, social, environmental, and political forces and analyze their influence on the shape of metropolitan areas, their rates of growth, and the location of population and land uses.
4. The student will recognize the importance of cultural values and the built environment and be able to describe techniques to ensure their preservation.
5. The student will be able to identify social and economic characteristics of diverse populations (race, ethnicity, and gender) and describe the location patterns of these populations..
6. The student will be able to generate examples of globalization and its effects on US cities.

ACADEMIC HONOR CODE

Please note that violations of the Academic Honor System will not be tolerated in this class. Specifically, incidents of plagiarism of any type or referring to any unauthorized material during examinations will be rigorously pursued by the instructor. The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://www.fsu.edu/~dof/honorpolicy.htm.)

LEARNING DIFFERENCES

Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type.
This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the
Student Disability Resource Center,
874 Traditions Way, 108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice); (850) 644-8504 (TDD)
sdrc@admin.fsu.edu http://www.disabilitycenter.fsu.edu/

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness.

Week One

August 26 Urbanization and the Culture of Urbanism

Alex Marshall, "The Sex of Cities," pp. ix-xxiii in *How Cities Work* **TEXT**
Ed Glaeser, 2011. "Introduction: Our Urban Species," pp.1-13 in Glaeser, *Triumph of the City: How Our Greatest Invention Makes Us Richer, Smarter, Healthier, and Happier*. New York: Penguin.

August 28 Urban vs. Metropolitan

Herbert and Thomas, Ch. 4 "Understanding the Urban System" pp. 60-87 **BLACKBOARD**
Mark Montgomery. 2008. "The Urban Transformation of the Developing World." *Science,* 719: 761-764. **BLACKBOARD.**
Read the definition of metropolitan areas from the following web site:
http://www.census.gov/geo/reference/gtc/gtc_cbsa.html#misa
and
http://www.census.gov/geo/reference/pdfs/GARM/Ch13GARM.pdf

Writing Assignment 1 – assigned (See description on Blackboard)

Week Two

September 2 **LABOR DAY - NO CLASS**

September 4 – The Evolution of Cities

Kingsley Davis. "The Urbanization of the Human Population" pp. 17-26 in **L & S**
V. Gordon Childe, "The Urban Revolution," pp. 27-34 in **L & S**
H.D.F. Kitto, "The Polis," pp. 35-40 in **L & S**
Marco Polo, "Of the Noble and Magnificent city of Kin Sai," pp. 41-44 in **L & S**
Ibn Batuta, "Description of Constantinople," pp. 45-47 in **L & S**
Bernal Diaz, "Description of Tenochtitlan," pp. 47-49 in **L & S**

Week Three

September 9 North American manufacturing

Friedrich Engels, "The Great Towns" pp. 50-58 in **L & S**
W.EB.Dubois "The Negro Problems of Philadelphia," pp. 103-109 in **L & S**
William Julius Wilson, "From Institutional to Jobless Ghettos," pp. 110-119 in **L & S**

September 11 - No class FAPA

→ *Writing Assignment 1 Due*

Week Four

September 16 Location of cities and Manufacturing

Maurice Yeates, Ch. 5 "Urban Areas as Centers of Manufacturing," pp.123-160 in *The North American City* **Blackboard**
Gordon Hanson. 2001. "Scale economies and the geographic concentration of industry," *The Journal of Economic Geography,* 1: 255-276. **Blackboard**

September 18 Models of the Internal Structure of Urban Areas

Ernest Burgess, "The Growth of a City: An Introduction to a Research Project" pp. 150-157 in **L & S**
John Brinckerhoff Jackson, "The Almost Perfect Town" pp. 184-191 in **L & S**
Janet Abu-Lughod, The Islamic City: Historic Myths, Islamic Essence, and Contemporary Relevance," *International Journal of Middle East Studies*, 19, 1 **BLACKBOARD**

Week Five

September 23 Urban Culture and Urbanism

Frederic Stout, "Visions of a New reality: the City and the Emergence of Modern Visual Culture," pp. 141-144 in **L & S 4th Ed.**
Lewis Mumford, "What is a city?" pp. 85-89 in **L & S**
Louis Wirth "Urbanism as a way of life" pp. 90-97 in **L & S**
Jane Jacobs, "The Uses of Sidewalks: Safety," pp. 98-102 in **L & S**
Robert Putnam, "Bowling Alone" pp. 120-128 in **L & S 4th Ed.**
OR
Sharon Zukin, "Whose culture? Whose City?" pp. 136-146 in **L & S 3rd Ed.**
AND
Alex Marshall, "A Tale of Two Towns" pp. 1-39 in *Cities That Work*

September 25 Economics & Land Use

William Alonso, "A Theory of the Urban Land Market" in William. Leahy, David Mckee, and Robert Dean (eds.) *Urban Economics: Theory, Development, and Planning.* New York: Free Press. 1970. Pp. 55- 63 **Blackboard**
James Q. Wilson and George Kelling, "Broken Windows," pp. 256-265 in **L & S**
William Porter, "The Competitive Advantage of the Inner City" pp. 274-286 in **L & S**

Writing assignment 2 – assigned **(See description on Blackboard)**

Week Six

Septemner 30 Political Economy Models of Urban Development

Harvey Molotch. "The City as Growth Machine: Toward a Political Economy of Place"

American Journal of Sociology. 82 (1976): 326-332. **BLACKBOARD**
David Harvey, "Contested Cities: Spatial Process and Spatial Form" pp. 225-232 in **L & S**
Anthony Downs, "The Need for a Vision for the Development of U.S. Large Metropolitan Areas" pp. 245-255 in **L & S**
John Mollenkopf, "How to study urban political power," **BLACKBOARD**

October 2 Human Ecology Models of Urban Development

Herbert and Thomas, Ch.11 "The City as a Social World," pp. 251-291 **BLACKBOARD**
Ali Madanipur, "Social Exclusion and Space" pp. 158-165 in **L & S**
Ed Soja, "Taking Los Angeles Apart: Towards a Postmodern Geography" 166-177 in **L & S**

→ Writing assignment 2 Due

Week Seven

October 7 Suburban growth trends

Alex Marshall, "Trading Places: the City and the Suburb" pp. 82-109 in *Cities that Work: Suburbs, Sprawl, and the Road Not Taken*
Kenneth Jackson, "The Drive-in culture of contemporary America" pp. 59-68 in **L & S**

October 9 Location of Service Employment within the City

Robert Lang, pp. 28-78 *Edgeless Cities* **Blackboard**
Herbert and Thomas, Chapter 8, "Urban Services", pp. 157-194 **BLACKBOARD**

Week Eight

October 14 Suburbia and Beyond

Marshall, "The Deconstructed City" pp. 65-83 in *Cities that Work*

Robert Fishman, "Beyond Suburbia: the Rise of the Technoburb" pp. 69-77 in **L & S**

October 16 Resurgent Gentrification

Robert Beauregard."The Chaos and Complexity of Gentrification," from *Gentrification of the City* (1986) **BLACKBOARD**
Caitlin Cahill. ""Negotiating Grit and Glamour: Young Women of Color and the Gentrification of the Lower East Side," from *City and Society* (2007) **BLACKBOARD**
Loretta Lees. A Reappraisal of Gentrification: Towards a Geography of Gentrification," from *Progress in Human Geography* (2000)

Midterm review

Week Nine

October 21 **MIDTERM EXAM in Class**

October 23 Diversity in the City

Roberto Suro and Audrey Singer, "Latino Growth in Metropolitan America: Changing Patterns, New Locations" The Brookings Institute Survey Series, July 2002. **Blackboard**

William H. Frey, "Diversity Spreads Out: Metropolitan shifts in Hispanic, Asian and Black Populations since 2000," Washington DC: The Brookings Institute, Living Cities Series. March 2006. **Blackboard**

Herbert and Thomas, "Minority Groups and Segregated Areas," pp. 238-250. **BLACKBOARD**

Writing assignment 3 –assigned- (See Blackboard for a detailed description)

Week Ten

October 28 Segregation and Diversity

William Frey, "Metropolitan Magnets for International and Domestic Migrants," Washington, DC: The Brookings Institute, The Living Cities Survey Series. October 2003. **Blackboard**

June Manning Thomas and Julia Darnton. "Social Diversity and Economic Development in the Metropolis," *Journal of Planning Literature*, Vol. 21, No. 2 (November 2006). **Blackboard**

October 30 Social Enclaves

Mark Abramson. "An Overview" pp. 1-17, "Miami's Little Havana" and "Gays and Lesbians in San Francisco's Castro and Mission District" 85-120 in *Urban Enclaves: Identity and Place in America*. New York: St. Martin's Press. 1996 **Blackboard**

→ Writing assignment 3 due

Week Eleven

November 4 Understanding Gender and Urban Areas

Dolores Hayden. "What would a non-sexist city look like?" **Blackboard**

Elizabeth Wilson, "Cities of the American Dream," pp. 65-83 in *The Sphinx in the City: Urban Life, the Control of Disorder, and Women*. 1991. **Blackboard**

November 7 Gender and the City

Jane Darke, "The Man Shaped City" pp. 88-99 in Chris Booth, Jane Darke, and Susan Yeandle (eds.) *Changing Places: Women's Lives in the City*. 1996. **Blackboard**

Daphne Spain, "How Women Saved the City," pp. 236-248 in *How Women Saved the City*. 2001 **Blackboard**

Writing assignment 4 –assigned - (See Blackboard for a detailed description)

Week Twelve

November 11 – Veterans Day – No Class

November 13 Preserving History and Culture in the City

Dolores Hayden.1995. "Place memory and urban preservation" pp. 44-78 in *The Power of Place : Urban Landscapes as Public History* Cambridge, Mass. : MIT Press. **Blackboard**

Gail Dubrow. "Feminist and multicultural perspectives on preservation planning" pp. 55-77 in Making the Invisible Visible: Multicultural Planning History, edited by Leonie Sandercock (Berkeley: University of California Press, 1998) **Blackboard**

Chris Silver. 1991. "Revitalizing the Urban South: Neighborhood Preservation Planning since the 1920s," *Journal of the America Planning Association* 57 (1): 69-84. **Blackboard**

William C. Baer. 1995 "When old buildings ripen for historic preservation: a predictive approach to planning." *Journal of the America Planning Association* 61 (1):82-94

Anthony Robins. 1995. "Historic Preservation and Planning: the Limits of Prediction," *Journal of the America Planning Association* 61 (1):95-98

Week Thirteen

November 18 Planning for Global Cities

Ambe J. Njoh, (2004) 'The experience and legacy of French colonial urban planning in sub-Saharan Africa', *Planning Perspectives*, 19: 4, 435 — 454 **Blackboard**

Gavin Shatkin. 2007. "Global cities of the South: Emerging perspectives on growth and inequality," *Cities*, 24, 1: 1–15 **Blackboard**

Aprodicio Laquian, "The Emergence of Mega-Urban Regions in Asia," pp. 489-498 in **L & S**

November 20 Non-western Urban Theory

Swati Chattapadhyay, 2012. "Urbanism, colonialism, and subalternity" pp. 75-92 in Tim Edensor and Mark Jayne (eds.) *Urban Theory Beyond the West: A World of Cities.*

London: Routledge.

AND

Read of one of the following and be prepared to discuss in class. (articles on Blackboard but taken from Edensor and Jayne)

Christina Jimenez. The Networked City: Morelia, Mexico

Melissa Butcher. Distinctly Delhi: affect and exclusion in a crowded city.

Deljana Iossifou. Shanghai borderlands: the rise of a new urbanity

Filip De Boeck. Spectral Kinshasa: building the citythrough an architecture of words

Week Fourteen

November 25 Globalization and the City

Saskia Sassen, "The Impact of new Technologies and Globalization on Cities" pp. 197- 205 in **L & S**
Melvin Webber, "The Post-City Age" pp. 474-477 in **L & S**
Manuell Castells, "European Cities, the Informational Society, and the Global Economy" pp 478-488 in **L & S**

November 27 **NO CLASS Thanksgiving Holiday**

→ Writing assignment 4 Due

Week Fifteen

December 2 The Future of the City

Stephen Wheeler, "Planning Sustainable and Livable Cities" pp. 499-509 in **L & S**
William Mitchell, "The Teleserviced City" 510-516pp. in **L & S**
Joel Kotkin, "The Urban Future," 517-522 in **L & S**

December 4 The Postmodern City

Michael Dear and Stephen Flusty. 2002 Los Angeles as Post Modern Urbanism, pp. 61-92 in Michael Dear (ed.) *From Chicago to LA: Making Sense of Urban Theory.* Thousand Oaks, CA: Sage. **(BLACKBOARD)**

Edward Soja. "Cosmopolis: The Globalization of City Space," pp. 189-232 in Soja, *Postmetropolis: Critical Studies of Cities and Regions.* Oxford: Blackwell. **(BLACKBOARD)**

FINAL EXAM – Wednesday Dec. 11: 5:30PM – 7:30PM

UP 271, Community Economic Development
Department of Urban Planning
UCLA
Professor Chris Tilly
Fall 2012 (October 4, 2012 version)

Professor Tilly
PA 5358 / Ueberroth 2107
617-997-6479 (cell), 310-267-4738 (Ueberroth office)
tilly@ucla.edu
▪ *If you need to reach me quickly, please call or text my cell phone* ▪
Office hours: Tues. 2-4, Thurs. 2-4, or by appointment. Office hours are held in PA 5358

Course meeting time and location
The course will meet on Thursdays, 9:00-11:50 in Public Affairs 3343C

Course description
The term "community economic development" is used to refer to two different things: scale (economic development at the neighborhood level) and approach or philosophy (local community control over economic development). We will look at both. As the course title suggest, our focus will be *economic* development rather than any number of other important dimensions of development. While we'll touch on some specific techniques, our main emphasis will be on broad planning skills of analysis and problem-solving. We will primarily use US examples, but will occasionally look at other countries to flesh out ideas or make comparisons.

Course requirements
Important note: This syllabus is your guide to readings and assignments. I will do my best to remind you of upcoming due dates, but you are responsible for keeping track of what is due when.

This is a fairly reading-intensive class. To keep the reading manageable, I will give some guidance (including priorities) on reading each week. The requirements are:

- Students are expected to do the readings, come prepared for discussion, and participate in discussion.
- A weekly one-page online commentary commenting on the readings is required for seven out of weeks 2-10 (students can take two "free passes"; more guidance below).
- A short (4-6 page) individual paper on a contemporary community economic development topic half-way through the course, based on a careful reading of one substantial piece of writing on the topic that is not part of this syllabus, plus an interview with a community economic development practitioner whose practice relates to the topic. You can feed this paper's work into the term paper assignment, or go a different direction. The short paper has two checkpoints:
    - ID interviewee and list draft questions
    - Finished paper
- Term paper on a current community economic development topic (again, more detail below). This can be turned in by an individual student, or a group of up to 4 (group papers are expected to be longer and richer). Students may write a paper based purely on library research if they choose, although I encourage you to incorporate field research as well. The paper assignment includes four checkpoints:
    - Topic prospectus
    - Outline and progress report
    - Presentation in the final class meeting
    - Turning in the finished paper

The final grade will be approximately based on the following:

25% Short paper
40% Term paper (grade composed of all 4 checkpoints)
20% Weekly online commentaries

15% Class participation

Due dates of all assignments are given in the course schedule. Assignments turned in late will be graded down severely.

The commentaries

You are required to post commentaries on the CCLE website for 7 out of the 9 weeks from 2-10. The purpose of the commentaries is not to summarize the readings, but to react to them.

- What did you find interesting? What was hard to understand? What touched you, and what annoyed you? You can compare and contrast the readings, or just comment on how well they fit together (or not).
- In addition to these general comments, at the end of your write-up please suggest 1 question that *links together two or more of the readings*. (This is not always easy!) If you simply must pose more than one question, that's OK, but the assignment is to do one.

Your note should just be a page or so. I prefer to get the posts by mid-day Tueday so I can take them into account in preparing for class, but will accept them up till Thursday.

The short paper

Write a short (4-6 page), individual research paper on a current community economic development topic. Your research should consist of:

- Reading one substantial and useful piece of writing on this topic. "Substantial" means about 20 pages or more and involving some analysis. A journal article, analytical report, book chapter or book, could qualify. The "and useful" part is saying you should not just grab the first 20-page article you can find. You may need to look around for a piece that will give you some meaty ideas. The piece of writing should *not* involve exactly the same case or situation as the interview, or be written by the interviewee or their close colleague. The idea is to contrast ideas that are broader or that grow out of a different set of experiences, with the ideas and experiences of a practitioner.
- Interviewing a community economic development practitioner whose practice relates to this topic.

The point of the paper will be to compare, contrast, and relate what you learn from the text vs. the interview.

Some advice on the interview:

- You can interview someone in LA, elsewhere in the country, or elsewhere in the world. Interviews by email are generally not very good, though they can be a last resort. Phone, Skype, or even texting are better because they involve real-time conversation. (In-person is the best.)
- Finding someone and convincing them to do an interview can involve serious work. It's easier if you already have contact, or if someone can put you in contact with them.
- It is important to come with prepared questions (or at least talking points), including open-ended ones designed to get the interviewee to "tell their story" on the topic in question, not just answer yes/no or multiple choice. 15 questions is a good ball park.
- It is hard to learn a lot from an interview that is less than half an hour. Target 30-60 minutes.
- It's a good idea to record (only if the person consents; be sure to explain that you will just use the interview in a class paper). I'm not the most up to date on recording technology, but you can record on IPods and I assume IPhones as well as conventional digital recorders.
- Do NOT transcribe the interview…it is extremely time consuming. Instead, do the following: (1) To the extent possible, take notes during the interview, including noting when there is a great quote that you should go back and listen to. (2) Listen through one more time and build up your notes so you have an "index" of the interview and at least an outline of what the person said. (3) Then, if you want to pull out particular quotes, use your index to guide you to them. But you probably want to use direct quotes sparingly just to save time, and instead mainly use paraphrases.

You can make this short paper on the same topic as your term paper, and I advise you to try to do that. But in some cases after one in-depth reading and one interview, you may decide that you want to do the term paper on a different

topic.

While the term paper can be a group project, this first paper is individual, which means that each paper author should choose their own article, conduct and analyze their own interview, and write their own paper. If you have already decided to do a group term paper at the time you are working on your individual paper, I strongly suggest that you meet with your group and figure out how to divide up the turf on reading and interviews for the first paper.

There are two checkpoints for the short paper (assignments should be posted on the CCLE website; I prefer to also get hard copy but it is not required):

a) **Plan for the paper, due Week 3.** What is your topic? What is your plan for finding a relevant article? Who will you interview (name, role or position)? What is your list of questions? This is due the same week as your term paper prospectus (not accidental, please turn them in as a single document).
b) **Finished paper, due Week 6.**

The term paper

The assignment is to write a reflective paper on a community economic development topic of your choosing, within certain parameters. The parameters are:

- The paper should somehow relate to one of the Big Questions introduced in session 1 of the class: people vs. place, the problem of scale, politics vs. economics, internally driven vs. externally driven development. The Big Question involved does not have to be the main topic of the paper, but it should be clear how the paper connects to it. If you want to propose a topic that relates to a different Big Question, not part of the list from class, you may do so, but the burden of proof is on you to demonstrate in your prospectus why this Question is Big enough.
- You should draw on literature from the course reader and other relevant *analytical* literature. By analytical, I mean articles, books, or reports that do not simply report a series of facts or events, but try to explore or explain broader or deeper patterns. Not just newspaper articles, for example. But they do not have to be academic pieces—they could be directed at policy or practice.
- You should also draw on at least one real-life example. The example can be in LA, elsewhere in the United States, or elsewhere in the world. Let me be clear: it is OK for the paper to primarily consist of an analysis of one or more case studies (most papers written for this class take this form), as long as the analysis also connects to one of the Big Questions. You can learn about the example either by conducting one or more interviews, by consulting other sources (media accounts, case studies written up by researchers, etc.), or both. I will not give you more credit for doing added interviews rather than a media search, but I *will* give you more credit for presenting a richer, more multi-dimensional picture of the example(s).
- The paper should be 3750-5000 words (about 15-20 pages, double-spaced). If it is considerably longer or shorter, its length should justify itself: a short paper should pack a lot into few words; a long paper should make evident why you needed to present more evidence or arguments to make your point clearly.
- Always be careful to cite all sources used, to put direct quotations in quotation marks, to use direct quotes rather than close paraphrases, etc. See the advice on using sources that starts at the bottom of p.2 of the syllabus. One added piece of advice: though when you are on a roll with writing it is tempting to not stop and note the sources you are using, it is *always* easier to put in sources while you are writing than to go back and try to find them later.

Group papers by groups of no more than 4 are OK. Not surprisingly, I expect a group paper to gather more information and cut deeper than an individual paper. This means a longer paper, but it should not be twice as long for two students, etc.

There are four *checkpoints* for the paper assignment, and your grade will be based on all four. Again, please post all assignments on the CCLE website. I prefer to get a hard copy as well, but this is not required.

a) **Topic prospectus, due Week 3**. Your prospectus should identify your topic or question, explain how it links to one or more of the Big Questions, and say what example or examples you plan to use. Say what types of sources you plan to use. If you are planning to conduct one or more interviews, describe your strategy for obtaining interviews. About 250-500 words. (Due at the same time as the plan for the short paper.)
b) **Outline and progress report, due Week 8**. The **outline** should be an elaborated outline laying out the main topics and arguments you plan to explore, not just "introduction – findings – conclusion." If you know what sources you will use or plan to use for particular sections, you can note those as well (I am not looking for full, correct references at this stage for writing). The **progress report** is saying briefly what you have done and what you plan to do to complete the research for the paper. This can be point-by-point within the outline, or set apart as a separate narrative. The outline/progress report document should probably be at least 500 words.
c) **Presentation in front of the class, Week 11 (date to be set).** We will allot 3 minutes per student (!), maybe a bit more if the class enrollment is low enough. For papers by groups of students, everybody should present, but you do not have to present "what you wrote"; you can divide up the presentation in any way you see fit. *3 minutes is very short (enough time for 2-3 slides), and I will enforce time limits, so I urge you to time your presentation beforehand to avoid disappointment.*
d) **Finished paper, December 14.**

In all written work, we expect you to identify all sources of data, information, and ideas. When quoting or paraphrasing someone else's work, cite the source. My preferred form of citation is the author-date form. For example:

> The data on firm size indicate that small business's contributions to U.S. growth are actually relatively modest (Harrison 1994).

Then at the end of the paper, have a complete list of references. For example:

> Bennett Harrison. 1994. *Lean and Mean: The Changing Landscape of Corporate Power in the Age of Flexibility*. New York: Basic Books.

NOTE: Using someone else's information or ideas without citing the source is misleading, prevents a reader from following up on interesting ideas, and defeats the educational purpose of the assignments (which is to build on other people's work to come up with your own ideas and conclusions). Also, the university forbids it, and stipulates serious penalties if a student is caught at it. Please don't do it. Guidelines for academic honesty are posted at http://www.deanofstudents.ucla.edu/StudentGuide.pdf, with a more complete code of conduct at http://www.deanofstudents.ucla.edu/studentconductcode.pdf. In brief, to adhere to academic honesty, you should:

- Again, provide citations for information, except for information that is general knowledge or that you learned from direct observation.
- When you use a direct quotation, "put it in quotation marks." (For direct quotes, give the page number.) It is not OK to use a close paraphrase as an alternative to a direct quotation—if it's close, we expect you to just use the direct quote.
- Most of a paper should be your own work. It is fine to summarize, critique, or build on other people's ideas. But if a paper is mostly a string of quotations or descriptions of statements from others, that is a bad sign. We want you to develop your own synthesis and ideas.

Readings

Readings will be available via the CCLE website, under the headings "Week 1," "Week 2," etc. Some readings are also available online at URLs identified in the syllabus.

SCHEDULE OF CLASSES AND ASSIGNMENTS

Week 1 (Sept. 27): Defining the problem, the goal, and a first look at solutions
What is community economic development? What problem is it trying to solve? What are some of the limits and tradeoffs involved in CED?

READINGS:

- Peter Marcuse, "The enclave, the citadel, and the ghetto: What has changed in the post-Fordist U.S. city," *Urban Affairs Review*, Vol.33, No.2, 228-264, 1997
- Steve Fisher, "What is economic development?" in *It's Everybody's Business: A People's Guide to Economic Development*; Southern Exposure, Durham, NC 1986
- Gilda Haas, "Turning economic justice into economic development," no date.
- Michael Teitz, "Neighborhood economics: Local communities and regional markets," *Economic Development Quarterly*, Vol.3, No.2 (May 1989), 111-122.
- Randall Crane and Michael Manville, "People or place? Revisiting the who vs. where of urban development," *Land Lines* (Lincoln Land Institute), July 2008, 2-7.
- *OPTIONAL:* Elizabeth Currid-Halkett and Kevin Stolarick, "The Great Divide: Economic Development Theory Versus Practice-A Survey of the Current Landscape," *Economic Development Quarterly* 2011 25: 143-157.
- *OPTIONAL:* This American Life, "How to create a job" (May 2011) http://www.thisamericanlife.org/radio-archives/episode/435/how-to-create-a-job , 1 hour show

ASSIGNMENTS:

Syllabus, which includes all the assignments, handed out

WEEKS 2-4: CONTEXTS FOR COMMUNITY DEVELOPMENT

Week 2 (Oct. 4): Focus on power: Community organizing
How do you figure out who has power in (or over) a community? What are different community organizing approaches to changing the balance of power? What is a planner's role and responsibility in the face of power imbalances?

READINGS:

- Rinku Sen, *Stir It Up! Lessons in Community Organizing and Advocacy*, "Introduction: Community organizing yesterday and today," xliii-lxv, pp. San Francisco: Jossey-Bass 2003.
- Marie Kennedy, "Transformative community planning: Empowerment through community development," New Solutions, Summer 1996, 93-100
- *SKIM:* G. William Domhoff, "Power structure research and the hope for democracy," WhoRulesAmerica.net, 2005. http://sociology.ucsc.edu/whorulesamerica/theory/power_structure_research.html

ASSIGNMENTS:

First online commentary on readings

Week 3 (Oct. 11): Focus on large-scale markets: Regional development theory
Why do economic activities locate where they do? What is agglomeration, and how does it affect where businesses locate? Why do rich regions stay rich and poor regions stay poor?

READINGS:

- *SKIM:* Natalie Cohen, "Business location decision-making and the cities: Bringing companies back," Working paper, The Brookings Institution, Center for Urban and Metropolitan Policy, May 2000
- Mary E. Edwards, *Regional and Urban Economics and Economic Development* (Boca Raton and New York: Auerbach Publications, Taylor & Francis Group, 2007), "Economic base theory and analysis," pp.170-175.
- William Easterly, *The Elusive Quest for Growth*, (Cambridge: MIT Press, 2001). Ch.8, "Tales of increasing

returns," 145-169.

- Ann Markusen and Greg Schrock. "Consumption-driven urban development." 2009. *Urban Geography*. Volume 30, No. 4: 1-24. http://www.hhh.umn.edu/projects/prie/pdf/273ConsumptionDriven.pdf
- *OPTIONAL:* John P. Blair and Robert Premus "Major factors in industrial location: A review," *Economic Development Quarterly*, Vol. 1, No.1, 1987, 72-85

ASSIGNMENTS:

Plan for short paper and prospectus for term paper due (turn in one combined document)

Week 4 (Oct. 18): Cities, urban problems, and the urban revitalization debate

What forces affect the economies of the cities? What approaches to urban revitalization have succeeded?

READINGS:

- Manuel Pastor and Margery Austin Turner, *Reducing Poverty and Economic Distress after ARRA: Potential Roles for Place-Conscious Strategies*, Paper Prepared for The Georgetown University and Urban Institute Conference on Reducing Poverty and Economic Distress after ARRA, January 15, 2010.
- Hank V. Savitch and Paul Kantor, "Urban Strategies for a Global Era: A Cross-National Comparison," *American Behavioral Scientist*, Vo. 46 No. 8, April 2003: 1002-1033
- Merrill Goozner, "The Porter prescription," *The American Prospect*, May/June 1998, p. 56-64.
- Mackenzie Baris, Book review, Richard Florida, The Rise of the Creative Class: And How it's Transforming Work, Leisure and Everyday Life, *The Next American City*, Spring 2003. http://www.americancity.org/article.php?id_article=78
- *OPTIONAL:* (this article has a lot of interesting ideas, but also assumes a lot of prior knowledge so parts of it may be hard to understand): Neil Brenner and Nik Theodore, "Cities and the geographies of 'actually existing neoliberalism'," *Antipode*, June 2002: 349-379.

WEEKS 5-6: CAPITAL INVESTMENT STRATEGIES

Week 5 (Oct.25): Alternatives to disinvestment and displacement: Making redevelopment benefit the community

Why does capital abandon some urban areas? Why does investment lead to displacement in other areas (or sometimes the same areas at another time)? Why does the normal, "neutral" process of redevelopment disadvantage communities of color? What are strategies for making development more accountable to lower income and minority communities and workers?

READINGS:

- Leland T. Saito, *The Politics of Exclusion: The Failure of Race-Neutral Policies in Urban America*, Stanford: Stanford University Press, 2009. *Read:* Ch.1, "Introduction: The racialized outcomes of race-neutral policies." *Skim:* Ch.2, "Economic redevelopment, historic preservation, and the Chinese Mission of San Diego," and Ch.3, "African Americans and historic preservation in San Diego: The Douglas Hotel and the Clermont/Coast Hotel", pp.1-98
- Maureen Kennedy and Paul Leonard, "Dealing with neighborhood change: a primer on gentrification and policy choices." Discussion paper prepared for the Brookings Institution Center on Urban and Metropolitan Policy and PolicyLink, 2001. 80 pages (selections). http://www.policylink.org/atf/cf/%7B97C6D565-BB43-406D-A6D5-ECA3BBF35AF0%7D/DealingWithGentrification_final.pdf
- Tom Angotti, "The real estate market in the United States: Progressive strategies," Graduate Center for Planning and Environment, Pratt Institute, 1999.
- **EITHER:** Elizabeth Mueller and Sarah Dooling, "Sustainability and vulnerability: integrating equity into plans for central city redevelopment, Journal of Urbanism: International Research on Placemaking and Urban Sustainability, 4(3): 201-222, 2011.
- **OR:** Stephen Steinberg, "The myth of concentrated poverty," pp.213-228 in Chester Hartman and Gregory D. Squires, *The Integration Debate: Competing Futures for American Cities*, New York: Routledge, 2009.
- *OPTIONAL:* Laura Wolf-Powers, "Community benefits agreements and local government: A review of recent

evidence." *Journal of the American Planning Association,* 76(2): 141-59, 2010.

- *OPTIONAL:* "We are Wyvernwood," 7.5 minute video about historic/community preservation struggle in LA, http://lac.laconservancy.org/site/PageServer?pagename=wyvernwood_main

Week 6 (Nov. 1): Financial strategies

Can specialized financial institutions, tools, or programs help get capital flowing to businesses and households in poor neighborhoods? What are the prospects for more unconventional strategies?

READINGS:

- Lehn Benjamin, Julia Sass Rubin, and Sean Zielenbach, "Community Development Financial Institutions: Current Issues and Future Prospects." Seeds of Growth: Sustainable Community Development: What Works, What Doesn't and Why. Washington, D.C.: The Federal Reserve Systems' Third Community Affairs Research Conference, March 27-28, 2003. http://www.community-wealth.org/_pdfs/articles-publications/cdfis/paper-benjamin.pdf
- R. Varisa Patraporn, Deirdre Pfeiffer and Paul Ong, "Building Bridges to the Middle Class: The Role of Community-Based Organizations in Asian American Wealth Accumulation," *Economic Development Quarterly* 2010 24: 288-303.
- Lisa J. Servon, Microenterprise development in the United States: Current challenges and new directions," *Economic Development Quarterly*, Vol.20, No.4, 351-367 (2006).
- Mark A. Willis, "Community reinvestment: The broader agenda." *The American Prospect*, August 11, 2009, http://www.prospect.org/cs/articles?article=community_reinvestment_the_broader_agenda (6 pages)
- *SKIM:* Marie Kennedy, Fernando Leiva, and Chris Tilly, "What is the potential of Latin America's 'third left'?" In David Fasenfest (ed), *Engaging Social Justice: Critical Studies of 21st Century Social Transformation*, Leiden: Brill, 2009, 233-252.
- *OPTIONAL:* Sanford Schram, *Welfare Discipline: Discourse, Governance, and Globalization* (Philadelphia: Temple University Press 2006), Ch.5, "Recommodified discourse: The limits of the asset building approach to fighting poverty," 107-135.
- *OPTIONAL:* Tim Fernholz, "Too small to save," *The American Prospect*, December 6, 2010 (7 pages), http://prospect.org/article/too-small-save-0

ASSIGNMENTS:

Short paper due

WEEKS 7-10: UPGRADING SKILLS AND CAPACITIES: WORKERS, BUSINESSES, COMMUNITIES

Week 7 (Nov. 8): Workforce development strategies

Michael Teitz (Week 1) says that building up skills is one of the best ways to help poor neighborhoods. What approaches to skill upgrading and placement work? How do skill-building strategies fit in with other strategies such as strengthening career ladders, politically enhancing access to jobs, and/or improving the jobs people already have?

READINGS:

- Robert Giloth, "Learning from the field: Economic growth and workforce development in the 1990s," *Economic Development Quarterly* Vol.14, No.4 (November 2000), pp.340-359.
- Joan Fitzgerald and Virginia Carlson, "Ladders to a better life." *The American Prospect*, November 2002.
- Public-Private Ventures, *Tuning In to Local Labor Markets: Findings from the Sectoral Employment Impact Study*, 2010, "Executive Summary," pages i-vii. http://www.ppv.org/ppv/publications/assets/325_publication.pdf
- Alice Amsden, "Say's Law, poverty persistence, and employment neglect." *Journal of Human Development and Capabilities* 11(1): 57-66, 2010.
- *SKIM:* Paul Sonn and Stephanie Luce, "New directions for the living wage movement," Ch.11 in Annette Bernhardt, Heather Boushey, Laura Dresser, and Chris Tilly, eds., *The Gloves-Off Economy: Workplace Standards at the Bottom of America's Labor Market* (Ithaca: Cornell University Press, 2008), pp.269-286.

Week 8 (Nov. 15): Small business strategies I: Overview
What are winning strategies for developing small businesses? Is it most helpful to provide supports, set standards, or simple not regulate them too much?

READINGS:

- Robert Forrant and Erin Flynn, "Seizing agglomeration's potential: The greater Springfield, Massachusetts metalworking district in transition, 1986-1996." *Regional Studies* 32: 209-22, 1998.
- Judith Tendler, "Small firms, the informal sector, and the 'devil's deal.'" *Institute for Development Studies Bulletin* (University of Sussex), Vol.33 No.3, July 2002.
- Seidman, Karl F. "Urban Inner City Commercial Revitalization: A Literature Review." Unpublished article, MIT Department of Urban Studies and Planning, June 2002. "Executive Summary," pp.1-8. http://ocw.mit.edu/NR/rdonlyres/Urban-Studies-and-Planning/11-439Spring-2005/BAFBC134-3457-41A5-ACF9-2E5880567575/0/seidman4.pdf
- Stacey A. Sutton, "Rethinking Commercial Revitalization: A Neighborhood Small Business Perspective", *Economic Development Quarterly* 2010 24(4): 352-371

ASSIGNMENTS:

Outline and progress report on term paper due

November 22 is the Thanksgiving holiday; there will be no class.

Week 9 (Nov. 29): Small business strategies II: Entrepreneurship by immigrants and native people of color
Are immigrant business enclaves a pathway to mobility or an exploitative trap? Why do African Americans have lower rates of entrepreneurship than immigrant groups? How can small business strategies be designed to better help create jobs in communities of color?

READINGS:

- Lisa J. Servon, Robert W. Fairlie, Blaise Rastello and Amber Seely, "The Five Gaps Facing Small and Microbusiness Owners: Evidence From New York City", *Economic Development Quarterly* 2010 24: 126-142
- Bárbara J. Robles and Héctor Cordero-Guzmán, "Latino Self-Employment and Entrepreneurship in the United States: An Overview of the Literature and Data Sources", *Annals of the American Academy of Political and Social Science*, Vol. 613 (Sept. 2007), pp. 18-31
- Alicia M. Robb and Robert W. Fairlie, "Access to Financial Capital among U.S. Businesses: The Case of African American Firms", *The Annals of the American Academy of Political and Social Science* 2007 613: 47-72
- AnnaLee Saxenian, "Brain Circulation: How High-Skill Immigration Makes Everyone Better Off", *The Brookings Review*, Winter 2002 Vol.20 No.1: 28-31, http://people.ischool.berkeley.edu/~anno/Papers/brain-circulation-brookings-review-2002.pdf
- *SKIM (at least read the abstract!):* John R. Logan, Richard D. Alba, and Brian J. Stults, "Enclaves and Entrepreneurs: Assessing the Payoff for Immigrants and Minorities," *International Migration Review* Volume 37 Number 2 (Summer 2003):344-388.
- *OPTIONAL:* Timothy Bates, William E. Jackson III and James H. Johnson, Jr., "Advancing Research on Minority Entrepreneurship", *The Annals of the American Academy of Political and Social Science* 2007 613: 10-17 [this is the introduction/overview to the special issue of Annals that the Robles/Cordero and Robb/Fairlie articles come from]

Week 10 (Dec. 6): Social capital in economic development, and course wrap-up
What is social capital, and does it matter? Also, let's take some time to think back on what we have learned.

READINGS:

- Robert D. Putnam, "The Prosperous Community: Social Capital and Public Life, *The American Prospect*, Spring 1993, 35-42.
- James DeFilippis, "The myth of social capital in community development", *Housing Policy Debate*, 12:4, 781-806, 2001

- *SKIM:* Sean Safford, "Why the Garden Club Couldn't Save Youngstown: Civic infrastructure and mobilization in economic crises", MIT Industrial Performance Center Working Paper MIT-IPC-04-002, 2004, http://web.mit.edu/ipc/publications/pdf/04-002.pdf
- *FLASHBACK:* Look back at the Teitz and Crane/Manville readings from week 1 (both provide overall framing of community economic development)
- *OPTIONAL:* Alejandro Portes and Patricia Landolt. "The Downside of Social Capital, 'Unsolved Mysteries: The Tocqueville Files II,'" *The American Prospect*, May 1, 1996.
- *OPTIONAL:* Valdis Krebs and June Holley, "Building Smart Communities through Network Weaving," OrgNet.com, 2006. http://www.orgnet.com/BuildingNetworks.pdf

Week 11 (To be scheduled during finals week): Student presentations
The length of the presentations will depend on the number of students, but it will probably be about 3 minutes per student (!). For papers by groups of students, everybody should present, but you do not have to present "what you wrote"; you can divide up the presentation in any way you see fit.

ASSIGNMENTS:

Term paper due December 14
There is no final exam

Revised January 4, 2012

CRP 6442: Equity, Social Justice, and Economic Development Spring 2013

Dan Immergluck dan.immergluck@coa.gatech.edu

M, W 12:35-1:55

Office hours: M, W 2-3:15

This course will explore issues of equity and social and economic justice as they relate to planning and economic development in U.S. urban areas. The purpose of the course is to enable students to engage in key debates involving issues of social and economic justice in the realm of planning and urban policy. We will study problems of equity and justice in various substantive planning topics – such as education and job training, minority business development, geographically targeted development initiatives, the criminal justice system and associated reentry issues, transportation equity, and immigration. We will also examine policies and programs aimed at addressing inequities, and discuss how contentious debates about equity might be handled in different contexts. Students will learn how tools of advocacy, community organizing, and alternative economic development have been employed to remedy problems of disparities based on race, ethnicity, income and other characteristics.

This course's requirements are as follows:

1) Students are expected to attend class, actively participate in class discussions, and make constructive contributions to the class' understanding of the required reading and the ideas presented in them.

2) Each student will lead class (or a part of a class) discussion at least once. This will include developing a set of questions to help direct the class discussion, and may or may not involve summarizing key points of the reading up-front. (See instructions on t-square.)

3) Each student will complete a final paper. This will consist of an analysis of an existing government or nonprofit program/policy/initiative/project (in economic development or other planning arena) for its performance in terms of social and economic justice. The paper should then propose any modifications to the program that might increase social equity, without derailing any other key goals of the program. (See instructions on t-square.)

and

4) Each student will present the key findings and recommendations in her/his paper to the entire class.

Grading:

Class Participation, Preparation, and Attendance	30%
Class Discussion Leadership	20%
Final Paper	40%
Presentation of Paper to Class	10%

Notwithstanding these percentages, if any of the above items is not completed, or your effort on it is deemed severely lacking, then that item may affect your overall grade in the course to a greater extent than is represented by the percentages above. *More than 3 to 4 absences during the semester—especially if not excused—will disproportionately and negatively affect your grade.*

The class is structured as a seminar and, while I and/or the class leader will direct or guide discussion, *students are expected to have completed the assigned readings before class* and take an active role in the class on a regular basis, including posing questions and bringing in their own perspectives on the reading and discussion. I may call on students and, if I do, I expect them to be able to discuss the weekly readings. *If I find that students are not participating in class or do not appear to be prepared for class, I may occasionally give "pop" quizzes on the reading material. The results of any such quizzes will be considered in awarding the class attendance, preparation, and participation component of the class grade.*

For a late final paper, I will deduct points as follows: less than 24 hours = 15 points (of 100 for the assignment); 24-48 hours = 30 points deducted; more than 48 hours = zero credit. The final paper must be done *individually*. All work is expected to be original for this course.

Academic dishonesty – including cheating and plagiarism -- is a serious offense requiring disciplinary measures. You should be familiar with Georgia Tech Academic Honor Code and its interpretation in the Student Handbook. If you have any special needs because of a learning disability or any other kind of disability, please feel free to discuss this with me. I will do my best to accommodate you.

The tentative schedule for this course is below. *However, this syllabus is subject to changes in material and order by the instructor as the semester progresses.*

Week 1 – January 7, 9 Introduction to the Course

Richardson. H. 2005. John Rawls. *The Internet encyclopedia of philosophy.* November 18. Retrieved on June 4, 2012 from http://iep.utm.edu/rawls/. Excerpts.

Week 2 – January14 Theories of Social and Economic Justice – Beyond Rawls
(No class on January 16)

Sen. A. 2009. *The idea of justice.* Cambridge, MA: Belknap Press. Introduction and Chapter 2.

Week 3 – January 23 Identity, Diversity, and Social Justice
(no class on January 21 – MLK Day)

Fraser, N. 1996. Social justice in the age of identity politics: Redistribution, recognition, and participation. The Tanner Lecture on Human Values. Palo Alto: Stanford University. April 30, pp. 3-23, 44-55.

Sandercock, L. 2004. Towards a planning imagination for the 21st century. *Journal of the American Planning Association* 70: 133-140.

Week 4 – January 28, 30 Spatial Justice, the Right to the City, and the Just City

Soja, E. 2010. Building a spatial theory of justice. From *Seeking spatial justice*. Minneapolis: University of Minnesota Press, pp. 74-101.

Fainstein, S. 2011. Redevelopment planning and distributive justice in the American metropolis. In C. R. Hayward and T. Swanstrom, eds., *Justice and the American Metropolis*. Minneapolis: University of Minnesota Press, pp. 149-176.

Week 5 -- February 4, 6 Approaches to Remedying Injustice

Brenman, M. and T. Sanchez. 2012. *Planning as if people matter: Governing for social equity*. Washington, DC: Island Press, pp. 1-14.

Cloward, R. and F. Piven, 1966. A strategy to end poverty. *The Nation*. May 2, pp. 510-517. (READ PP. 512-514 CLOSELY; SKIM THE REST.)

Schram, S. 2003. The praxis of poor people's movements: Strategy and theory in dissensus politics. *Perspectives on Politics* 1: 715-720.

Roberts, A. 2012. Why the Occupy movement failed. *Public Administration Review* 72: 754-762.

Week 6 – February 11, 13 Poverty & Inequality: Inequality, De-unionization and Declining Labor Standards

FINAL PAPER/PRESENTATION PROPOSAL DUE - EMAIL IT TO ME BY FEBRUARY 11

Levine, L. 2012. The U.S. income distribution and mobility: Trends and international comparisons. November 29. U.S. Congressional Research Service.

Mishel, L. 2012. Unions, inequality, and faltering middle-class wages. *Issue Brief Number 342*. Economic Policy Institute. August 29. Retrieved August 30, 2012 from http://www.epi.org/files/2012/ib342-unions-inequality-middle-class-wages.pdf.

Valenzuela, A., N. Theodore, E. Melendez, and A. Gonzalez. 2006. On the corner: Day labor in the United States. University of California at Los Angeles. January. Retrieved August 15, 2012 from http://www.sscnet.ucla.edu/issr/csup/uploaded_files/Natl_DayLabor-On_the_Corner1.pdf (READ EXECUTIVE SUMMARY CLOSELY; SKIM THE REST).

Week 7 – February 18, 20 Poverty and Inequality, continued: Job Training and Living Wages

Holzer, H. 2012. Going, going…gone? The evolution of workforce development programs for the poor since the War on Poverty. Paper prepared for "The legacy of the War on Poverty – implications for the future of anti-poverty policies," June 12-13, Ann Arbor MI.

Lester, T. W. 2012. Labor standards and local economic development : Do living wage provisions harm economic growth? *Journal of Planning Education and Research* 2012 32: 331-348.

Week 8 – February 25, 27 Education

Macedo, S. 2011. Property-owning plutocracy: Inequality and American localism. In C. R. Hayward and T. Swanstrom, eds., *Justice and the American metropolis*. Minneapolis: University of Minnesota Press, pp. 33-58.

McCoy, D, J. Vincent, and A. Bierbaum. 2011. Opportunity-rich schools and sustainable communities: Seven steps to align high-quality education with innovations in city and metropolitan planning and development. University of California at Berkeley, Center for Cities and Schools. June. (READ THE MAIN TEXT, BUT JUST SKIM THE "PROMISING PRACTICES" SHADED BOXES.)

Week 9 – March 4, 6 Targeting Community & Economic Development and the Place-vs.-People Debate

Crane, R. and M. Manville. 2008. People or place? Revisiting the who versus the where of urban development. *Land Lines.* Lincoln Institute of Land Policy. July: 2-7.

McCarthy, L. 2009. Off the mark? Efficiency in targeting the most marketable sites rather than equity in public assistance. *Economic Development Quarterly* 23:211-228.

Week 10 – March 11, 13 Race, Ethnicity, and Business Development

Valdez, Z. 2008. The effect of social capital on White, Korean, Mexican and Black business owners' earnings in the US. *Journal of Ethnic and Migration Studies* 34: 955-973.

Bates, T. 2009. Utilizing affirmative action in public sector procurement as a local economic development strategy. *Economic Development Quarterly* 23:180-192.

Rubin, J.S. 2011. Countering the rhetoric of emerging domestic markets: Why more information alone will not address the capital needs of underserved communities. *Economic Development Quarterly* 25:182-192.

SPRING BREAK – March 18, 20

Week 11 – March 25, 27 The Criminal Justice System, Reentry, and Employment

Alexander, M. 2012. *The new Jim Crow*. New York: The New Press, excerpts, TBD.

Week 12 – April 1, 3 Immigration

Myers, D. 2007. *Immigrants and boomers: Forging a new social contract for the future of America*. New York: Russell Sage Foundation. Pp. 36-63, 102-119, 151-155, 177-196.

Mitnik, P., J. Halpern-Finnerty, and M. Vidal. 2008. Cities and immigration: Local policies for immigrant-friendly cities. Center on Wisconsin Strategy. April. (EXCERPTS)

Markovich, S. 2012. Can Baltimore woo immigrants? *Atlantic Cities*. August 20.

Week 13 – April 8, 10 Transportation Equity and Access to Jobs

T. Sanchez and M. Brenman. 2008. The right to transportation: An excerpt from a new Planners Press book. *Planning* 74 (1): 44-47.

Soja, E. 2010. Prologue. From *Seeking spatial justice*. Minneapolis: University of Minnesota Press, pp. vii-xviii.

Waller, M. 2005. High cost or high opportunity cost? Transportation and family economic success. Brookings Institution Policy Brief. December.

Paget-Seekins, L. 2012. Atlanta: Unsafe at any speed. *Race, Poverty and the Environment* 19 (1): 22-24. Retrieved August 1, 2012 from http://urbanhabitat.org/files/19-1.paget-seekins-smith.pdf

Week 14 – April 15 Some Vexing Questions?

Gunder. M. 2006. Sustainability: Planning's saving grace or road to perdition? *Journal of Planning Education and Research* 26:208-221.

Bhargava, D. 2012. Social justice movements in a liminal age. *Poverty and Race* 21 (3): pp 1, 2, 8.

Week 14 – April 17 Final Paper Presentations

Week 15 – April 22, 24 Final Paper Presentations

CRP 428/528 **GENDER AND ECONOMIC DEVELOPMENT** **SPRING 2012**

INSTRUCTOR: Claudia Isaac (277-5939, cisaac@unm.edu, 310 George Pearl Hall)

OFFICE HOURS: Tuesdays, 3:00 – 4:30 pm, Thursdays, 3:00 – 4:00 pm, or by appointment

CREDIT: 3 Hours

TIME: Tuesdays, 5:30 – 8:00 pm

LOCATION: George Pearl Hall, Rm. 135

STUDENT LEARNING OBJECTIVES:

By the end of the semester, should accomplish the following learning objectives:

- Increase your understanding of women's economic and social roles in economic development, especially in developing societies;
- Be prepared to assess gender implications of uneven development in a globalized economy;
- Be able to evaluate economic development projects targeted to women; and
- Learn analytical skills for designing development strategies with women.

CONTENT:
Since the early 1970's recognition of the importance of including women in economic development planning has generated a great ideal of theoretical discourse, case study and planning policy. Recent years have seen a flourishing of theoretical thinking in this field, particularly in response to post-colonial and anti-globalization politics. We will study theories of development and of gender in order to understand problems specific to women in the process of economic development, and their applications to planning for and with women in low-income communities. We will use a comparative approach to understand gender dynamics within both developed and developing economies. The class will examine the theoretical bases on which global gender planning is conducted.

The focus of this class will be on learning to listen to women's voices (the best experts on their needs), and on facilitating community-based gender planning practices. With this background we will study descriptive and policy cases generated by, or targeted toward women, in order to uncover the theories that inform policy design and analysis. This discourse will be directed toward the development of a framework of planning and policy design for women. Topics include: trends and approaches to gender and development theory, global feminist practice, post-colonialism and planning practice, feminist issues in research method, national and international gender planning "machineries", technical assistance and institutional support for gender planning, issues and techniques of feminist participatory practice, gender as a factor in globalization and structural adjustment, gendered migration, the gender division of labor in rural and urban labor process, violence and war in the economic exploitation of women, gendered social movements, feminism in the discourse on environmentalism and sustainable development, economic implications of intra- household allocation; gender, housing and urban form; cooperatives, micro-enterprises, and peer lending.

CLASS STRUCTURE, READINGS AND STUDENT OUTPUT:
The class will be conducted as a seminar, with time divided between discussion of readings and presentations of student work. In addition to active weekly participation in class discussions, you will be asked to take two turns facilitating class discussion (facilitations may be done in groups, depending on the size of the class).

Readings for this course will be available on E-Reserves (password crp528). Graduate students are required to read all selections. Undergraduates are only required to read the double-starred (❖❖) selections. NOTE: There are usually 2 content areas per week. Be sure to check for required readings under **both** content titles.

You will also be responsible for designing a preliminary strategy, project, or policy instrument to address a specific case that involves women and development. Though you will each write an individual paper, you will be asked to work collectively with other students writing on similar topics. Though some class sessions will be devoted to group work, you will need to schedule work-time with your anthology colleagues outside of class. Anthology teams will compile their papers into subject-related, collectively edited volumes. Anthology groups will present the key issues of their volumes to the class in the final weeks of the term. You will be asked to submit an outline and bibliography of your individual paper, as well as an abstract of your anthology, just before spring break. Final papers are due on the last Friday of classes at 5:00 pm.

COURSE OUTLINE

REMINDER: UNDERGRADUATES ARE ONLY REQUIRED TO READ SELECTIONS MARKED ❖❖. GRADUATE STUDENTS, READ ALL SELECTIONS

WEEK 1 – January 17:

INTRODUCTION TO THE COURSE

WID/GAD: THE GENDER DISCOURSES IN DEVELOPMENT PLANNING

NO READINGS ASSIGNED

WEEK 2 – January 24:

Remember: 1/27 is the last day to add courses.

ASSIGNMENT DUE: Research Question

GENDER AS A CONSTRUCT IN RADICAL PLANNING PRAXIS

❖ Moser, Caroline. "Conceptual Rationale for Gender Planning in the Third World", *Gender Planning and Development: Theory, Practice & Training*, Routledge, New York, 1993 pp. 15 – 82.

❖ Barbara Loevinger Rahder, "Women Plan Toronto: Incorporating Gender Issues in Urban Planning", Planners Network, Num. 130, July/August 1998, (4 pages)

Norma Chinchilla & Liesl Haas. "De Protesta a Propuesta: The Contributions & Challenges of Latin American Feminism", in Latin America After Neoliberalism : Turning the Tide in the 21st Century? Eds. Hershberg, Eric and Fred Rosen. New York : New Press : NACLA, 2006, pp 252 – 275.

LIBERAL, RADICAL AND MARXIST-FEMINIST APPROACHES TO DEVELOPMENT: INTEGRATION, SEPARATE SPACES AND PRODUCTION

❖ Charlotte Bunch and Roxanna Carillo. "Feminist Perspectives on Women in Development", in Persistent Inequalities, edited by Irene Tinker. New York: Oxford University Press, 1990, pp 70-82.

Susan Tiano, "From Victims to Agents: A New Generation of Literature on Women in Latin America", Latin American Research Review, Vol. 36, # 3, 2001, pp. 183 – 203.

Catherine V. Scott, "From Modernization Theory to the 'Soft State' in Africa" Gender & Development: Rethinking Modernization and Dependency Theory, Boulder, CO: Lynne Rienner Publishers, 1995, pp. 43-68.

WEEK 3 – January 31:

Remember: 2/3 is the last day to change grading options.

POST DEVELOPMENT: POST STRUCTURAL, POST COLONIAL AND MULTICULTURAL FEMINISM

❖ Jane Parpart. "Lessons from the Field: Rethinking Empowerment, Gender and Development from a Post-(Post?) Development Perspective", in Feminist Post-Development Thought: Rethinking Modernity, Postcolonialism, and Representation, edited by Kriemild Saunders, New York: Zed Books, 2002, pp 41-56.

❖ Maxine Baca Zinn & Bonnie Thornton Dill, "Theorizing Difference from Multiracial Feminism", in Reconstructing Gender: A Multicultural Anthology, edited by Estelle Disch, Mountain View, CA: Mayfield Publishing Co, 2000, pp 59 – 68.

❖ Inderpal Grewal and Caren Kaplan. "Transnational Feminist Practices and Questions of Postmodernity", in Scattered Hegemonies: Postmodernity and Transnational Feminist Practices, edited by Inderpal Grewal and Caren Kaplan, Minneapolis MN: University of Minnesota Press, 1994, pp. 1-33.

❖ Ananya Roy, "A 'Public' Muse: On Planning Convictions and Feminist Contentions", Journal of Planning Education and Research, Vol. 21, # 2, Winter 2001, pp. 109 – 126.

Patricia Hill Collins, "The Politics of Black Feminist Thought", "Defining Black Feminist Thought", "The Power of Self-Definition", Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment, New York: Routledge, 1991, pp. 3-40, 91-114.

Gloria Anzaldúa, "La Conciencia de la Mestiza", in Borderlands: La Frontera: The New Mestiza, San Francisco: Spinsters/Aunt Lute Press, 1987, pp. 77-91.

Katharine N. Rankin, "Critical Development Studies and the Praxis of Planning." City: Analysis of Urban Trends, Culture, Theory, Policy, Action. Volume 13, Issue 2, 2009, Pages 219 – 229.

WEEK 4 – February 7:

Remember: 2/10 is the last day to drop a course without a grade

FEMINIST ISSUES IN RESEARCH METHOD

❖ Miriam Ching Yoon Louie, "Listening to the Women: The Real Experts", Sweatshop Warriors: Immigrant Women Workers on the Global Factory, Cambridge, MA: South End Press, 2001, pp. 1-18.

❖ Louise Fortmann, "Women's Rendering of Rights & Space: Reflections on Feminist Research Methods", in Power, Process & Participation: Tools for Change, edited by Rachel Slocum, Lori Wichhart, Dianne Rocheleau, & Barbara Thomas-Slayter, London: Intermediate Technology Publications, Ltd., 1995, pp. 33 – 40.

❖ John Beverley. "Testimonio, Subalternity, and Narrative Authority", in The Sage Handbook of Qualitative Research: Third Edition, Norman Denzin and Yvonna S. Lincoln (eds), Thousand Oaks, CA: Sage Publications, 2005, pp. 547-558.

❖ Lila Abu-Lughod, "Preface" & "Introduction", Writing Women's Worlds: Bedouin Stories, Berkeley: University of California Press, 1993, pp. xi-xviii, & 1-42.

Yoshihama. Mieko and E. Summerson Carr. "Community Participation Reconsidered: Feminist Participatory Action Research with Hmong Women." Journal of Community Practice; 2002, Vol. 10 Issue 4, p85-103, 19p

Linda McDowell, "Postscript: Reflections on the Dilemmas of Feminist Research", Gender, Identity & Place: Understanding Feminist Geographies, Minneapolis: University of Minnesota Press, 1999, pp. 224-248.

Patricia Zavella, "Feminist Insider Dilemmas: Constructing Ethnic Identity with Chicana Informants", in Feminist Dilemmas in Fieldwork, edited by Diane L. Wolf, Boulder, CO: Westview Press, 1996, pp. 138 – 159.

ANTHOLOGY WORKSHOP

NO READINGS ASSIGNED.

WEEK 5 – February 14:

Happy Valentine's Day!

ASSIGNMENT DUE: Individual Paper Preliminary Abstracts and Outlines

DOMESTIC LABOR, HOUSEHOLD ECONOMY & THE DOMESTIC MODE OF PRODUCTION

❖ Angela Davis. "The Approaching Obsolescence of Housework: A Working-Class Perspective", in The Angela Y. Davis Reader, edited by Joy James, Malden, MA: Blackwell Publishers, 1998, pp. 193-209.

❖ Hanna Papanek, "To Each Less Than She Needs, From Each More Than She Can Do", in Persistent Inequalities, edited by Irene Tinker, New York: Oxford University Press, 1990, pp 162-184.

- ❖ Faraak Miraftab. "Faraway Intimate Development: Global Restructuring of Social Reproduction", Journal of Planning Education and Research, Vol 31, # 4, Winter, 2011, 392-405

Mercedes Gonzalez de la Rocha, "The Urban Family and Poverty in Latin America", *Latin American Perspectives*, Issue 85, Vol. 22, # 2, Spring, 1995, pp. 12 – 31.

Bridget Anderson. "Just Another Job? The Commodification of Domestic labor", in Global Woman: Nannies, Maids, and Sex Workers in the New Economy, edited by Barbara Ehrenreich & Arlie Russell Hochschild, New York: Henry Holt & Co., 2002, pp. 104-114.

Claudia Isaac, "Class Stratification and Cooperative Production Among Rural Women in Central Mexico", Latin American Research Review, Vol. 30, no. 2, 1995, 123-150.

Amartya Sen. "Gender and Cooperative Conflicts", in Persistent Inequalities, edited by Irene Tinker. New York: Oxford University Press, 1990, pp 123-147.

GLOBALIZATION AND NEOLIBERALISM: GENDERED ADJUSTMENT

- ❖ Haleh Afshar & Stephanie Barrientos. "Introduction: Women, Globalization and Fragmentation", in Women, Globalization & Fragmentation in the Developing World, edited by Haleh Afshar & Stephanie Barrientos, New York: St. Martin's Press, 1999, pp. 1 – 17.

- ❖ Diane Elson, "From Survival Strategies to Transformation Strategies: Women's Needs and Structural Adjustment", in Unequal Burden: Economic Crises, Persistent Poverty, and Women's Work, Lourdes Benería and Shelley Feldman (eds.). (Boulder, Colorado: Westview Press, 1992), 26-48.

Kathryn Pitkin & Ritha Bedoya, "Women's Multiple Roles in Economic Crisis: Constraint & Adaptation", Latin American Perspectives, Vol. 24, # 4, July 1997, pp. 34 – 49.

WEEK 6 – February 21:

ASSIGNMENT DUE: Individual Paper Preliminary Bibliographies

FEMINIST PARTICIPATORY PRACTICE: ISSUES AND TECHNIQUES:

- ❖ Moser, Caroline. "Towards Gender Planning: A new planning tradition and planning methodology", *Gender Planning and Development: Theory, Practice & Training*, Routledge, New York, 1993 pp. 83-107.

- ❖ Andrea Cornwall, "Making a Difference?: Gender & Participatory Development", IDS Discussion Paper, # 378, Institute of Development Studies, 2000 (39 pages)

- ❖ Barbara Loevinger Rahder, "Victims No Longer: Participatory Planning with a Diversity of Women at Risk of Abuse", Journal of Planning Education and Research, Vol. 18, # 3, spring 1999, pp. 221 – 232.

Dianne Rocheleau & Rachel Slocum, "Participation in Context: Key Questions" in Power, Process & Participation: Tools for Change, edited by Rachel Slocum, Lori Wichhart, Dianne Rocheleau, & Barbara Thomas-Slayter, London: Intermediate Technology Publications, Ltd., 1995, pp. 17 – 30.

Rachel Slocum & Barbara Thomas-Slayter, "Participation, Empowerment & Sustainable Development", in Power, Process & Participation: Tools for Change, edited by Rachel Slocum, Lori Wichhart, Dianne Rocheleau, & Barbara Thomas-Slayter, London: Intermediate Technology Publications, Ltd., 1995, pp. 3 – 8. (The rest of this book is an extremely useful source of on the ground workshops, exercises and analytical tools for participatory planning).

Recommended readings

Barbara Thomas-Slayter, "A Brief History of Participatory Methodologies", in Power, Process & Participation: Tools for Change, edited by Rachel Slocum, Lori Wichhart, Dianne Rocheleau, & Barbara Thomas-Slayter, London: Intermediate Technology Publications, Ltd., 1995, pp. 9 – 16.

Moser, Caroline. "Gender Planning Training: Its Methodology & Content", *Gender Planning and Development: Theory, Practice & Training*, Routledge, New York, 1993 pp 212 – 248.

VIOLENCE, WAR, AND ECONOMIC EXPLOITATION AS A HUMAN RIGHTS CONCERN: Nicole, AJ

- ❖ Caroline O.N. Moser, "The Gendered Continuum of Violence and Conflict: An Operational Framework" in Victims, Perpetrators or Actors?: Gender, Armed Conflict and Political Violence, edited by Caroline O.N. Moser & Fiona Clark, London: Zed Books, 2001, pp. 30 – 51.

- ❖ Elizabeth L. Sweet & Sara Ortiz Escalante. "Planning Responds to Gender Violence: Evidence from Spain, Mexico and the United States", Urban Studies, March, 2010, pp 1-19.

Cynthia Cockburn, "The Gendered Dynamics of Armed Conflict and Political Violence", in Victims, Perpetrators or Actors?: Gender, Armed Conflict and Political Violence, edited by Caroline O.N. Moser & Fiona Clark, London: Zed Books, 2001, pp. 13 – 29.

Aaronette M. White, Talking Feminist, Talking Black: Micro-mobilization Processes in a Collective Protest Against Rape", Gender & Society, Vol. 13, # 1, February 1999, pp. 77 – 100.

WEEK 7 – February 28:

THE INSTITUTIONAL CONTEXT OF GENDER PLANNING: NATIONAL AND INTERNATIONAL GENDER PLANNING "MACHINERIES"

- ❖ Moser, Caroline. "The Institutionalization of Gender Planning", "Operational Procedures for Implementing Gender Policies, Programmes & Projects", *Gender Planning and Development: Theory, Practice & Training*, Routledge, New York, 1993 pp. 108 – 138 &. 139 – 172.

Razavi, Shahra. "Women in Contemporary Democratization." International Journal of Politics, Culture, and Society, Vol. 15, No. 1, Risks and Rights in the 21st Century: Papers from the Women and Gender in Global Perspectives Program Symposium, University of Illinois at Urbana-Champaign, October 2000 (Fall, 2001), pp. 201-224.

Franceschet, Susan. "'State Feminism' and Women's Movements: The Impact of Chile's Servicio Nacional de la Mujer on Women's Activism." Latin American Research Review, Vol. 38, No. 1 (2003), pp. 9-40

Christina Ewig, "The Strengths & Limits of the NGO Women's Movement Model: Shaping Nicaragua's Democratic Institutions", Latin American Research Review, Vol. 34, # 3, 1999, pp. 75 – 102.

Recommended

Catherine V. Scott, "Gender & the World Bank: Modernization Theory in Practice", Gender & Development: Rethinking Modernization and Dependency Theory, Boulder, CO: Lynne Rienner Publishers, 1995, pp. 43-68.

Claudia B Isaac, "The Promotion of Women's Cooperatives in Mexico: Is 'Feminist Technical Assistance' An Oxymoron?", International Planning Studies, Vol. 1, no. 1, 1996, pp. 95 - 120.

ANTHOLOGY WORKSHOP

NO READINGS ASSIGNED.

WEEK 8 – March 6:

ASSIGNMENT DUE: Anthology Proposal (share electronic version with other groups for review and comment)

THE GEOGRAPHY OF LABOR PROCESS

❖READ AT LEAST ONE CHAPTER IN SWEATSHOP WARRIORS

- ❖ Miriam Ching Yoon Louie, "Holding Up Half the Sky: Chinese Immigrant Workers", Sweatshop Warriors: Immigrant Women Workers on the Global Factory, Cambridge, MA: South End Press, 2001, pp. 19-61.

OR

- ❖ Miriam Ching Yoon Louie, "!La Mujer Luchando, El Mundo Transformando!: Mexican American Women Workers", Sweatshop Warriors: Immigrant Women Workers on the Global Factory, Cambridge, MA: South End Press, 2001, pp. 63 - 121.

OR

- ❖ Miriam Ching Yoon Louie, "'Each Day I Go Home with a New Wound in my Heart': Korean Immigrant Women Workers", Sweatshop Warriors: Immigrant Women Workers on the Global Factory, Cambridge, MA: South End Press, 2001, pp. 123-178.

EVERYONE READ:

- ❖ Lovell, Vicky, Heidi Hartmann, and Misha Werschkul. "More than Raising the Floor: the Persistence of Gender Inequalities in the Low-wage Labor Market" in The Sex of Class : Women Transforming American Labor. Ed. Dorothy Sue Cobble. Ithaca : ILR Press, 2007.

- ❖ Laura Flanders. "Immigration: A Feminist Issue", The Nation, December 26, 2011, pp 17-20.

La Coalición Pro Derechos Humanos del Inmigrante en Los Ángeles (CHIRLA). En El Caso de las Trabajadores Explotadas, Brochure, www.chirla.org, no date (13 pages).

Louise Fortmann & Dianne Rocheleau, "Women and Agroforestry: Four Myths and Three Case Studies", in Women Working in the Environment, edited by Carolyn E. Sachs, Washington DC: Taylor Francis, 1997, pp. 193 – 211.

Ivy Kennelly, "'That Single-Mother Element': How White Employers Typify Black Women", Gender & Society, Vol. 13, # 2, pp. 168 – 192.

Grace Esther Young, "The Myth of Being 'Like a Daughter'", Latin American Perspectives, Vol. 14, # 3, 1987, pp. 365-380.

Recommended:

Joy M. Zarembka. "America's Dirty Work: Migrant Maids and Modern-Day Slavery", in Global Woman: Nannies, Maids, and Sex Workers in the New Economy, edited by Barbara Ehrenreich & Arlie Russell Hochschild, New York: Henry Holt & Co., 2002, pp. 142-153.

Coumba Mar Gadio & Cathy A. Rakowski, "Farmers' Changing Roles in Thieudeme, Senegal: The Impact of Local and Global Factors on Three Generations of Women", Gender and Society, Vol. 13, # 6, December 1999, pp. 733 – 757.

Carol Ireson, "Women's Forest Work in Laos", in Women Working in the Environment, edited by Carolyn E. Sachs, Washington DC: Taylor Francis, 1997, pp. 15-30

Barbara Ehrenreich. "Selling in Minnesota" and "Evaluation", Nickel and Dimed: On (Not) Getting By in America**,** New York: Henry Holt & Company, 2001, pp. 121-226 (it's a lot of pages but it reads very quickly).

HOUSING AND URBAN FORM:

- ❖ Miller, Marla R. "Labor and Liberty in the Age of Refinement : Gender, Class, and the Built Environment" in Building Environments. Eds. Breisch, Kenneth A. and Alison K. Hoagland. Knoxville : University of Tennessee Press, c2005, pp 15 – 31.

- ❖ Marie Kennedy, "A Hole In My Soul: Experiences with Homeless Women", in *For Crying Out Loud: Women's Poverty in the United States*, edited by Diane Dujon and Ann Withon, Boston, South End Press, 1996, 41-55.

Hayden, Dolores. "What Would a Non-Sexist City Be Like? Speculations on Housing, Urban Design, and Human Work". In. S. Fainstein and L. Servon (Eds.), Gender and Planning: A Reader. 2005, New Brunswick, NJ: Rutgers University Press, pp. 47-64.

Vicky Muñiz, "Defense of Neighborhood: Sunset Park" in Resisting Gentrification and Displacement: Voice of Puerto Rican Women on the Barrio, edited by Antoinette Sedillo Lopez. New York: Garland Publishing, 1998, 91-125.

Recommended:

Phiwase Dlamini. "Land and Housing: Women Speak-Out", *Agenda,* No. 43, 2000, pp 84-89.

Seteney Shami, "Gender, Domestic Space, And Urban Upgrading: A Case Study From Amman" in Women and Urban Settlement, edited by Caroline Sweetman. Oxford: Oxfam Publications, 1996, 17-30.

WEEK 9 – March 13:

SPRING BREAK – NO CLASS

WEEK 10 – March 20:

FEMINISM, ENVIRONMENTALISM, WATER AND SUSTAINABLE DEVELOPMENT

- ❖ Phil Brown & Faith I. T. Ferguson, "Making a Big Stink: Women's Work, Women's Relationships, and Toxic Waste Activism", in Women Working in the Environment, edited by Carolyn E. Sachs, Washington DC: Taylor Francis, 1997, pp. 241 – 264.
- ❖ Wendy Harcourt. "Negotiating Positions in the Sustainable Development Debate: Situating the Feminist Perspective", in Feminist Perspectives on Sustainable Development, edited by Wendy Harcourt. London: Zed Books, Ltd., 1994, 11-25.
- ❖ Carolyn E. Sachs, "Introduction: Connecting Women and the Environment", in Women Working in the Environment, edited by Carolyn E. Sachs, Washington DC: Taylor Francis, 1997, pp. 1 – 11.
- ❖ Vivienne Bennett. "Gender, Class, and Water: Women and Politics of Water Service in Monterrey, Mexico", Latin American Perspectives, Vol. 22, no. 2, spring, 1995, 76-99.
- ❖ Anil C. Shah. "Women, Water, Irrigation: Respecting Women's Priorities", Economic & Political Weekly, vol 37, # 43, (Oct. 26 – Nov. 1, 2002), pp. 4413-4420.
- ❖ Sylvia Rodríguez. "Introduction", in Acequia: Water Sharing, Sanctity, and Place, Santa Fe: School for Advanced Research Press, 2006, pp 1-9.

Corinne Wacker. "Sustainable Development Through Women's Groups: A Cultural Approach to Sustainable Development", in Feminist Perspectives on Sustainable Development, edited by Wendy Harcourt. London: Zed Books, Ltd., 1994, 128-142.

ADDITIONAL READING TO BE ANNOUNCED

WEEK 11 – March 27:

SOCIAL MOVEMENTS AND MULTIPLE FORMS OF RESISTANCE

- ❖ Miriam Ching Yoon Louie, "Movement Roots" and "Just-In-Time Guerrilla Warriors", Sweatshop Warriors: Immigrant Women Workers on the Global Factory, Cambridge, MA: South End Press, 2001, pp. 195-246.
- ❖ Angela Davis and Elizabeth Martinez. "Coalition Building Among People of Color: A Discussion with Angela Davis and Elizabeth Martinez" in The Angela Y. Davis Reader, edited by Joy James, Malden, MA: Blackwell Publishers, 1998, pp. 297-306.
- ❖ Caroline Moser. "Towards an Emancipation Approach: the Political Agenda of Women's Organizations", Gender Planning and Development: Theory, Practice & Training, Routledge, New York, 1993 pp. 190-211.
- ❖ Frederika E. Schmitt & Patricia Yancey Martin, "Unobtrusive Mobilization By An Institutionalized Rape Crisis Center: 'All We Do Comes From Victims"", Gender & Society, Vol. 13, # 3, June 1999, pp. 364-384.
- ❖ Jessica Hoffmann. "On Prisons, Borders, Safety, and Privilege: An Open Letter to White Feminists", AlterNet, April 4, 2008, accessible at http://www.alternet.org/story/81260/?page=1.

Cheryl Hercus, "Identity, Emotion & Feminist Collective Action", Gender & Society, Vol. 13, # 1, February 1999, pp. 34 – 55.

Maxine Molyneux, "Analyzing Women's Movements", Women's Movements in International Perspective: Latin America and Beyond, London: Institute of Latin American Studies, 2001, pp. 140 – 162.

Anne Enke, "Locating Feminist Activism", Finding the Movement: Sexuality, Contested Space, and Feminist Activism. Durham: Duke University Press, 2007, pp 1-22.

Recommended

Mizrahi, Terry and Margaret Lombe. Perspectives from Women Organizers: Views on Gender, Race, Class, and Sexual Orientation. Journal of Community Practice; 2006, Vol. 14 Issue 3, p 93-118.

Patricia Hill Collins, "Rethinking Black Women's Activism", Black Feminist Thought: Knowledge, Consciousness, and the Politics of Empowerment, New York: Routledge, 1991, pp. 139-161.

Belinda Robnett. "Rethinking Social Movement Theory: Race, Class, Gender and Culture", How Long? How Long? African-American Women in the Struggle for Civil Rights", New York: Oxford University Press, 1997, pp. 12-35.

WEEK 12 – April 3:

ASSIGNMENT DUE: Verbal Interim Reports of Anthologies

COOPERATIVES, MICRO-ENTERPRISES, AND PEER LENDING

- Christine E. Eber, "Seeking our own Food: Indigenous Women's Power and Autonomy in San Pedro Chenalhó, Chiapas (1980 – 1988)", Latin American Perspectives, Issue 106, Vol. 26, # 3, May 1999, pp. 6-36.
- Sherri Grasmuck & Rosario Espinal, "Market Success or Female Autonomy?: Income, Ideology, and Empowerment among Microentrepreneurs in the Dominican Republic", Gender and Society, Vol. 14, # 2, April 2000, pp. 231 – 255.
- Irene Tinker, "Alleviating Poverty: Investing in Women's Work", Journal of The American Planning Association, Vol. 66 # 3, Summer 2000, pp. 229 – 242.
- Gill Seyfang. "Money that Makes a Change: Community Currencies, North and South", in Gender, Development and Money, edited by Caroline Sweetman, Oxford: Oxfam Publications, 2001, pp. 60-69.

Rosenbaum, Brenda. "Of Women, Hope, and Angeles: Fair Trade and Artisan Production in A Squatter Settlement in Guatemala City." *Artesans and Cooperatives: Developing Alternative Trade for the Global Economy*. Ed. by Kimberly M. Grimes and B. Lynne Milgram. Arizona: The University of Arizona Press, 2000. 85-106.

Agbényiga, DeBrenna and Brian Ahmedani. "Utilizing Social Work Skills to Enhance Entrepreneurship Training for Women: A Ghanaian Perspective." Journal of Community Practice; 2008, Vol. 16 Issue 4, p 423-440.

Recommended

Claudia B. Isaac, "Witchcraft, Cooperatives and Gendered Competition in a P'urepecha Community", Frontiers: A Journal of Women Studies, Vol. 16, no. 2/3, 1996, pp. 161-189.

Lynd, Martha. "The International Craft Market: A double Edged Sword for Guatemalan Mayan Women." *Artesans and Cooperatives: Developing Alternative Trade for the Global Economy*. Ed. By Kimberly M. Grimes and B. Lynne Milgram. Arizona: The University of Arizona Press, 2000. 65-84.

INTERIM REPORTS AND ANTHOLOGY WORKSHOP

WEEK 13 – April 10:

Remember: 4/13 is the last day to withdraw from a course without the Dean's permission.

ECONOMIC ASPECTS OF HEALTH, SEXUALITY, & NUTRITION

- Ahmed, Aziza. "Channeling Discourse, Effecting Change: Young Women and Sexual Rights" in Defending our Dreams: Global Feminist Voices for a New Generation. Eds. Wilson, Shamillah, Anasuya Sengupta and Kristy Evans. London; New York: Zed Books; Toronto, Ont.: In Association with the Association for Women's Rights in Development; New York: Distributed in the USA exclusively by Palgrave Macmillan, 2005, pp 20-33.
- Nona Y. Glazer. The Home as Workshop: Women as Amateur Nurses and Medical Care Providers", Gender & Society, Vol. 4, #. 4, 1990, pp 479-499.
- Byllye Y. Avery, "Breathing Life into Ourselves: The Evolution of the National Black Women's Health Project", in Reconstructing Gender: A Multicultural Anthology, edited by Estelle Disch, Mountain View, CA: Mayfield Publishing Co, 2000, pp. 586 – 591.
- Connie S. Chan, "Reproductive Issues Are Essential Survival Issues for the Asian-American Communities", in Reconstructing Gender: A Multicultural Anthology, edited by Estelle Disch, Mountain View, CA: Mayfield Publishing Co, 2000, pp. 460 – 462.
- Deanne K. Hilfinger Messias, Eun-Ok Im, Aroha Page, Hanna Regev, Judith Spiers, Laurie Yoder & Afaf Ibrahim Meleis, "Defining and Redefining Work: Implications for Women's Health", Gender & Society, Vol. 11, # 3, pp. 296 – 323.

Collette Harris, "Health Education for Women as a Libratory Process? An Example from Tajikistan", in Women, Globalization & Fragmentation in the Developing World, edited by Haleh Afshar & Stephanie Barrientos, New York: St. Martin's Press, 1999, pp. 196 - 214.

PAHO. "Gender, Health and Development in the Americas: Basic Indicators 2005", Pan American Health Organization, Washington: 2005 (24 pages of data).

Jose Aristodemo Pinotti, Maria Lucia Vieira Alves Andreotti Tojal , Antonio Carlos Toshihiro Nisida, Marianne Pinotti. "Comprehensive Health Care for Women in a Public Hospital in Sao Paulo, Brazil", *Reproductive Health Matters*, Vol. 9, No. 18, (Nov., 2001), pp. 69-78

Recommended:

Angela Davis. "Surrogates and Outcast Mothers: Racism and Reproductive Politics in the Nineties", in The Angela Y. Davis Reader, edited by Joy James, Malden, MA: Blackwell Publishers, 1998, pp. 210-221.

Catherine Kohler Riessman, "Stigma and Everyday Resistance Practices: Childless Women in South India", Gender & Society, Vol. 14, # 1, February 2000, pp. 111-135,

Hester J. Lipscomb, Robin Argue, Mary Anne McDonald, John M. Dement, Carol A. Epling, Tamara James, Steve Wing, Dana Loomis. "Exploration of Work and Health Disparities among Black Women Employed in Poultry Processing in the Rural South". *Environmental Health Perspectives*, Vol. 113, No. 12, (Dec., 2005), pp. 1833-1840

ANTHOLOGY WORKSHOP

WEEK 14 – April 17:

GROUP PRESENTATIONS

WEEK 15 – April 24:

ASSIGNMENT DUE: draft anthologies posted for peer review by your colleagues in other groups

GROUP PRESENTATIONS

WEEK 16 – May 1:

Remember: 5/4 is the last day to withdraw from a course with the Dean's permission

ASSIGNMENT DUE: be prepared to peer review your colleagues' anthologies

ASSIGNMENT DUE by MAY 4, 5:00 PM: Final Anthologies

PEER REVIEW OF ANTHOLOGIES

CLASS DEBRIEF & EVALUATION

CRP 578 **LATIN AMERICAN DEVELOPMENT PLANNING** **SPRING 2012**

INSTRUCTOR: *CLAUDIA ISAAC (277-5939, CISAAC@UNM.EDU)*

TIME: *MONDAY, 10:00 AM TO 12:30 PM*

LOCATION: *GEORGE PEARL HALL 327*

OFFICE HOURS: *TUESDAYS AND WEDNESDAYS 11:00 AM – 12:30 PM, OR BY APPOINTMENT*

OBJECTIVES:

This Course is intended to increase students' critical understanding of the historical roots of planning and policy for development in Latin America, and to provide students with the theoretical background to evaluate current development policy options of Latin American countries in light of current regional conditions.

CONTENT:

Latin American scholars and practitioners have contributed significantly to what could be called the "international culture of development". In this course, we will discuss issues of Latin American economic development, analyzing development planning strategies that have arisen out of specific circumstances in the region's political and economic history. We will begin with a review of the theoretical antecedents of contemporary Latin American development planning, and link those to the theoretical foment of the post World War II period. Class materials will emphasize policy responses to crisis and reconstruction that have accompanied historical regional cycles.

CLASS STRUCTURE AND OUTPUT:

The class is a seminar, though there will be some structured lecture early in the semester. **In addition to active weekly participation in class discussions, each student will be asked to facilitate two class discussions during the semester** (you may have to facilitate in groups, depending on the size of the class). With some exceptions, the syllabus is organized to allow for a) lecture on key development theories; b) class discussion and query of each theory; and c) sectoral or empirical applications of those theories.

The topics and readings listed in the syllabus represent some, but not all, of the sectoral issues in Latin American planning. **As a class you may choose to modify or replace some topics.** If you choose to change the syllabus, we will work to develop readings appropriate to the subject. The rule of thumb in all sectoral readings is that as much as possible they include material in theory, policy application of theory, and empirical case analysis.

In the first weeks of the semester, we will, as a class, review the assigned topics and assign facilitation responsibilities. **All facilitators are asked to meet with me <u>at least 2 weeks</u> before you are scheduled to facilitate** in order to discuss your classroom methodology. Student facilitated sessions will begin during the 8th week of classes.

The following text available in the UNM bookstore: Richard L. Harris & Jorge Nef (eds). <u>Capital, Power, and Inequality in Latin America and the Caribbean</u>, New York: Rowman & Littlefield Publishers, Inc., 2008. (listed in the syllabus as HARRIS AND NEF)

Both required and recommended readings will be available on e-reserve, accessible at http://ereserves.unm.edu. The password for this course is LADP. Please **DON'T PANIC** at the long list of readings. **PLEASE READ ALL OF THE STARRED (❖) READINGS.** The remaining listed readings are recommended, and may be of use as you begin the literature search for your research paper. Some of the required readings are in Spanish. If you don't read Spanish, please choose an English language reading to substitute for any starred Spanish language selection, and be prepared to share the content of that reading with your classmates. For those who do read Spanish, please be prepared to share the content of the selections with your classmates who have done alternate readings.

You will also be responsible for a research paper on some aspect of development planning in Latin America. Though each student will write an individual paper, you will be asked to work collectively with other students writing on similar topics. **You will compile your papers into anthologies, the key issues of which will be presented to the class in the final week of the term. Your anthologies groups will be asked to hand in a proposal (written as though to an acquisitions editor) including a) a rational for the compilation, an abstract of the book, and an outline and bibliography of each constituent chapter (each of your papers), by 5:00 pm on October 15. Your final anthology manuscripts will be due on December 7 by 5:00 pm.**

OUTLINE AND READINGS:

(Remember, only readings marked with a star (❖) are required. The rest are recommended. We will cover more than one topic per week. Be sure to check for required readings in both sections)

WEEK ONE: August 20:

Introduction

The Interdisciplinary Development Planning Terrain: Centralist Theories, Internal Critiques and Oppositional Theories

Barbara Hooper. "Split at the Roots: A Critique of Modern Planning Doctrine", Frontiers, 13, 45-80.

WEEK TWO: August 27:

Centralist Theory: The Laws of the Indies and Origins of Mercantilism

- ❖ Doris Crouch. "City Planning Ordinances and The Laws of The Indies", excerpted from Mundigo and Crouch, "The City Planning Ordinances of the Laws of the Indies Revisited" Town Planning Review, vol. 48, July 1977, pp. 247-268.

Centralist Theory: Liberal Reform

- ❖ John H. Coatsworth. "Obstacles to Economic Growth in Nineteenth Century Mexico", in Modern Political Economy and Latin America: Theory and Policy, J. Frieden, M. Pastor, M. Tomz (eds.), Westview Press, Boulder, Colorado, 2000, pp. 97-109.
- ❖ Nathaniel H. Leff. "Economic Retardation in Nineteenth-Century Brazil", in Modern Political Economy and Latin America: Theory and Policy, J. Frieden, M. Pastor, M. Tomz (eds.), Westview Press, Boulder, Colorado, 2000, pp. 110-121.

WEEK THREE: September 3:

NO CLASS, LABOR DAY

WEEK FOUR: September 10:

Centralist Theory: Post War Modernization, Diffusion and Dual Economy

- ❖ John J. Johnson "Political Change in Latin America: The Emergence of the Middle Sectors" in Latin America" The Promise Of Development: Theories Of Change In Latin America, Westview Press, Boulder Colorado, 1986, pp. 88-99.
- ❖ Seymour Martin Lipset. "Values, Education and Entrepreneurship" The Promise of Development: Theories of Change in Latin America, Westview Press, Boulder Colorado, 1986, pp. 39-75.
- ❖ Alvin Y. So. "The Modernization Perspective" in Social Change and Development: Modernization, Dependency and World System Theories, Sage Publications, New York, 1990, pp. 17-37.

Alvin Y. So. "Classical Modernization Studies" in Social Change and Development: Modernization, Dependency and World System Theories, Sage Publications, New York, 1990, pp. 38-59.

Rosemary Thorp. "Industrialization and the Growing Role of the State: 1945-1973" & "Growth and Emerging Disequilibria: 1945-1973", Progress, Poverty and Exclusion: An Economic History of Latin America in the 20th Century, Johns Hopkins University Press, New York, 1998, pp. 127-201. (IN 3 DIFFERENT ENTRIES ON E-RESERVES)

Centralist Theory: Privatization and Neoliberalism

- ❖ Evelyne Huber & Fred Solt. "Successes & Failures of Neoliberalism", Latin American Research Review, Vol. 39, # 3, 2004, pp. 150-164.
- ❖ Michael Walton. "Neoliberalism in Latin America: Good, Bad, or Incomplete?" Latin American Research Review, Vol. 39, # 3, 2004, pp. 165 – 184.

- ❖ Kurt Weyland. "Assessing Latin American Neoliberalism: Introduction to a Debate", Latin American Research Review, Vol. 39, # 3, 2004, pp. 143-149.
- ❖ Eduardo Rosenzvaig. "Neoliberalism", in R. Chilcote, ed. Development in Theory and Practice, New York: Rowman & Littlefield, 2003, pp. 103 - 108.
- ❖ (HARRIS AND NEF) Viviana Patroni. "Economic Restructuring, Neoliberalism, and the Working Class", pp. 96 – 117.

Rudiger Dornbush, "The Case For trade Liberalization in Developing Countries", in Modern Political Economy and Latin America: Theory and Policy, J. Frieden, M. Pastor, M. Tomz (eds.), Westview Press, Boulder, Colorado, 2000, pp. 173-177

Lúcio Flávio de Almeida & Félix Ruiz Sánchez. "The Landless Workers' Movement and Social Struggles against Neoliberalism", Latin American Perspectives, Vol. 27, # 5, 2000, pp. 11-32

J. Frieden, M. Pastor, M. Tomz (et. al.). "Contending Perspectives on Market Failure and Government Failure", in Modern Political Economy and Latin America: Theory and Policy, J. Frieden, M. Pastor, M. Tomz (eds.), Westview Press, Boulder, Colorado, 2000, pp. 3-34.

Sarah Hamilton. "Neoliberalism, Gender, and Property Rights in Rural Mexico", Latin American Research Review, Vol. 37, # 1, 2002, pp. 119-143.

Roberto Patricio Korzeniewicz and William C. Smith. "Poverty, Inequality, and Growth in Latin America: Searching for the High Road to Globalization", Latin American Research Review, Vol. 35, # 3, 2000, pp. 7-54.

Rosemary Thorp. "Performance and Policymaking under the New Paradigm", Progress, Poverty and Exclusion: An Economic History of Latin America in the 20th Century, Johns Hopkins University Press, New York, 1998, pp. 241-273.

Steven Topik. "The Construction of Market Society in Latin America: Natural Process or Social Engineering?" Latin American Perspectives, Issue 104, January 1999 (Vol. 26, # 1), pp. 3-21.

WEEK FIVE: September 17:

Populist Internal Critique: Nationalism & Import Substitution

- ❖ Eliana Cardoso and Ann Helwege. "Import Substitution and Industrialization", in Modern Political Economy and Latin America: Theory and Policy, J. Frieden, M. Pastor, M. Tomz (eds.), Westview Press, Boulder, Colorado, 2000, pp. 155-164.
- ❖ Rosemary Thorp. "Dislocation and Experiment: 1914-1945", Progress, Poverty and Exclusion: An Economic History of Latin America in the 20th Century, Johns Hopkins University Press, New York, 1998, pp. 97-126.

Carlos F. Diaz Alejandro. "Latin America in the 1930s", in Modern Political Economy and Latin America: Theory and Policy, J. Frieden, M. Pastor, M. Tomz (eds.), Westview Press, Boulder, Colorado, 2000, pp. 140-152.

Eric Helleiner. "Economic Nationalism as a Challenge to Economic Liberalism? Lessons from the 19th Century", International Studies Quarterly, # 46, 2002, pp. 307-329.

Liberal Internal Critique: The Basic Needs Approach and Scientific Sustainability

- ❖ Alvin Y. So. "Criticisms of the Modernization School" in Social Change and Development: Modernization, Dependency and World System Theories, Sage Publications, New York, 1990, pp. 53-59.
- ❖ Frances Stewart. Basic Needs in Developing Countries, Johns Hopkins University Press, Baltimore, 1985, pp. 1-35 (SKIM REMAINING SELECTION AS USEFUL).
- ❖ James W. Weaver. "The Concept of Broad-Based Sustainable Development", Achieving broad-based sustainable development: governance, environment, and growth with equity, West Hartford, Conn.: Kumarian Press, 1997, pp. 13 – 38.

Derrick Boyd, "The Impact of Adjustment Policies on Vulnerable Groups: The Case of Jamaica", in Adjustment and Poverty: Options and Choices, Frances Stewart (ed), Rutledge, New York, 1995, pp. 126-155.

Roberto Macedo, "Brazilian Children and the Economic Crisis: The Evidence from the State of São Paulo", in Adjustment and Poverty: Options and Choices, Frances Stewart (ed), Rutledge, New York, 1995, pp. 28-56.

Dagmar Raczynski, "Social Policy, Poverty, and Vulnerable Groups: Children in Chile", in Adjustment and Poverty: Options and Choices, Frances Stewart (ed), Rutledge, New York, 1995, pp. 57-92.

WEEK SIX: September 24:

Socialist Internal Critique – Dependency Theory

- (HARRIS AND NEF) Richard Harris. "Dependency, Underdevelopment, and Neoliberalism", pp. 49-95
- Ronald H. Chilcote et al. "The Dependency Debates: Debate One", in Development in Theory and Practice, New York: Rowman & Littlefield, 2003, pp. 27 – 59.
- Theotonio Dos Santos. "The Theoretical Foundations of the Cardoso Government: A New Stage of the Dependency Theory Debate", Latin American Perspectives, Issue 98, January 1998 (Vol. 25, # 1), pp 53-70.

Andre Gunder Frank. "The Development of Underdevelopment" in Latin America" The Promise Of Development: Theories Of Change In Latin America, Westview Press, Boulder Colorado, 1986, pp. 111-123.

Alvin Y. So. "The Dependency Perspective" in Social Change and Development: Modernization, Dependency and World System Theories, Sage Publications, New York, 1990, pp. 91-109.

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- Paul A. Samuelson, "Where Ricardo and Mill Rebut and Confirm Argumentes of Mainstream Economists Supporting Globalization", The Journal of Economic Perspectives, Vol. 18, No. 3. (Summer, 2004), pp. 135-146.

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- Luigi Manzetti. "The Political Economy of MERCOSUR", in Modern Political Economy and Latin America: Theory and Policy, J. Frieden, M. Pastor, M. Tomz (eds.), Westview Press, Boulder, Colorado, 2000, pp. 186-192.
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WEEK TEN: October 22:

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- ❖ Gabriela Rodríguez. "Las Migraciones Internacionales Desde la Perspectiva Latinoamericana", in Migaciones: Experiencias en América Latina y la Unión Europea, Santiago, Chile: Centro Latinoamericano para las Relaciones con Europa, 2006, pp. 57 – 70.

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- Duncan Earle & Jeanne Simonelli. "Help Without Hurt: Community Goals, NGO Interventions, and Lasting Aid Lessons in Chiapas, Mexico", Urban Anthropology, Vol. 29, # 2, 2000, pp. 97-141.
- Marta González Dueñas. "Intermediaciones políticas de ONG's ambientalistas", Ciudades, # 51, julio-septiembre, 2001, pp. 25-35.
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- Laura Macdonald and Mildred A. Schwartz. "Political Parties and NGOs in the Creation of New Trading Blocs in the Americas", International Political Science Review / Revue internationale de science politique, Vol. 23, No. 2, Toward Global Democracy? The Role of Parties and NGOs in International Politics. Partis, ONGs, et politique planétaire (Apr., 2002), pp. 135-158.

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- ❖ Boaventura de Sousa Santos. "The Future of the World Social Forum: The Work of Translation", Development, 2005, Vol. 48, # 2, pp. 15-22.
- ❖ R. Aída Hernández Castillo. "¿Conocimiento para qué? La antropología crítica: entre las resistencias locales y los poderes globales", Latin American Studies Association, Vol. 34, # 3, Fall 2003, pp. 5-9.
- ❖ Margaret Zamudio. "Segmentation, Conflict, Community and Coalitions: Lessons from the New Labor Movement", in Transnational Latina/o Communities: Politics, Processes, and Cultures, Carlos G. Vélez-Ibáñez and Anna Sampaio (eds.), Rowman and Littlefield Publishers, Boulder Colorado, 2002, pp. 205-224.
- ❖ (HARRIS AND NEF) Wilder Robles. "Liberation Theology, Christian Base Communities, and Solidarity Movements", pp. 225 - 250.

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Marc Edelman. "Transnational Peasant Politics in Central America", Latin American Research Review, Vol. 33, No. 3 (1998), pp. 49-86.

Joe Foweraker. "Grassroots Movements and Political Activism in Latin America: A Critical Comparison of Chile and Brazil", Journal of Latin American Studies, Vol. 33, No. 4 (Nov., 2001), pp. 839-865

Ralph Armbruster-Sandoval. "Globalization and Cross-Border Labor Organizing: The Guatemalan Maquiladora Industry and the Phillips Van Heusen Workers' Movement", Latin American Perspectives, Vol. 26, No. 2, Reassessing Central America's Revolutions (Mar., 1999), pp. 108-128.

James Cockcroft, "Gendered Class Analysis: Internationalizing, Feminizing, and Latinizing Labor's Struggle in the Americas", Latin American Perspectives, Issue 103, November 1998(Vol. 25, # 6), pp 42-46.

Xóchitl Leyva Solano. "Regional, Communal, and Organizational Transformations in Las Cañadas", Latin American Perspectives, Vol. 28, # 2, 2001, pp. 20-44.

Rosario Montoya, "House, Street, Collective: Revolutionary Geographies and Gender Transformation in Nicaragua, 1979-1999", Latin American Research Review, Vol. 38, # 2, June 2003, pp. 61-93.

Philip Oxhorn. "From Human Rights to Citizenship Rights? Recent Trends in the Study of Latin American Social Movements", Latin American Research Review, Vol. 36, # 3, 2001, pp. 163-182.

Marcia Stephenson. "Forging an Indigenous Counterpublic Sphere: The Taller de Historia Andina in Bolivia", Latin American Research Review, Vol. 37, # 2, 2002, pp. 99-118.

WEEK TWELVE: November 5:

ANTHOLOGY WORKSHOP – NO ADDITIONAL READINGS

WEEK THIRTEEN: November 12:

Rural Transformation, Land Tenure and Regional Planning

- ❖ (HARRIS AND NEF) Cristóbal Kay. "Latin America's Rural Transformation: Unequal Development and Persistent Poverty", pp. 24-48.
- ❖ Warwick E. Murray. "The Neoliberal Inheritance: Agrarian Policy and Rural Differentiation in Democratic Chile", Bulletin of Latin American Research, Vol. 21 # 3, 2002, pp. 425-441.

- ❖ Anja Nygren. “Competing Claims on Disputed Lands: The Complexity of Resource Tenure in the Nicaraguan Interior”, Latin American Research Review, Vol. 39, # 1, 2004, pp. 123-154.
- ❖ Emilio Pradilla Cobos. “Campo y ciudad en el capitalismo actual”, Ciudades, # 54, abril-junio, 2002, pp. 3-8.

Shannan L. Mattiace. ”Regional Renegotiations of Space: Tojolabal Ethnic Identity in Las Margaritas, Chiapas”, Latin American Perspectives, Vol. 28, # 2, 2001, pp. 73-97.

Annelies Zoomers. “Rural Development Policy in Latin America: The Future of the Countryside”, Social Scientist, Vol. 30, No. 11/12 (Nov. - Dec., 2002), pp. 61-84.

Beverly Y. Nagel. "'Unleashing the Fury': The Cultural Discourse of Rural Violence and Land Rights in Paraguay", Comparative Studies in Society and History, Vol. 41, No. 1 (Jan., 1999), pp. 148-181.

Carmen Diana Deere. “Institutional Reform of Agriculture under Neoliberalism: The Impact of Women’s and Indigenous Movements”, Latin American Research Review, Vol. 26 # 2, 2001, pp. 31-64.

Ann Markusen & Clelio Campolina Diniz. “The Differential Competitiveness of Latin American Regions: Opportunities & Constraints”, Presented at the Conference on Global and Local: Confronting the Challenges of Regional Development in Latin America and the Caribbean, Inter-American Development Bank, Governor’s Meeting, Milan, Italy, March 22, 2003.

María Teresa Vázquez Castillo. “Privatization Through Expropriation: The Case of the Ejido La Poza, Guerrero”, Land Privatization in Mexico: Urbanization, Formation of Regions, and Globalization in Ejidos, Rutledge, New York, 2004, pp. 119 – 142.

Wendy Wolford. “Families, Fields, and Fighting for Land: The Spatial Dynamics of Contention in Rural Brazil”, Mobilization: An International Journal, Vol. 8, # 2, 2003, pp. 201-215.

Urbanism

- ❖ Rebecca Abers. “From Clientalism to Cooperation: Local Government, Participatory Policy, and Civic Organizing in Porto Alegre, Brazil”, Politics & Society, Vol. 26 # 4, December 1998, 511-537.
- ❖ Nancy Churchill. “Reinventing Carnival: Class and Urban Development in Puebla, Mexico”, paper prepared for the 33rd Annual Meeting of the Urban Affairs Association, March 26-29, 2003, Cleveland, Ohio (11 pages).
- ❖ Garreth A. Jones. “The Latin American City as Contested Space: A Manifesto”, Bulletin of Latin American Research, Vol. 13, # 1, 1994, pp. 1-12
- ❖ María Teresa Vázquez Castillo. “Urban and Regional Dimensions of Article 27”, Land Privatization in Mexico: Urbanization, Formation of Regions, and Globalization in Ejidos, Rutledge, New York, 2004, pp 45-74.
- ❖ William R. Nylen. “Testing the Empowerment Thesis: The Participatory Budget in Belo Horizonte and Betim, Brazil”, Comparative Politics, Vol. 34, No. 2 (Jan., 2002), pp. 127-145

ECLAC. “Social Integration”, A Territorial Perspective: Towards the Consolidation of Human Settlements in Latin America and the Caribbean, Santiago de Chile: United Nations Center for Human Settlements, 2001, pp. 39 – 59.

Jorge Fuentes Morúa. “Lefebvre: crítica al despotismo urbano”, Ciudades, # 54, abril-junio, 2002, pp. 59-64.

Roy Gilbert. “Preface”, “Forward”, “Executive Summary”, “Context and Methods”, “Evolution of the Bank’s Urban Portfolio”, “Better Projects in Cities, Better Lives for the Poor”, Improving Lives in Cities by Implementing the Strategy”, Improving the Lives of the Poor Through Investment in Cities: An Update on the Performance of the World Bank’s Urban Portfolio, DC: World Bank Operations Evaluation Department, 2003, pp v – 32.

Clara Irabábal. “Citizenship, Democracy and Pulbic Space”, Progressive Planning, # 176, Summer, 2008, pp. 16 – 18.

Susana Kaiser. ”Human Rights Activists and the Struggle for Urban Territories in Buenos Aires”, Progressive Planning, # 176, Summer, 2008, pp. 23 - 26.

Miriam Chion & Wiley Ludeña Urquizo. “The Power of Cultural and Political Intersections at Lima’s Historic Center”, Progressive Planning, # 176, Summer, 2008, pp. 27 - 30.

Sergio Tamayo & Xóchitl Cruz-Guzmán. "Physical Space, a Condition of the Public Sphere: Extraordinary Events in the Zoócalo of Mexico City", Progressive Planning, # 176, Summer, 2008, pp. 31-33.

Zeuler R. Lima & Vera M. Pallamin. "Claiming Public Space: São Paulo's Trianon Terrace", Progressive Planning, # 176, Summer, 2008, pp. 34 - 39.

Joseph L. Scarpaci. "Review: Architecture, Design, and Planning: Recent Scholarship on Modernity and Public Spaces in Latin America", Latin American Research Review, Vol. 38, No. 2 (2003), pp. 234-250.

Edésio Fernandes. "Land tenure regularization in Latin America: a critical assessment of de Soto's *The Mystery of Capital*", UNISA Latin American Report, Vol. 18, # 1, 2002, pp. 24-29.

Nora Iwata & Vicente del Rio. "The Image of the Waterfront in Rio de Janeiro: Urbanism and Social Representation of Reality", Journal of Planning Education and Research, 2004, Vol. 24: pp 171-183.

WEEK FOURTEEN: November 19:

INCOME GENERATION: THE INFORMAL SECTOR, MICROENTERPRISE AND INDUSTRIAL DEVELOPMENT

- Serena Cosgrove. "Levels of Empowerment: Marketers & Microenterpirse-Lending NGOs in Apopa & Nejapa, El Salvador, Latin American Perspectives, Vol. 29, # 5, (Sept. 2002), pp. 48-65.
- Annelou Ypeij. "Transferring Risks, Microproduction, and Subcontracting in the Footwear and Garment Industries of Lima, Peru", Latin American Perspectives, Issue 99, March 1998 (Vol. 25, # 2), pp. 84-104.
- Tad Mutersbaugh. "Building Co-ops, Constructing Cooperation: Spatial Strategies and Development Politics in a Mexican Village", Annals of the Association of American Geographers, Vol. 92, No. 4 (Dec., 2002), pp. 756-776.
- Ross Schneider. "Why Is Mexican Business So Organized?" Latin American Research Review, Vol. 37, # 1, 2002, pp. 77-118.
- Susan Vincent. "Gender Ideologies and the Informal Economy: Reproduction and the 'Grapes of Wrath Effect' in Mata Chio, Peru", Latin American Perspectives, Issue 99, March 1998 (Vol. 25, # 2), pp. 120-139.

Albert Berry. "The role of the small and medium enterprise sector in Latin America: implications for South Africa", UNISA Latin American Report, Vol. 18, # 1, 2002, pp. 2-15.

John C. Cross. "Co-optation, Competition and Resistance: State and Street Vendors in Mexico City", Latin American Perspectives, Issue 99, March 1998 (Vol. 25, # 2), pp. 41-61.

Tad Mutersbaugh "Bread or Chainsaws? Paths to Mobilizing Household Labor for Cooperative Rural Development in a Oaxacan Village (Mexico)" Economic Geography, Vol. 75, No. 1 (Jan., 1999), pp. 43-58

Tamar Diana Wilson. "Approaches to Understanding the Position of Women Workers in the Informal Sector", Latin American Perspectives, Issue 99, March 1998 (Vol. 25, # 2), pp. 105-119.

ENVIRONMENTAL PLANNING

- Oliver Houck. "Thinking About Tomorrow: Cuba's 'Alternative Model' for Sustainable Development", Tulane Environmental Law Journal, Vol. 16, Special Issue: Environmental Law and Sustainable Development in 21st Century Cuba", summer 2003, pp. 521 – 532.
- Hayden Izazola. "Sostenabilidad y calidad de vida", Ciudades, # 51, Julio-septiembre, 2001 pp. 3-9.
- David Kaimowitz. "The Political Economy of Environmental Policy Reform in Latin America", in Modern Political Economy and Latin America: Theory and Policy, J. Frieden, M. Pastor, M. Tomz (eds.), Westview Press, Boulder, Colorado, 2000, pp. 313 - 324.
- Maria Guadalupe Rodrigues. "Environmental Protection Issue Networks in Amazonia", Latin American Research Review, Vol. 35, #3, 2000, pp. 125-154.
- (HARRIS AND NEF) Guido Pascual Galafassi. "Ecological Crisis, Susatinable Development, and Capitalism", pp. 251-272.

Robert Costanza, Herman E. Daly, and Joy A. Bartholomew. "Goals, Agenda, and Policy Recommendaqtions for Ecological Economics", accessible at http://www.uvm.edu/giee/publications/Costanza,%20Daly,%20Barth%201991.pdf, no date. (11 pgs)

"Executive Summary", Urban Environment and Infrastructure: Toward Livable Cities, DC: World Bank, 2004, pp. xiv – xxi.

Jorge Morello, Silvia Diana Matteucci, Andrea Rodríguez. "Sustainable Development and Urban Growth in the Argentine Pampas Region", Annals of the American Academy of Political and Social Science, Vol. 590, Rethinking Sustainable Development (Nov., 2003), pp. 116-130.

Tropical Mexico's Recent Land-Use Change: A Region's Contribution to the Global Carbon Cycle Author(s): Michael A. Cairns, Patricia K. Haggerty, Roman Alvarez, Ben H. J. De Jong, Ingrid Olmsted Source: Ecological Applications, Vol. 10, No. 5 (Oct., 2000), pp. 1426-1441

Charles D. Brockett & Robert R. Gottfried. "State Policies and the Preservation of Forest Cover: Lessons from Contrasting Public-Policy Regimes in Costa Rica", Latin American Research Review, Vol. 37, # 1, 2002, pp. 7-40.

Juan Cervantes Pérez, María de los Ángeles, Vargas Sánchez & Victor L. Barradas, "Clima, urbanización y uso de suelo en ciudades tropicales de México", Ciudades, # 51, julio-septiembre, 2001, pp. 19-24.

Robert Alex Clapp, "Waiting for the Forest Law: Resource-Led Development and Environmental Politics in Chile", Latin American Research Review, Vol. 33, # 2, 1998, pp 3-36.

Carmen Luisa González Garciandía & Hugo Romero Aravena. "Algunos criterios para la sostenabilidad ambiental de ciudades intermedias, Ciudades, # 51, julio-septiembre, 2001, pp. 10-18.

Dan Klooster. "Campesinos & Mexican Forest Policy During the Twentieth Century", Latin American Research Review, Vol. 38, # 2, June 2003, pp. 94-126.

Place, Susan E. "Society and Nature: Recent Trends in the Study of Latin American Environments. Latin American Research Review, 33:2, 1998, p. 221-236.

Hugh Raffles & Antoinette MGA Winklerprins. "Further Reflections on Amazonian Environmental History: Transformations of Rivers and Streams", Latin American Research Review, Vol. 38 # 3, 2003, pp. 165-188.

Thomas K. Rudel, Diane Bates, and Rafael Machinguiashi. "Ecologically Noble Amerindians? Cattle Ranching and Cash Cropping among Shuar and Colonists in Ecuador", Latin American Research Review, Vol. 37, # 1, 2002, pp. 144-159.

Elizabeth Umlas "Environmental Networking in Mexico: The Comité Nacional para la Defensa de los Chimalapas", Latin American Research Review, Vol 33, #3, 1998

WEEK FIFTEEN: November 26

HOUSING

- Michelle Espinosa Coulter. "El Salvador's ARGOZ: A Private Developer Houses the Urban Poor", Critical Planning, Vol. 13, summer 2006, pp. 65-67.
- Eduardo Lora, Andrew Powell & Pablo Sanguinetti. "Urban Quality of Life: More than Bricks and Mortar", InterAmerican Development Bank, Nov. 2008, http://idbdocs.iadb.org/wsdocs/getdocument.aspx?docnum=1772596 (38 pgs).
- Marie Kennedy and Chris Tilly. "Participatory Housing Cooperatives: An Argentinean Experiment", Progressive Planning, # 164, summer 2005, pp. 1, 7-10.
- Review the following websites:
  - Fondo Nacional de Vivienda Popular (El Salvador): http://www.fonavipo.gob.sv/
  - Vivenda en Red (Venezuela) http://www.viviendaenred.net/
  - MetroVivienda (Colombia): http://www.metrovivienda.gov.co/portel/libreria/php/decide.php?patron=01.01
  - Coahuila Instituto Estatal de Vivienda Popular (Mexico): http://www.ievpcoahuila.gob.mx/ .

Eduardo López Moreno. "Problemática: elementos constitutivos del problema habitacional en la zona metropolitana de Guadalajara (ZMG)", La Vivienda Social: Una Historia, Red Nacional de Investigaciones Urbanas, México, D.F., 1996, pp. 20-48.

Hans Harms. "To live in the city center: housing and tenants in central neighbourhoods of Latin American cities", Environment and Urbanization, Vol. 9, # 2, October, 1997, pp 191 – 212.

Alan Gilbert. "Land, Housing, and Infrastructure in Latin America's Major Cities", The Mega-City in Latin America, Alan Gilbert, ed. United Nations University Press, New York, 1996. (Not on e-reserves. Access directly off the web at http://www.unu.edu/unupress/unupbooks/uu23me/uu23me0b.htm

EDUCATION

- Carlos A. Torres and Daniel Schugurensky. "The Political Economy of Higher Education in the Era of Neoliberal Globalization: Latin America in Comparative Perspective", Higher Education, Vol. 43, No. 4 (Jun., 2002), pp. 429-455.
- Carmen Norambuena Carrasco. "Las Migraciones Como Compnente de la Educación. In Migraciones: Experiencias en América Latina y la Unión Europea, Santiago, Chile: Centro Latinoamericano sobre las Relaciones con Europa, 2006, pp. 97-101.
- Suzanne Duryea, Juan Carlos Navarro & A. Verdisco. "Learning about Education Quality and Perceptions, Inter-American Development Bank, November 2008.

Marcial Bóo. "Ideology and Education: Equity and Efficiency", In C. Abel & C. Lewis (eds). Exclusion and Engagement: Social Policy in Latin America, London: Institute of Latin American Studies, 2002, pp. 245 – 302.

Candido Gomes. "Education, Democracy and Development in Latin America", International Review of Education, Vol. 39, No. 6, Education, Democracy, and Development (Nov., 1993), pp. 531-540

Gilbert A. Valverde. "Democracy, Human Rights, and Development Assistance for Education: The USAID and World Bank in Latin America and the Caribbean", Economic Development and Cultural Change, Vol. 47, No. 2 (Jan., 1999), pp. 401-419

Michelle Fryer, Mun C. Tsang, & Gregorio Arévalo. Access, Equity and performance: Education in Barbados, Guyana, Jamaica and Tridadad and Tobago, Inter-American Development Bank, 2002.

Emily Vargas-Barón, Herando Bernal Alarcón (eds), From Bullets to Blackboards: Education for Peace in Latin America and Asia, Inter-Ameircan Develompent Bank, 2005.

WEEK SIXTEEN: December 3

ANTHOLOGY GROUP PRESENTATIONS

CLASS EVALUATIONS

EXAM WEEK: December 10

ANTHOLOGY GROUP PRESENTATIONS IF NEEDED

FINAL PAPERS DUE MAY 13, 5:00 PM

URBAN COMMUNITY DEVELOPMENT

PLN/POS 523; PAD 561






Thursdays @ 7:15-10:05PM (AS 121)

Instructor: Corianne Scally, Ph.D., Department of Geography & Planning
Office: AS 227
Email: cscally@albany.edu
Phone: 591-8561
Office Hours: Wednesday 9-11am, Thursdays 6-7pm, or by appointment

OVERVIEW

Many urban communities in the United States have faced a variety of challenges over the last few decades resulting in widespread social, economic and political decline. The exodus of white and middle-class residents to the suburbs, America's dwindling industrial base, severe public and private financial disinvestment, and persistent institutional racism and corruption have all contributed to the perceptions and realities of neighborhood decline. As a result, many urban neighborhoods have experienced a loss of population and jobs, increased concentrations of poor and minority populations, and physical abandonment and neglect. The foreclosure crisis has exacerbated these issues: reversing hard-won progress in some neighborhoods, devastating neighborhoods that were once thriving, and further embattling those still suffering from decades of neglect.

Despite a multitude of historical and contemporary challenges, numerous community-based efforts are underway to revitalize urban neighborhoods by building upon community assets and opportunities, rather than merely focusing on problems and needs. These diverse strategies fall under the rubric "community development" (CD), and range from strengthening the political power of formerly silenced voices to improving a neighborhood's physical and economic infrastructure. Activities can focus on specific areas – housing, business development, wealth-building, health, education, safety – or coordinate long-term, comprehensive action through neighborhood planning and comprehensive community initiatives. CD is messy, engaging multiple, diverse publics with widely varying, and often conflicting, interests. Anyone working in or with cities and urban residents should be knowledgeable about the past and potential of local

neighborhoods; the organizational, human, financial, and political capital necessary for revitalization; and the strategies available to implement real, democratic change.

OBJECTIVES

This course strives to develop future policymakers and practitioners who are both grounded in the history and theory of CD and equipped with strategies and tools for effectively serving today's urban neighborhoods. At the end of this course, students will be able to:

- Assess modern CD policies and practices within their historical paradigms;
- Debate the merits of our current community development industry, and the roles of various public, private, and nonprofit partners;
- Evaluate CD practices in housing, economic development, wealth-building, health, education, public safety, and community organizing;
- Conduct and analyze a neighborhood conditions survey;
- Collaborate with peers and community partners; and,
- Prepare professional written reports, and deliver polished oral presentations.

MATERIALS

The following book is required, on reserve at the University Library, and available for purchase at the University Bookstore and Mary Jane Books on Quail Street. Other readings are available via **Electronic Reserves**: https://ereserves.albany.edu/. The password is: _____

(1) **DeFilippis, J., & Saegert, S. (Eds.). 2012**. *The Community Development Reader*. **2nd Edition.** New York: Routledge. ISBN: 978-0-415-50776-9

This course uses **Blackboard** for online posting, submitting assignments, watching streaming videos, facilitating team work, and general course communication. You can access it at https://blackboard.albany.edu/webapps/login/. Check the site frequently for announcements, resources, and instructions. To watch some videos, you must have the free **Real Player©** installed on your computer. It is available for free download here: http://www.real.com/realplayer/search.

ASSIGNMENTS & GRADES

INDIVIDUAL ASSIGNMENTS

Response Papers (3 Due): Choose three class sessions covering topics in which you have particular interest and write a response (approx. 4 pages, double-spaced) to all assigned readings and videos (where applicable). Your response should not simply summarize the materials, but should critically explore and analyze them based upon your own informed interpretation. You may find it helpful to consider the following questions: What do you agree with most about the ideas, policies, and programs presented, and why? What do you disagree with, and why? What suggestions do you have for improving upon the ideas, policies, and programs discussed? Additional research and references beyond course materials are not required, but making connections with materials from other courses or your own research is strongly encouraged, where applicable.

While each response has a final deadline for submission, there is no penalty for responding early (e.g. you may choose to submit response papers 3 weeks in a row early in the semester and complete your entire obligation). Submit your paper via Blackboard before the relevant class session; response papers will not be accepted beyond the class session in which the readings/videos were discussed.

Atlantic Yards Analysis (DUE 11/8/ 3-4pgs)



Read Atlas' account of the fight over the Atlantic Yards development in Brooklyn, and watch the documentary "Brooklyn Matters". Check the status of the development project online from a variety of perspectives, including advocates (e.g. http://atlanticyardsreport.blogspot.com/), developers (e.g. http://www.atlanticyards.com/), and city and state officials/offices. Analyze this development from the perspective of the paradigms, policies, partners and practices we have considered in class thus far. Would you consider this project a community development "success"? Why or why not? Based on your analysis, what could have increased its successfulness?

Community Development Partners Wiki & Presentation (4 credit students only; DUE 9/27)

Sign up to research a specific community-development partner. Develop a wiki through Blackboard on your selected partner. Describe its history, structure and functions; its CD paradigm; and its practices (How does this partner actually support CD? Funding? Training? Etc). Evaluate the pros and cons to this way of approaching CD. Draw upon at least 3 quality references beyond course readings, and include this list on your wiki. Present your wiki to the class, highlighting what you found to be most interesting about the role of the partner within the larger community development industry.

TEAM ASSIGNMENT

Neighborhood Conditions Survey of Albany's West Hill Neighborhood

Working in conjunction with the Governor's Office of Public Safety's CORe Initiative and the Arbor Hill Development Corporation, we will be conducting a neighborhood assessment of a portion of Albany's West Hill neighborhood. This will entail capturing address-based conditions via a handheld, wireless device relating to building and property conditions, infrastructure issues, and evidence of positive or negative social capital. Special attention will be paid to many areas of practice covered in this class, including housing, public safety, and health. Students will gather primary data, supplement with existing data from cooperating public institutions, such as the Albany Police Department, analyze the combined data for assets and needs, and report findings publicly to our clients through professional reports and presentations. More information to follow.

GRADING

Late Assignments: Given how most deadlines are flexible, and work can easily be done in advance, I do not expect to receive late assignments. However, I will deduct one letter grade (i.e. from B+ to B) for each 24 hrs an individual assignment is late—unless there are extraordinary circumstances (for which documentation is required). Please **notify me in advance**, if at all possible, if you know that you are going to be late in submitting an individual assignment. ***Team assignments will not be accepted late.***

Assignments are weighted as detailed below in calculating the final course grade:

	Assignment	Due Date	% of Final Grade (3 credits)	% of Final Grade (4 credits)
Individual (60%)	Wiki & Presentation	9/20	N/A	15%
	Response Paper #1	9/27	15%	10%
	Response Paper #2	10/25	15%	10%
	Response Paper #3	12/6	15%	10%
	Atlantic Yards Analysis	11/8	15%	15%
Team (40%)	Draft Report	11/29	0% (but required)	0% (but required)
	Final Report	12/13	30%	30%
	Final Presentation	12/13	10%	10%
Total			100%	100%

Grading Scale: The following grading scale is used to translate final grades to letter grades:

Letter Grade	Percent Range	Letter Grade	Percent Range
A	93-100%	C	73-77%
A-	90-92%	C-	70-72%
B+	88-89%	D+	68-69%
B	83-87%	D	63-67%
B-	80-82%	D-	60-62%
C+	78-79%	E	Less than 60%

ACADEMIC INTEGRITY

The consequences for violating UAlbany's policies on academic integrity range from rewriting the assignment in question to expulsion from the university. Please familiarize yourself with the details of this policy, which will be enforced in this class: http://www.albany.edu/eas/104/penalty.htm. If you ever have a question about properly referencing the work of others within your papers, please ask me *before* you submit them.

ACCOMMODATIONS FOR DISABILITIES

Every effort will be made to accommodate those with special learning needs. Please notify me of any documented needs you may have within the first two weeks of class so we can work together to assure satisfactory arrangements. Assistance is available through Disabled Student Services:

http://www.albany.edu/studentlife/DSS/index.html (website), (518) 442-5490 (phone), (518) 442-3366 (TTY).

COURSE SCHEDULE

Date	Topic	Class Preparation	Due Today
8/30	Introduction: Considering "Community" & "Development"	**Read** D&S 1, 13, 36, 37	
9/6	Paradigms: Past and Present	**Read** Porter 1995; Putnam 1995; Goetz 2003; Immergluck 2004	
9/13	Policies: Progressive Era and Beyond	**Read** D&S 2, 3, 4; Goetz 2010; Jennings 2011 **Watch** *History of Henson, Village, Phoenix*	
9/20	Partners: Nonprofit Community Development Corporations	**Read** D&S 6, 7, 42; Bratt 2006 & 2009	CD Partners Presentations (4cr students only)
9/27	Partners: Intermediaries & Foundations, Government & the Public	**Read** D&S 16, 17; McDermott 2004; Lowe 2008; Arnstein 1969; Innes & Booher 2004	Last Due date for Response Paper #1
10/4	Practices: Housing	**Read** D&S 8, 9, 30; Bratt 2007 & 2008; Shlay 2006 **Watch** *Mortgage Meltdown*	
10/11	Practices: Wealth Creation & Preservation *Speaker: Bob Radliff, Community Loan Fund of the Capital District*	**Read** D&S 10, 11, 12; Squires & O'Connor 1998	
	Community Tour of Albany's West Hill Neighborhood (TBD)		
10/18	Practices: Healthy Communities I*nvited Panel: Arlene Way, Arbor Hill Development Corporation; Monique Wahba, South End Improvement Corporation; Guest, Governor's Office of Public Safety*	**Read** USDA 2009; Commission to Build a Healthier America 2008; Miller&Scofield 2009 **Watch** *Social Policy in Concrete*	
10/25	Practices: Schools & Safety	**Read** D&S 14; Glickman & Scally 2008; Joseph & Feldman 2009; Wilson & Kelling 1982; Visher et al. 2007; Scally 2005	Last Due date for Response Paper #2
11/1	**NO CLASS – PROFESSOR AT CONFERENCE**	**Read** Atlas 2010 **Watch** *Brooklyn Matters*	
11/8	Practices: Community Organizing vs. Building	**Read** D&S 21, 23, 24, 25, 27	Atlantic Yards Analysis Due
11/15	Challenges: What if it works?	**Read** Kirkpatrick 2007; Chaskin & Joseph 2012; **MORE TBD**	
11/22	**THANKSGIVING BREAK**		

Date	Topic	Class Preparation	Due Today
11/29	Challenges: What if it doesn't work?	**Read** Rusk 1999; Putnam 2007; Scally 2012; **MORE TBD**	Team Draft
12/6	Building Just, Sustainable Communities	**Read** D&S 38, 39, 40, 43, 44	Last Due date for Response Paper #3
12/13	**Group Project/Presentations 8-10 PM**		

Additional Readings on Electronic Reserves:

*__Arnstein__, S. R. 1969. A Ladder of Citizen Participation. *Journal of the American Institute of Planning* 35(4):216-224.

*__Bratt, R.G. 2009__. Challenges for Nonprofit Housing Organizations Created by the Private Housing Market. *Journal of Urban Affairs, 31*(1), 67-96.

*__Bratt, R. G. 2008__. Nonprofit and For-Profit Developers of Subsidized Rental Housing: Comparative Attributes and Collaborative Opportunities. *Housing Policy Debate*, 19(2): 323-365.

***Bratt, R. G. 2007.** Financing Production of Low- and Moderate-Income Housing. In J.S. Rubin (Ed.) *Financing Low-Income Communities: Models, Obstacles, and Future Directions* (pp.183-226). New York: Russell Sage Foundation.

***Bratt, R. G. 2006.** Community Development Corporations: Challenges in Supporting a Right to Housing. In R. G. Bratt, M. E. Stone & C. Hartman (Eds.), *A Right to Housing: Foundation for a New Social Agenda* (pp. 340-359). Philadelphia: Temple University Press.

*__Chaskin, R.J. & Joseph, M.L__. 2012. 'Positive' Gentrification, Social Control and the 'Right to the City' in Mixed-Income Communities: Uses and Expectations of Space and Place. *International Journal of Urban and Regional Research*: Early View.

*__Commission to Build a Healthier America__. 2008. *Where We Live Matters for Our Health: Neighborhoods and Health*. Princeton, NJ: Robert Wood Johnson Foundation.

*__Glickman, N., & Scally, C__. 2008. Can Community and Education Organizing Improve Inner-City Schools? *Journal of Urban Affairs, 30*(5), 557-577.

* **Goetz, E. G. 2010.** Desegregation in 3D: Displacement, Dispersal and Development in American Public Housing. *Housing Studies, 25*(2), 137-158.

*__Goetz, E.G. 2003.__ Clearing the Way: Deconcentrating the Poor in Urban America (Chapter 2, pp.21-41). Washington, DC: Urban Institute Press.,

***Hollander**, J. 2011. Sunburnt Cities: The Great Recession, Depopulation and Urban Planning in the American Sunbelt (Chapter 7). New York, NY: Routledge.

*__Innes, J. E., & Booher__, D. E. 2004. Reframing Public Participation: Strategies for the 21st Century. *Planning Theory and Practice, 5*(4), 419-436.

*__Immergluck__, D. 2004. *Credit to the Community: Community Reinvestment and Fair Lending Policy in the United States* (Chapter 4, pp.87-108). Armonk, NY: M.E. Sharpe.

*__Jennings__, J. 2011. The Empowerment Zone in Boston, Massachusetts 2000-2009: Lessons Learned for Neighborhood Revitalization. *The Review of Black Political Economy, 38*(1), 63-81.

*__Joseph, M., & Feldman, J.__ 2009. Creating and Sustaining Successful Mixed-Income Communities: Conceptualizing the Role of Schools. *Education and Urban Society, 41*(6), 623-652.

*__Kirkpatrick__, L. O. 2007. The Two "Logics" of Community Development: Neighborhoods, Markets, and Community Development Corporations. *Politics and Society, 35*(2), 329-359.

*__Lowe__, J. S. 2008. Limitations of community development partnerships: Cleveland Ohio and Neighborhood Progress Inc. *Cities, 25*(1), 37-44.

*__McDermott__, M. 2004. National Intermediaries and Local Community Development Corporation Networks: A View from Cleveland. *Journal of Urban Affairs* 26 (2):171-176.
* **Miller, E. K., & Scofield, J. L.** 2009. Slavic Village: Incorporating Active Living into Community Development through Partnerships. *American Journal of Preventative Medicine, 37*(6), S377-S385.
*__Putnam__, R. 1995. Bowling Alone: America's Declining Social Capital. *Journal of Democracy, 6*(1), 65-78
*__Putnam__, R. D. 2007. E Pluribus Unum: Diversity and Community in the Twenty-first Century. The 2006 Johan Skytte Prize Lecture. *Scandinavian Political Studies, 30*(2), 137-174.
*__Porter__, M. E. 1995. The Competitive Advantage of the Inner City. *Harvard Business Review* 73(3): 55-71.
*__Rusk__, D. 1999. *Inside Game, Outside Game: Winning Strategies for Saving Urban America* (Chapter 3). Washington, D.C.: Brookings Institution Press.
*__Scally__, C. P. 2005. "Housing Ex-Offenders." Shelterforce January/February 139: 10-11.
*__Shlay__, A. B. (2006). Low-income Homeownership: American Dream or Delusion? *Urban Studies, 43*(3), 511-531. (omit next time)
* **Squires, G. D., & O'Conner, S.** 1998. Fringe Banking in Milwaukee: The Rise of Check-Cashing Businesses and the Emergence of a Two-Tiered Banking System. Urban Affairs Review, 34(1), 126-149.
*__USDA__. 2009. *Access to Affordable and Nutritious Food: Measuring and Understanding Food Deserts and Their Consequences: Report to Congress. (too long)*
*__Visher et al__. 2007. "Cleveland Stakeholders' Perceptions of Prisoner Reentry." Urban Institute Justice Policy Center, Washington, D.C.
*__Wilson, J. Q., &Kelling, G.L.__ 1982. "Broken Windows: The police and neighborhood safety." Atlantic Monthly

COURSE SYLLABUS

I. BASIC COURSE INFORMATION

Course Title: Arts, Culture, and Community Development

Course No.: PLAN 771A-P Course Section: Not Applicable

School: Architecture Department: Graduate Center for Planning and the Environment Program: City and Regional Planning

Days: Varied Time: Varied Place of class meetings: Generally Higgins Hall

Credit hours: 3

Course Coordinator or Chairperson (where applicable): John Shapiro

Prerequisite courses/skills/other restrictions: There is a 20-hour fieldwork requirement for this course, in addition to and outside of the hours required in class.

II. INSTRUCTOR CONTACT INFORMATION

Name: Uzma Rizvi Academic Title: Visiting Assistant Professor

Ayse Yonder Professor

Office Location: Higgins Hall North, Room 200

Contact Information:

Office hours: By appointment

Phone no(s): Appropriate times to call: Monday through Friday, 9AM-6PM

Email address: urizvi@pratt.edu Class listserv: N/A

ayonder@pratt.edu

Special Instructions: N/A

III. COURSE DESCRIPTION

Bulletin Description:

Arts and culture are playing an increasing role in the transformation of neighborhoods and cities. This course provides students with the historical conceptual and analytical background as well as the interdisciplinary perspective they would need to work in the field of arts-based community development. The first part of the class will be devoted to reviewing the historical role of arts social movements and urban planning efforts. Then the focus will be on analyzing the divergent roles of arts and design in contemporary urban and community development based on case studies.

Detailed Description:

The first part of the class will be devoted to reviewing the historical role of arts in social movements and urban planning efforts, and the divergent roles of arts and design in

contemporary urban and community development using case studies from Bedford-Stuyvesant and Cypress Hills – heterogenous, multi-faceted communities with both global/local connections. As a key focus, this class will look at how sustainable development goes beyond greening, and how artists, urban planners and designers and community based organizations have integrated those goals into their own work in their communities.

During the semester, the class will break up into project groups for the term project that will be based on hands on work with a community based organization (CBO). In the second part of the semester, the class will concentrate more on the term project and case studies. Students will learn how to conduct field work interviews, observations, demographic studies, archival research, etc. Each of these tools will be used to map the strengths, weaknesses, opportunities and threats in the neighborhood and for the production of the final project with a community-based organization. The students' actual fieldwork for this course is in addition to, and outside of, the hours required in class – there is a minimum of 20 hours of fieldwork in this class.

Course Goal(s):

- To become familiar with the basic historical and conceptual background on the role of arts in urban development and social change;
- To gain critical understanding of the potential roles of arts and culture in the current context of urban development and social change;
- To develop conceptual and semiotic frameworks towards understanding and interpreting the meanings of landscapes; and to develop an analytical framework to analyze the impact of arts and design projects on urban and community development; and
- To become familiar with different approaches, programs and organizations involved in this field.

Student Learning Objectives:

- Students will have a critical understanding of the divergent impacts of art and design projects on urban communities;
- They will know a range of ways in which artists and designers can be actors in and contributors to urban and community development; and
- They will develop a cross-disciplinary historical, conceptual, and analytical framework that will enable them to work in and contribute to the fields of art and community development.

Course Calendar/Schedule:

Week 1
Introduction to the course, basic themes, and the term project
Relationship between arts and culture and sustainable development of communities (Environmental responsibility, social equity, economic health, cultural vitality)

Week 2
Concepts: Sustainability, Community Development, Social change, activism, reading urban landscapes and heritage
Readings:
1. Clark, Kate. 2008. "Only Connect – Sustainable Development and Cultural Heritage," in The Heritage Reader, edited by G. Fairclough, R. Harrison, J. Jameson, and J. Schofield. Routledge Press. pp. 82-98.

2. Low, Setha. 2008. “Social Sustainability: People, history, and values,” in The Heritage Reader, edited by G. Fairclough, R. Harrison, J. Jameson, and J. Schofield. Routledge Press. pp. 392-404.

3. Jan Cohen-Cruz. An Introduction to Community Art and Activism. CAN/API Production, http://www.communityarts.net/readingroom/archivefiles/2002/02/an_introduction.php

4. Beatley, Timothy and Kristy Manning. 1998. The Econlogy of Place. Planning for Environment, Economy and Community. Island Press: Washington, DC. (Envisioning Sustainable Places) 27-39.

Week 3

Concepts: The role of arts in the contested city, and of community arts and local knowledge in sustainable development of communities – Discussion of Assignment 1
Readings:

1. Chapple, Karen and Shannon Jackson. 2010. “Commentary: Arts, Neighborhoods, and Social Practices: Towards an Integrated Epistemology of Community Arts,” Journal of Planning Education and Research 29(4): 478-490.

2. Greenberg, Miriam. 2008. Branding New York: How a City in Crisis was Sold to the World. Routledge: New York and London. (Branding and the Neoliberal City) 19-39.

3. Coburn, Jason. 2005. Street Science.The MIT Press: Cambridge, MA. (Introduction) 8-23 and (The Mapping of Local Knowledge) 173-199.

4. Rosario Jackson, Maria, Florence Kabwasa-Green, Joaquin Herranz. Cultural Vitality in Communities: Interpretation and Indicators. (SKIM through the document and study table on p. 38) http://www.urban.org/projects/cultural-vitality-indicators/index.cfm
Rizvi & Yonder, 5

Week 4

Concepts: Place making, identity, and sustaining heritage
Guest speaker: R. Harrison
Readings: TBA

Week 5

Concepts: Urban development and the Arts: Locating Community and planning for arts
Readings:

1. Kwon, M. 2002. “Sitings of Public Art: Integration versus Intervention” and “The (un)sitings of community,” in One Place After Another: Site Specific Art and Locational Identity, pp. 56-99 and 138-155. [THIS BOOK IS AVAILABLE ON RESERVE AT PRATT LIBRARY]

2. Communal Spaces / Community Places / Common Rooms: De-totalized Forms of Encounter, Interview with Joseph Vogl.

3. Markusen, A. and A. Johnson 2006. “P art I: Study Overview and Findings,” in Artists’ Centers: Evolution and Impact on Careers, Neighborhoods, and Economics, pp. 11-30. http://www.hhh.umn.edu/projects/prie/pub.html

4. Grodach, Carl. Nov.2008. Looking Beyond Image and Tourism: The Role of Flagship Cultural Projects in Local Arts Development. Planning, Practice and research. Vol. 34. No 4. 495-516.

5. Stern, Mark J. and Susan Seifert. Sept.2007. Cultivating “Natural” Cultural Districts. Creativity & Change. 1-14.
http://www.trfund.com/resource/downloads/creativity/NaturalCulturalDistricts.pdf

Week 6

Concepts: Sustainable design and urban art projects that deal with sustainability – global and local examples

Readings:
1. Beyond Green: Towards a Sustainable Art
2. McDonough, William and Michael Braungart. “The Next Industrial Revolution” in The Atlantic Monthly (Oct.1998).

Week 7
Concept: Local government programs and collaborations between local art institutions, artists groups and local communities – global and local examples
GUEST SPEAKER: J.Taylor and H.Chua
Readings: TBA Rizvi & Yonder, 6

Week 8
ASSIGNMENT 1 DUE
Concept: Community based organizations, art and sustainability – what does that mean in Bed-Stuy and Cypress Hill communities?
Readings:
http://www.uprose.org/index.php?doc_id=141
http://www.thepoint.org/
http://www.groundswellmural.org/
http://www.anothercupdevelopment.org/about

Week 9
Implementation of Arts Projects – Students Report

Week 10
Reminding ourselves of where we are.
Guest Speaker: Eve Mosher

Week 11: Working at CBO
Week 12: Working at CBO
Week 13: THANKSGIVING BREAK
Week 14: Working on Final Project in class
Week 15: Student presentations of the term project FINAL
Inviting all organizations to final

IV. COURSE REQUIREMENTS

Textbooks, Readings, and Materials:
See above.

Project(s), paper(s), assignment(s):

The class will be divided into four teams, each team working with a different organization. For each of these assignments, the teams will have to demonstrate both individual and group based work.

Assignment 1:
Due: October 20, 2010
There are two parts to this assignment. The first aspect is a narrative that includes the history, heritage and culture of the neighborhood space that the group is working in. Who lives here? What does community mean here? What are the various CBO’s in this area and how do they

relate to one another. This assignment should include a discussion on how the listed organizations work is related to the sustainable development of the community.

The second part of this assignment is based on mapping. Students should walk through the neighborhoods and map out networks, relationships between areas, organizations, or businesses. There are six aspects of the community that the maps should reflect. 1. Art, Culture and History; 2. Food sources/Markets; 3. Health Care Resources; 4. Transportation, Bus routes, Truck routes, etc.; 5. Open spaces; 6. Threats and Risks.

We encourage this project to take alternative mapping forms and for students to think about the ways in which all the information comes together.

Final Term Project:
Due on December 8th, 2010
We consider the project assigned to the students by the organization, in conversation with the instructors of the course that relates to art, sustainability and community development, to count as the final project. This includes a narrative of the work conducted by the team, and a presentation of their work. There should also be a focus on understanding how the organization develops community – and how did the team develop as a community?

Assessment and Grading:

25%	Regular attendance, completion of readings on time and participation in class discussions
15%	Assignment 1
15%	Assignment 2
45%	Final team project

IV. POLICIES

Institute-wide policies listed in the "Community Standards" section of the bulletin:
All students must adhere to Institute-wide policies in the student handbook and Institute Bulletin under "Community Standards." These include policies on attendance, computer, and network use.

Academic Integrity: All work must be your own. If it is not, the source should be cited and documented appropriately.

Policy on students with disabilities:
Students who require special accommodations for disabilities must register with the Office of Disability Services at the beginning of the semester. They should contact the Disability Services Director, first floor Willoughby Hall, adjacent to Health and Counseling Services, 718-636-3711.

Any additional applicable school, departmental, or personal course policies:
Safety: All students are expected to adhere to the specific Health & Safety and Environmental Protection Guidelines of Pratt Institute.

PPPM 432/532: Urban Revitalization in "Minority" Communities
University of Oregon
Department of Planning, Public Policy and Management
Fall 2013
CRN 432 = 17920; CRN 532 = 17921
Hours: Tuesdays, Thursdays, 12-1:20PM
Room 112 ESL

Gerardo Sandoval, Ph.D.
Assistant Professor
Hendricks Hall 103
gsando@uoregon.edu
541-346-8432

Office hours: Mondays. 2-4pm. Signup sheet on office door.

Overall Approach and Course Framework:

Redevelopment is supposed to revitalize marginal (many times minority) communities experiencing disinvestment by changing their institutional structures and intervening in their markets, all to encourage financial investment, facilitate physical upgrades to infrastructure and buildings, and improve their overall economic and social conditions. Hence, redevelopment is an economic development tool used by government, now usually by city government, to spur relatively quick social and economic change in a given area deemed in need of such change. Redevelopment, as a concept and practice, is surrounded by controversy and debate stemming from earlier efforts to change minority neighborhoods through large federally-funded urban renewal projects, even though now it is generally locally-funded through public-private projects. This course examines the main debates surrounding redevelopment in minority communities and considers those debates within a larger framework, to familiarize future practitioners with this always-important and controversial and now changing field within planning. The course first develops that framework, to frame debates surrounding redevelopment in the context of economic, political, institutional and social forces shaping minority communities via redevelopment. To supplement the more conceptual aspects of the course, practical applications related to redevelopment policy and programs are also emphasized, highlighted by guest lectures, and case studies.

Objectives:

- Understand political, economic, institutional and social forces that affect the long-term vitality of cities and communities in the US, with an emphasis on minority communities;
- Understand historical and contemporary factors shaping efforts to revitalize minority communities and cities and the lessons learned through those efforts;
- Describe various planning theory perspectives on redevelopment, including the political

economy of urban growth and sociological theories regarding urban and community revitalization; community based regeneration and progressive city policies
- Demonstrate understanding of key processes involved in urban and community revitalization planning;
- Critically assess the changing roles and importance of revitalization programs and policies, especially those targeting low income minority communities
- Demonstrate familiarity with various tools for planning and implementing urban and community revitalization strategies

In addition to the expectations for undergraduate students, graduate (PPPM532) students will:
- Demonstrate ability to synthesize revitalization literature, comprehend main debates within the field, and critique various sociological theories related to revitalization.
- Conceptualize, research and write a literature review based on a redevelopment issue that relates to course content.

Course Requirements

Themes

- Locus of Revitalization Efforts: Downtowns, Neighborhoods, Small Towns, Rural Communities
- Types of Revitalization Tools: Physical, Economic, Social/Cultural, Institutional Capacity
- Elements of Revitalization: Historic Preservation, Housing, Economic Capital, Social Capital, Cultural Capital, Recreation and Tourism, Public Space, Urban Design, Population and Demographic Change, Co-Adaptation
- Issues of Revitalization: Race (Minority Spaces) and Class, Gentrification, Legal Authority (Eminent Domain), Public/Private Partnerships, Employment, Population Change and Displacement, Revitalizing After Disasters, Brownfield's, Immigration Issues, Co-Adaptation
- Revitalization Strategies: Corporate Center Strategy vs. Outlying Neighborhoods, Global City Strategy and Transnational Links, Mega Projects vs. Incremental Planning, Displacement and Disruption vs Co-Adaptation, Public Housing as Redevelopment, Progressive City Politics, Bottom-up organic Revitalization and Community Based Regeneration

Activities/Assignments for Undergraduate Students:

Class discussion. Discussion of readings and presentations is essential to retaining the information and to organizing and evaluating the information. While the class is large, active discussion is still possible.

Reconnaissance assignment. Undergraduate students will conduct a Recon of a neighborhood in Eugene/Springfield and apply the observational principles and techniques presented in lecture.

Exams. A mid-term exam and final exam will cover readings and class lectures.

Activities/Assignments for Graduate Students:

Seminar Presentation
Graduate students will be expected to prepare and make a 20-minute seminar presentation to the class, with handouts, and to submit the electronic and print materials used in the seminar. The objective of each student's seminar presentation will be to identify key issues and debates and to critique selected literature on a particular theme related to revitalization. You will work in groups to prepare and present.

Literature Review
Graduate students are required to develop a literature review based on a redevelopment issue that relates to the course content. Your literature review should be 4-5 double spaced pages.

Exams. A mid-term exam and final exam will cover readings and class lectures.

Course Assessment and Assignments:

Each student's grade for the class will be based on his or her demonstration of attainment of the learning outcomes for the class, as assessed on the following bases: for ***undergraduates*** [a **recon assignment** (20%), a **mid-term** (40%), **final exam** (40%)] and for ***graduate students*** [**a seminar presentation** (10%), **midterm** (40%), **final** (40%), **literature review** (10%)].

The grading scale for the class grade is as follows:

A+	100>x ≥97		
A	97 >x ≥ 94	C	77 > x ≥ 74
A-	94 >x ≥ 90	C-	74 > x ≥ 70
B+	90 >x ≥ 87	D+	70 > x ≥ 67
B	87 >x ≥ 84	D	67 > x ≥ 64
B-	84 >x ≥ 80	D-	64 > x ≥ 60
C+	80 >x ≥ 77	F	60 > x

A = Excellent/Superior; **B =** Good, **C =** Needs Improvement/Help, **D =** Poor/Really Needs Help, **F =** Fail Assignment/Test

Course Website

The course website is located on the University of Oregon's Blackboard system (https://blackboard.uoregon.edu). The class syllabus, announcements and other materials will be posted on the blackboard site. Please check the course website frequently for updates. In addition, make sure that the University registrar has your correct email address throughout the semester; I will

use that email address to communicate with you.

Books:

John R. Logan and Harvey L. Molotch, Urban Fortunes: The Political Economy of Place, 2007, University of California Press.

Clavel, Pierre. Activists in City Hall: The Progressive Response to the Reagan Era in Boston and Chicago, 2012, Cornell University Press.

Course Reader: A course reader is available at the UO Duck Store for purchase.

Content and Structure of Sessions:

Week/ Theme	Date	Topic	Reading/ Assignments DUE
1 **Introduction**	Oct 1 Oct 3	Why do we need redevelopment? What are the major issues shaping the redevelopment field?	Urban Fortunes: Ch. 1 Urban Fortunes: Ch. 2
2 **Theory**	Oct 8 Oct 10	What theories help us in our redevelopment practice? How is understanding the political economy of place useful in redevelopment practice?	Urban Fortunes: Ch. 3-4 Urban Fortunes: Ch. 5-7 Graduate Presentation
3 **History**	Oct 15 Oct 17	How is redevelopment related to the Progressive Era? Why did planners destroy so many minority communities during Urban Renewal?	Hall Weiss Gans Graduate Presentation
4 **Contemporary Redevelopment History**	Oct 22 Oct 24	Eugene and Urban Renewal: The African American Experience Guest: Lorna Flormoe Movie: The Fillmore District	Anderson Clavel: Ch. 1-4
5 **Politics and Redevelopment**	Oct 29 Oct 31	The progressive city and redevelopment **Mid-term Exam**	Clavel: Ch. 5-8 Graduate Presentation

6 **The Practice of Redevelopment**	Nov 5 Nov 7	RECON – How do you really start to "see" a neighborhood? Doing redevelopment	Dardia
7 **Bottom-Up Redevelopment**	Nov 12 Nov 14	Is it possible to revitalize an area without displacing low-income residents? MOVIE: Dudley Street	Uzzell Smith, Neil Graduate Presentation Jennings, J.
8 **International and Transnational Redevelopment**	Nov 19 Nov 21	How has globalization reshaped redevelopment? International Community Regeneration and Urban Upgrading	Smith, M.P. Fawaz, Mona Graduate Presentation Turner, J. Sandoval, G. (JPER)
9 **Case Studies**	Nov 26 Nov 28	What are good examples of econ. dev. & housing redevelopment cases? Des Moines & Oakland Holiday	Feinstein Graduate Presentation *Literature Review Due* *RECON Due*
10 **Lessons for the future**	Dec 3 Dec 5	How do you incorporate cultural capital in neighborhood improvements? Where is the redevelopment field headed?	Laguerre (Ethnopolis) Sandoval (Immigrants and Revitalization) Graduate Presentation
	Dec 10	**Final Exam**	Final is at 8:00AM!

Readings:

Hall, Peter. Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century. Blackwell Publishing, London, 2002. (Chapter 2).

Weiss, Marc A. "The Origins and Legacy of Urban Renewal". Urban and Regional Planning in an Age of Austerity. Editors Forester, John and Clavel, Pierre. Pergamon, New York, 1980.

Gans, Herbert. The Urban Villagers: Group and Class in the Life of Italian Americans, The Free Press, New York, 1982. (Chapter 13, Redevelopment of the West End).

Anderson, Martin. The Federal Bulldozer: A critical analysis of urban renewal, 1949-1962., MIT Press, 1964. (Chapter 1).

Dardia, Michael. Subsidizing Redevelopment in California. Public Policy Institute of California, San Francisco, 1998. Chapter 1-3.

Uzzell, Douglas. "Dissonance of formal and informal planning", *City and Society*, V. 4, Issue 2, 114-30, (1990).

Smith, Neil. "Gentrification and Uneven Development." *Economic Geography*, V. 58, 139-55, (1982).

Jennings, J. "Urban Planning, Community Participation, and the Roxbury Master Plan in Boston. The Annals of the American Academy of Political and Social Science 594 (1), 12-33, (2004).

Smith, M. P. Transnational Urbanism: Locating Globalization. Oxford, Blackwell Press, 2001. Chapter 1.

Fainstein, Norman I. and Susan S. Fainstein. "Economic Restructuring and the Politics of Land Use Planning in New York City." *Journal of the American Planning Association*, V. 53, 237-48, (1987).

Fawaz, Mona. An Unusual Clique of City-Makers: Social Networks in the Production of a Neighborhood in Beirut. *International Journal of Urban and Regional Research*, V. 32.3, Sept. 08, 515-385.

Turner, John F.C. Housing by People: Towards Autonomy in Building Environments. Pantheon Books, New York, 1977.

Sandoval, Gerardo. "Shadow Transnationalism: Cross-Border Networks and Planning Challenges of Transnational Unauthorized Immigrant Communities", Journal of Planning Education and Research, V. 33, Issue 2, Summer 2013: 176-193.

Laguerre, Michel S. The Global Ethnopolis, St. Martin's Press, New York, 2000. (Introduction, The Little Americas, pg. 1-18).

Sandoval, Gerardo. Immigrants and the Revitalization of Los Angeles, New York, Cambria Press, 2010. (Executive Summary, Introduction and Conclusion).

Course Policies

Missed Class Policy
If you miss a class, please arrange to get class notes from a classmate. Instructor lecture notes are not available.

Incomplete Policy
Students are expected to behave in a professional manner and to turn in all materials at the designated time. In accordance with university regulations, an incomplete will only be given when "the quality of work is satisfactory but a minor yet essential requirement of the course has not been completed for reasons acceptable to the instructor."

Academic Misconduct
You are expected at all times to do your own work. Copying or obtaining content from other students or other persons and submitting it as your own work is grounds for failing the class. The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. By way of example, students should not give or receive (or attempt to give or receive) unauthorized help on assignments or examinations without express permission from the instructor.

Plagiarism
Students should properly acknowledge and document all sources of information (e.g. quotations, paraphrases, ideas, data, analyses). If there is any reasonable question about whether an act constitutes academic misconduct, it is the student's obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at:
http://library.uoregon.edu/guides/plagiarism/students/index.html

Make up Exams: Midterm Exam
Students who miss the midterm exam will receive a grade of zero for that exam unless there is a legitimate reason for missing the midterm exam (e.g. serious illness or family emergency). If the midterm exam is missed for a legitimate reason, the final exam weight will be increased by the amount of the midterm exam weight. This must be arranged prior to the scheduled midterm exam time.

Make up Exams: Final Exam
Students must take the final exam to receive a grade in the course.

Discrimination
All students are expected to adhere to University of Oregon policies related to discrimination based upon ethnicity, gender, and sexual orientation.

Documented Disability
If you have a documented disability and anticipate needing accommodations in the course, please make the necessary arrangements. You may contact Disabilities Services at 541-346-1155. Also, please contact the instructor *early* in the semester so that your learning needs are appropriately met.

Inclusion Statement
The School of Architecture and Allied Arts is a community that values inclusion. We are a committed to equal opportunities for all faculty, staff and students to develop individually, professionally, and academically regardless of ethnicity, heritage, gender, sexual orientation, ability, socio-economic standing, cultural beliefs and traditions. We are dedicated to an environment that is inclusive and fosters awareness, understanding, and respect for diversity. If you feel excluded or threatened, please contact your instructor and/or department head. The University Bias Response Team is also a resource that can assist you. Find more information at their website at http://bias.uoregon.edu/index.html or by phoning 541-346-2037.

CRP 435, 535:	COMMUNITY ECONOMICS	SPRING 2012

INSTRUCTOR: Claudia Isaac (277-5939, cisaac@unm.edu)

TIME: Tuesdays 5:30 – 8:00 pm

PLACE: George Pearl Hall #133

OFFICE HOURS: Tuesdays and Thursdays 3:00 – 4:30 pm, or by appointment

COURSE OBJECTIVES:

This course introduces student to the analysis of economic systems. The course will also build on your learning about economic systems in order to help you understand the multiple purposes to which community economic development policies, programs and plans can be put, and to provide solid theoretical grounding for your decision making as community economic development professionals.

All community economic development practice is grounded in a theoretical framework, even when that framework is not explicitly stated. There are three approaches to CED that inform most contemporary economic development planning. Keynesian economics (based in the theories of Maynard Keynes and others) focuses on employment and increasing disposable income of consumers. It is often referred to as "demand-side" economics. Neoliberal economics (based in the theories of Friedrich Hayek and Milton Friedman, among others), focuses on systems production and exchange, and is often referred to as "supply-side" economics. Neo-Marxist economics (based in the theories of Paul Baran, Paul Sweezy and others), focuses on equalizing terms of trade, and democratizing access to both production and consumption. These approaches are often contradictory, conceive of CED as a means to resolve very different economic problems, and vary widely in the CED tools they rely on to resolve those problems. We will explore the fundamental theoretical constructs of the three main approaches to understanding economic systems and their impacts on community development, and the policy and planning tools that emerge from each theoretical approach.

Over the course of the semester, we will look at contemporary CED practice through the lens of the above three theoretical approaches. You will learn the fundamentals of each theory (how each approach describes how economies work at the global and local scale), how to analyze community economies using each of these theories (how each approach determines and measures community economic health, and the policy and planning tools that make up each school's CED tool box (focusing on each approach's prescriptions for protection/transformation/improvement of community economies).

STUDENT LEARNING OUTCOMES:

In this class, you will learn:

- How different kinds of capital flow within communities (fiscal, physical, human social and natural);
- What kinds of tools are available to intervene/ enhance those flows;
- The lexicon(s) of the field from each of Neo-Marxist, Keynesian, and Neoliberal theoretical perspectives;
- How to deconstruct the implicit theory in CED analytical and implementation tools; and
- How to take a reasoned stance about which tools you would choose to resolve a range of CED problems.

COURSE PROCEDURES AND REQUIREMENTS:

This class is taught at the graduate level. I will, however, work with undergraduates to adjust the class output expectations discussed below to accommodate your current level of expertise and knowledge. In the Freirian tradition, all students are asked to be an active co-instructor.

Class Participation and Readings

You are expected to be an **active participant in class discussions and exercises**. Steady and prepared participation is required; you should plan on attending class consistently. Readings and assignments must be completed before class in order to inform your contributions. Your experiential knowledge is also important, but you are expected to frame that experience in light of the literature. Class participation will constitute 30% of your final grade.

There are two **required texts** for this class available in the UNM Bookstore. Readings from these texts will not be available on e-reserves.

- ❖ *Edward Blakely and Nancy Green Leigh (2010) Planning Local Economic Development: Theory and Practice, Thousand Oaks, CA: Sage Publications. (LISTED IN THE SYLLABUS AS BLAKELY & LEIGH)*
- ❖ *Patricia Watkins Murphy and James V. Cunningham (2003) Organizing for Community Controlled Development: Renewing Civil Society, Thousand Oaks, CA: Sage Publications. (LISTED IN THE SYLLABUS AS MURPHY & CUNNINGHAM)*

Additional required and recommended readings are available on **e-reserves** at http://ereserves.unm.edu. To find our web page, search under course name for "Community Economics". The password access is crp535.

Graduate students are required to read all required selections. Undergraduates are only required to read the starred (❖) selections. NOTE: There are usually 2 content areas per week. Be sure to check for required readings under both content titles.

I am making extensive use of two out of print books that the bookstore was unable to acquire. The assigned sections will be one-reserves. They are, however, readily available new or used online (I use AbeBooks.com or Amazon.com), and assigned selections will be available on e-reserves.

Robert Heilbroner & Lester Thurow. (1998), Economics Explained, Thousand Oaks, CA: Sage Publications

Robert Lekachman & Borin Van Loon. (1981) Capitalism for Beginners, New York: Pantheon Books.

Exams

In addition to close reading and discussion of readings in class, there will be a **mid-term exam** (and **quizzes as productive**) to help reinforce your learning of theoretical fundamentals and of assessment of policy tools. I view exams as an opportunity for you to synthesize class material, and solidify iterative learning. The midterm and quizzes will constitute 35% of your final grade.

There will also be a scenario-base **final exam**, in which you will be asked to apply the theoretical and applied knowledge you've gained over the semester to propose solutions to concrete CED problems. There will be some degree of choice in which scenarios you respond to, and the scenarios will either require an analysis of the relative outcomes of an existing policy tool or CED program from each of the three theoretical perspectives; or require a concrete planning solution to an unsolved CED planning problem. The final project/paper will constitute 35% of your grade.

Both exams will be open book and take home. You will have approximately 2 weeks to complete each exam. The mid-term and final exams should be delivered to me electronically at cisaac@unm.edu.

A Note About Academic Honesty:

As a member of the UNM academic community, I am dedicated to creating an environment in which academic integrity is valued and upheld by all. Your research topics will involve the ethical use of published sources, and may well involve the ethical conduct of field research. Please note that plagiarism occurs when someone—knowingly or unknowingly – presents the words or ideas of another person as his or her own. This includes the ideas of community participants in a field-based inquiry. If you are not already familiar with the proper use of sources or the ethical engagement of human subjects, you are responsible for consulting with me, or with appropriate readings, to inform yourself prior to handing in any written work. Please also be sure to bring

concerns or questions about research protocols, attribution, or other ethical matters to class for discussion. I will, in this class, serve as the Institutional Review officer. I must approve your class project question, design, clients and forms of outreach before you conduct planning research.

I believe in collaborative learning, through class discussion, study groups, etc. So, part of your work in this class may be the result of collective scholarship, and must include the analytical insights of all group members, including those of technical experts and of community consulted. Academic honesty requires that you attribute information from all sources in your document, verbal or published. In most cases, this is accomplished by providing careful in-text citations, a bibliography and list of people interviewed (include "informal" conversations as well if they provided utilized data, or informed your analysis or conclusions). All group members should also be listed as authors and everyone must be prepared to a) contribute analytically to the group's work and b) listen carefully and respectfully to the insights of other group members.

OUTLINE

REMINDER: UNDERGRADUATES ARE ONLY REQUIRED TO READ STARRED (❖) SELECTIONS. GRADUATE STUDENTS -- READ ALL REQUIRED SELECTIONS. RECOMMENDED READINGS MAY HELP YOU AS YOU STUDY FOR EXAMS, OR IF YOU WISH TO EXPLORE A TOPIC FURTHER.

Week One: January 18

INTRODUCTION, OVERVIEW

Week Two: January 25

OVERVIEW OF ECONOMIC SYSTEMS AND THE ORIGINS OF CAPITALISM

- ❖ *Robert Heilbroner & Lester Thurow. (1998), "The Economic Background", Economics Explained, Thousand Oaks, CA: Sage Publications, pp. 11-54.*
- ❖ *Robert Lekachman & Borin Van Loon. (1981) "The Anatomy of Capitalism", "Brief History of Capitalism", "So Is this the Wealth of Nations?" Capitalism for Beginners, New York: Pantheon Books, pp. 18-51*
- ❖ *TIAA CREF (2006), "Economics Primer", New York: TIAA-CREF, (3 pages)*

John P. Blair. (1995), "Economic Development and Market Logic", Local Economic Development: Analysis and Practice, Thousand Oaks, CA: Sage Publications, pp. 1-21

Timothy Tregarthen. "The Measurement of Economic Activity", Macroeconomics, New York: Worth Publications, 2004, pp. 76-101.

Week Three: February 1

MARXIST ECONOMICS

- ❖ *Rius. (1976), Marx for Beginners, New York, Pantheon Books, pp 7-142 highly recommended: (yes, lots of pages! But it's a comic book, and much less text than Capitalism for Beginners)*

Karl Marx, Paul Baran, Eric Hobsbawm, Maurice Dobb, Friedrich Engels, Eugene Genovese. (1972) "The Study of Historical Change: The Emergence of Capitalism", in Richard C. Edwards, et al (Eds). The Capitalist System: A Radical Analysis of American Society, Englewood Cliffs, NJ: Prentice-Hall, pp. 51 – 86

Karl Polyani, Richard C. Edwards, Karl Marx, Paul Sweezy, Peggy Morton, Herbert Gintis, Thomas Weisskopf, Arthur MacEwan, (1972), "The Capitalist Mode of Production", in Richard C. Edwards, et al (eds). The Capitalist System: A Radical Analysis of American Society, Englewood Cliffs, NJ: Prentice-Hall, pp. 87-142

Week Four: February 8

KEYNESIAN ECONOMICS

- *Robert Heilbroner & Lester Thurow. (1998), "The Economic Background", Economics Explained, Thousand Oaks, CA: Sage Publications, pp. 55-131.*

Robert Lekachman & Borin Van Loon. (1981) "The New Theory of J. M. Keynes" Capitalism for Beginners, New York: Pantheon Books, pp. 84-123.

Alan S. Blinder. "Keynesian Economics", The Concise Encyclopedia of Economics, http://www.econlib.org/library/Enc/KeynesianEconomics.html , 2008 (5 pages).

Week Five: February 15

NEOLIBERAL & MONETARIST ECONOMICS

- *Robert Heilbroner & Lester Thurow. (1998), "The Economic Background", Economics Explained, Thousand Oaks, CA: Sage Publications, pp. 132 - 139.*
- *"Friedrich August Hayek (1899 – 1992)", in The Concise Encyclopedia of Economics, http://www.econlib.org/library/Enc/bios/Hayek.html, (4 pages)*
- *David Harvey. "Introduction", and "Freedom's Just Another Word", in A Brief History of Neoliberalism, New York: Oxford University Press, 2007, pp. 1 – 38.*
- *Anup Shah. "Á Primer on Neoliberalism", Global Issues: www.globalissues.org. last updated June 01, 2009. (24 pages)*

Robert Lekachman & Borin Van Loon. (1981) "After Keynes, What?" Capitalism for Beginners, New York: Pantheon Books, pp. 124-173.

Kurt Weyland. "Assessing Latin American Neoliberalism: Introduction to a Debate", Latin American Research Review, Vol. 39, # 3, 2004, pp. 143-149.

Recommended

Evelyne Huber & Fred Solt. "Successes & Failures of Neoliberalism", Latin American Research Review, Vol. 39, # 3, 2004, pp. 150-164.

Christian Arnsperger & Yanis Varoufakis. "What is Neoclassical Economics?", Post-Autistic Economics Review, 38:1, July, 2006, (9 pages)

Eduardo Rosenzvaig. "Neoliberalism", in R. Chilcote, ed. Development in Theory and Practice, New York: Rowman & Littlefield, 2003, pp. 103 - 108.

E. Roy Weintraub. "Neoclassical Economics", The Concise Encyclopedia of Economics, http://www.econlib.org/library/Enc1/NeoclassicalEconomics.html, 2002 (4 pages)

Week Six: February 22

GLOBALIZATION AND LOCAL IMPACT

- *Suranovic, Steven. "The theory of Comparative Advantage – Overview", in International Trade Theory and Policy", International Economics Study Center, George Washington University, http://internationalecon.com/Trade/Tch40/T40-0.php, (accessed 1-24-10) (7 pages)*
- *"Globalisation: Small is Beautiful", Economist.com, October 24, 2007 (1 page)*
- *"Third Thoughts on Foreign Capital: If it doesn't kill you, financial globalization will make your stronger", Economist.com, November 16, 2006 (2 pages).*

- ❖ *David Ranney. "The Evolution of a New World Order", Global Decisions: Local Collisions, Philadelphia: Temple University Press, 2003, pp 34-70.*

UNDERGRADUATES❖: I ENCOURAGE YOU TO TAKE A LOOK AT AS MUCH OF THIS AS YOU HAVE TIME FOR. IT IS A PERSUADED VIEW OF GLOBALIZATION AND ITS EFFECTS. Friedman, Thomas L. "The Ten Forces that Flattened the World", The World Is Flat: A Brief History of the Twenty First Century, New York: Farrar, Straus & Girous, 2005, pp 50 – 199.

Recommended:

(BLAKELY AND LEIGH) "The Influence of National and State Policies on Local Economic Development", pp 31 – 72.

Robert Went. "Economic Globalization Plus Cosmopolitanism?", Review of International Political Economy, Vol. 11 # 2, May, 2004, pp. 337-355.

Henry Wai-chung Yeung. "The Limits to Globalization Theory: A Geographic Perspective on Global Economic Change", Economic Geography, Vol. 78, # 3, July 2002, pp 285-305.

Robert Heilbronner and Lester Thurow. "Globalization", Economics Explained, New York: Touchstone, 1998, pp 195-203.

Geoff Moore. "The Fair Trade Movement: Parameters, Issues and Future Research", Journal of Business Ethics, Vol. 53, # 1/2, August 2004, pp 73-86.

Charles Wheelan. "Trade and Globalization: The Good News about Asian Sweatshops", Naked Economics: Undressing the Dismal Science, New York: W.W. Norton, pp 187 – 205.

REVIEW AND SYNTHESIS

No additional readings. Come prepared with questions and for synthetic discussion.

Week Seven: March 1

ECONOMIC CRISIS AND RECONSTRUCTION: EQUILIBRIUM, BUSINESS CYCLES AND DECLINING RATE OF PROFIT

- ❖ *Romer, Christina D., "Business Cycles" in The Concise Encyclopedia of Economics, http://www.econlib.org/library/Enc/BusinessCycles.html, (6 pages)*
- ❖ *Robert Lekachman & Borin Van Loon. (1981) "Instability, Crisis & Business Cycles" Capitalism for Beginners, New York: Pantheon Books, pp. 72-83.*
- ❖ *Jobs with Justice & Institute for Policy Studies. "Economic Meltdown Funnies", December 2008, www.economicmeltdownfunnies.org. (20 pages).*

J. Frieden, M. Pastor, M. Tomz (et. al.). "Contending Perspectives on Market Failure and Government Failure", in Modern Political Economy and Latin America: Theory and Policy, J. Frieden, M. Pastor, M. Tomz (eds.), Westview Press, Boulder, Colorado, 2000, pp. 3-34.

Recommended:

Fred Magdoff & Michael D. Yates. Excerpt from The ABCs of the Economic Crisis: What Working People Need to Know, 2009: New York, Monthly Review Press, pp. 14 – 114.

BBC News Magazine. "The Layman's Finance Crisis Glossary", accessible at http://news.bbc.co.uk/2/hi/uk_news/magazine/7642138.stm. (7 pages)

Amartya Sen. "Capitalism Beyond the Crisis", New York Review of Books, Vol. 56, #5, March 26, 2009, accessible at http://www.nybooks.com/articles/22490. (8 pages)

ECONOMIC CRISIS AND RECONSTRUCTION: 'THE GREAT RECESSION': RECOVERY OR CONTINUED CRISIS?

- *Don Peck. "Not Your Father's Recession", "The Two Speed Society", Generation R: The Changing Fortunes of America's Youth", and "Underclass: Men and Family in a Jobless Age." Pinched: How the Great Recession Has Narrowed Our Futures and What We can Do About It", New York: Crown Publishers, 2011, pp. 23-40, 63-80, and 119-138.*
- *American Friends Service Committee. "Understanding the Crisis" accessible at http://www.afsc.org/EconomicCrisis/ht/d/sp/i/77277/pid/77277.*
- *Gar Alperovitz. "Coda: the Democratization of Wealth and the Era of Deepening Fiscal Crisis",* ***America Beyond Capitalism: Reclaiming our Wealth, Our Liberty, and our Democracy****, Hoboken: John Wiley & Sons, 2005, pp. 119-122.*

Neil Mayer. "Foreclosures and the Federal Response", **Progressive Planning**, No. 189, Fall, 2011, pp. 31-33.

Joseph E. Stiglitz. "A Global Recovery for a Global Recession", The Nation, July 13, 2009, (3 pages).

Thomas M. Hoenig. "Too Big to Succeed", New York Times, December 1, 2010 (5 pages).

Robert Reich, Dean Baker, Katherine Newman, David Pedulla, Orlando Patterson, Jeff Madrick, & Matt Yglesias. "Inequality in America & What to Do About It", The Nation, July 19/26, 2010, pp 13 – 23.

Recommended:

Review Federal Neighborhood Stabilization Program Website: http://www.hud.gov/offices/cpd/communitydevelopment/programs/neighborhoodspg/.

U.S. Unemployment Still at Depression Levels: Actual rate for May stands at 16.6 Percent", Liberation, July 30, 2010, p 7.

Review Federal Recovery web site: http://www.recovery.gov/

Junior Achievement World. Understanding the Financial Crisis: Origin and Impact. Accessible at http://www.ja.org/files/UnderstandingFinancialCrisis.pdf. (10 pages).

Tim Weber, "Davos 2010: Few jobs amid a slow recovery", BBC World Economic News, January 27, 2010, accessible at http://news.bbc.co.uk/2/hi/business/8482786.stm. (2 pages)

The Economist. "Home Ownership: Shelter or Burden?", April 16, 2009. (5 pages).

Review City of Albuquerque Recovery Website: http://www.cabq.gov/recovery

Louis Uchitelle. "Jobs Report is Strongest Since the Start of the Recession", New York Times, December 5, 2009, (3 pgs).

CCRE/CEMR. "The Economic and Financial Crisis: Impact on Local and Regional Authorities", March, 2009 (68 pages).

The Economist. "The People Crunch: Global Migration and the Downturn", January 15, 2009. (5 pages)

The Economist. "The Recession and Pay: The Quiet Americans", June 25, 2009. (3 pages)

Paul Krugman Adresses Global Economic Crisis (webcast accessible at: http://uc.princeton.edu/main/index.php/component/content/article/28-all-videos/4376-prosperity-or-peril-the-next-phase-of-globalization) (1 hour)

Raúl Hinojosa-Ojeda. "Economic Stimulus through Legalization", WCVI Intermestic Initiatives White Paper, 2009 (19 pgs)

Raul Hinojosa Ojeda, Albert Jacquez, and Paule Cruz Takash. "The End of the American Dream for Blacks and Latinos: How the Home Mortgage Crisis is Destroying Black and Latino Wealth, Jeopardizing America's Future Prosperity and How to Fix It" William W. Velasquez Institute, June, 2009. (38 pages).

Week Eight: March 8

LOCAL GOVERNANCE AND POLITICAL/ECONOMIC COALITIONS FOR ECONOMIC DEVELOPMENT

- *(BLAKELY AND LEIGH) "Institutional Approaches for Local Economic Development", pp. 397 – 410.*
- *(BLAKELEY AND LEIGH) "The Local Economic Development Profession and Professionals", pp. 101-114.*
- *Gar Alperovitz. "Enterprising Cities: Right, Left, and Center",* ***America Beyond Capitalism: Reclaiming our Wealth, Our Liberty, and our Democracy****, Hoboken: John Wiley & Sons, 2005.*

John P. Blair. "Metropolitan Government and Finance" Local Economic Development: Analysis and Practice, Thousand Oaks, CA: Sage Publications, 1995, pp. 274 - 291.

Recommended:

Harvey Goldman & Sandra Mokuvos, David Seader, Philip E. Fixler, Terry Peters, Thomas B. Darr, and Robert Poole. "The Need", in Robert L. Kemp (ed.), Privatization: The Provision of Public Services by the Private Sector, Jefferson, North Carolina: McFarland & Co., Inc., 1991, pp. 25 – 86.

Eugenie Birch. "Hopeful Signs: U. S. Urban Revitalization in the 21st Century", Paper presented at the Land Policies for Urban Development Conference, Lincoln Institute of Land Policy, Cambridge, Massachusetts, September 2006 (54 pgs)

COMMUNITY BASED ECONOMIC DEVELOPMENT ORGANIZATIONS

- *(MURPHY AND CUNNINGHAM) "Community Development Corporations and the Resurgence of Organizing", pp. 38 – 52.*
- *(BLAKELEY AND LEIGH) "Community Economic Development", pp. 329-356.*
- *Laura Wolf-Powers, "Community Benefits Agreements and Local Government", Journal of the American Planning Association Vol. 76, #2,, Spring, 2010, pp. 141- 159.*

Barry Bluestone, Mary Huff Stevenson, and Russell Williams. "Urban Well-Being, Civility, and Civic Engagement", The Urban Experience: Economics, Society, and Public Policy, New York: Oxford University Press, pp. 523-548.

Gar Alperovitz. "Building Community: Neighborhoods and Nonprofits with a Mission", **America Beyond Capitalism: Reclaiing our Wealth, Our Liberty, and our Democracy**, Hoboken: John Wiley & Sons, 2005, pp. 99 - 109

Recommended:

Pierre Clavel. "Christopher St. John and the Maine Center for Economic Policy", **Progressive Planning**, No 189, Fall 2011, pp. 345-36.

Week Nine: March 14

SPRING BREAK: NO CLASS

Week Ten: March 21

MIDTERM EXAMS DUE (SUBMIT ELECTRONICALLY) WEDNESDAY, MARCH 23, AT 5 PM

ANALYZING COMMUNITY ECONOMIC SYSTEMS: OVERVIEW

- *(MURPHY AND CUNNINGHAM) "The Small Community", pp. 53-77.*
- *(BLAKELY AND LEIGH) "Introduction to Analytical Methods for Local Economic Development Planning", pp. 141-210.*

- *Sam Pizzigati. "Battle of Britain: Why Greater Equality Strengthens Society", **The Nation,** December 26, 2011, pp 11 -15.*

Recommended:

(BLAKELY AND LEIGH) "The Sustaining Argument for Local Economic Development Initiatives", pp. 1 - 30.

(BLAKELY AND LEIGH) "Concepts and Theories of Local Economic Development", pp. 73-100.

Barry Bluestone, Mary Huff Stevenson, and Russell Williams. "The Wonder and Paradox of Urban Life", The Urban Experience: Economics, Society, and Public Policy, New York: Oxford University Press, pp. 3-24.

John P. Blair." Three Fundamental and Recurring Issues" & "Understanding Economic Structure", Local Economic Development: Analysis and Practice, Thousand Oaks, CA: Sage Publications, 1995, pp. 22 – 40 & 95-115.

ANALYZING COMMUNITY ECONOMIC SYSTEMS: UNEVEN DEVELOPMENT, REGIONAL ADVANTAGE, PHYSICAL CAPITAL AND LAND RENT

- *Barry Bluestone, Mary Huff Stevenson, and Russell Williams. "Formal Models of Urban Growth and Development", The Urban Experience: Economics, Society, and Public Policy, New York: Oxford University Press, pp. 101-112.*

John P. Blair. "Regional Growth and Development" Local Economic Development: Analysis and Practice, Thousand Oaks, CA: Sage Publications, 1995, pp. 116 – 144.

Recommended:

John P. Blair. "Market Areas and Economic Development Strategies" " Local Economic Development: Analysis and Practice, Thousand Oaks, CA: Sage Publications, 1995, pp. 66 – 94.

John P. Blair. "Land Use" Local Economic Development: Analysis and Practice, Thousand Oaks, CA: Sage Publications, 1995, pp. 209 - 237.

Barry Bluestone, Mary Huff Stevenson, and Russell Williams. "Class, Race and Ethnic Segregation in the American City", The Urban Experience: Economics, Society, and Public Policy, New York: Oxford University Press, pp. 121-125.

Evelyn Blumenberg. "Metropolitan Dispersion and Diversity: Implications for Community Economic Development", in Paul Ong & Anastasia Loukaitou-Sideris (eds.), Jobs and Economic Development in Minority Communities, Philadelphia: Temple University Press, 2006, pp. 12 – 39.

Week Eleven: March 28

ANALYZING COMMUNITY ECONOMIC SYSTEMS: FISCAL CAPITAL AND INVESTMENT FLOWS

- *Gar Alperovitz. "Equality: Beyond Tax and Spend", & "Liberty: Money, Time, and Real Freedom of Choice", **America Beyond Capitalism: Reclaiming our Wealth, Our Liberty, and our Democracy**, Hoboken: John Wiley & Sons, 2005, pp. 14-41. **IF YOU ARE INTERESTED IN COOPERATIVES, YOU MAY FIND THIS ENTIRE BOOK INTERESTING.***
- *Roger L. Kemp. "Municipal Self-Investment for Community Renewal", "The Future of Municipal Self-Investment", Community Renewal for Municipal Investment, Jefferson, NC: McFarland, 2007, pp. 3-15 & 208 – 216.*
- *Harvey Goldman & Sandra Mokuvos, David Seader, Philip E. Fixler, Terry Peters, Thomas B. Darr, and Robert Poole. "The Need", in Robert L. Kemp (ed.), Privatization: The Provision of Public Services by the Private Sector, Jefferson, North Carolina: McFarland & Co., Inc., 1991, pp. 25 – 86.*
- *Timothy Noah. "The United States of Inequality: Why we can't ignore growing income inequality",* Slate*, September 17, 2010 (read the first 5 pages, and skim the very interesting (but long) comments.*

Recommended:

John P. Blair. "Additional Tools and Perspectives on Economic Growth" Local Economic Development: Analysis and Practice, Thousand Oaks, CA: Sage Publications, 1995, pp. 116 – 144.

Alan Peacock & Ilde Rizzo. "Investment and Performance Appraisal", The Heritage Game: Economics, Policy, and Practice, 156-176.

ANALYZING COMMUNITY ECONOMIC SYSTEMS: HUMAN CAPITAL AND LABOR MARKETS

- *Gar Alperovitz. "Social Security, Retirement, and Health Care" & "A Twenty-Five-Hour Week?" ,**America Beyond Capitalism: Reclaiming our Wealth, Our Liberty, and our Democracy**, Hoboken: John Wiley & Sons, 2005, pp. 182-213.*
- *Barry Bluestone, Mary Huff Stevenson, and Russell Williams. "Urban Labor Markets and Metro Prosperity", The Urban Experience: Economics, Society, and Public Policy, New York: Oxford University Press, pp. 206 – 246.*
- *Richard Florida. "The Economic Geography of Talent", Annals of the Association of American Geographers, Vol. 92, # 4, December 2002, pp 734-755.*

Lane Kenworthy. "Sources of Equality and Inequality: Wages, Jobs, Households, and Redistribution", Jobs with Equality, New York: Oxford University Press, 2008, pp. 30-53. .

Jennifer Clark & Susan Christopherson. "Integrating Investment and Equity: A Critical Regionalist Agenda for a Progressive Regionalism", JPER, Vol. 28, # 3, 2009, pp. 341-354.

Recommended:

Spencer Woodman. "Labor Takes Aim at Wal-Mart – Again", **The Nation**, January 23, 2012, pp 20 – 23.

John P. Blair. "Resource and Commodity Flows" Local Economic Development: Analysis and Practice, Thousand Oaks, CA: Sage Publications, 1995, pp. 189 - 207.

Lane Kenworthy. "Measuring and Analyzing Employment Performance", Jobs with Equality, New York: Oxford University Press, 2008, pp. 57-80.

Michael A. Stoll. "Workforce Development in Minority Communities", in Paul Ong & Anastasia Loukaitou-Sideris (eds.), Jobs and Economic Development in Minority Communities, Philadelphia: Temple University Press, 2006, pp. 91 – 118.

Michela M. Zonta. "Employment Opportunities Beyond the 'Hood: African American and Hispanic Applicants in Atlanta, Los Angeles, New York and Philadelphia", in Paul Ong & Anastasia Loukaitou-Sideris (eds.), Jobs and Economic Development in Minority Communities, Philadelphia: Temple University Press, 2006, pp. 119 - 140.

Lane Kenworthy. "Low End-Wages" "Employment Protection Regulations", "Government Benefits", "Taxes", "Skills", Women Friendly Policies", Jobs with Equality, New York: Oxford University Press, 2008, pp. 57 - 212.

Week Twelve: April 4

ANALYZING COMMUNITY ECONOMIC SYSTEMS: SOCIAL CAPITAL, INFORMAL EXCHANGE AND NON-MARKET INTERACTIONS

- *(MURPHY AND CUNNINGHAM) "Maximizing Social Strength", pp "200 – 219.*
- *(MURPHY AND CUNNINGHAM) "Community Organizing: Principal Tool for Change and Reform", pp. 78 – 106.*
- Claudia B. Isaac, "Contested Conceptions Of Progress In Downtown Re-Development: The Albuquerque Experience", presented at the Planner's Network Conference, , New Orleans , May 30, 2007 (19 pages)

Carl Grodach. "Art Spaces in Community and Economic Development: Connections to Neighborhoods, Artists, and the Cultural Economy., JPER, Vol. 31, # 1, Spring 2011, pp 74 – 85.

Recommended:

Lisa R. Anderson, Jennifer M. Mellor, Jeffrey Milyo. "Inequality and Public Good Provision: An Experimental Analysis", Journal of Socio-Economics, 37 (2008), PP. 1010 – 1028.

Barry Bluestone, Mary Huff Stevenson, and Russell Williams. "Urban Social Infrastructure", The Urban Experience: Economics, Society, and Public Policy, New York: Oxford University Press, pp. 372-400.

Rex L. Lamore, Terry Link, and Twyla Blackmond. "Renewing People and Places: Institutional Investment Policies that Enhance Social Capital and Improve the Built Environment of Distressed Communities", Journal of Urban Affairs, Vol. 28, # 5, 2006, pp 429-442.

Abel Valenzuela Jr., "Economic Development in Latino Communities: Incorporating Marginal and Immigrant Workers" , in Paul Ong & Anastasia Loukaitou-Sideris (eds.), Jobs and Economic Development in Minority Communities, Philadelphia: Temple University Press, 2006, pp. 141 - 160.

Anastasia Loukaitou-Sideris & Judy Hutchinson., "Social Networks and Social Capital: Latinos in Pico Union" , in Paul Ong & Anastasia Loukaitou-Sideris (eds.), Jobs and Economic Development in Minority Communities, Philadelphia: Temple University Press, 2006, pp. 141 - 160.

Colleen L. Casey. "Linking Social Capital and Indirect Policy Tools: Fostering Equitable Community Reinvestment Responses?", Journal of Planning Education and Research, Vol. 28: # 4, Summer, 2009, pp. 413-425.

ANALYZING COMMUNITY ECONOMIC SYSTEMS: NATURAL CAPITAL, ENVIRONMENTAL SUSTAINABILITY AND CARRYING CAPACITY

- *Gar Alperovitz. "Beyond Super-Elites and Conspicuous Consumption: real Ecological Sustainability in the Twenty-First Century",* ***America Beyond Capitalism: Reclaiming our Wealth, Our Liberty, and our Democracy****, Hoboken: John Wiley & Sons, 2005, pp. 214-225.*
- *(BLAKELY AND LEIGH) "Local Economic Development Planning's Response to the Flatter and Climate-Challenged World", pp 411-430.*
- John Bellamy Foster, Brett Clark, & Richard York. "The Paradox of Wealth", & "Rifts & Shifts", in The Ecological Rift: Capitalism's War on the Earth, New York: Monthly Review Press, 2010, pp 53-87.
- *Leigh Raymond & Gerald Shively. "Market-Based Approaches to CO2 Emissions Reductions", Choices: The Magazine of Food, Farm, and Resource Issues, First Quarter, 2008, pp. 38 – 40.*
- *Richard Sandor, Michael Walsh, Rafael Marques. "Greenhouse Gas Trading Markets", Philosophical Transactions: Mathematical, Physical & Engineering Sciences, Vol., 360, # 1797, pp 1889 – 1900.*

Roland Spant. "Why Net Domestic Product Should Replace Gross Domestic Product as a Measure of Economic Growth", International Productivity Monitor, # 7, Fall, 2003, pp. 39-43.

Recommended:

David Satterthwaite. "The Links between Poverty and the Environment in Urban Areas of Africa, Asia, and Latin America", Annals of the American Academy of Political and Social Science, Vol. 590, Nov 2003, pp 73-92.

Brian C. Murray. "Overview of Agricultural and Forestry GHG Offsets on the US Landscape", Choices: The Magazine of food, farm, and resource issues, Fall, 2004, pp 13 – 18.

Gilbert E. Metcalf & John M. Reilly. "Policy Options for Controlling Greenhouse Gas Emissions: Implications for Agriculture", Choices: The Magazine of food, farm, and resource issues, First Quarter, 2008, pp 34-37..

USGS. "Carbon Sequestration to Mitigate Climate Change", USGS Fact Sheet # 2008-3097. , December 2008, (4 pages)

Laura Pulido. "Rethinking Environmental Racism: White Privilege and Urban Development in Southern California", Annals of the Association of American Geographers, Vol. 90, No. 1, March 2000, pp 12 – 40.

Peter Bartelmus. “Whither economics? From optimality to sustainability?”, Environment and Development Economics Vol. 2, 1997, pp 323-345.

Frank Ackerman. “The Unbearable Lightness of Regulatory Costs”, Global Development and Environment Institute Working Paper No. 06-02, 2006. (23 pgs)

Week Thirteen: April 11

COMMUNITY ECONOMIC DEVELOPMENT TOOLS: OVERVIEW

- *(MURPHY AND CUNNINGHAM) “Forging an Organizational Plan”, pp 154 – 177.*
- *(BLAKELEY AND LEIGH) “The Local Economic Development Planning Process”, pp. 115-140.*
- *(MURPHY AND CUNNINGHAM) “Unity in Creating a Comprehensive Community Plan”, pp 178 – 199.*

COMMUNITY ECONOMIC DEVELOPMENT TOOLS: INCOME GENERATION AND WORKFORCE DEVELOPMENT

- *(BLAKELEY AND LEIGH) “Human Resource Development”, pp. 297-328.*
- *(MURPHY AND CUNNINGHAM) “Workforce Development: Strengthening the Economic Base of the Small Community”, pp. 292-310.*

Amy B. Dean. “Doing Green Jobs Right”, The Nation, September 13, 2010, pp 20 – 22.

Lane Kenworthy. “Toward a High-Employment, High Equality Society”, Jobs with Equality, New York: Oxford University Press, 2008, pp. 273-313.

Week Fourteen: April 18

COMMUNITY ECONOMIC DEVELOPMENT TOOLS: THE DEVELOPMENT PROCESS, LAND USE, AND SPATIAL PLANNING FOR ECONOMIC DEVELOPMENT

- *(BLAKELEY AND LEIGH) “Locality Development”, pp. 235-264.*
- *(MURPHY AND CUNNINGHAM) “Neighborhood Preservation through Affordable Housing”, pp “257-275.*

Barry Bluestone, Mary Huff Stevenson, and Russell Williams. “The New Dynamics of Urban Location”, The Urban Experience: Economics, Society, and Public Policy, New York: Oxford University Press, pp. 143 – 170.

Aaron Golub. “Liberalism, neoliberalism and Urban Transportation. **Progressive Planning**, No 189, Fall 2011, pp 23-25.

Recommended

John P. Blair.”Housing and Neighborhood Development“ Local Economic Development: Analysis and Practice, Thousand Oaks, CA: Sage Publications, 1995, pp. 238 - 273.

Barry Bluestone, Mary Huff Stevenson, and Russell Williams. “Land Use Controls, Sprawl, and Smart Growth”, The Urban Experience: Economics, Society, and Public Policy, New York: Oxford University Press, pp. 451-482.

David Bornstein, “Foreclosure Is Not an Option”, New York Times, December 6, 2010, (4 pages).

COMMUNITY ECONOMIC DEVELOPMENT TOOLS: ENTERPRISE DEVELOPMENT

- *(MURPHY AND CUNNINGHAM) “Business District Renewal: Transforming a Shopping Area”, pp. 277-291.*
- *(BLAKELEY AND LEIGH) “Business Development”, pp. 265-296.*

- *Gar Alperovitz. "A Direct Stake in Economic Life: Worker-Owned Firms",* ***America Beyond Capitalism: Reclaiing our Wealth, Our Liberty, and our Democracy****, Hoboken: John Wiley & Sons, 2005, pp. 81-89.*

Christian Parenti. "The Big Green Buy: How Obama can use the Government's Purchasing Power to Spark the Clean-Energy Revolution.", The Nation, August 2/9, 2010, pp 15 – 20.

Alfonso Morales. "Public Markets and Community Development Tools", Journal of Planning Education and Research, Vol. 28, # 4, Summer 2009, pp, 426-440.

Recommended

Ted Jojola and Paul Ong. "Indian Gaming as Community Economic Development" , in Paul Ong & Anastasia Loukaitou-Sideris (eds.), Jobs and Economic Development in Minority Communities, Philadelphia: Temple University Press, 2006, pp. 213-234.

Katherine N. Rankin. "Social Capital, Microfinance, and The Politics of Development", Feminist Economics, Vol. 8, # 1, 2002, pp. 1-24.

Iain A. Davies & Andrew Crane. "Ethical Decision Making in Fair Trade Companies", Journal of Business Ethics, Vol. 45, # 1/2, June, 2003, pp. 79-92.

Week Fifteen: April 25

COMMUNITY ECONOMIC DEVELOPMENT TOOLS: CAPITAL ASSET DEVELOPMENT

- *(MURPHY AND CUNNINGHAM) "Capital Formation: Building Community Financial Assets", pp. 240 – 257.*
- *Heartland Institute. Research and Commentary on Tax Increment Financing, November 2006. (24 pgs)*
- *John P. Blair."Fiscal Strategies and Tools" Local Economic Development: Analysis and Practice, Thousand Oaks, CA: Sage Publications, 1995, pp. 291 - 303.*
- *Wei Li, Gary Dymski, Yu Zhou, Maria Chee, and Carolyn Aldana. "Chinese-American Banking and Community Development in Los Angeles County", Annals of the Association of American Geographers, Vol. 92, # 4, (Dec., 2002), pp. 777-796.*

Raphael W. Bostic, Kathleen C. Engel, Patricia A. McCoy, Anthony Pennington-Cross, & Susan M. Wachter. "The Impact of State Anti-Predatory Lending Laws: Policy Implications and Insights", February 2008, Joint Center for Housing Studies, Harvard University, UCC08-9 (37 pages)

Recommended

Developing Neighborhood Alternatives Project. The Right Tool for the Job? An Analysis of Tax increment Financing, March 2003, (66 pgs)

Ted Kolderie, Jody Hauer, John R. Miller, Christopher Tufts, Larry Scully, Lisa Cole, Edward C. Hayes, Frances E. Winslow, Jeffery L. Brudney. "The Process", in Robert L. Kemp (ed.), Privatization: The Provision of Public Services by the Private Sector, Jefferson, North Carolina: McFarland & Co., Inc., 1991, pp. 87 - 150.

Jill Homberg. Cuba Protects Private Houising, Not Capitalist Real Estate", **Progressive Planning,** No 189, Fall 2011, pp 37-41.

Elizabeth J. Mueller, Holly Bell, Bet Brunsma Chang, and John Nenneberger. "Looking for Home after Katrina: Postdisaster Housing Policy and Low-Income Survivors", **JPER**, Vol 31, # 3, Fall 2011, pp 291-307.

FISCAL PLANNING FOR DEVELOPMENT

READINGS TO BE ANNOUNCED

Week Sixteen: May 2

REVIEW AND DEBRIEF

No additional readings. Come prepared with review and synthesis questions.

Exam Week

Final Exams due (submit electronically) Monday, May 7, at 5 pm

CRP 417/517: URBAN AND COMMUNITY REVITALIZATION
SPRING 2013
Tues. and Thurs., 12:40pm-2:00pm
Town 250

Instructor: Jane Rongerude, PhD
Office hours: Tues. and Thurs., 2 - 3 or by appointment
Office: 477 Design
Phone: (515) 294-5289
Email: jrong@iastate.edu

CATALOG DESCRIPTION

Planning approaches and methods available to further revitalization and preservation efforts, with particular attention to housing and neighborhoods. Relationships between neighborhood changes and urban development processes, public policy implications.

COURSE OVERVIEW

City and community revitalization efforts rest at the heart of the planning endeavor. Periodic cycles of growth, decline, and reinvestment shape our urban landscapes creating an uneven distribution of opportunity and growth across space and time. It often falls to planners to propose interventions, identify funding mechanisms, formulate policies, and facilitate partnerships for the purpose of promoting a more desirable distribution of resources. These efforts go by many names—revitalization, redevelopment, regeneration, reinvestment—but the intention in each is the same, to reverse or prevent disinvestment in a given jurisdiction and create a path toward a more prosperous and livable future. Using a combination of literature, lectures, discussions, films, and case studies, this course will explore the context of disinvestment and reinvestment in US cities and communities. We will consider the mechanics of revitalization, identify a range of strategies available to planners, ask who benefits from revitalization, and learn to think critically about the outcomes of revitalization efforts. This course challenges students to consider the role of the planner as well as community organizations in this work and the potential for creating an equitable and environmentally sustainable approach to revitalization.

This course is intended to provide students with an opportunity to investigate the topic of community revitalization while using Washington DC, Des Moines and other cities with which they are familiar as laboratories to enhance their learning. As with every "lab class," students will have the opportunity to learn through practice while drawing on readings, lectures, research, tours, presentations, and their own life experience. Because much of this learning will happen through application exercises that take place during class time, attendance is absolutely necessary.

Being able to function effectively in teams is critical to professional success as a planner. In order to provide students with experience working in teams, the course has been structured using a Team-Based-Learning (TBL) format. Team assignments will be made the first day of class and students will stay with their team throughout the semester. Each team will have approximately 5 members. We will create the teams based on previous coursework, practical experience, background, and technical skills.

LEARNING OBJECTIVES

After taking this class, students will be able to:

- Demonstrate awareness of the political, economic, institutional, and social forces that affect the long-term vitality of cities and communities in the US;
- Identify the political, economic, institutional, and regulatory factors that shape the opportunities for revitalization in a given community;

- Identify prominent organizations that provide research and technical assistance resources for planners;
- Articulate a range of revitalization strategies;
- Identify tools available for engaging in community revitalization;
- Critically asses the role of the planner and design professional in the revitalization process; and
- Work more effectively in teams.

READING MATERIALS

The course has three textbooks:

1. Zielenbach, Sean. 2000. *The Art of Revitalization: Improving Conditions in Distressed Inner-City Neighborhoods.* Routledge.
2. DeFelippis, James and Susan Saegert, eds. 2012. *The Community Development Reader.* Routledge.
3. Keating, W. Dennis, Norman Krumholz, and Philip Star, eds. 1996. *Revitalizing Urban Neighborhoods.* University Press of Kansas.

The course textbooks are on reserve in the Design Reading Room. Additional readings will be posted on Blackboard. It is up to each student to decide whether to print out one or all of the course readings. The expectation is that students read every article and/or chapter before the first class session of the week.

COURSE REQUIREMENTS

Grades will be based on both individual and team work. An environment of mutual respect and collaboration among team members and classmates is expected at all times. The following provides an overview of the primary assignments and assessments that students can expect over the course of the semester. Individual assignments may be added over the course of the semester. These assignments will be explained in class and posted in the "Announcements" section on Blackboard. Students are responsible for checking announcements regularly and being aware of assignment due dates.

1. Readiness Assessment Tests (RATs): These tests are closed book and based on the assigned readings for the day. When reading is assigned, students will take readiness assessment quizzes to assess their mastery of the material. After the individual tests have been handed in, students will retake the tests with their team. Both individual and team scores will count towards students' final grades.

- ***Individual RAT (IRAT)*** - This assessment process requires that you complete a 10 point, multiple choice test. Students will have 5 minutes to complete the test from the time that the first test is handed in. The test is taken individually.
- ***Team RAT (TRAT)*** - Following the IRAT, the same multiple choice test is re-taken with your team. Again, teams have five minutes from the time that the first team completes their test.
- ***Appeals Process*** - Once you have completed the RAT tests, your team has the opportunity to fill out an appeals form. Appeals are granted when they demonstrate that you understood the concept(s) but there was ambiguity in the question or ambiguity in the reading material that caused you to miss the question. You may hand in an appeal within 24 hours after the test. The instructor will review your appeal outside of class and respond in the following class. The appeals form is posted on Blackboard and will be discussed the first week of class.
- ***Feedback and Discussion*** - Following the tests and appeals the instructor will answer any further questions on the reading material.

NOTE: Students who miss a Readiness Assessment Test ***for any reason*** will be unable to make it up and will receive a score of zero for both the IRAT and the TRAT for that week.

2. Exams. The course has two exams. The first is a midterm that covers material from the first eight weeks of the course. The second is a cumulative final exam. These exams will be multiple choice and will be taken individually and in teams like the RATs.

3. Revitalization in the News. Each student will be asked to make a brief one-time presentation that introduces the student, explains why s/he is interested in revitalization, and presents a timely example of revitalization in the news. The presentation should be professional in tone and less than 5 minutes. It should use at least one PowerPoint slide. This assignment will be explained in more detail the first week of class.

4. Team Application Exercises. Throughout the semester, many class sessions will be spent with teams engaged in exercises that apply the course materials for the week. While these exercises are designed to be completed in class, there will be times when students will be asked to do work outside of class to prepare for the exercise. Please note that these exercises cannot be made up.

5. Final Project. Each team will spend the semester engaging in revitalization analysis and planning for a neighborhood in Des Moines. This work will be captured at the end of the semester in several products. Each individual will write a 2-3 page memo recommending a plan of action related to a particular strategy addressed in class. Each team will present a cohesive revitalization plan that draws from the memos of their team members. Graduate students will also prepare posters to accompany their team presentation.

6. Graduate Student Project. Graduate students enrolled in the class will be asked to complete an additional project. At the end of the second week of classes, students will turn in a one page proposal for a revitalization project in Washington DC that they would like to investigate in depth. Students will write a case study report about this project and use it to inform their team's final revitalization plan. Graduate students will be responsible for creating a final poster that integrates their case study research with their team's revitalization plan.

7. Peer Assessment. As part of each section exam, students in the class will be asked to assess the performance of their team members. These assessments provide individuals with feedback on the team aspect of their class performance and allow them to make adjustments as necessary, in other words, to learn and improve. This assessment also figures into individual final grades.

The assessments are an integral part of TBL and students are expected to approach this process with seriousness and integrity. Any student who gives another student the highest score in every category on a given assessment will be asked to justify those scores. Any student who gives the highest score in every category to every student in their team on a given assessment will receive a zero for that peer assessment. The instructor reserves the right to adjust peer scores when individuals and/or teams give uniform and/or unsubstantiated high scores to their peers or when scores vary significantly from the observed performance of an individual.

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Tues. and Thurs., 12:40pm-2:00pm
Town 250

GRADING STRUCTURE

The exact weighting of the grading structure will be decided collectively by the class during the first week. It will include each of the four components listed below. Individual and team section exams must be worth at least 10% of the final grade each. In addition, no single component can be worth more than 50% or less than 5% of the final grade.

Because graduate students have additional requirements for the course, graduate and undergraduate students will have different grading structures.

1. Individual performance (___%)	____ Readiness Assessment Tests (12) ____ Exams (2) ____ Assignments ____ Final Neighborhood Memo
2. Team performance (___%)	____ Readiness Assessment Tests (12) ____ Exams (2) ____ Team Application Exercises ____ Final Neighborhood Presentation
3. Peer Assessment (___%)	____ Each Section (4)

Grade Scale

Letter Grade	% Range
A	94 to 100
A-	90 to 93
B+	87 to 89
B	84 to 86
B-	80 to 83
C+	77 to 79
C	74 to 76
C-	70 to 73
D	69 to 60
F	$\leq$ 59

Accommodations

Please address any special needs or special accommodations with the instructor at the beginning of the semester or as soon as you become aware of your needs. Those seeking accommodations based on disabilities should obtain a Student Academic Accommodation Request (SAAR) form from the Disability Resources (DR) office located on the main floor of the Students Services Building, Room 1076 (515-294-7220).

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ACADEMIC INTEGRITY

All students are responsible for knowing the University policy on academic honesty. All academic work submitted in this course must be your own. It is my responsibility to uphold the University academic honesty policy and report my belief of dishonesty to the Dean of Student's Office.

Academic Misconduct in any form is in violation of Iowa State University *Student Disciplinary Regulations* and will not be tolerated. This includes, but is not limited to: copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. Depending on the act, a student could receive an F grade on the test/assignment, F grade for the course, and could be suspended or expelled from the University. See the Conduct Code at www.dso.iastate.edu/SDR for more details and a full explanation of the Academic Misconduct policies.

All students are expected to adhere to Iowa State University policies related to discrimination based upon race, ethnicity, gender, gender identity, and sexual orientation.

Forms of Academic Dishonesty[1]

Obtaining unauthorized information. Information is obtained dishonestly, for example, by copying graded homework assignments from another student, by working with another student on a take-home test or homework when not specifically permitted to do so by the instructor, or by looking at your notes or other written work during an examination when not specifically permitted to do so.

Tendering of information. Students may not give or sell their work to another person who plans to submit it as his or her own. This includes giving their work to another student to be copied, giving someone answers to exam questions during the exam, taking an exam and discussing its contents with students who will be taking the same exam, or giving or selling a term paper to another student.

Misrepresentation. Students misrepresent their work by handing in the work of someone else. The following are examples: purchasing a paper from a term paper service; reproducing another person's paper (even with modifications) and submitting it as their own; cutting and pasting work from a website or other digital source and submitting it as their own; having another student do their assignment or having someone else take their exam.

Plagiarism. Unacknowledged use of the information, ideas, or phrasing of other writers is an offense comparable with theft and fraud, and it is so recognized by the copyright and patent laws. Literary offenses of this kind are known as plagiarism. Please note that this includes using information obtained on the Internet, whether cutting and pasting or paraphrasing, without properly citing the source.

[1] The information on this page was provided by the Dean of Students Office
http://www.dso.iastate.edu/ja/academic/students.html

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USEFUL INTERNET RESOURCES FOR PLANNERS

- *Planetizen* Newswire is a free electronic newsletter distributed by the Planning and Development Network (http://planetizen.com)
- *The American Planning Association*: http://www.planning.org
- *The Lincoln Institute of Land Policy*: http://www.lincolninst.edu/index-high.asp
- *The Brookings Metropolitan Policy Program*: http://www.brookings.edu/metro
- *Center for Community Progress*: http://www.communityprogress.net/
- *National Trust for Historic Preservation*: http://www.preservationnation.org/main-street/
- *PolicyLink* is a national research and action institute advancing economic and social equity by Lifting Up What Works. http://www.policylink.org.
- *Placematters* supports the creation and maintenance of sustainable, vibrant communities by improving decision-making. http://www.placematters.org/.
- *Reconnecting America* is a national nonprofit that advises civic and community leaders on how to overcome community development challenges to create better communities for all. Reconnecting America develops research and innovative public policy, while also building on-the-ground partnerships and convening players needed to accelerate decision-making. http://www.reconnectingamerica.org/.
- *Urban Land Institute* is an independent global nonprofit that provides leadership in the responsible use of land and in creating and sustaining thriving communities worldwide. http://www.uli.org/.
- *ULI Development Case Studies* database includes nearly 500 case studies of innovative projects from around the world. Representing a wide variety of project types, six new ULI Development Case Studies are added each quarter, totaling 24 case studies per year. The projects range from single- and multifamily housing, mixed use, town centers, retail centers, office buildings, industrial properties, civic facilities, new creative types of development, and more. In addition, the database includes reports on ULI Award for Excellence winners, projects featured in the Institute's publications, and projects selected by ULI staff for being innovative and financially successful. http://casestudies.uli.org/

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COURSE OUTLINE (Subject to modification)

SECTION I: THE FOUNDATIONS OF REVITALIZATION

WEEK 1 – Introduction: Revitalization? Who Died?

Jan. 15 Course overview: Review syllabus. Introduce Team Based Learning. Assign teams. Set grade weights

Jan. 17

- Readiness Assessment Test #1
- Lecture and discussion: What is revitalization?
- Introduce "Revitalization in the news" exercise

Readings

DeFillipis, James and Susan Saegert. "Ch. 1, Communities Develop: The Question is How?" In *The Community Development Reader,* pp 1-11

Krumholz, N. "Ch 13: Metropolitan Development and Neighborhood Revitalization," In *Revitalizing Urban Neighborhoods.* pp 211-221.

WEEK 2 – Disinvestment and Community Change

Readings

Keating, WD and J. Smith. "Neighborhoods in Transition," *Revitalizing Urban Neighborhoods.* pp 24 -38.

Zielenbach, S. "Ch. 3: The Context for Neighborhood Decline and Revitalization," *The Art of Revitalization: Improving Conditions in Distressed Inner-City Neighborhoods.* Routledge. pp. 55-90.

Jan. 22

- Readiness Assessment Test #2
- Revitalization in the news
- Team Application Exercise: Defining the problem

Jan. 24

- Revitalization in the news
- Film: *The Fillmore*
- Graduate student proposals due
- Homework Assignment: Film reflection

WEEK 3 – The Federal Response, Past and Present

Readings

O'Connor, Alice. "Ch. 2, Swimming Against the Tide: A Brief History of the Federal Policy in Poor Communities," *The Community Development Reader,* pp 11 – 29.

Squires, Gregory. "Chapter 14: Friend or Foe? The Federal Government and Community Reinvestment." *Revitalizing Urban Neighborhoods*. pp 222-234.

Jan. 29

- Readiness Assessment Test #3
- Revitalization in the news
- Team Application Exercise: The Federal Framework

Jan. 31

- Revitalization in the news
- Team Application Exercise: The Tomorrow Plan

WEEK 4 – The Community Context

Readings

Sites, W., RJ Chaskin and V. Parks. "Ch. 4, Reframing Community Practice for the 21st Century," *The Community Development Reader,* pp 38 – 47.

Zielenbach. "Ch. 1: Introduction," and "Ch. 2: Conceptualizing and Operationalizing Revitalization," pp. 1-54.

Feb. 5

- Readiness Assessment Test #4
- Revitalization in the news
- Team application exercise: Community opportunities and practice

Feb. 7

- Revitalization in the news
- Film: *Holding Ground: The Rebirth of Dudley Street*
- Peer Assessment

WEEK 5 – The Institutional Framework

Readings

Mayer, N. and L. Keyes. "Ch 17, City Government's Role in the Community Development System," *The Community Development Reader,* pp 158-167.

Zielenbach. "Chapter 7: The Role of Institutional Actors in Revitalizing Neighborhoods," pp. 223 – 260.

Feb. 12

- Readiness Assessment Test #5
- Revitalization in the news
- Team Application Exercise: Community institutional analysis

Feb. 14

- Panel

WEEK 6 – Politics and the Art of What's Possible

Readings

De Souza Briggs, X. "Ch 26, Doing Democracy Up Close: Culture, Power, and Communication in Community Planning," *The Community Development Reader,* pp 237-248.

Dreier, Peter. "Chapter 5: Urban Politics and Progressive Housing Policy: Ray Flynn and Boston's Neighborhood Agenda." *Revitalizing Urban Neighborhoods*. pp. 63-82.

Saegent, Susan. "Ch 24, Building Civic Capacity in Urban Neighborhoods: An Empirically Grounded Anatomy," *The Community Development Reader,* pp 220 - 227.

Feb. 19

- Readiness Assessment Test #6
- Revitalization in the news
- Team Application Exercise: Local political analysis

Feb. 21

- Panel

Feb. 22 ***Attend lecture by philanthropy and poverty scholar Erica Kohl-Arenas (Noon-1:30, Rm 130, COD)***

WEEK 7 – Thinking about the Economy

Readings

Benjamin, L, JS Rubin, and S Zellenbach. "Ch 10, Community Development Financial Institutions: Expanding Access to Capital in Under-Served Markets," *The Community Development Reader,* pp 99 - 106.

Wiewel, W., M. Teitz, and R. Giloth. "Ch 11, The Economic Development of Neighborhoods and Localities," *The Community Development Reader,* pp 107 - 116.

Feb. 26

- Readiness Assessment Test #7
- Revitalization in the news
- Team Application Exercise: Identifying economic opportunities

Feb. 28

- Revitalization in the news
- Guest speaker: Biswa Das

WEEK 8 – Social Justice, Race, and Equity

Readings

Cordero-Guzman and Victoria Quiroz-Becerra. "Community-based Organizations and Migration in New York City." In *The Community Development Reader,* pp 270-279.

Giloth, Robert. "Chapter 6: Social Justice and Neighborhood Revitalization in Chicago: The Era of Harold Washington, 1983-1987." In *Revitalizing Urban Neighborhoods*. pp. 83-95.

Sarah Treuhaft, Angela Glover, and Manuel Pastor. 2011. America's Tomorrow: Equity Is the Superior Growth Model. Prepared for the Center for American Progress and PolicyLink. http://www.policylink.org/atf/cf/%7B97c6d565-bb43-406d-a6d5-eca3bbf35af0%7D/SUMMIT_FRAMING_WEB_FINAL_20120127.PDF

Mar. 5

- Readiness Assessment Test #8
- Revitalization in the news
- Team Application Exercise: Applying the equity model

Mar. 7

- Panel

WEEK 9 – Wrap up, Review, and Exam

Mar. 12

- Revitalization in the news
- Team Application Exercise: Exam questions

Mar. 14

- Midterm and Peer Assessment
- Graduate student case studies due

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SECTION II: STRATEGIES FOR REVITALIZATION

WEEK 10 – SPRING BREAK
March 19 and 21

WEEK 11 – Washington DC: Case Study
Mar. 26

- Revitalization in the news
- Preparation for travel

Mar. 28

- In Washington DC

WEEK 12 – Housing and Housing Affordability
Readings

Felt, Emily.2007. Patching the Fabric of the Neighborhood: The Practical Challenges of Infill Housing Development for CDCs. NeighborWorks America, Washington DC. http://www.jchs.harvard.edu/sites/jchs.harvard.edu/files/w07-4.pdf

Greenstein, Rosalind and Yesim Sungu-Eryilmaz. Community Land Trusts: A Solution for Permanently Affordable Housing. *Land Lines* (Lincoln Institute of Land Policy). January, 2007. pp 8-13. https://www.lincolninst.edu/pubs/dl/1187_Community%20Land%20Trusts%20A%20Solution%20for%20Permanently%20Affordable%20Housing%20LL%20Article%20January%202007.pdf

Apr. 2

- Readiness Assessment Test #9
- Revitalization in the news
- Team Application Exercise: Housing strategies for Capitol East/Capitol Park

Apr. 3 ***Attend lecture by urban historian and public housing scholar Lawrence Vale (Noon-1:30, Rm 130, COD)***

Apr. 4

- Revitalization in the news
- Team Application Exercise: Affordable housing and gentrification

WEEK 13 – Commercial Areas and Main Streets
Readings

Chapple, Karen, and Rick Jacobus. 2008. Retail Trade as a Route to Neighborhood Revitalization. In Nancy Pindus, Howard Wial, and Harold Wolman, Eds. *Urban and Regional Policy and Its Effects.* Brookings Institution Press: Washington DC.

Morgan, Jeffrey. 2011. (Re)vitalizing Inner-City Neighborhood Business Districts: An assessment and strategy framework for integrated microbusiness and real estate development by nonprofits. NeighborWorks America, Washington DC. http://www.nw.org/network/aboutUs/pubs/documents/Morgan.pdf.

Apr. 9

- Readiness Assessment Test #10
- Revitalization in the news
- Team Application Exercise: Commercial opportunities in Capitol East/Capitol Park

Apr. 11

- Panel: Local Commercial Development

WEEK 14 – Infrastructure and Transit Oriented Development

Readings

Center for Transit-Oriented Development. 2009. *TOD 201- Mixed-Income Housing Near Transit: Increasing Affordability with Location Efficiency.* Reconnecting America, Washington, DC. http://www.reconnectingamerica.org/assets/Uploads/091030ra201mixedhousefinal.pdf

Apr. 16

- Readiness Assessment Test #11
- Revitalization in the news
- Team Application Exercise: Transit oriented development strategies for Capitol East/Capitol Park

Apr. 18

- Revitalization in the news
- Team work session

WEEK 15 – Foreclosure and Vacant Lands

Readings

Leonard, Jennifer R. and Alan Mallach. 2010. Restoring Properties, Rebuilding Communities: Transforming Vacant Properties in Today's America. Center for Community Progress. http://www.communityprogress.net/filebin/pdf/RestoringProperties_Final.pdf.

Apr. 23

- Readiness Assessment Test #12
- Revitalization in the news
- Team Application Exercise: Stabilization strategies for Capitol East/Capitol Park

Apr. 25

- Revitalization in the news
- Team work session

WEEK 16 – Team Presentations

Apr. 30 and May 2

- Neighborhood issue memos due on Blackboard at noon on Apr. 30. Hardcopies due in class.
- Graduate student posters due in class on April 30

******* FINAL EXAM *******
Friday, May 10
9:45-11:45 a.m.

FLORIDA STATE UNIVERSITY, DEPARTMENT OF URBAN AND REGIONAL PLANNING

URP 5611: STRATEGIES FOR URBAN & REGIONAL DEVELOPMENT IN LESS DEVELOPED AREAS

Fall 2013 – Updated September 18, 2013

Tues and Thurs 12:30-1:45, Bellamy 208
Prof. John Felkner, Office: 333 Bellamy, Tel: 645-1352, Email: jfelkner@fsu.edu
Office Hours: Wednesday and Friday 2:30-4:00, or by appointment

Course Description

This course approaches the issue of formulating and implementing effective strategies for development by identifying the obstacles and opportunities for planned change in less-developed countries. The course is organized to explore the issue of development strategy at three levels: the international setting, the national, and the subnational levels. At each geographic level, available policy options are presented and evaluated. The need is established for strategy that incorporates a perspective in which the unique characteristics of people and places are recognized. Most development efforts focus on questions of how to distribute which resources, without considering the essential question of where to make the investments and to whom to distribute them. This class will familiarize students with the trade-offs inherent in planning in developing areas, including balancing the needs of regional and national populations against local, the need for conservation versus economic growth, and trade-offs in poverty alleviation strategies. The course also seeks to give students an understanding of a number of important professional skills and tools utilized by international planners

Course objectives include the following:

- Students will gain a deeper understanding of range of issues, forces and trends facing urban and regional development in less developed countries and globally, including urbanization, transportation investment problems and strategies, land usage, equity vs. efficiency, environmental impacts (energy, climate change planning, pollution mitigation), disaster planning, and cultural and social issues;
- Students will be able to understand and articulate a range of practical strategies for implementing alternative urban and regional development policies in less developed areas, including strategies for managing agglomeration, geo-spatial planning and tools, use of scenarios for developing planning options, special zone development, and ecosystem services accounting and planning;
- Students will gain introductory level skills in the use of several useful tools for professional planning practice in developing areas, including cost-benefit analysis approaches, NPV/IRR, impact evaluation, scenario planning, the Highway Development Model (HDM), and tools for effectively writing proposals and responding to Requests for Proposals (RFPs) including proposal structure, creating budgets and GANTT charts, and project timeline development;
- Students will develop policy analysis and writing skills through written case studies and research papers;
- Students will gain skills and experience in communicating ideas publicly and in teams, working in teams, improving written and oral presentation skills, and will discuss techniques for managing clients, sub-contractors, partners and working with government agencies in a professional context.

Case Studies: The class will feature a number of specific case studies of relevant urban and regional planning projects in developing areas. These case studies will focus on applied approaches and solutions.

Course Materials: The course does not have a required textbook (in part because recent textbooks in international planning do not exist). Rather, a large selection of readings are assigned and will be put on the Blackboard website for download.

An Important Word on Teaching Philosophy: Graduate education should be self-directed with the instructor acting as more of a resource than one's sole source of knowledge. Self-discovery is a superior method for internalizing new concepts, and consequently the student and the instructor should be engaged in a partnership that fosters active learning. Furthermore, consider yourself as a scholar rather than a student: the latter may imply some passivity, whereas the term "scholar" implies active engagement, searching, finding and synthesizing. As a graduate

student, you are expected to be able to conduct research and structure research papers at a professional, graduate-level independently, and this course assumes as much. In today's modern economies we all must learn to become life-long learners in our chosen professions in order to survive and grow in our chosen career. Consequently, students should not focus simply on passing courses in order to graduate, but should concentrate on "learning to learn."

Important Course Policies:

Access to the class Blackboard site: The FSU Blackboard site is used intensively for this class. All assignments, readings, announcements, updates and assignment-submissions are done through the Blackboard website. To maintain access to the class Blackboard site, you will need to keep an on-campus FSU computer email account (although you may arrange to forward email from this account to one that you check regularly). It is the student's responsibility to make sure they are regularly checking their FSU email to receive important announcements from the instructor, and for them to frequently access the Blackboard site.

Course late assignment policy: There are no make-ups for in-class assignments. Course assignments will be marked down ten points for every day (24-hour period) they are late. A weekend counts as one day if the assignment is submitted (online to the Blackboard site or to my office) by 9:00 a.m. Monday. Extensions for individual assignments or a grade of incomplete in the course will only be granted for severe extenuating circumstances when there is a University-approved excuse reason. Competing pressures from other courses, job requirements, or computing problems do not qualify as extenuating circumstances. It is the students responsibility to notify the instruction at least 2 days in advance prior to an assignment due if there is an anticipation of a problem in getting the assignment done on time.

Course Assignments:

Course assignments are as follows:

Course attendance and class participation = 15% of total grade
Research paper = 35% of total grade
Fun exercises = 30% of total grade
Final exam = 20% of total grade
TOTAL = 100%

1. **Course Attendance and Class Participation = 15% of total grade.** This component of your overall grade is made up of 3 parts: class attendance, class participation, and submission of discussion questions on Blackboard discussion forums.
    - **a.** Class attendance is required. Attendance will be gauged through unannounced, non-graded in-class activities to be turned in, including quizzes on the assigned readings for that day. This is a graduate-level course, and thus acting in a professional level is expected – this includes punctuality, participation, attitude and approach to your studies and working relationships with faculty, staff and fellow students.
    - **b.** Active class participation in class discussions is also required, but will be graded based on the extent to which it advances class discussion rather than how often you contribute. Every student is expected to have read the assigned readings for the class and be able to answer questions about them and provide a summary and critique of them.
    - **c.** Students will be required to post 2 questions for each assigned reading on the class Blackboard discussion forum once per week beginning the week of September 9 – details to follow.
2. **Research paper = 35% of total grade.** The major assignment of the semester will be a 15-page research paper on a topic of your choosing due on the Friday of finals week. This research paper should be selected to help you reach ***your academic goals***. For example, working with data you have or would like to obtain; mastering an area of the research literature relevant to a research question you would like to pursue, or preparing a proposal for your degree or for external funding. A proposal for this paper and a literature review are two intermediate products for this paper and will be due during the semester, each counting 5% of your total grade (25% for final paper, 5% for proposal and 5% for literature review = 35% total). See details on this research paper below.
3. **Technical/Professional Exercises = 30% of total grade.** Because this class is designed to give the students an introduction to a series of practical professional skills useful for international planning practice, 30% of your

grade will come from a series of fun exercises and assignments, each counting 5% of your grade. Details for all assignments will be provided in advance. The assignments will be:

- **a.** Agglomeration/Von Thunen Model Computer simulations: you will complete some exercises using computer simulations of a simple urban agglomeration model and the Von Thunen model. This exercise is designed to give you an understanding of the dynamics of urban clustering and how land rents vary across space.
- **b.** Spatial analysis exercise: as part of the module on geo-spatial tools for international planning, including Geographic Information Systems (GIS), you will complete an introductory exercise in tools for geo-spatial planning.
- **c.** Exercise with NPV/IRR: you will complete an exercise designed to teach you how to conduct Net Present Value (NPV) and Internal Rate of Return (IRR) analysis using Excel.
- **d.** Scenario planning exercise: we will complete a group in-class exercise in scenario planning during the scenario planning module.
- **e.** Responding to an RFP: students will complete an exercise where they respond to a Request for Proposal (RFP) by generating a proposal outline, creating a draft budget using a Gantt chart, and proposing a team and budgeting LOE. This exercise is designed to improve your professional proposal writing skills.
- **f.** Presenting a paper in class, or submitting a written summary/critique: each student will be required to present a paper to the class from the "Optional Readings" list found at the end of this Syllabus once during the semester. This will be a 10 minute presentation followed by a 5-minute managed discussion, or the student will submit a maximum 2-page written summary/critique. See more details on this assignment below.

4. **A final exam = 20% of total grade.** This exam will cover a subset of specific class readings that will be provided to you in advance of the exam. The exam will likely involve short-essay responses.

Components of final grade:
Grade Scale: *A = 94-100%, A- = 90-94%, B+ = 87-89%, B = 83-86%, B- = 80-82%, C+ = 77-79%, C = 73-76%, C- = 70-72%, D+ = 67-69%, D = 63-66%, D- = 60-62%, F = below 60%*

Explanation of My Grading System

The criteria that I use to grade assignments in general are as follows:

A Grades (94+): Given to the assignment of the highest quality. These assignments typically show superb preparation and research, innovative or stimulating ideas that are well-organized and developed, clear reasoning, creative thinking based on thorough and accurate understanding of relevant course concepts, and (if relevant) meticulous research. Theses argued are supported clearly with ample evidence which is correctly documented. Potential counter-arguments are addressed. Language usage, grammar, calculation, attribution and formatting are essentially error free.

A- Grades (90-94): Given to an assignment that represents almost the highest quality work that might be produced. These assignments typically fall short of a "A" grade due to some lack of organization or logical structure/low, somewhat insufficient attention to research or supporting evidence, or in the creativity of the thinking evidenced.

B+ Grades (87-89): Given to an assignment that is of high quality, without factual errors or inaccurate understanding of course concepts and has individual elements of higher quality than a "B" work. The assignment typically is intellectually crisp and clear, providing comprehensive evidential support for key arguments, may read quite well and/or convey the central message well, but which falls short in some areas.

B grades (83-86): Given to a work that represents a satisfactory professional level product given the time and resources allocated to it. Statements made are correct, arguments are persuasive, and supportive evidence is

generally adequately mustered and referenced. Some mastery of course concepts is evident. Errors in language usage, attribution or calculation are relatively minimal. "B" quality work typically lacks precision of language and/or supportive evidence, and the work usually lacks a spark of originality that makes it stand out.

B- grades (80-82): Given to assignments that are of less than acceptable quality, having either important errors of fact or in understanding of course concepts, poorly constructed text, poor overall organization, not persuasive, or insufficient evidentiary documentation. Unlike "C+" work, however, "B-" work typically is not far from satisfactory ("B"-level) quality. This work can usually be professional quality with more attention to detail and revisions that range from minor to more substantial

C+ and lower grades (79 and lower): A grade of "C+" or lower is given to assignments well below an acceptable level. These assignments either do not develop an argument, have inaccurate facts or errors in understanding of key relevant concepts, include text that is poorly written, or does not convey the main points clearly. "C+" or lower grades may also be given for work that does not address the specifics of the assignment.

Academic Honor Policy: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to be honest and truthful and . . . [to] strive for personal and institutional integrity at Florida State University. (Florida State University Academic Honor Policy, found at http://academichonor.fsu.edu/policy/policy.html)

Copyright Statement: Some of the materials in this course are possibly copyrighted. They are intended for use only by students registered and enrolled in this course and only for instructional activities associated with and for the duration of the course. They may not be retained in another medium or disseminated further. They are provided in compliance with the provisions of the Teach Act.

Sexual Harassment Policy – Sexual harassment is a form of discrimination based on a person's gender. Sexual harassment is contrary to the University's values and moral standards, which recognize the dignity and worth of each person, as well as a violation of federal and state laws and University rules and policies. Sexual harassment cannot and will not be tolerated by the Florida State University, whether by faculty, students, or staff; or by others while on property owned by or under the control of the University.

Americans With Disabilities Act: Students with disabilities needing academic accommodation should:
(1) register with and provide documentation to the Student Disability Resource Center; and
(2) bring a letter to the instructor indicating the need for accommodation and what type. This should be done during the first week of class.
This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the

Student Disability Resource Center
874 Traditions Way
108 Student Services Building
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice)
(850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.disabilitycenter.fsu.edu/

More Details on Selected Assignments:

Presenting a paper in class/written summary/critique. Each student shall present in class – OR submit a written summary/critique - once per semester one of the required readings for the class, counting for 5% of their total grade. Students will sign up to present in a class whose topic they are interested in at the beginning of the semester. The presented reading must relate to the class topic of the day in which they present.

The in-class presentation will be limited to 15 minutes total, including discussion time, and this time-limit will be strictly enforced. The presentation will be structured as follows:

1. A presentation of the summary of the reading (see details below) – 5 minutes;
2. A presentation of the students critique of the reading (see details below) – 5 minutes;
3. Opening up the session to questions from the class, managed by the presenter, or presentation of key questions to the class by the presenter – 5 minutes.

The following are specific expectations of students when presenting in class (PLEASE NOTE: YOU WILL BE HELD STRICTLY TO THE TIME LIMITS BELOW):

1. Note: preparation of a single sheet summarizing the items below to be distributed in class, or some other visual aid (Power Point, poster, etc.) is encouraged.
2. 5 MINUTES MAXIMUM**:** Provide a brief summary of the readings to the class in about 5 minutes. The summary should present the following:
    a. The major research question of the paper
    b. When and where: what time period and what areas are covered by the study?
    c. How? A very brief non-technical description of the methodology used by the author
    d. What are the author's findings?
    e. What are the author's conclusions about the findings?
3. 5 MINUTES MAXIMUM**:** Next, present your critique of the papers to the class, also in about 5 minutes. This critique should express your review and reactions or opinions to the readings. (This could include, but not be limited to: were the authors' findings surprising, or noteworthy? Do you agree with the authors conclusions regarding their findings? Were they well supported? Are their conclusions logically drawn from the findings? What do you think of the authors' choices for their data sources, or the type of data they tested? Is the data well suited to address their research question? Are the authors, or their conclusions, biased in any way? How does this piece contribute to the field, or how does it advance the literature? Does it suggest additional research? Do the findings or conclusions of the paper have an impact or implications on the work of international urban or regional planners? If so, what impacts or implications? Etc.)
4. 5 MINUTES MAXIMUM**:** Finally, please present to the class 1 or 2 questions designed to generate some brief class discussion. The presenter will be responsible for moderating the discussion and ending it after 5 minutes.

The following are specific directions for students when submitting a written summary/critique of one of the required pieces for class:

Students will submit to the Professor a written critique/summary of one of the required readings for the day for which they've signed up that will not exceed 3 pages double-spaced maximum. The summary/critique should include the following:

1. Please write a brief summary of the reading that covers the following succinctly, and in your own words (not simply copying the words used in the paper):
    a. The major research question of the paper
    b. When and where: what time period and what areas are covered by the study?
    c. How? A very brief non-technical description of the methodology used by the author
    d. What are the author's findings?

    e. What are the author's conclusions about the findings?
2. Please write your critique of the piece. This critique should express your review and reactions or opinions to the readings. (This could include, but not be limited to: were the authors' findings surprising, or noteworthy? Do you agree with the authors conclusions regarding their findings? Were they well supported? Are their conclusions logically drawn from the findings? What do you think of the authors' choices for their data sources, or the type of data they tested? Is the data well suited to address their research question? Are the authors, or their conclusions, biased in any way? How does this piece contribute to the field, or how does it advance the literature? Does it suggest additional research? Do the findings or conclusions of the paper have an impact or implications on the work of international urban or regional planners? If so, what impacts or implications? Etc.)
3. Finally, please present 3-5 questions related to the piece if you were teaching the piece in a graduate planning class.

Final Research Paper Assignment. The major written work of the semester will be a 15-page research paper on some aspect of development policy or planning selected by the student, counting for 35% of your total grade, due by the Friday of finals week. There are several options for this paper:

1. A research synthesis
2. An empirical paper testing a hypothesis relevant to an issue discussed during the course
3. A research proposal (e.g. for a dissertation or for external funding)

The paper should be selected by you to help you reach ***your academic goals***. For example, working with data you have or would like to obtain; mastering an area of the research literature relevant to a research question you would like to pursue, or preparing a proposal for your degree or for external funding. Come talk to Professor Felkner if you'd like to discuss how the paper could support your larger academic goals. The paper should include a bibliography of references. Since the majority of the examples used in class will explicitly address problems of spatial development in the Developing World, in most cases the research paper should focus on less developed countries. However, the class will examine some studies of the "developed" world (the US, Europe, Japan, etc.) and students with clearly defined interests in rural or regional development in those areas or countries are encouraged to address those in their research paper pending my review of your prospectus.

Your research paper must be underway by mid-semester. To insure that your research paper will be completed by the end of the term and reflect the high standards required for the course, you must have a one page prospectus to Professor Felkner **no later than the end of Week 5** that counts for 5% of your total grade **(**submitting earlier than that is fine – I will try to give you written feedback on the proposal within a few days so submitting earlier will give you more time). Further, a literature review in progress is due **by the end of Week 10**, also counting 5% of your grade. Further guidelines will be provided for the literature review.

Class Discussion. This is a discussion course that will encourage a high level of student participation, which will contribute to your grade (as specified above). Towards that end, here is a guide to how to read the course texts in preparation of class discussion:

1. What is the author(s) research question(s)? The research question is crucial, as it drives the entire research, and is the reason for conducting the study or analysis in the first place. Thus:
    a. If this is primarily a theoretical reading, is the research question summarizing a body of work or suggesting a new way of thinking about a problem?
    b. If it is primarily an empirical study or text, what is the hypothesis that is being tested, and what are the major issues at hand? What is the author trying to determine or test?
    c. How does the research question relate to the current set of readings?
2. <u>When</u>, <u>where</u> and <u>how</u>:
    a. What time period (or periods) is the author considering?

    b. What is their study area or areas?
    c. What is their basic methodology of analysis? You do not need to understand all the details of this if it is technical, but you should have a basic overview of how it works and what its goals are.
3. What are the author **findings**, or results? Can you list them specifically?
    a. How well supported were they by the evidence presented?
4. What are the author's **conclusion(s)** about their findings/results?
    a. Can you describe to the class what the conclusions are?
    b. Do you agree or not with their conclusions and how they came to them?
5. What is being analyzed, and how convincing are the authors that they have done a rigorous job measuring, reviewing, and/or evaluating the topic?
    a. If this is a theoretical paper, how satisfied were you by the range and scope of literature drawn upon?
    b. If this is an empirical paper, how appropriate was the data that was used?
6. How does this piece contribute to your understanding of the field, and how did it advance the literature? What response should it motivate among international urban or regional planners, if appropriate?

STRATEGIES FOR URBAN & REGIONAL PLANNING IN LESS DEVELOPED AREAS
COURSE PLAN - FALL 2013

WEEK	DATE	CLASS TOPIC:	ASSIGNMENTS
1	27-Aug	Introduction - Film "Urbanized"	
	29-Aug	Introductory Broader Thoughts: Sachs and Sen	
2	3-Sep	Historical Antecedents: Colonial legacies and evolution of economic development approaches since WWII	
	5-Sep	Planning for Global Urbanization I	
3	10-Sep	Planning for Global Urbanization I: City as driver of productivity	
	12-Sep	Geo-Spatial Tools for International Planning: GIS in Development Work and Planning - Key Concepts, Tools and Data	Exercise with Spatial Analysis
4	17-Sep	Introduction to The Processes of Urban Agglomeration: Zipf's Law, The Von Thunen model	
	19-Sep	A Simple Economic Model of Urban Agglomeration; Specific empirical studies and case studies	Computer Simulation of Agglomeration - Take Home Exercise
5	24-Sep	Land 1: Slum formation processes and trends	
	26-Sep	Land 2: Land Titling/Cadastre, Land Tenure	Final Paper Proposal Due
6	1-Oct	Cost Benefit Tools 1: Willingness To Pay, Net Preent Value (NPV)	
	3-Oct	Cost Benefit Tools 2: Internal Rate of Return (IRR)	Exercise with NPV and IRR
7	8-Oct	Transportation Planning in Developing Areas 1: Larger Principles, Global overview of the challenges	
	10-Oct	Transportation Planning in Developing Areas 2: Case Studies and Congestion Pricing	
8	15-Oct	Transportation Planning in Developing Areas 3: beyond Transmilenio; Introduction to the Highway Development Model (HDM)	
	17-Oct	Environmental Considerations 1: Sustainability and Climate Change	
9	22-Oct	Environmental Considerations 2: Food security; pollution	
	24-Oct	Environmental Considerations 3: Natural Capital, Ecosystem Services	
10	29-Oct	Alternative planning criteria/value-systems: Happiness Indices (GNH), Gender and Culture Indices, Social Justice	
	31-Oct	Results-Based assessments: introduction to impact evaluation	Final Paper Literature Review Due
11	5-Nov	Scenarios Planning as a Planning Tool	
	7-Nov	Scenario development for ecosystem service accounting in developing countries	In-Class Scenarios Exercise: Stanford NatCap InSEAM Scenarios Tool
12	12-Nov	Responding to Requests for Proposals (RFPs) and creating budgets I	
	14-Nov	Responding to Requests for Proposals (RFPs) and creating budgets II	Exercise: Responding to an RFP
13	19-Nov	Free-trade zones and mega-projects	CONSULTING SKILLS 1: Interacting with the client; managing sub-contractors and local partners;
	21-Nov	Hazards Planning in a Developing Country Context	CONSULTING SKILLS 2: interacting with government agencies; managing teams by telecommunications.
14	26-Nov	In Class: Final Exam	Final Exam
	28-Nov	THANKS GIVING	
15	3-Dec	International Planning in China	
	5-Dec	Globalization and the future for international planning	

FINAL PAPER DUE BY 5 PM ON FRIDAY, DECEMBER 13

CLASS SCHEDULE AND ASSIGNED READINGS

NOTE: the optional readings listed below are <u>not</u> required and will not be on the final exam. They are included only to encourage additional research and intellectual exploration.

Syllabus Change Policy. Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.

Week 1 – August 27 & 29 – Introduction, interesting films, and some broader thoughts

August 27: Introductory Class: international planning in the 21st century and in developing areas in particular. Get to know each other in the class: what are your interests and goals for this course? View the film "Urbanized" (2011): a documentary film by Gary Hustwit

August 29: Some interesting introductory broader thoughts on the geographic distribution of development and the legacy of colonialism.

- Sen, Amartya. 1988. "The Concept of Development." In H. Chenery and T.N. Srinivasan eds. Handbook of Development Economics, Amsterdam: Elsevier, v. 1, pp. 9-26.
- Jeffrey Sachs, A. Mellinger and J. Gallup, "The Geography of Poverty and Wealth". Scientific American, March 2001, pp. 71-74.
- Doan, P. and Oduro, C. Y. (2012), Patterns of Population Growth in Peri-Urban Accra, Ghana. International Journal of Urban and Regional Research, 36: 1306–1325. doi: 10.1111/j.1468-2427.2011.01075.x

Week 2 – September 3 & 5 – Historical Antecedents and Global Urbanization

September 3: Historical antecedents: colonial legacies and evolution of economic development approaches since World War II

- Doan, P. 1995. "The Context of Decentralization in African Development Plans: The Influence of Colonial Heritage, Regional Inequality, and Political Instability," *Journal of Developing Societies.* Vol. 12: 123-137.
- Huillery, Elise. 2009. "History Matters: The Long-Term Impact of Colonial Public Investments in French West Africa," American Economic Journal: Applied Economics, 1(2): 176-215.
- Ravi Kanbur, "The Co-Evolution of the Washington Consensus and the Economic Development Discourse", Macalester International, Volume 24, Summer 2009.
- Read the Wikipedia entries for the following "multi-national" organizations to learn what they are, how they work, and their history (how they came into existence) and how they are funded. In class I may call on you, and if so please be able to tell the class a) what their primary purpose is b) how they are funded c) when and how they were created and d) generally what they do and their goals:

    - The World Bank: http://en.wikipedia.org/wiki/World_Bank
    - The International Monetary Fund: http://en.wikipedia.org/wiki/International_Monetary_Fund
    - The United Nations: http://en.wikipedia.org/wiki/United_Nations
    - The Asian Development Bank: http://en.wikipedia.org/wiki/Asian_Development_Bank
    - The Inter-American Development Bank: http://en.wikipedia.org/wiki/Inter-American_Development_Bank

September 5: Planning for Global Urbanization I: The tidal wave reality of urbanization in the developing world in the 21st century;

- "The State of the World's Cities, 2010/2011 – Cities for All: Bridging the Urban Divide". UN HABITAT Report, 2010.
- R. Dobbs et al. "Urban World: Mapping the Economic Power of Cities." McKinsey Global Institute, 2011.

Week 3 – September 10 & 12 – Urban benefits and synergies; introduction to geo-spatial tools for international planning

September 10: Planning for Global Urbanization II: the city as a driver of productivity and "incubator of innovation"; the city and energy usage

- Glaeser, E. "Engines of Innovation". In *Better, Smarter Cities: We Have Seen the Future and it is Urban",* Scientific American, Vol. 305, No. 3, September 2011.
- Bettencourt, L.M.A., and West, G. "Bigger Cities Do More With Less." In *Better, Smarter Cities: We Have Seen the Future and it is Urban",* Scientific American, Vol. 305, No. 3, September 2011.
- Neuwirth, R. "Global Bazaar". In *Better, Smarter Cities: We Have Seen the Future and it is Urban",* Scientific American, Vol. 305, No. 3, September 2011.

September 12: Geo-spatial tools for International Planning: GIS in development work and planning – key concepts, tools and data

- Javier Martínez, The use of GIS and indicators to monitor intra-urban inequalities. A case study in Rosario, Argentina, Habitat International, Volume 33, Issue 4, October 2009, Pages 387-396
- McElvaney, S., 2012. "Singapore's Sustainable Development", in Geodesign, Case Studies in Urban and Regional Planning, ESRI, New York.
- ***Optional:***
    - Deichmann, U. Geographic aspects of inequality and poverty. World Bank Working Paper, 1999.
    - Bunch, M., Kumaran, T. and Joseph, R. "Using GIS for Spatial Planning and Environmental Management in India: Critical Considerations." International Journal of Applied Science and Technology, Vol. 2, No. 2, 2012.
    - Doan, P. 1995. "Urban Primacy and Spatial Development Policy in African Development Plans," *Third World Planning Review.* Vol. 17, 3: 313-335.

EXERCISE WITH SPATIAL ANALYSIS

Week 4 – September 17 & 19 – Modeling city creation, structure and agglomeration

September 17: Introduction to key models to explain city structure and agglomeration: Zipf's Law; the Von Thunen model (1826); a simple introduction to an equilibrium model of urban agglomeration; spatial externalities and synergies

- "Scale Economies and Agglomeration" in *Reshaping Economic Geography: World Development Report 2009*. The World Bank, Washington, DC., 2009.
- Brakman, Garretsen and van Marrewijk. "The Core Model of Geographical Economics." Chapter 3 in *The New Introduction to Geographical Economics*, Cambridge University Press, 2009, pgs. 81-86.

September 19: Agglomeration case study from Brazil;

- Continue reading: "Scale Economies and Agglomeration" in *Reshaping Economic Geography: World Development Report 2009*. The World Bank, Washington, DC., 2009.
- da Mata, D. & Deichmann, U. & Henderson, J.V. & Lall, S.V. & Wang, H.G., 2007. "Determinants of city growth in Brazil," Journal of Urban Economics, Elsevier, vol. 62(2), pages 252-272, September.

TAKE HOME EXERCISE: SIMPLE COMPUTER SIMULATIONS OF THE VON THUNEN MODEL AND URBAN AGGLOMERATION

Week 5 – September 24 & 26 – Land: slums, property rights, land titling and land tenure

September 17: Slum formation and larger principles driving human migration in developing countries

- "The Challenge of Slums: Global Report on Human Settlements 2003", United Nations Human Settlement Program, 2003.
- "Factor Mobility and Migration" " in *Reshaping Economic Geography: World Development Report 2009*. The World Bank, Washington, DC., 2009.
- ***Optional:*** Davis, Mike. "SAPing the Third World," in Planet of Slums, Verso 2006.

September 19: Land titling and land tenure

- Payne, G., Durand-Lasserve, A., and Rakodi, C. "Social and Economic Impacts of Land Titling Programs in Urban and Periurban Areas: A Short Review of the Literature." In Urban Land Markets – Improving Land Management for Successful Urbanization, eds. Lall, et al, Springer, World Bank, 2009.
- Deininger, K., Ali, D., Alemu, T. "Impacts of land certification on tenure security, investment, and land markets: evidence from Ethiopia." Environment for Development Discussion Paper - Resources for the Future (RFF) 2009 No. 09-11 pp. ii + 36 pp.

Week 6 – October 1 and 3 – Cost Benefit Tools

October 1: Introduction to Practical Cost-Benefit Tools for International Planning and Development; Net Present Value (NPV) and Internal Rate of Return (IRR) as useful cost-benefit tools for planning

- Asian Development Bank, 2013. "Cost-Benefit Analysis for Development: A Practical Guide".
- Read "NPV_IRR_Intro1" and "NPV_IRR_Intro2": two short introductions to the financial concepts of NPV and IRR in general

October 3: NPV and IRR continued

- "When and How to Use NPV, IRR and Modified IRR", World Bank, Transport Economics, Policy and Poverty Thematic Group, January 2005
- Ginés de Rus and Vincente Inglada, "Cost Benefit Analysis of a High Speed Train in Spain," Annals of Regional Science (1997), vol. 31, pp. 175-188

EXERCISE WITH NPV AND IRR

Week 7 – October 8 and 10 – Transportation Planning in Developing Areas I

October 8: Transportation planning in developing areas – larger principles and global overview of the challenges

- "Transport Costs and Specialization" " in *Reshaping Economic Geography: World Development Report 2009*. The World Bank, Washington, DC., 2009.
- Transport Outlook. Meeting the Needs of 9 Billion People. OECD, 2011.
- ***Optional:*** "Urban Transport and Poverty in Developing Countries: Analysis and Options for Transport Policy and Planning", GTZ, Division 44, Environmental Management, Water, Energy, Transport, 2002. TRB Annual Meeting, 2006.

October 10: Transportation planning in developing areas –case studies and congestion pricing

- Case Studies: Guangzhou, China: Adaptive Bus Rapid Transit; Ho Chi Minh City, Vietnam: Building a Green Transit Corridor. In Suzuki, Cervero and Iuchi, 2013. Transforming Cities with Transit – Transit and Land-Use Integration for Sustainable Urban Development. Chapter 3: "Integrating Transit and Urban Development I Cities in the Developing World." International Bank for Reconstruction and Development/The World Bank.
- International Scan: Reducing Congestion and Funding Transportation Using Road Pricing. US Federal Highway Administration International Programs Office, 2010. *[Note: provides an international overview of road pricing approaches - features case studies on the London congestion charge, Singapore electronic road pricing, the Stockholm congestion tax, German heavy goods vehicle tolling, Czech Republic national truck tolling and The Netherlands distance based tax]*
- Optional: some interesting web pages:

    - IBM Global Commuter Pain survey of 8,042 commuters in 20 cities on six continents on traffic congestion: http://www-03.ibm.com/press/us/en/pressrelease/35359.wss
    - INRIX traffic scorecard for Europe and North America: provides month-by-month comprehensive traffic analysis for all North American and European countries and major metropolitan centers: http://scorecard.inrix.com/scorecard/default.asp
    - Zoom.it showing examples of approaches to traffic congestion from around the world: http://zoom.it/LDAH

Week 8 – October 15 and 17 – Transportation Planning in Developing Areas II, and Environmental Considerations I

October 15: Transportation planning in developing areas – Beyond TransMilenio, and introduction to the Highway Development Model (HDM)

- Case Study: Bogota: Beyond TransMilenio. In Suzuki, Cervero and Iuchi, 2013. Transforming Cities with Transit – Transit and Land-Use Integration for Sustainable Urban Development. Chapter 3: "Integrating Transit and Urban Development I Cities in the Developing World." International Bank for Reconstruction and Development/The World Bank.
- Archondo-Callao, Rodrigo, 2008. Applying the HDM-4 Model to Strategic Planning of Road Works in Developing Countries. The world Bank Group Transport Papers, September 2008.

October 17: Environmental Considerations in International Planning in Developing Areas I – Sustainability and Climate change

- Haggett, C. "Public Engagement in Planning for Renewable Energy" in Planning for Climate Change: Strategies for Mitigation and Adaptation for Spatial Planners. Davoudi, S. et al (eds.). Earthscan, 2009
- De Oliveira, Jose Antonio Puppim. 2009. "The Implementation of Climate Change Related Policies at the Subnational Level: An Analysis of Three Countries." Habitat International 33, 3 (July): 253-259
- ***Optional:*** "Planning Sustainable Cities – Global Report on Human Settlements 2009", United Nations Human Settlement Program, 2009.

Week 9 – October 22 and 24 –Environmental Considerations II

October 22: Food security; planning for pollution in developing countries

- United Nations World Food Programme (WFP), "Global Food Security Update, Tracking Food Security Trends In Vulnerable Countries", July2013.
- M. Qadir, D. Wichelns, L. Raschid-Sally, P.G. McCornick, P. Drechsel, A. Bahri, P.S. Minhas, The challenges of wastewater irrigation in developing countries, Agricultural Water Management, Volume 97, Issue 4, April 2010, Pages 561-568, ISSN 0378-3774
- ***Optional:***
    - Buchanan, S., 1990. Food security planning in the wake of an emergency relief operation: the case of Darfur, western Sudan. IDS Discussion Paper 1990 No. 278. 39 pp.
    - Doan, P. 1998. "Institutionalizing Household Waste Collection: Lessons from the Municipal Management Development Project, Cote d'Ivoire," *Habitat International*. Vol. 22, No. 1: 27-39.
- Food security websites:
    - United Nations World Health Organization definition of food security: http://www.who.int/trade/glossary/story028/en/
    - Food security analysis, United Nations World Food Programme: http://www.wfp.org/food-security
    - US Department of Agriculture (USDA) Food Security page: http://www.fns.usda.gov/fsec/

October 24: Valuing natural capital and ecosystem services – implications for planning

- Ruckelshaus, M. et al. Notes from the field: Lessons learned from using ecosystem service approaches to inform real-world decisions, Ecological Economics, 23 August 2013
- Ehrlich, P., Kareiva, P. and Gretchen Daily, 2012. Securing natural capital and expanding equity to rescale civilization. Nature, 486, 68-73 (07 June 2012).
- ***Optional:*** Bizikova et al, 2013. The Water–Energy–Food Security Nexus: Towards a practical planning and decision-support framework for landscape investment and risk management. The International Institute for Sustainable Development

Week 10 – October 29 and 31 – Assessment and Evaluation Metrics

October 29: Alternative planning criteria/value-systems/considerations: social justice; Happiness Indices (GNH); Gender and Culture Indices

- Miles, Rebecca. 2002. "Employment and Unemployment in Jordan: The Importance of the Gender System". World Development 30(3), pp.413-427.
- O'Brien, C. "Planning for Sustainable Happiness: Harmonizing Our Internal and External Landscapes." Prepared for Rethinking Development: 2nd International Conference on Gross National Happiness, Antigonish, Nova Scotia, June 2005.
- Jeff Turner, Urban mass transit, gender planning protocols and social sustainability – The case of Jakarta, Research in Transportation Economics, Volume 34, Issue 1, 2012, Pages 48-53
- ***Optional:***
    - Visser, G. "Social Justice, Integrated Development Planning and Post-Apartheid Urban Reconstruction." Urban Studies, Vol. 38, No. 10, 2001.
    - ***Work By Professor Rebeccal Miles of DURP, FSU:***
        - Miles-Doan, Rebecca and Brewster, Karin. 1998. "The influence of mother's sector of work in Cebu Province, the Philippines on use of maternal and child health services". Studies in Family Planning 29(1), pp.69-78.
        - Doan, Rebecca Miles and Barry Popkin. 1993. "Women's Work and Infant Care in the Philippines". Social Science and Medicine 36(3), pp.297-304.
        - Doan, Rebecca Miles. 1992. "Class Differentiation and the Informal Sector in Amman, Jordan". International Journal of Middle Eastern Studies vol.24, January, pp.27-38.
        - Doan, Rebecca Miles and Leila Bisharat. 1990. "Female Autonomy and Child Nutritional Status: The Extended-Family Residential Unit in Amman, Jordan". Social Science and Medicine 31(7), pp.783-789.
        - Deang, Lionel, Rebecca Miles Doan and Barry M. Popkin. 1988. "Influences of Household Structure and Composition on Breast-feeding". Philippine Population Journal (4)1-4, pp.38-52.
        - Easton, Peter, Monkman, Karen and Miles, Rebecca. 2003. "Social Policy from the Bottom Up: Abandoning FGC in Sub-Saharan Africa". Development in Practice 13(5), pp.445-458.
        - Monkman, Karen, Miles, Rebecca, & Easton, Peter. 2007. "The transformatory potential of a village empowerment program: The TOSTAN replication in Mali". Women's Studies International Forum, 30(6), pp. 451-464.

October 31: Empirical assessment of planning results, outcomes and goals: introduction to impact evaluation

- Gertler, P. et al. "Impact Evaluation in Practice", The World Bank, 2011: Note: Please "Part One: Introduction to Impact Evaluation" which includes Chapter 1 "Why Evaluate?" and Chapter 2 "Determining Evaluation Questions", pages 1-30. Also, please read the "Boxes" case studies:
    - *Evaluations and Political Sustainability: The Progresa/Oportunidades Conditional Cash Transfer Program in Mexico, page 5*
    - *Evaluating to Improve Resource Allocations: Family Planning and Fertility in Indonesia, page 6*
    - *Evaluating to Improve Program Design: Malnourishment and Cognitive Development in Colombia, page 9*
    - *Evaluating Cost-Effectiveness: Comparing Strategies to Increase School Attendance in Kenya, page 2*
    - *Theory of Change: From Cement Floors to Happiness in Mexico, page 23*
    - *Estimating the Counterfactual: Miss Unique and the Cash Transfer Program, page 36*
    - *Conditional Cash Transfers and Education in Mexico, page 64*
    - *Randomized Offering of School Vouchers in Colombia, page 70*
- Oliveira, V. and Pinho, P. "Evaluation in urban planning: advances and prospects." Journal of Planning Literature, May 2010, Vol. 24, No. 4. Pp. 343-361.

- "Control freaks – are "randomized evaluations" a better way of doing aid and development policy?", The Economist Magazine

Week 11 – November 5 and November 7 – Scenarios as a Planning Tool

November 5: The power of scenarios as a planning tool

- Shearer, Allan 2009. "Scenario-Based Studies for Landscape Planning." In Land Use Scenarios, Environmental Consequences of Development, CRC Press, 2009.
- Barredo et al, 2003. Modeling future urban scenarios in developing countries: an application case study in Lagos, Nigeria. Environment and Planning B: Planning and Design 2004, Vol. 32, pp. 65-84.
- ***Optional:***
    - McElvaney, S., 2012. "Visioning Florida 2050", in Geodesign, Case Studies in Urban and Regional Planning, ESRI, New York [*Note: although this case study takes place in the "developed" land of Florida, USA, it provides an excellent detailed real-world planning study that scopes out several alternative futures/scenarios using GIS*]
    - Theobald, D. M. and N. T. Hobbs. 2002 "A framework for evaluating land use planning alternatives: protecting biodiversity on private land." Conservation Ecology 6(1): 5.

November 7: Scenario development for ecosystem service accounting in developing countries

- Developing Scenarios to Assess Ecosystem Service Tradeoffs, Natural Capital Group, Stanford University, 2012
- InVEST Scenarios Case Studies, the Natural Capital Group, Stanford University/WWF:
    - McKenzie et al, 2012: InVEST Scenarios Case Study: Sumatra, Indonesia
    - Fisher et al, 2012: InVEST Scenarios Case Study: Eastern Arc Mountains, Tanzania

SCENARIO PLANNING WITH STAKEHOLDERS EXERCISE

Week 12 – November 12 and November 14 – Responding to Requests for Proposals (RFPs) and Writing Proposals

November 12: Writing proposals, responding to RFPs, and creating budgets

- Purdue University Guide to Writing a Successful Grant Proposal
- Grant Proposal Writing Guide, Civil Society Fund
- Budgeting Guide, Civil Society Fund

November 14: Responding to several actual international development RFPs

- RFP #1: The World Bank, Water Monitoring Project in Benin
- RFP #2: Millennium Challenge Corporation (www.mcc.gov), Impact Evaluation in Republic of Georgia
- RFP #3: USAID – Strengthening Judicial Systems in Ghana

EXERCISE – RESPONDING TO AN RFP

Week 13 – November 19 and November 21 – Free Trade Zones, Hazard Planning in a Developing Country Context

November 19: Free-trade zones and mega-projects

- Shatkin, Gavin. 2008. "The City and the Bottom Line: Urban Mega-Projects and the Privatization of Urban Planning in Southeast Asia." Environment and Planning A 40, 2: 383-401.
- Stein, H. "Africa, Industrial Policy, and Export Processing Zones: Lessons from Asia" in Good Growth and Governance in Africa: Rethinking Development Strategies, eds. Norman A., et al, Oxford University Press, 2012.

November 21: Hazard planning in a developing country context

- Tony Beck, 2005. "Learning the Lessons from Disaster Recovery: The Case of Bangladesh". Hazard Management Unit, World Bank.
- Jose Luis Rocha and Ian Christopolous, 2001. "Disaster Mitigation and Preparedness on the Nicaraguan Post-Mitch Agenda" Disasters, 20 (3), 2001.
- Review for final exam

Week 14 – November 26 and November 28 - Thanksgiving Week

November 21: FINAL EXAM IN CLASS
November 28: NO CLASS – THANKSGIVING HOLIDAY

Week 15 – December 3 and December 5 – Case Studies: Transportation Planning in China and India; Final Thoughts

December 3: International planning in China;

Lecture on ***CONSULTING SKILLS 1: Interacting with the client; managing sub-contractors and local partners; interacting with government agencies; managing teams by telecommunications.***

Students Will Select 1 Individual Reading from the following list:

- Newman, P. and Andy Thornley. "Hong Kong, Shanghai and Singapore - A Battle for Regional Dominance: Mega-projects and State-led Visions." In Planning World Cities: Globalization and Urban Politics, Palgrave Macmillan, 2011.
- Katrina Mullan, Pauline Grosjean, Andreas Kontoleon, Land Tenure Arrangements and Rural–Urban Migration in China, World Development, Volume 39, Issue 1, January 2011, Pages 123-133
- Roberts, Mark, Deichmann, Uwe, Fingleton, Bernard and Shi, Tuo, On the Road to Prosperity? The Economic Geography of China's National Expressway Network (November 1, 2010). World Bank Policy Research Working Paper Series, Vol. , pp. -, 2010
- Shobhakar Dhakal, Urban energy use and carbon emissions from cities in China and policy implications, Energy Policy, Volume 37, Issue 11, November 2009, Pages 4208-4219
- Cann, Cynthia W., Cann, Michael C, and Gao Shangquan. Chapter 1: "China's Road to Sustainable Development: An Overview" (pp. 3 – 34). Excerpted from Day, Kristin A., ed. China's Environment and the Challenge of Sustainable Development. Armonk: M.E. Sharpe (2005).
- Gaubatz, Piper Rae. Chapter 2: "Urban transformation in post-Mao China: impacts of the reform era on China's urban form." From Davis, Deborah S., et al, eds. Urban Spaces in Contemporary China: The potential for autonomy and community in post-Mao China. Cambridge: Cambridge University Press (1995), pp. 28 – 60.
- Gakenheimer, Ralph. "Motorization and Urban Decentralization in China: The Urban Transport Problem in China." Transcript, World Resources Institute, January 13, 2004. 25 pp.
- Cherry, Chris. "China's Urban Transportation System: Issues and Policies Facing Cities." Berkeley: UC Berkeley Center for Future Urban Transport: A Volvo Center for Excellence, August 1, 2005
- Zusman, Eric, and Turner, Jennifer L. Chapter 5: "Beyond the Bureaucracy: Changing China's Policymaking Environment" (pp. 121 – 149). Excerpted from Day, Kristin A., ed. China's Environment and the Challenge of Sustainable Development. Armonk: M.E. Sharpe (2005).
- Lee, Jane Lanhee. "The Leapfrog Strategy: Fuel-cell advocates say China is uniquely positioned to jump past petroleum and straight into an alternative-fuel future." Wall Street Journal (June 25, 2005).
- Oster, Shai. "Beijing aims to boost use of alternative-energy sources." Wall Street Journal (February 14, 2006).
- "The State of China's Cities 2010/2011 – Better City, Better Life". UN Habitat, 2011.
- Robert Cervero, Jennifer Day, Suburbanization and transit-oriented development in China, Transport Policy, Volume 15, Issue 5, September 2008, Pages 315-323.
- China's 12th Five Year Plan: Transportation and Logistics. KPMG China, April 2011.
- An Overview of China's Transport Sector – 2007. Easte Working Paper No. 15, Transport, Energy and Mining Sector Unit, Sustainable Development Department, The World Bank *(particularly sections on Air Transport (30-35), Ports (35-38) and Logistics (42-48))*

December 5: Globalization and the future for international planning; final thoughts

Students Will Select 1 Individual Readings from the following list:

- Taylor, P. "Spatial planning in the age of globalization". Built and Natural Environment Research Papers, Vol. 4, No. 2, 2011.
- Richard Grant, "Accra: a globalizing city" in *International Handbook of Globalization and World Cities* (Edward Elgar, London, 2011), ch. 42.
- Alderson, A. et al. Intercity Relations and Globalisation: The Evolution of the Global Urban Hierarchy, 1981—2007. Urban Studies August 1, 2010 47: 1899-1923
- Sassen, Saskia, 2012. "The Urban Impact of Economic Globalization", in Cities in the World Economy, Sociology for a New Century, 4th edition, Sage.
- Sassen, Saskia 2001. "Cities in the global economy." In Handbook of Urban Studies, ed. Ronan Paddison. Thousand Oaks, California: Sage Publications.
- Sanyal, Bishwapriya. 2005. "Hybrid Planning Cultures: The Search for the Global Cultural Commons," in Bishwapriya Sanyal, ed. Comparative Planning Cultures. London:
- Dollar, David. 2005. "Globalization, Poverty, and Inequality Since 1980." World Bank Research Observer, Vol 20, No 2.
- Milanovic, Branko. 2002. "Can We Discern the Effect of Globalization on Income Distribution? Evidence from Household Budget Surveys." World Bank Policy Research Working Paper 2876.
- Sassen, Saskia. 2002. "Locating Cities on Global Circuits." Environment & Urbanization 14, 1 (April): 13-30.
- Abu-Lughod, Janet L. 1999. New York, Chicago, Los Angeles: America's Global Cities. Minneapolis, Minnesota: University of Minnesota Press.
- Hall, Peter. 1998. "Globalization and the world of cities." In Globalization and the World of Large Cities, ed. F-c Lo and Y-m Yeung. Tokyo: United Nations University Press.
- Yeoh, Brenda. 1999. "Global/Globalizing Cities." Progress In Human Geography 23, 4: 607-616.
- Derudder et al. "Global City/World City" in *International Handbook of Globalization and World Cities* (Edward Elgar, London, 2011), ch. 9.
- Newman, P. and Andy Thornley. "The World City Hypothesis." In Planning World Cities: Globalization and Urban Politics, Palgrave Macmillan, 2011.

Optional Readings: The following list is a selection of journal articles and reports on a variety of topics related to international urban & regional planning. This is by no means a comprehensive list, or one that covers all topics related to international planning, but is intended to provide a starting point for your more in-depth research. These articles should be available on the Blackboard site, under Course Documents/Optional Readings. The list below is organized under the following topics, which are found below in alphabetical order:

agglomeration
Alternative development value-systems: gender, health, culture, class, happiness indices and social justice value frameworks for evaluation of development and international planning
china: planning in
climate change and international planning
disaster prevention
ecosystem services
energy and energy planning
evaluation of development projects
food security
geography: its role and some important spatial models of urban and city forms and interactions
geo-spatial technologies for international planning
globalization
international economic development policy
land issues (slums, land tenure, property rights, etc.)
legacy of colonialism
mega-projects and market towns
planning for pollution
political/administrative structures and their impacts on development
primate cities
regional planning
scenarios/alternative futures
sustainability
systems of cities
tourism and development
transportation considerations in international planning
urbanization/cities

Agglomeration:

- Krugman, P. "Center and Periphery". Chapter 1 in *Geography and Trade*, MIT Press, 1991.
- Krugman, P. "Increasing Returns and Economic Geography". The Journal of Political Economy, Vol. 99, No. 3, pp. 483-499, 1991.
- Alfred Marshall, "The concentration of specialized industries in particular localities," Chap. X in Principles of Economics, 8th edition, Macmillan, 1920, pp 267-277.

Alternative development value-systems: gender, health, culture, class, happiness indices and social justice value frameworks for evaluation of development and international planning

- Sen, Amartya. 1988. "The Concept of Development." In H. Chenery and T.N. Srinivasan eds. Handbook of Development Economics, Amsterdam: Elsevier, v. 1, pp. 9-26.
- Heritage, Z. and Dooris, M. "Community participation and empowerment in Healthy Cities". Health Promotion International, Vol 24, No. 1, pp 145-155. 2009
- Dhakal, Shobhakar. 2002. "Comprehensive Kampung Improvement Program in Surabaya as a Model of Community Participation." Working Paper, Urban Environmental Management Project, Institute for Global Environmental Strategies, Kitakyushu, Japan.
- Miles, Rebecca. 2002. "Employment and Unemployment in Jordan: The Importance of the Gender System". World Development 30(3), pp.413-427.
- Miles-Doan, Rebecca and Brewster, Karin. 1998. "The influence of mother's sector of work in Cebu Province, the Philippines on use of maternal and child health services". Studies in Family Planning 29(1), pp.69-78.
- Doan, Rebecca Miles and Barry Popkin. 1993. "Women's Work and Infant Care in the Philippines". Social Science and Medicine 36(3), pp.297-304.
- Doan, Rebecca Miles. 1992. "Class Differentiation and the Informal Sector in Amman, Jordan". International Journal of Middle Eastern Studies vol.24, January, pp.27-38.
- Doan, Rebecca Miles and Leila Bisharat. 1990. "Female Autonomy and Child Nutritional Status: The Extended-Family Residential Unit in Amman, Jordan". Social Science and Medicine 31(7), pp.783-789.
- Deang, Lionel, Rebecca Miles Doan and Barry M. Popkin. 1988. "Influences of Household Structure and Composition on Breast-feeding". Philippine Population Journal (4)1-4, pp.38-52.
- Easton, Peter, Monkman, Karen and Miles, Rebecca. 2003. "Social Policy from the Bottom Up: Abandoning FGC in Sub-Saharan Africa". Development in Practice 13(5), pp.445-458.
- Monkman, Karen, Miles, Rebecca, & Easton, Peter. 2007. "The transformatory potential of a village empowerment program: The TOSTAN replication in Mali". Women's Studies International Forum, 30(6), pp. 451-464.

- O'Brien, C. "Planning for Sustainable Happiness: Harmonizing Our Internal and External Landscapes." Prepared for Rethinking Development: 2nd International Conference on Gross National Happiness, Antigonish, Nova Scotia, June 2005.
- Jeff Turner, Urban mass transit, gender planning protocols and social sustainability – The case of Jakarta, Research in Transportation Economics, Volume 34, Issue 1, 2012, Pages 48-53
- Visser, G. "Social Justice, Integrated Development Planning and Post-Apartheid Urban Reconstruction." Urban Studies, Vol. 38, No. 10, 2001.
- Finbarr Brereton, J. Peter Clinch and Susana Ferreira ; (2005) 'Quality of Life and Location-Specific Amenities: a subjective well-being approach' *Planning and Environmental Policy Research Series* 05 (05).
- Trkulja, S. "Happiness As Indicator and Planning Objective for the Spatial Development Policy." Faculty of Geography, University of Belgrade.
- Graham, Carol and Andrew Felton. 2005. "Does Inequality Matter to Individual Welfare. An Initial Exploration Based on Happiness Surveys from Latin America." CSED Working Paper, No. 38
- Brereton, F.; Clinch, J.P.; Ferreira, S. ; (2009) 'Employment and Life-satisfaction'. *Economic and Social Review*, 39 (3):207-234.
- Rakodi, C. "Cities and people: Towards a gender-aware urban planning process?" Public Administration and Development, Vol. 11, No. 6, 1991.

- McCaffrey, Stephen C.; Neville, Kate J. "Small Capacity and Big Responsibilities: Financial and Legal Implications of a Human Right to Water for Developing Countries." 21 Geo. Int'l Envtl. L. Rev. 679 (2008-2009)
- Riverson, et al "The challenges in addressing gender dimensions of transport in developing countries: lessons from World Bank's projects." Presentation at TRB, 2006.
- Sarah Milne and Eduard Niesten (2009). Direct payments for biodiversity conservation in developing countries: practical insights for design and implementation. Oryx, 43 , pp 530-541
- Is Growth Good For Biodiversity? Debate between Jonathan Baillie, Conservation Programmes Director, Zoological Society of London, and Bjorn Lomborg, Adjunct Professor, Copenhagen Business School. Economist Magazine Debate: http://economist.com/debate/debates/overview/259

China, international planning in:

- Newman, P. and Andy Thornley. "Hong Kong, Shanghai and Singapore - A Battle for Regional Dominance: Mega-projects and State-led Visions." In Planning World Cities: Globalization and Urban Politics, Palgrave Macmillan, 2011.
- Katrina Mullan, Pauline Grosjean, Andreas Kontoleon, Land Tenure Arrangements and Rural–Urban Migration in China, World Development, Volume 39, Issue 1, January 2011, Pages 123-133
- Roberts, Mark, Deichmann, Uwe, Fingleton, Bernard and Shi, Tuo, On the Road to Prosperity? The Economic Geography of China's National Expressway Network (November 1, 2010). World Bank Policy Research Working Paper Series, Vol. , pp. -, 2010
- Shobhakar Dhakal, Urban energy use and carbon emissions from cities in China and policy implications, Energy Policy, Volume 37, Issue 11, November 2009, Pages 4208-4219
- Cann, Cynthia W., Cann, Michael C, and Gao Shangquan. Chapter 1: "China's Road to Sustainable Development: An Overview" (pp. 3 – 34). Excerpted from Day, Kristin A., ed. China's Environment and the Challenge of Sustainable Development. Armonk: M.E. Sharpe (2005).
- Gaubatz, Piper Rae. Chapter 2: "Urban transformation in post-Mao China: impacts of the reform era on China's urban form." From Davis, Deborah S., et al, eds. Urban Spaces in Contemporary China: The potential for autonomy and community in post-Mao China. Cambridge: Cambridge University Press (1995), pp. 28 – 60.
- Gakenheimer, Ralph. "Motorization and Urban Decentralization in China: The Urban Transport Problem in China." Transcript, World Resources Institute, January 13, 2004. 25 pp.
- Cherry, Chris. "China's Urban Transportation System: Issues and Policies Facing Cities." Berkeley: UC Berkeley Center for Future Urban Transport: A Volvo Center for Excellence, August 1, 2005
- Zusman, Eric, and Turner, Jennifer L. Chapter 5: "Beyond the Bureaucracy: Changing China's Policymaking Environment" (pp. 121 – 149). Excerpted from Day, Kristin A., ed. China's Environment and the Challenge of Sustainable Development. Armonk: M.E. Sharpe (2005).
- Lee, Jane Lanhee. "The Leapfrog Strategy: Fuel-cell advocates say China is uniquely positioned to jump past petroleum and straight into an alternative-fuel future." Wall Street Journal (June 25, 2005).
- Oster, Shai. "Beijing aims to boost use of alternative-energy sources." Wall Street Journal (February 14, 2006).
- "The State of China's Cities 2010/2011 – Better City, Better Life". UN Habitat, 2011.

Climate change and international planning

- Virtanen, P. & Gemechu, D. (2011). Global climate policies, local institutions and food security in a pastoral society in Ethiopia. Consilience: The Journal of Sustainable Development, 5 (1), 96-118.
- De Oliveira, Jose Antonio Puppim. 2009. "The Implementation of Climate Change Related Policies at the Subnational Level: An Analysis of Three Countries." Habitat International 33, 3 (July): 253-259
- Nakamura et al. "A Backcasting Approach to Designing Low-Carbon Urban Transport Systems for Asian Developing Cities - Application to Bangkok", Transportation Research Board 91st Annual Meeting, Washington, DC 2012.
- Glaeser, E. "Dirty Footprints: Comparing Carbon Emissions." In Triumph of the City, Penguin, 2011.
- "A City-Wide Approach to Carbon Finance", The World Bank, 2010.
- "Energizing Development without Compromising the Climate." World Development Report 2010: Development and Climate Change. Washington, DC: The World Bank.
- Davoudi, S. et al. "Climate Change and Spatial Planning Responses." in Planning for Climate Change: Strategies for Mitigation and Adaptation for Spatial Planners. Davoudi, S. et al (eds.). Earthscan, 2009.
- "Integrating Development into the Global Climate Regime." World Development Report 2010: Development and Climate Change. Washington, DC: The World Bank.
- "Agrawal, Arun; Perrin, Nicolas. 2009. *Climate policy processes, local institutions, and adaptation actions: mechanisms of translation and influence*. World Bank, Washington, DC
- Halsnaes, K, and Laursen N. "Climate change vulnerability: a new threat to poverty alleviation in developing countries." in Planning for Climate Change: Strategies for Mitigation and Adaptation for Spatial Planners. Davoudi, S. et al (eds.). Earthscan, 2009
- De Oliveira, Jose Antonio Puppim. 2009. "The Implementation of Climate Change Related Policies at the Subnational Level: An Analysis of Three Countries." Habitat International 33, 3 (July): 253-259
- "Cities and Climate Change: an Urgent Agenda." The World Bank, Urban Development & Local Government, Urban Development Series Knowledge Papers, 2010.
- Karen C Seto, J Marshall Shepherd, Global urban land-use trends and climate impacts, Current Opinion in Environmental Sustainability, Volume 1, Issue 1, October 2009, Pages 89-95

Disaster prevention:

- Tony Beck, 2005. "Learning the Lessons from Disaster Recovery: The Case of Bangladesh". Hazard Management Unit, World Bank.
- Jose Luis Rocha and Ian Christopolous, 2001. "Disaster Mitigation and Preparedness on the Nicaraguan Post-Mitch Agenda" Disasters, 20 (3), 2001.
- Margarita Flores, Yasmeen Khwaja and Philip White, 2005. "Food Security in Protracted Crises: Building More Effective Policy Frameworks." Disasters, 20, 2005.
- Greg Bankoff, 2003. "Constructing Vulnerability: The Historical, Natural and Social Generation of Flooding in Metropolitan Manila." Disasters, 27 (3), 2003.
- Susan L. Cutter, Lindsey Barnes, Melissa Berry, Christopher Burton, Elijah Evans, Eric Tate, Jennifer Webb, A place-based model for understanding community resilience to natural disasters, Global Environmental Change, Volume 18, Issue 4, October 2008, Pages 598-606
- Kaiser, Spiegel, Henderson and Gerber, 2003. "The Application of Geographic Information Systems and Global Positioning Systems in Humanitarian Emergencies: Lessons Learned, Programme Implications and Future Research." Disasters, 27 (2), 2003.

Ecosystem services

- Ruckelshaus, M. et al. Notes from the field: Lessons learned from using ecosystem service approaches to inform real-world decisions, Ecological Economics, 23 August 2013
- Ehrlich, P., Kareiva, P. and Gretchen Daily, 2012. Securing natural capital and expanding equity to rescale civilization. Nature, 486, 68-73 (07 June 2012).

Energy and energy planning

- Haggett, C. "Public Engagement in Planning for Renewable Energy" in Planning for Climate Change: Strategies for Mitigation and Adaptation for Spatial Planners. Davoudi, S. et al (eds.). Earthscan, 2009.
- Bizikova et al, 2013. The Water–Energy–Food Security Nexus: Towards a practical planning and decision-support framework for landscape investment and risk management. The International Institute for Sustainable Development
- "Brazil – How do the peri-urban poor meet their energy needs: A case study of Caju Shantytown, Rio De Janeiro", Energy Sector Management Assistance Programme (ESMAP), Feb. 2006.
- Michael J. Saunders, Tobias Kuhnimhof, Bastian Chlond, Antonio Nelson Rodrigues da Silva, Incorporating transport energy into urban planning, Transportation Research Part A: Policy and Practice, Volume 42, Issue 6, July 2008, Pages 874-882

Evaluation of Development Projects:

- Oliveira, V. and Pinho, P. "Evaluation in urban planning: advances and prospects." Journal of Planning Literature, May 2010, Vol. 24, No. 4. Pp. 343-361.
- "Control freaks – are "randomized evaluations" a better way of doing aid and development policy?", The Economist Magazine
- Gonzalez et al. "Impact Assessment Model for Sustainable Urban Planning". IAIA11 Conference Proceedings, Puebla, Mexico, June 2011
- Conducting Impact Evaluation in Urban Transport. The World Bank: Poverty Reduction and Economic Management, 2007.
- "The big push back – randomized trials could help show whether aid works", The Economist Magazine, Dec. 3rd, 2011.
- Felkner, J. et al "Economic Impact Evaluation of MCC Improvements to the SJ Road, Republic of Georgia, 2008-2010." NORC at the University of Chicago, 2011.
- Dixon-Fyle, K. "Integrating employment into urban investment planning: towards a planning and impact evaluation methodology". EIIP, Geneva, 2000.
- Van de Walle, D. "Impact evaluation of rural road projects." Journal of Development Effectiveness , Vol. 1, Iss. 1, 2009

Food security

- Virtanen, P. & Gemechu, D. (2011). Global climate policies, local institutions and food security in a pastoral society in Ethiopia. Consilience: The Journal of Sustainable Development, 5 (1), 96-118.
- Bizikova et al, 2013. The Water–Energy–Food Security Nexus: Towards a practical planning and decision-support framework for landscape investment and risk management. The International Institute for Sustainable Development
- Buchanan, S., 1990. Food security planning in the wake of an emergency relief operation: the case of Darfur, western Sudan. IDS Discussion Paper 1990 No. 278. 39 pp.

- United Nations World Food Programme (WFP), "Global Food Security Update, Tracking Food Security Trends In Vulnerable Countries", July2013.

geography: its role and some important spatial models of urban and city forms and interactions:

- Doan, P. and Oduro, C. Y. (2012), Patterns of Population Growth in Peri-Urban Accra, Ghana. International Journal of Urban and Regional Research, 36: 1306–1325. doi: 10.1111/j.1468-2427.2011.01075.x
- Doan, P. 1995. "Urban Primacy and Spatial Development Policy in African Development Plans," *Third World Planning Review.* Vol. 17, 3: 313-335.

- On the Importance of the `Location Package' for Urban Growth. Urban Studies July 1, 2009 46: 1665-1679
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Department of City & Regional Planning, UNC-Chapel Hill
Housing/Community Development Workshop
Professor Mai Thi Nguyen
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PLAN 823 Fall 2010
Wednesday 5:15-8:15
New East 305

A Community/Economic Development Plan for Resiliency in Quy Nhon, Vietnam

Course Introduction: This workshop is designed to expose students to community and economic development issues in a rapidly urbanizing city in a developing country, Quy Nhon, Vietnam. Students will travel to Vietnam for two weeks in early August 2010 to learn about the sociocultural and historic context that shapes the future development of Quy Nhon. Students will meet with local government officials, staff of NGOs both domestic and international, and speak with local residents about both the needs and assets of Quy Nhon. Information from the interviews/focus groups in Quy Nhon and additional secondary data sources will be used to develop a community/economic development plan focused on creating a more resilient city.

Student Expectations: Students are expected to attend all class meetings. If students should miss a class, they should give advance notice to the professor and teammates and be responsible for obtaining all pertinent information missed in order to keep abreast of project developments. Outside of class, students are expected to devote approximately 8-10 hours per week on the project. Some of this time will be independent work, others will be teamwork. Teams will be formed at the beginning of the school semester based on interests and skills. Team leaders, selected by each team, will be responsible for communicating with one another, with the professor, and with other collaborators, such as students from the University of Hawaii and Columbia University. Distribution of other work (e.g. research, writing) will be determined within each team.

Class Schedule:
August 25: Debrief on Vietnam Trip. Subgroups traveling to neighboring cities should have a write-up about the information they gathered and give a brief 15-20 minute presentation. Teams will be selected during this class period.
September 1: Case Study #1. Teams present the scope and focus of their portion of the community/economic development plan. Tasks and goals are outlined for each group. Preliminary background research should be shared.
September 8: Case Study #2. Robert T. Perry, Director, Albemarle Ecological Field Site, Institute for the Environment. Development Challenges in Coastal North Carolina.
September 15: Case Study #3. Other tasks TBA.
September 22: Case Study #4. Other tasks TBA.

September 29: Case Study #5. Other tasks TBA.
October 6: Case Study #6. Other tasks TBA.
October 13: Case Study #7. Other tasks TBA.
October 20: ***Fall Break. NO CLASS***
October 27: Case Study #8. Other tasks TBA.
November 3: Case Study #9. Other tasks TBA.
November 10: 1st Draft of Plan Due. Presentation in Class. Comments/Suggestions/Feedback
November 17: 2nd Draft of Plan Due. Finalizing Graphics, Tables, Charts, Data
November 24: ***Thanksgiving Holiday. NO CLASS***
December 1: Unfinished business
December 8: Final Plan Completed; Final Presentations in Class

Case Studies: Each Student is responsible for signing up to present a case study about community/economic development that is applicable to Quy Nhon. The case study can be domestic, but international case studies focused in a city in Southeast Asia may be most comparable and applicable. The goal is to learn practical lessons from the case studies that can be incorporated into our community/economic plan as potential "best practices" or examples of what can be done in Quy Nhon. A prize will be given to the student who presents the case study that is most relevant to our project. Points will be given for site comparability, feasibility, and innovation. Students in the class will vote on the winner. Winner gets a surprise prize.

Grading: Team output (50%), Peer-Review (30%), Class participation (20%)

Team output: Each team will write a portion of the community/economic development plan. The quality of this portion will be graded separate from the final plan that will be edited by a student editor and the instructor. The portion of the plan will be graded for quality and clarity of writing, quality and presentation of research, and usability by the client.

Peer Review: Each student will have an opportunity to evaluate their team members' as well as their own participation and contribution to the project. There will be 3 Peer-Review periods to ensure that feedback occurs frequently and that team members are contributing equitably to the project. Poor peer evaluations can hurt your overall grade, therefore it is important to have constant communication with your team members and make sure that you are meeting their expectations. Be explicit and be open if your team members are not meeting your expectations.

Class Participation: Receiving high marks in class participation involves you being engaged during class periods as well as being prepared to come to class in order to be engaged. Examples of engagement include but are not limited to: listening attentively to other students, providing constructive feedback, being intellectually curious, asking thoughtful questions, sharing innovative ideas, etc. Each student is also required to bring in one case study of a city undergoing similar development

issues as Quy Nhon to share with the class about "best practices" or innovative policies.

Deliverables: Each team will be responsible for writing a professional quality section of a community/economic development plan. A student editor will be chosen among the class to incorporate the various sections and make sure that the final plan is seamlessly integrated with graphs, maps, tables, charts, images. The editor will also be responsible for final formatting and editing, but will provide guidelines for each team. Each team will be graded on what they provide to the editor. Typical workshop reports are between 80-120 pages (including supporting documents). The length of the report is not as important as the quality of the final product, but this gives you a good idea of what has been done in the past.

School of Environmental Design
TEMPLE UNIVERSITY

Department of Community and Regional Planning, Spring 2013

CRP 3255 / 8255: Sustainability in Suburban Communities (3 credit hrs), Revised 5 March 2013

Day and Time:	Tuesday, 5:00 pm to 7:30 pm
Room:	Learning Center Room 301
Professor:	Bradley Flamm
Email:	bflamm@temple.edu
Office:	208 West Hall
Telephone:	(267) 468-8305
Office hours:	Mondays 11 am to 12:30 pm, Tuesdays 2 to 3:30 pm and by appointment

Course Description

The physical forms of suburban communities and the social and economic patterns that shape residents' lives make achieving sustainability in suburbia challenging and problematic. Distances between homes, businesses, and worksites are long, transportation choices are few, infrastructure needs are extensive and costly, and impacts on ecological systems can be severe. Many argue that higher-density, urban living holds our best promise for an environmentally sustainable future in the United States, but half of all Americans live in suburbia and finding sustainable solutions for them and their communities must be part of the solution. Lectures, readings, and discussions in this course will address sustainability in suburban communities by covering the history of the American suburb and processes of suburbanization; architecture and housing; landscape and community design; transportation and infrastructure; built and natural environments and ecological systems; and planning, administration, and regionalism.

Learning Objectives

Upon completion of this course, students will:

1. Know the history of the development of American suburbs, including the impacts of technology, infrastructure, economic, culture, and social developments on processes of suburbanization;
2. Understand the meaning and theory of sustainability, in general terms and in their applicability to suburban communities;
3. Appreciate the broad range of issues that affect the ecological, economic and social sustainability of the built environment and human systems that exist in suburban communities;

4. Be able to define and critique the role of the suburban community planner in promoting ecological, economic, and social sustainability;
5. Comprehend the inter-community relationships of suburbia with rural and urban communities within metropolitan regions and the potential for effective collaboration; and
6. Be able to write and speak more effectively on the topic of sustainability in American suburban communities.

In addition to these learning objectives, you will also be asked to write personal learning objectives and establish ways of measuring your success in achieving them.

Text and Readings

There are two required books and one recommended book for this course which will be supplemented with a variety of book chapters and articles made available via the course Blackboard site.

The two required textbooks are:

Building Suburbia: Green Fields and Urban Growth, 1820—2000 by Dolores Hayden (2003, Vintage Books, ISBN: 0-375-72721-3)

Crabgrass Frontier: The Suburbanization of the United States, by Kenneth T. Jackson (1985, Oxford University Press, ISBN: 0-19-504983-7)

Also, this book is recommended:

Last Harvest: How a Cornfield Became New Daleville, by Witold Rybczynski, (2007, Scribner, ISBN: 0-7432-3596-7)

Course Assignments

Students will be responsible for taking two exams, writing a term paper (undergraduates and graduate students will have different requirements for this assignment), submitting weekly comments on the assigned readings, and participating actively and thoughtfully in classroom, Blackboard discussion board, and field trip discussions and contributing in additional ways to the intellectual life of the course.

Quiz #1 (fourth week):	10%
Quiz #2 (tenth week):	15%
Term paper:	40%
Weekly comments for ten weeks (weeks 3-12):	15%
Participation:	20%

Grading will be based upon the breakdown above. More detailed descriptions of the course assignments will be distributed in the second class session on January 29, 2013.

Blackboard

This course will make extensive use of the Blackboard Learning System. The syllabus, additional readings, course assignments and announcements will be posted as needed. Students are expected to check the course Blackboard site regularly. Note that because Blackboard *only* accepts temple.edu e-mail addresses, all class e-mail correspondence must be through a temple.edu address.

Academic Integrity

You will be expected to do your own work for all assignments. Of course, we all learn from, build on, and reflect in our work the writings and ideas of others, so we will discuss how to properly cite articles, books, web sites, and other sources and how to avoid plagiarism (see http://guides.temple.edu/content.php?pid=204288&sid=1731697 and http://www.temple.edu/writingctr/support-for-writers/documents/AvoidingPlagiarismWhenUsingSourceMaterials.pdf).

Accessibility / Disability / Religious Observance

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact Disability Resources and Services by phone at 267-468-8200 (TTY: 267-468-8262) or in person at 104 West Hall to coordinate reasonable accommodations for students with documented disabilities. See the web site of the Temple office of Disability Resources and Services at http://www.temple.edu/disability/ for more information.

Students who anticipate an absence due to a scheduled religious observance should contact me to make arrangements for keeping up with the course material.

Statement on Academic Freedom

Freedom to teach and freedom to learn are inseparable facets of Academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Course Schedule

Date	Topics	Assignments	Required Readings	**Graduate* /** Recommended Readings
Section 1: Introduction to Sustainability in Suburban Communities				
Week 1: 1/22/13	Introduction: The suburbs and sustainability		Fishman, 1987, *Bourgeois Utopias*, Intro *(3-17)* Hayden, 2003, *Building Suburbia*, Ch 1 – Ch 2 *(3-18)*	
Week 2: 1/29/13	Introduction: The suburbs and sustainability (cont.)		Hayden, 2003, *Building Suburbia*, Ch 3 – Ch 4 *(21-70)* Jackson, 1985, *Crabgrass Frontier*, Intro – Ch 4 *(3-86)* Newman and Kenworthy, 1999, Chapter 1 *of Sustainability and Cities* Wheeler, 2004, *Planning for Sustainability*	*** Campbell**, 1996, *Green Cities, Growing Cities, Just Cities?: Urban Planning and the Contradictions of Sustainable Development*
Week 3: 2/5/13	The origins of the suburbs	*Weekly Comments*	Hayden, 2003, Ch 5 – Ch 6 *(71-127)* Jackson, 1985, Ch 5 – Ch 8 *(87 – 156)*	*** Whyte**, 1958, *Urban Sprawl* Contosta, 1992, *Suburb in the City: Chestnut Hill, Philadelphia – 1850 to 1990* Gans, 1967, *The Levittowners*
Week 4: 2/12/13	Today's suburbs	*Quiz #1* *Weekly Comments*	Hayden, 2003, Ch 7 – Ch 9 *(128-197)* Jackson, 1985, Ch 9 – Ch 12 *(157 –230)*	*** Hanlon**, 2009, *A Typology of Inner-Ring Suburbs: Class, Race, and Ethnicity in U.S. Suburbia* Bruegmann, 2005, *Sprawl: A Compact History*
Week 5: 2/19/13	Tomorrow's suburbs: American suburbs in the 21st century	*Weekly Comments*	Hayden, 2003, Ch 10 – Ch 11 *(201 – 248)* Jackson, 1985, Ch 13 – Ch 16 *(231 – 305)* Kotkin, 2005, *The New Suburbanism: A Realist's Guide to the American Future*	*** Ahern**, 2011, *From fail-safe to safe-to-fail: Sustainability and Resilience in the New Urban World*

Date	**Topics**	**Assignments**	**Required Readings**	**Graduate* /** Recommended Readings
Section 2: The Elements of Sustainability in Suburban Communities				
Week 6: 2/26/13	Social equity in the suburbs	*Weekly Comments* *In class showing of Race: The Power of an Illusion (Episode 3: The House We Live In)*	Cowan, 2006, *Anti-Snob Land Use Laws, Suburban Exclusion, and Housing Opportunity* Ihlanfeldt, 2004, *Exclusionary Land-Use Regulations within Suburban Communities: A Review of the Evidence and Policy Prescriptions*	*** Spain,** 2002, *What Happened to Gender Relations on the Way from Chicago to Los Angeles* Wilkinson, et al., 2010, *Equality, Sustainability, and Quality of Life*
Week 7: 3/5/13	Economic sustainability in American suburbs (housing)	*Weekly Comments*	Larco, 2009, *Suburbia Shift: Overlooked Trends and Opportunities in Suburban Multifamily Housing* Congress for New Urbanism, 1996, *Charter of the New Urbanism* Barnett, 2000, *What's New About the New Urbanism?*	*** Bramley and Power**, 2009, *Urban form and social sustainability: the role of density and housing type* Schmitz, et al., 2003, *The New Shape of Suburbia: Trends in Residential Development* Rybczynski, 2007, *Last Harvest*
Spring Break: No class session on 3/12/13				
Week 8: 3/19/13	Environmental Sustainability: The Role of Population Density	*Weekly Comments*	Haughey, 2005, *Higher-Density Development: Myth and Fact* Owen, 2004, *Green Manhattan* Neuman, 2005, *The Compact City Fallacy*	*** Echenique, et al**., 2012, *Growing Cities Sustainably: Does Urban Form Really Matter?* Owen, 2009, *Green Metropolis*
Section 3: Sustainability, Piece by Piece				
Week 9: 3/26/13	The suburban landscape	*Weekly Comments*	Thayer, 1989, *The Experience of Sustainable Landscapes* Scarfo, 1988, *Stewardship and the Profession of Landscape Architecture*	*** Steiner**, 2011, *Landscape ecological urbanism: Origins and trajectories*

Date	**Topics**	**Assignments**	**Required Readings**	**Graduate* /** Recommended Readings
Week 10: 4/2/13	Energy, the built environment, and the suburbs	*Quiz #2* *Weekly Comments*	Ewing and Rong, 2008, *The Impact of Urban Form on U.S. Residential Energy Use* Butler, 2008, *Architects of a low-energy future*	*** Norman et al.,** 2006, *Comparing High and Low Residential Density: Life-Cycle Analysis of Energy Use and Greenhouse Gas Emissions*
Week 11: 4/9/13	Transportation and infrastructure in the suburbs	*Weekly Comments*	Litman & Burwell, 2006, *Issues in Sustainable Transportation* Mees, 2010, Excerpts from *Transport for Suburbia: Beyond the Automobile Age*	*** Crane and Schweitzer**, 2003, *Transport and Sustainability: The Role of the Built Environment*
Week 12: 4/16/13	The suburbs and the metropolis	*Weekly Comments*	Keating and Bier, 2008, *Greater Cleveland's First Suburbs Consortium: Fighting Sprawl and Suburban Decline*	*** Wheeler**, 2000, Planning for Metropolitan Sustainability
Week 13: 4/23/13	Catching up		*No reading assignment*	
Section 4: Sustainability in Suburban Communities				
Week 14: 4/30/13	Planning for sustainability in suburban communities			
Exam week		Term paper due at 7:30 pm on Tues, 5/14/13		

Reference Books

Bruegmann, R. (2005). Sprawl: A Compact History. Chicago, IL, University of Chicago Press.

Cervero, R. (1989). America's Suburban Centers: The Land Use-Transportation Link. Winchester, MA, Unwin Hyman Inc.

Contosta, D. R. (1992). Suburb in the City: Chestnut Hill, Philadelphia, 1850 - 1990. Columbus, OH, Ohio State University Press.

Duany, A., E. Plater-Zyberk, et al. (2000). Suburban Nation: The Rise of Sprawl and the Decline of the American Dream. New York, NY, North Point Press.

Dunham-Jones, E. and J. Williamson (2009). Retrofitting Suburbia: Urban Design Solutions for Redesigning Suburbs. Hoboken, NJ, John Wiley & Sons.

Fishman, R. (1987). Bourgeois Utopias: The Rise and Fall of Suburbia. New York, NY, Basic Books.

Forsyth, A. (2005). Reforming Suburbia: The Planned Communities of Irvine, Columbia, and the Woodlands. Berkeley, CA, University of California Press.

Gans, H. J. (1967). The Levittowners: Ways of Life and Politics in a New Suburban Community. New York, NY, Pantheon Books.

Hanlon, B., J. R. Short, et al. (2010). Cities and Suburbs: New Metropolitan Realities in the US. New York, NY, Routledge.

Katz, B. and R. E. Lang, Eds. (2003). Redefining Urban & Suburban America: Evidence from Census 2000, Volume 1. Brookings Metro Series. Washington, DC, Brookings Institution Press.

Langdon, P. (1994). A Better Place to Live: Reshaping the American Suburb. Amherst, MA, University of Massachusetts Press.

Li, W. (2009). Ethnoburb: The New Ethnic Community in Urban America. Honolulu, HI, University of Hawai'i Press.

Lucy, W. H. and D. L. Phillips (2006). Tomorrow's Cities, Tomorrow's Suburbs. Chicago, IL, American Planning Association.

Mees, P. (2000). A Very Public Solution: Transport in the Dispersed City. Carleton South, Victoria, Australia, Melbourne University Press.

Mees, P. (2010). Transport for Suburbia: Beyond the Automobile Age. London, United Kingdom, Earthscan.

Morris, D. E. (2005). It's a sprawl world after all: The human cost of unplanned growth and visions of a better future. Gabriola Island, British Columbia, New Society Publishers.

Nicolaides, B. M. and A. Wiese, Eds. (2006). The Suburb Reader. New York, NY, Routledge.

Owen, D. (2009). Green Metropolis: Why Living Smaller, Living Closer, and Driving Less Are the Keys to Sustainability. New York, NY, Riverhead Books.

Popenoe, D. (2001). Private Pleasure, Public Plight: Urban Development, Suburban Sprawl, and the Decline of Community. New Brunswick, NJ, Transaction.

Rome, A. (2001). The Bulldozer in the Countryside: Suburban Sprawl and the Rise of American Environmentalism. New York, NY, Cambridge University Press.

Schmitz, A., P. Engebretson, et al. (2003). The New Shape of Suburbia: Trends in Residential Development. Washington, DC, Urban Land Institute.

Schuyler, D. (2002). A City Transformed: Redevelopment, Race, and Suburbanization in Lancaster, Pennsylvania, 1940-1980. University Park, Pennsylvania, The Pennsylvania State University Press.

Tachieva, G. (2010). Sprawl Repair Manual. Washington DC, Island Press.

Teaford, J. C. (2008). The American Suburb: The Basics. New York, NY, Routledge.

Thomas, G. S. (1998). The United States of Suburbia: How the Suburbs Took Control of America and What They Plan to Do with It. Amherst, NY, Prometheus Books.

Waldie, D. J. (1996). Holy land: A Suburban Memoir. New York, NY, Buzz Book for St. Martin's Press.

Tufts University Department of Urban & Environmental Policy and Planning

UEP 278: Environmental Justice, Security, and Sustainability
Fall 2012

Penn Loh 617 627 4608 penn.loh@tufts.edu

Thursdays 1:30-4:00pm Lane 100A

Office hours: Mondays 2:30-4:30 and by appointment.

Description

Environmental justice is a framework for analyzing and addressing the inequalities in environmental conditions (benefits and burdens) among communities of varying race/ethnicity and economic class. At the same time, environmental justice presents a deep challenge to the mainstream environmental and sustainability frameworks. This course will be divided into four sections:

1. Theory and concepts of environmental justice

   We will examine the foundations of the environmental justice concept, the history of the environmental justice movement, and the links between environmental justice and the environmental and sustainability movements.

2. Case studies and local site visits

   We will deepen our understanding of the challenges and responses to environmental injustice through several site visits with local EJ groups and guest presenters who will help frame environmental justice efforts in other parts of the country and the world. Issues that we will address include brownfields, land-use and gentrification, transportation, and others.

3. Strategies for addressing environmental justice

   We will examine the community strategies, governmental and policy responses, and legal approaches to addressing environmental justice.

4. Team projects with EJ partners

   Students will work in teams of 2-4 on projects that will help further the efforts of a local EJ group.

Course Objectives

- To develop theoretical frameworks for understanding how environmental injustice is produced locally, regionally, and globally and how environmental justice is linked to sustainability.
- To ground students in the realities faced by environmental justice communities locally and to connect these to struggles in other parts of the world.
- To explore strategies for addressing environmental justice from the community, government, science, and legal perspectives.
- To inspire and meaningfully engage students in local and regional efforts to promote environmental justice.

Course texts

Required

Cole, Luke W. and Foster, Sheila R. 2001. *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York. NYU Press.

Agyeman, Julian. 2005. *Sustainable Communities and the Challenge of Environmental Justice*. New York. NYU Press.

Optional

Pellow, David Naguib and Robert Brulle, editors. 2005. *Power, Justice, and the Environment*: *A Critical Appraisal of the Environmental Justice Movement.* Cambridge, MA. MIT Press.

A required Reader is also available for purchase. Readings in this syllabus that are not in the required books or Reader will be available via a web link, which you can also find on the course Trunk site. Note, suggested readings in the course syllabus are not in the Reader to save on printing costs. The Course Texts and Reader will also be on reserve at Tisch Library.

Course Requirements and Assessment

All students are expected to attend class regularly and complete assignments on time, including completing the required readings before each class. Your grade will be based on the following:

1. Group Project for Community Group (Due Dec 6) (35%)

Students will work in teams of 2-4 on a group project for a community organization. For those students who already have experience working with community groups, there is the option of doing an individual project of equivalent scale, such as writing a 15-20 page paper (please see me if you wish to pursue this option). The projects will be defined and guided by the community group. A list of the projects will be available once the class begins. The projects will require reporting to the client group and creating a final product (e.g. briefing paper, factsheet, web page, bibliography, powerpoint presentation, etc.). Depending on the nature of the project, groups may also need to conduct secondary research, data analysis and synthesis, or interviews. In addition, each team will submit a post-project reflection on their experience in working on a project with a community partner.

Here are some examples of previous community clients and projects:

- Chelsea Collaborative – assess potential for vacant lots in Chelsea to be converted to parks, urban agriculture, and open space uses.
- Community Labor United and Boston Recycling Coalition – analyze potential impacts of a planned statewide organics waste ban, especially potential to develop good green jobs.
- Welcome Project – explore case studies and develop recommendations for reframing obesity in immigrant communities as food and environmental justice issues.

Students submit preferences by 3rd class (Sep 20), and assignments will be made by 4th class (Sep 27).

Initial project scoping meetings and draft plans submitted by 6th class (Oct 11).

Draft project outputs to partner groups by Wed Nov 21.

Final project presentations on December 6.

2. 5-page Opinion Paper or Book Review (Due Dec 6) (25%)

Choose an issue in environmental justice that you think is contentious but about which you have strong feelings. It could be something like risk assessment, the relationship between environmental justice and sustainability, the role of experts or the debate about gentrification and environmental justice. Using class readings and other resources, write a 5-page opinion paper in support of your position. You should source at least 5 other readings in addition to required class readings. Note, these readings do not have to be peer-reviewed scholarly articles. Magazine articles and "grey" literature pieces (by think tanks, advocacy groups, and others) are acceptable.

Another acceptable option for this assignment is to write a book review on a book that is related to environmental justice. Your book review should also be 5-pages double-spaced. In your review, you should:

- Describe the book's major themes and arguments
- Critically appraise the book's methods and conclusions
- Discuss how the book's themes relate to the themes in the course readings and discussions
- Your recommendations to other EJ students on what they can/should learn from this book

3. Site Visit Journal (Due Oct 25) (20%)

For this requirement, the goal is to deeply analyze the themes and questions raised by our site visits and informed by the class readings. Write a 3-5 paged, double-spaced paper with your reflections based on one or more of our class site visits. You can raise questions and challenges in relation to the class readings, reflect on your own experiences, and/or share your personal reactions and feelings.

4. Weekly Discussion Forum (10%)

For most weeks, there will be short postings on the course Trunk site reflecting on course readings, discussions, and site visits by selected students. Over the semester, each student should expect to do 3-4 postings (2-3 paragraphs). All students are expected to read postings prior to each class.

5. Class participation (10%)

Class participation includes regular and prompt attendance as well as quality (not quantity) of input in class discussions. Remember that class participation is enhanced by being prepared for each class by completing the required readings.

Schedule

Week 1: Sep 6. Overview

Provide overview of course, review snapshots of environmental injustice cases, and begin to explore the main themes of the class.

Required Readings

Motavalli, Jim (1998) "Toxic Targets – Polluters that Dump on Communities of Color are Finally Being Brought to Justice," *E – The Environmental Magazine*, July-August. Available at: http://www.emagazine.com/magazine-archive/toxic-targets

Neal, Daria, Veronica Eady Farima, and Vernice Miller-Travis (2010). "Now is the Time: Environmental Injustice in the U.S. and Recommendations for Eliminating Disparities," A Collaborative Report by The Lawyers' Committee for Civil Rights Under Law, June 2010. Executive Summary pp. 1-4. Available at: http://www.lawyerscommittee.org/admin/site/documents/files/Final-Environmental-Justice-Report-6-9-10.pdf

Week 2: Sep 13. Environmental Racism and Injustice: Basic Concepts

Conduct in-class role play of an incinerator siting hearing. Explore the frameworks and debates emerging from the early environmental justice movement. What is environmental racism? What evidence is there of disproportionate impact? Is it class or race? Which came first: pollution or poor people of color?

Class project list distributed.

Required Readings (~100)

Cole & Foster. Preface/Introduction (pp 1-18) and Chapter 3 (pp 54-79).

Faber, Daniel and Eric Krieg. October 2005. "Unequal Exposure to Ecological Hazards 2005: Environmental Injustices in the Commonwealth of Massachusetts. Executive Summary." Philanthropy and Environmental Justice Research Project of Northeastern University, pp. iii-vi, 1-11. Available at: http://nuweb9.neu.edu/nejrc/wp-content/uploads/executive_summary_2005.pdf

Massachusetts Environmental Justice Map Viewer. Available at: http://maps.massgis.state.ma.us/map_ol/ej.php

Friedman, David, "The Environmental Racism Hoax," American Enterprise Institute, 2003, available at Trunk Resources

Pulido, Laura. 1996. "A Critical Review of the Methodology of Environmental Racism Research," *Antipode*, vol. 28, no. 2. pp 142-159.

Been, Vicki. 1994. "Locally Undesirable Land Uses in Minority Neighborhoods: Disproportionate Siting or Market Dynamics?" *Yale Law Journal*, vol. 103, no. 6, pp. 1383-1421. Available at: https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=http://www.jstor.org/stable/797089

Rabin, Yale. (1989) "Expulsive Zoning: The Inequitable Legacy of *Euclid*, *in* Zoning and the American Dream 101," excerpted in Rechtschaffen, Clifford and Eileen Gauna, 2002 *Environmental Justice: Law, Policy and Regulation*, Durham, NC: Carolina Academic Press, pp. 27-29.

Optional Readings

Faber, Daniel. 1998. "The Political Ecology of American Capitalism: New Challenges for the Environmental Justice Movement," Chapter 1 in *The Struggle for Ecological Democracy,* ed. Daniel Faber, Guildford Press, pp. 27-59.

Institute of Medicine. 1999. "Chapter 2: Establishing a Baseline," in *Toward Environmental Justice: Research, Education, and Health Policy Needs*, Washington, D.C.: National Academy Press, pp.: 11-21. Available at: http://www.nap.edu/books/0309064074/html/11.html

Taylor, Dorceta. 2000. The Rise of the Environmental Justice Paradigm. *American Behavioral Scientist*. Vol 43 (4) pp 508-580. Available through Tisch Library electronic journals.

Week 3: Sep 20. EJ Movement History and Evolution Towards Just Sustainability

Review origins of the EJ movement and its challenge to mainstream environmentalism and sustainability movements. Small group discussion on the evolution of the EJ movement. Is it too broad and ideological? Is it moving towards a "justainability" paradigm?

Students submit class project preferences

Required Readings (~95)

Cole & Foster. Chapter 1 (pp 19-33).

Principles of Environmental Justice, Adopted at the People of Color Conference on Environmental Justice, Washington, D.C. 1991. Available at: http://www.ejrc.cau.edu/princej.html

Foreman, Christopher. 1997. Environmentalism or Ideology? Inner City Activists Talk Pollution, Push Social Agenda. Available at: http://www.brookings.edu/articles/1997/0901metropolitanpolicy_foreman.aspx

Foreman, Christopher. 2002. Remarks on Environmental Justice to United States Commission on Civil Rights. Available at: http://www.brookings.edu/testimony/2002/0111environment_foreman.aspx

Southwest Organizing Project. November 1995. "Five Years Later: SWOP's Letter to the 'Group of Ten' Revisited," special insert to *Voces Unidas Update*.

Alston, Dana. 1991. "Moving Beyond the Barriers," in Proceedings of the First National People of Color Environmental Leadership Summit, pp. 103-106.

Agyeman. Introduction (pp. 1-13) and Chapter 3 (pp. 79-106).

Goldman, Benjamin. 1996. "What is the Future of Environmental Justice," *Antipode*, vol. 28, no. 2, pp 122-141.

Penn Loh and Phoebe Eng, co-editors. March 2010. "Environmental Justice and the Green Economy: A Vision Statement and Case Studies for Just and Sustainable Solutions." Alternatives for Community & Environment, Roxbury, MA, pp 3-7. Available at: http://ejstimulus.files.wordpress.com/2010/03/ejreport-english1.pdf.

Optional Readings

Agyeman. Chapter 2 (pp 39-78) and 4 (pp 107-132).

Gottlieb, Robert. 1993. *Forcing the Spring: The transformation of the American environmental movement.* Chapter 4. Island Press.

Faber, Daniel and Deborah McCarthy. 2003. "Neo-Liberalism, Globalization and the Struggle for Ecological Democracy: Linking Sustainability and Environmental Justice," In Agyeman, J, Bullard, RD and Evans, B (eds) *Just Sustainabilities: Development in an Unequal World.* Cambridge: MIT Press. Pp 38-63.

Week 4: Sep 27. Site Visit: Roxbury/EJ in Black Communities

Site visit to **Alternatives for Community & Environment** in Dudley Square at 2181 Washington Street, Suite 301, Roxbury. Explore issues including asthma and air pollution, transit justice, redevelopment, and green economy.

Required Readings (~85)

Agyeman. Chapter 5 (pp 133-175).

ACE's web site at: www.ace-ej.org

Loh, Penn and Jodi Sugerman-Brozan. November 2002. "Environmental Justice Organizing for Environmental Health: Case Study on Asthma and Diesel Exhaust in Roxbury, MA." *Annals of the American Academy of Political and Social Sciences,* vol. 584, pp. 110-124. Available at: https://www.library.tufts.edu/ezproxy/ezproxy.asp?LOCATION=http://ann.sagepub.com/content/584/1/110.full.pdf+html

Johnson, Hazel. 1991. "Living in Chicago's Toxic Doughnut," in Proceedings of the First National People of Color Environmental Leadership Summit, pp. 87-88.

Lord, Charles and Keaton Norquist. 2020. "Cities as Emergent Systems: Race as a Rule in Organized Complexity," *Environmental Law*, vol. 40, issue 2, 551-597. http://law.lclark.edu/live/files/5644

Optional

Airbeat monitoring system website at: http://www.airbeat.org

Faber, Daniel, Penn Loh, and James Jennings. November 2002. "Environmental Injustices in Massachusetts: Forging Greater Community Participation in the Planning Process." *Projections: MIT Journal of Planning*, vol 3:1, pp. 109-131.

Loh, P; Sugerman-Brozan J.; Wiggins, S; Noiles, D; Archibald, C. "From Asthma to AirBeat: Community-Driven Monitoring of Fine Particles and Black Carbon in Roxbury, Massachusetts." Environmental Health Perspectives (110: supplement 2, April 2002). Available at: http://ehp03.niehs.nih.gov/article/fetchArticle.action?articleURI=info%3Adoi%2F10.1289%2Fehp.02110s2297

Medhoff, Peter and Sklar, Holly. *Streets of Hope.* South End Press, 1994, chapters 1 and 3.

Cole & Foster: Chapter 2 (pp 34-53).

Week 5: Oct 4. Case Study: Transportation

Film: *Equal or Better: The Story of the Silver Line*. Focus on transit racism and disinvestment in Boston area and impact on communities of color.

Required Readings (~90)

Lopez, Russ. "Racial Segregation and Transportation Justice in an Urban Community: The Case of the Boston T Riders Union," Boston University School of Public Health, August 2005. Available at: http://russlopez.com/yahoo_site_admin/assets/docs/Boston_T_Riders_Union_Case_Study.37140131.doc.

Otake, Masaya. "Analysis and Strategies for Transit Justice in Greater Boston," Policy Analysis Exercise, Harvard University Kennedy School of Government, April 2002, pp. x-xv.

Race, Poverty, & the Environment, issue on "Transportation Justice", Vol. 12, No.1, Winter 2005/2006, pp. 6-31, 47-58, 68-78. Available at: http://www.urbanhabitat.org/moving
* all articles in Global Analysis and Strategies section, except the last one
* in Case Studies and Solutions section, read articles 1-4 and 9-13.

Rast, Joel. 2006. "Environmental Justice and the New Regionalism," *Journal of Planning Education and Research*, vol 25, pp 249-263. Available through Tisch Library electronic journals.

Bus Riders Union website at: http://www.busridersunion.org/engli/index.html

Optional

Movie (DVD), *Bus Riders Union* (available to borrow).

Week 6: Oct 11. Site Visit: Chinatown/Asian Pacific American Issues

Site visit to Boston Chinatown with **Chinese Progressive Association** at 28 Ash St. Explore issues of institutional expansion, highways, gentrification and control over land use and the Right to the City framework.

Project plans submitted.

Required Readings (~81)

Leong, Andrew. "The Struggle Over Parcel C," Institute for Asian American Studies, UMass Boston, September 1997. Available at: http://www.iaas.umb.edu/publications/occasional/AndrewLeong.pdf#search=%22andrew%20leong%20parcel%20c%22

Asian Pacific Environmental Network, "Environmental Justice & API Issues," available at: http://archive.apen4ej.org/issues_api.htm

Tai, Stephanie. 1999. "Environmental Hazards and the Richmond Laotian American Community: A Case Study in Environmental Justice," *Asian Law Journal* vol 6, pp 189-207. Available through Tisch Library electronic journals.

Race, Poverty, & the Environment, issue on "Fixin' to Stay: Anti-Displacement Policy Options & Community Response", Vol. IX, No.1, Summer 2002, pp. 5-8, 16-19, 30-33. Available at: http://www.urbanhabitat.org/files/9-1%20all.pdf

Perera, Gihan. "Claiming the Right to the City: A Question of Power," *Race, Poverty, & the Environment*, Vol 15, No. 1, Spring 2008, pp. 12-13. Available at: http://urbanhabitat.org/node/1806.

Perera, Gihan and the Urban Strategies Group. "Winning the Right to the City in a Neo-Liberal World," 2009. Available at: http://www.righttothecity.org/assets/files/Winning_the_Right_to_the_City.pdf

Loh and Eng, editors. March 2010. Environmental Justice and the Green Economy, case study of Richmond CA, pp 22-23. Available at: http://ejstimulus.files.wordpress.com/2010/03/ejreport-english1.pdf.

Park, Lisa Sun-Hee, and David N. Pellow. 2004. "Racial formation, environmental racism, and the emergence of Silicon Valley," *Ethnicities* vol 4(3), pp 403-424. Available through Tisch Library electronic journals.

Week 7: Oct 18. Site Visit: Chelsea/EJ in Latino Communities

Site visit to **Chelsea Green Space and Recreation Committee** at Chelsea Collaborative, 318 Broadway, Chelsea. Explore issues of open space, creek cleanup, restoration and access, polluting facilities, and energy efficiency. Additional reading on immigration and population.

Student teams and projects assigned.

Required Readings (~80)

Chelsea Green Space Committee web site at: http://chelseacollab.org/program/greenspace

Marakovitz, Ed. "Environmental Organizing in Chelsea: the Green Space and Recreation Committee," Chelsea Human Services Collaborative, June 1998.

Bongiovanni, Roseann and Chacker, Stacey. "Chelsea Community Based Comparative Risk Assessment," presentation at Science to Action: Community-based Participatory Research and Cumulative Risk Analysis as Tools to Advance Environmental Justice in Urban, Suburban and Rural Communities held at Boston University on May 24-26, 2004. Available at Trunk Resources

Chelsea Creek Action Group website at: http://www.noahcdc.org/cbe/ccrp.html

Cole & Foster: Chapter 4 (pp. 80-102).

Loh, Penn. "Must it be Greens versus Browns: Population, Immigration, and Environment:," *Racefile*. vol. 3, no. 5. Applied Research Center. Oakland, CA. September-October 1995.

Green Justice Coalition. Sep 2010. "Who's Got the Power? Shifting from Corporate to Community-Dirven Energy Efficiency: Lessons from a Campaign in Progress." Available at: http://massclu.org/sites/clud6.prometheuslabor.com/files/Whos_Got_the_Power.pdf

Loh and Eng, editors. March 2010. Environmental Justice and the Green Economy, case studies of Chicago and San Diego, pp 14-15 and 20-21. Available at: http://ejstimulus.files.wordpress.com/2010/03/ejreport-english1.pdf.

Week 8: Oct 25. Government Strategies and Risk Assessment

Explore government responses to EJ and role of risk assessment.

Site visit journals due.

Required Readings (~100)

Executive Order 12898 – Federal Actions to Address Environmental Justice in Minority Populations and Low-Income Populations, February 11, 1994, available at: http://www.epa.gov/compliance/ej/resources/policy/exec_order_12898.pdf

US EPA. Sep 2011. "Plan EJ 2014." Available at: http://www.epa.gov/environmentaljustice/resources/policy/plan-ej-2014/plan-ej-exec-sum.pdf

US EPA Environmental Justice website: http://www.epa.gov/environmentaljustice/index.html

Eady, V (2003) Environmental Justice in State Policy Decisions In Agyeman, J, Bullard, RD and Evans, B (eds) (2003) *Just Sustainabilities: Development in an Unequal World*. Cambridge. MIT Press. Pp 168-181

Targ, Nicholas. 2005. "The States' Comprehensive Approach to Environmental Justice," in Pellow, David Naguib and Robert Brulle (eds) *Power, Justice, and the Environment.* Cambridge, MA. MIT Press. Pp 171-184.

Commonwealth of Massachusetts (2000) Environmental Justice Policy of the Executive Office of Environmental Affairs. Available at: http://www.mass.gov/eea/grants-and-tech-assistance/environmental-justice-policy.html

EPA (1991) Risk Assessment for Toxic Air Pollutants: A Citizen's Guide, available at: http://www.epa.gov/oar/oaqps/air_risc/3_90_024.html

Corburn, Jason. 2005. "Chapter 1: Local Knowledge in Environmental Health Policy," *Street Science*. Cambridge, MA. MIT Press, pp. 25-45.

Goldman, Benjamin. 2000. "An Environmental Justice Paradigm for Risk Assessment." *Human and Ecological Risk Assessment*. Vol. 6, No 4, pp 541-548. Available through Tisch Library electronic journals.

Optional Readings

US EPA. April 2011. "NEJAC Comments to EPA EJ Plan 2014," A Report of Advice and Recommendations of the National Environmental Justice Advisory Council. Available at: http://www.epa.gov/compliance/ej/resources/publications/nejac/plan-ej-2014-comments-0511.pdf

Hastings College of the Law/American Bar Association (2004) Environmental Justice For All: A Fifty-State Survey Of Legislation, Policies, and Initiatives. pp. 5-11 (CA), 22-25 (MA). Available at: http://www.abanet.org/irr/committees/environmental/statestudy.pdf

Week 9: Nov 1. Community Strategies

Explore community organizing and movement building strategies used in environmental justice struggles.

Required Readings (~80)

Cole & Foster Chapter 7 (pp 151-166)

Delgado, Gary. "Roots of the CO Movement," in *Beyond the Politics of Place*. Applied Research Center, 1997. pp 19-30.

Calpotura, Francis. "Letters to Alinsky," *ColorLines*, Winter 2000-2001, pp. 8-11.

Center for Third World Organizing. "Organizing: What It Is and What It Isn't"

Reed, Ronald and Tony Johnson (eds.) 1999. "Chapter 13: Paolo Friere," in *Philosophical Documents in Education*. Longman Publishers, pp. 225-239.

Radical Organizing Conference 2003 booklet. Available at Trunk Resources.

Lowe, Lydia and Doug Brugge. 2007. "Grassroots Organizing in Boston Chinatown: A Comparison with CDC-style Organizing," in *Acting Civically* edited by Susan Ostrander and Kent Portney. University Press of New England. Pages 44-71. Available through google books.

Optional Readings

Delgado, Gary. "The Last Stop Sign: If community organizing is to live, it must change," *Shelterforce Online*, Issue #102, Nov/Dec 1998. Available at: http://www.nhi.org/online/issues/102/stopsign.html

Payne, Charles. *I've Got the Light of Freedom*. University of California Press. 1997. Chapter 3. pp. 67-102.

Week 10: Nov 8. Global EJ and Climate Justice Perspectives

Guest speaker: **Heeten Kalan** (GroundWork USA and New World Foundation) on environmental justice in South Africa and the global EJ movement.

Video: *Where We Live*, about campaign against California's Proposition 23 in 2010, http://wherewelivefilm.org/

Required Readings (~88 pp)

McDonald, David. 2005. "Environmental Racism and Neoliberal Disorder in South Africa," in *The Quest for Environmental Justice,* editor Robert Bullard, Sierra Club Books, pp. 255-278.

Santana, Deborah Berman. 2005. "Vieques: The Land, the People, the Struggle, the Future," in *The Quest for Environmental Justice,* editor Robert Bullard, Sierra Club Books, pp. 222-238.

Hoerner, J. Andrew and Nia Robinson. "Just Climate Policy – Just Racial Policy," *Race, Poverty, and Environment*, Vol 16, no 2, Fall 2009, pp. 32-35. Available at: http://urbanhabitat.org/cj/hoerner-robinson

Dayaneni, Gopal and Mateo Nube. June/July 2008. "Ecology and the Left." *Left Turn*. Pp. 17-21. Available at: http://www.movementgeneration.org/wp-content/uploads/2009/02/MG.LeftTurn.pdf

Morales, Evo. Nov 28, 2008. "Save the Planet from Capitalism – Letter from President Evo Morales about Climate Change and the International crisis." Available at: http://www.ienearth.org/news/evo_morales_letter.html

Indigenous Environmental Network et al. "Indigenous People's Guide: False Solutions to Climate Change." (15 pp) Available at: http://www.ienearth.org/docs/Indigenous_Peoples_Guide-E.pdf

Global Alliance for Incinerator Alternatives. "Clean Development Mechanism Funding for Waste Incineration: Financing the Demise of Waste Worker Livelihood, Community Health, and Climate." (4 pp) Available at: http://www.no-burn.org/downloads/Clean%20Development%20Mechanism%20Flyer.pdf

Speth, Gus. May 28, 2010. "Towards a New Economy and a New Politics." *Solutions Journal*, Vol 1, No 5, pps 33-41. Available at: http://thesolutionsjournal.com/node/619

Optional Readings

Miller, Ansje and Cody Sisco, "Ten Actions of Climate Justice Policies," Second National People of Color Environmental Leadership Summit—Summit II Resource Paper Series, 2002, available at: http://www.ejrc.cau.edu/summit2/SummIIClimateJustice%20.pdf

Hoerner, J. Andrew and Nia Robinson. "A Climate of Change: African Americans, Global Warming, and a Just Climate Policy for the US," July 2008, Environmental Justice and Climate Change Initiative and Redefining Progress. Available at Trunk.

Pastor, Manuel et. al. In the Wake of the Storm: Environment, Disaster, and Race after Katrina. Russell Sage Foundation, New York, 2006. Available at: www.hefn.org/resources/files/In%20the%20Wake%20of%20the%20Storm.pdf

Week 11: Nov 15. Legal Strategies and EJ in Native American Communities

Guest speaker: **Gene Benson**, ACE Staff Attorney. Explore legal strategies to address environmental justice. Also explore issues in Native American communities.

Required Readings (~105)

Cole & Foster Chapter 5 and 6 (pp 103-150)

Benson, Eugene. 2006. "Commonwealth makes strides in combating environmental injustice, but journey has just begun," *section review*, Massachusetts Bar Association, Vol. 8, No. 2, pp. 3-5.

Massachusetts Environmental Justice Network Training. 1995. Massachusetts Continuing Legal Education. pp. 1-10.

Gordon, Holly and Keith Harley. 2005. "Environmental Justice and the Legal System," in Pellow, David Naguib and Robert Brulle (eds) *Power, Justice, and the Environment.* Cambridge, MA. MIT Press. Pp 153-170.

Gedicks, Al. 2005. "Resource Wars against Native Peoples," in Bullard, Robert (ed) *The Quest for Environmental Justice*. San Francisco. Sierra Club Books. pp 168-187.

Goldtooth, T (1995) 'Indigenous nations: Summary of sovereignty and its implications for environmental protection' in Bryant, B (ed) '*Environmental justice*' Washington DC. Island Press. pp 138-148.

Optional Readings

Cole, Luke. 1992. "Empowerment as the Key to Environmental Protection: The Need for Environmental Poverty Law," *Ecology Law Quarterly*, vol. 19:619-683. Available through Tisch Library electronic journals.

Wilson, Sean-Patrick. 2006. "Fighting the Good Fight: The Role of Environmental Civil Rights Litigators Going Forward and the Need for a Continuance of the Litigation Tool in the Environmental Justice Movement," *Western New England Law Review*, vol. 28, #293. Available through Tisch Library electronic journals.

Grijalva, James M. 2011. "Self Determining Environmental Justice for Native America," *Environmental Justice* Vol. 4 Number 4, p. 187-192. Available through Tisch Library electronic journals.

No class Thur Nov 22 Thanksgiving

Week 12: Nov 29. Future of Environmental Justice

How is the EJ movement evolving? Has it run its course? Is there "movement fusion" happening? What are the new directions connecting to or growing out of the EJ movement?

Required Readings (~100)

Agyeman. Chapters 6 (pp 176-186).

Benford, Robert. 2005. "The Half-Life of the Environmental Justice Frame: Innovation, Diffusion, Stagnation," in Pellow, David Naguib and Robert Brulle (eds) *Power, Justice, and the Environment.* Cambridge, MA. MIT Press. Pp 37-54.

Gelobter, Michael et al., *The Soul of Environmentalism: Rediscovering Transformational Politics in the 21st Century*, Redefining Progress, 2005. ~25 pp. Available at http://www.progressiveroundtable.org/files/gelobter-soul.pdf

Morales, Alfonso. 2011. "Growing Food *and* Justice: Dismantling Racism through Sustainable Food Systems," in Alkon, Alison Hope and Julian Agyeman (eds) *Cultivating Food Justice: Race, Class, and Sustainability.* MIT Press. Pp. 149-176.

Pena, Devon. 2005. "Autonomy, Equity, and Environmental Justice," in Pellow, David Naguib and Robert Brulle (eds) *Power, Justice, and the Environment.* Cambridge, MA. MIT Press. Pp 131-151.

Optional Readings

Shellenberger, Michael and Ted Nordhaus. "The Death of Environmentalism." Breakthrough Institute. October 2004. Available at: http://www.thebreakthrough.org/images/Death_of_Environmentalism.pdf#search=%22death%20of%20environmentalism%22

Week 13: Dec 6. Student Project Presentations

Final group project presentations.

Final opinion papers/book reviews due.

GSD 5469: Environmental Justice & Climate Resilience in Planning and Design

Tuesday & Thursday, 10:00 - 11:30AM, Gund Hall Room 510
Prof. Joyce Klein Rosenthal
jkrosenthal@gsd.harvard.edu
Office: 40 Kirkland, # 2D, 617-496-2589

Description:

Cities have long adapted to environmental hazards and climate variability. Yet, considerable uncertainty exists as to the effects of environmental change on urban populations and the human and natural systems that support them during the 21st century. Current research on climate change has fostered the development of new institutions and planning processes aimed at promoting resilience to the impacts of climate change and variability. This course focuses on the process and content of municipal planning for environmental quality and change, especially adaptive strategies aimed at reducing the public health burden of extreme events.

The course reviews the concept of urban adaptation to environmental change in the context of resiliency, vulnerability and adaptive capacity, and will examine adaptation planning through the lens of environmental justice. Inclusive and community-based planning and urban design approaches are emphasized. We will examine empirical evidence on climate impacts and the broader political economy of decision-making around urban environmental issues, and its use of expert technical knowledge in public planning.

Objectives:

The goals of the course are to understand the methods and practical process of climate adaptive planning; to critically analyze existing plans and planning processes in terms of the social equity objectives and the other goals of sustainable development; and to consider and understand adaptive planning and design within the framework of planning for risk mitigation (disaster) and long-term recovery (post-event) planning.

Requirements:

1. Attendance: Students are expected to attend all scheduled classes and to be on time.
2. Readings and participation: Please read all of the assigned material for the week and participate in class discussions and exercises, such as the class blog.
3. Assignments: Each student will develop an individual research project; make a presentation to the class on this research; discuss readings and other students' research, and write a final paper that explores one question or topic that relates to the themes of the class, which include: environmental justice, the spatial distribution of the impacts of climate change, climate resilience in planning and design. Student work will be evaluated based on the research paper, class presentations, discussion of the literature and other student's research, and the quality of overall class participation. There will be short assignments leading up the final report and presentation:

* Write an outline (no more than 2 pages) of proposed final project. Due Tuesday, ***September 25th***. Discuss briefly in class.
* Analysis of climate change and adaptation in Cambridge; in-class presentation: Thursday, ***October 25th***. Also, students should have their final project selected by around this date.
* Discussion of research projects in class. ***November 15th, 20th, 27th.***
* Final reports due: ***December 14th (graduating students) - 17th (non-graduating students)***

Grading:
35% Class participation: discussion and class blog
30% Assignments (e.g., paper outline and presentation)
35% Final project (paper and presentation)

Readings
All required readings will be either available in digital format in the course folder, on the web at locations indicated in the reading list, on reserve in the library, or in a one case, through purchase.

Papers
The final research papers should be up to 15-pages, double-spaced using 11- or 12-point font. References and citations should be in the APA format. They should be submitted to me in person and to the course iSites dropbox for the assignment.

Students will present their research papers as works in progress to the class at one of three class sessions. Each presenter will be paired with a discussant, who will be expected to familiarize him or herself with the paper's topic and approach and to pose a series of questions. The presentations will therefore consist of a presentation of the research, a discussion/question-and-answer session led by the discussant, and a period of questioning and discussion by me and by members of the class.

Prior to the date of the presentation, students are expected to submit a written product ranging from an annotated summary to a draft paper. The written product must be submitted to the discussant and to me by the previous week's class. For example, if you are presenting on November 15th, your work product will be due to the discussant and me by class on November 8th. You will have further opportunity for revisions after your presentations; final papers are due by 3pm on December 17th.

I will pick the dates for presentations, and the identities of the discussants, at random. If you now know that you will be unavailable for a particular class, please let me know right away so that I won't assign you a task for that date. Those who present their papers at a later session will be expected to have made more progress towards completion of their papers. To the extent relevant to the particular paper topic, papers are expected to demonstrate an understanding of the issues discussed in the course readings.

Office hours:

My office hours are Monday 3:00 – 4:00pm and Thursday 1:00 – 2:00pm, generally in 40 Kirkland, Room 2D.

To schedule a meeting, please use my Google calendar to sign-up for 15-minute appointments (you can combine two if you think that we will need additional time), by emailing:

joyce.rosenthal.scheduling@gmail.com

Please provide your name & email in the "what" line when scheduling an appointment.

Thanks – I would like to meet individually with all of you at some time during the first 6-8 weeks of class to discuss your research project.

NB: To cancel a meeting, simply go into your own Google Calendar and delete the appointment.

OUTLINE & READINGS

(1) September 4th: Review of course goals and conceptual basis for urban resiliency in the context of rapid urbanization and environmental change

Required:

Davis, M. 2004. Planet of Slums. *New Left Review* 26:5-34.

Recommended:

Davis, M. (2009) Who will build the Ark? *New Left Review*.

Chapter 1-4 in *A Home in the City: Improving the lives of slum-dwellers.* UN Habitat. (2005) http://www.unmillenniumproject.org/documents/Slumdwellers-complete.pdf

(2) September 6th: The ecological and public health impacts of urbanization: The density challenge

Required:

Howard Frumkin, "Urban Sprawl and Public Health," *Public Health Reports*, May-June 2002, Vol. 117.

RP Lopez and HP Hynes. Obesity, physical activity, and the urban environment: public health research needs. *Environmental Health: A Global Access Science Source* 2006, 5:25 doi:10.1186/1476-069X-5- 25

Recommended:

UN Habitat, 2010. State of the World's Cities 2010/2011 - Cities for All: Bridging the Urban Divide. Available at: http://www.unhabitat.org/pmss/listItemDetails.aspx?publicationID=2917

(3) September 11th: Origins of environmental planning: Citizen activism and the environmental justice movement

Required:

Cole, L., Foster, S. (2001). *From the Ground Up: Environmental Racism and the Rise of the Environmental Justice Movement*. New York: New York University Press. Chapter 1, pp. 19-33.

Bullard, R, editor. (2005). *The quest for environmental justice: human rights and the politics of pollution*. Skim the Introduction and read Chapter 1: Environmental Justice in the 21st Century.

Dana Alston, Panos Institute. "Moving Beyond the Barriers;" speech delivered at the *First National People of Color Environmental Leadership Summit,* Washington, DC, October, 1991.

Recommended:

Gandy, M. (2002) *Concrete and Clay*. MIT Press. Chapter 4: Between Borinquen and the Barrio.

Rachel Carson. (1994). *Silent Spring*, pp. 1-37. NY, NY: Houghton Mifflin Co.

Northridge, M., Stover, G., Rosenthal, J., & Sherard, D. (2003). Environmental equity and health: Understanding complexity and moving forward. *American Journal of Public Health*, 93(2), 209-14.

(4) September 13th: Climate basics: Climate change, variability, extreme events and impacts

Required:

Skim: IPCC Assessment Report 2007: Climate Change 2007: Synthesis Report. Summary for Policymakers. Available at: http://www.ipcc.ch/pdf/assessment-report/ar4/syr/ar4_syr_spm.pdf

Skim: Managing the Risks of Extreme Events and Disasters to Advance Climate ChangeAdaptation (SREX); IPCC Special Report, 2012. *Summary for Policymakers*. Available at: http://www.ipcc-wg2.gov/SREX/

Vale, Lawrence and Thomas J. Campanella. "Introduction: The Cities Rise Again" In T*he Resilient City: How Modern Cities Recover from Disaster*, edited by Lawrence and Thomas J. Campanella Vale, 3-14. New York: Oxford University Press, 2005.

Recommended:

Mills G., Cleugh H., Emmanuel R., Endlicher W., Erell E., McGranahan G., Ng E., Nickson A., Rosenthal J. and Steemer K. "Climate Information for Improved Planning and Management of Mega Cities." *Procedia Environmental Sciences* 1 228–246, 2010.

"Vulnerability of Global Cities to Climate Hazards." *Environment & Urbanization*. Vol 19, Number 1. April 2007. SAGE publications: Reducing risks to cities from disasters and climate change

Climate Change Information for Effective Adaptation: A Practitioner's Manual. GTZ, German Federal Ministry for Economic Cooperation and Development. May 2009. Available at: http://www2.gtz.de/dokumente/bib-2009/gtz2009-0175en-climate-change-information.pdf

Hurricanes and global change: http://www.usgcrp.gov/usgcrp/links/hurricanes.htm
Website of the U.S. Global Change Research Program.

Making Sense of the Climate Impasse, Jeffrey Sachs.
http://www.project-syndicate.org/commentary/sachs168/English

Hoffman, A. *The Culture and Discourse of Climate Skepticism*. Working Paper No. 1152, University of Michigan, November 2010.

(5) September 18th: Health impacts of climate change and variability

Required:

Klinenberg, E. (2002). *Heat wave: A social autopsy of disaster*. Chicago: University of Chicago Press. Introduction: The City of Extremes and Chapter 1: Dying Alone: The Social Production of Isolation.

Skim: *Using science to create a better place: The social impacts of heat waves*
UK Environment Agency. Science Report - SC20061/SR6
http://publications.environment-agency.gov.uk/pdf/SCHO0807BNCW-e-e.pdf

Recommended:

US EPA. Excessive Heat Events Guidebook. EPA 430-B-06-005. June 2006. Available at: http://www.epa.gov/heatisld/about/pdf/EHEguide_final.pdf

Heat Advisory: How Global Warming Causes More Bad Air Days (2004) NRDC. Available at: http://www.nrdc.org/globalwarming/heatadvisory/contents.asp

Metzger, K. B., Ito, K., & Matte, T. D. (2009). Summer heat and mortality in New York City: How hot is too hot? *Environmental Health Perspectives*, 118, 80-86. DOI 10.1289/ehp.0900906.

Curriero, F. C., Heiner K. S., Samet J. M., Zeger, S. L., Strug, L., & Patz, J. A. (2002). Temperature and mortality in 11 cities of the eastern United States. American Journal of Epidemiology, 155, 80-87.

(6) Thursday, September 20th: John Bolduc, Cambridge Planning Department: "Climate Protection Planning in Cambridge"

Required:

Susan L Cutter, Christopher T Emrich, Jennifer, J Webb, Daniel Morath. Social vulnerability to climate variability hazards: A review of the literature. Final report to Oxfam: June 2009. Hazards and Vulnerability Research Institute, University of South Carolina, Columbia, SC. Available at: http://adapt.oxfamamerica.org/resources/Literature_Review.pdf

(7) September 25th: The urban climate: interactions between the built environment and the heat island effect

Required:

Michael Hough, "Climate: Making Connections." Chapter 6 in *Cities and Natural Process*, Routledge, 2000.

Skim: Rosenthal, J.K., Crauderueff, R., Carter. M. (2008). Urban Heat Island Mitigation Can Improve New York City's Environment: Research on the Impacts of Mitigation Strategies on the Urban Environment. Sustainable South Bronx Working Paper. Available at: http://csud.ei.columbia.edu/sitefiles/file/SSBx_UHI_Mit_Can_Improve_NYC_Enviro%5B1%5D.pdf

Recommended:

Rosenthal, J. K., Sclar, E. D., Kinney, P. L., Knowlton, K., Crauderueff, R., & Brandt-Rauf, P. W. (2007). Links between the built environment, climate and population health: Interdisciplinary environmental change research in New York City. *Annals of the Academy of Medicine*, Singapore, 36, 834-846. Available at: http://www.annals.edu.sg/PDF/36VolNo10Oct2007/V36N10p834.pdf

Slosberg, R., Rosenzweig, C., & Solecki, W. (2006). New York City regional heat island initiative: Mitigating New York City's heat island with urban forestry, living roofs, and light surfaces. (Final Report 06-06). Albany, NY: New York State Energy and Research Development Authority (NYSERDA).

Stone, B, and Rodgers, MO. (2001). Urban form and thermal efficiency: How the design of cities influences the urban heat island effect. *JAPA*, Vol.67, No.2.

***** Assignment 1: Outline for final research project; discuss in class.***

(8) Thursday, September 27th: The urban response to climate adaptation planning

Required:

Carmin, J and ICLEI, 2012: *Progress and Challenges in Urban Climate Adaptation Planning: Results of a Global Survey*.

Rosenthal, JK and Brechwald, D. "Climate Adaptive Planning for Preventing Heat-related Health Impacts in New York City" in Knieling, J; Leal Filho, W (eds.) 2012: *Climate Change Governance*, Berlin/Heidelberg: Springer, 2012.

O'Neill, M et al. 2010. US local action on heat and health. *Int J Public Health* (2010).

Recommended:

DUSP, MIT (2008). Amerasinghe, M; Farrell, L; Jin, S; Shin, N; Stelljes, K. "Enabling Environmental Justice: Assessment of Participatory Tools." Background Report Prepared for: Environmental Department United Nations Institute for Training and Research.

Skim: Cities, Climate Change and Multilevel Governance J. Corfee-Morlot, L. Kamal-Chaoui, M. G. Donovan, I. Cochran, A. Robert and P.J. Teasdale. Cities, Climate Change and Multilevel Governance. Available at: www.oecd.org/dataoecd/10/1/44242293.pdf.

Burton, Ian. Canada Adapt, Chapter 10: Moving Forward on Adaptation. Available at: http://adaptation.nrcan.gc.ca/assess/2007/pdf/ch10_e.pdf

Planning Climate Resilient Cities: Early Lessons from Early Adapters
Marseille, France June 2009, 5th Urban Research Symposium Cities & Climate Change
JoAnn Carmin, MIT, Debra Roberts, eThekwini Municipality, Isabelle Anguelovski, MIT.

Ebi KL, Teisberg TJ, Kalkstein LS, et al. Heat watch/warning systems save lives: estimated costs and benefits for Philadelphia 1995–98. *Bull Am Meteorol Soc* 2004;85:1067–73.

(9)	**October 2nd**:	**"Green Urbanism" and Livable Streets:** New York City's complete streets movement with Streetsblog Founder Aaron Naparstek

Required:

Gehl, J. (1996) *Public spaces, public life*. Copenhagen: Danish Architectural Press and the Royal Danish Academy of Fine Arts, School of Architecture.

Recommended:

Selection from Beatley's new book from Island Press, 2012: *Green Cities of Europe: Global Lessons on Green Urbanism.*

(10)	**Thursday, October 4th:**	**Case study: Climate risk information and adaptive planning in New York City**

Required:

Executive Summary of Climate Change Adaptation in New York City: Building a Risk Management Response. NYC Adaptation Task Force, 2010.

We will divide the class into three groups to read the NYC Report Appendices:

From, "Climate Change Adaptation in New York City - Building a Risk Management Response." New York City Panel on Climate Change Report (May 27, 2010):

1. *Appendix A: Climate Risk Information*: Climate Change Scenarios & Implications for NYC Infrastructure: New York City Panel on Climate Change Report (NYPCC, 2010).

2. *Appendix B: Adaptation Assessment Guidebook*: NYPCC, 2010.

3. *Appendix C: Climate Protection Levels*: Incorporating Climate Change into Design and Performance Standards: NYPCC, 2010.

Recommended:

Adaptation to Climate Change in the Northeast United States: Opportunities, Processes, Constraints Susan Moser, Roger E Kasperson, Gary Yohe, Julian Agyeman. Available at: http://www.northeastclimateimpacts.org/pdf/miti/moser_et_al.pdf

New York City. (2007). *PlaNYC: A Greener, Greater New York. New York, NY*. Available at: http://www.nyc.gov/html/planyc2030/html/home/home.shtml

New York City Panel on Climate Change (NPCC). (2009). Climate risk information, Release version February 17, 2009. Available at: http://www.nyc.gov/html/om/pdf/2009/ NPCC_CRI.pdf

Boston Consulting Group Climate Change Adaptation Benchmarking for New York City; August 2008 presentation.

New York City Adaptation Task Force Report (2010) chapters: Part I. Framing urban climate change adaptation; Part II. Adapting infrastructure to climate risks; Part III. Tools for adaptation.

(11)	**Tuesday, October 9th:**	**Social vulnerability to climate events: Wicked problems and solutions: with Ann Yoachim, New Orleans**

Required:

Reitman, J. "How the World Failed Haiti", *Rolling Stone,* August 4, 2011. Available at: http://www.rollingstone.com/politics/news/how-the-world-failed-haiti-20110804

Ferris, E. and Petz, D. 2011. *A Year of living dangerously:* a review of natural disasters in 2010. Washington: Brookings Institution and London School of Economics.

Recommended:

The Times-Picayune, New Orleans, LA: Special edition on Hurricane Katrina: http://www.nola.com/katrina/

The Times-Picayune, New Orleans, LA: Special edition on coastal preservation: http://www.nola.com/speced/lastchance/

Klinenberg, E. (2002). *Heat wave: A social autopsy of disaster*. Chicago: University of Chicago Press. Chapter 2.

Satterthwaite, David et al. 2009. Adapting to Climate Change in Urban Areas: The Possibilities and Constraints in Low- and Middle-Income Nations. Chapter 1.

Poverty and Climate Change: Reducing the Vulnerability of the Poor. October 2002 discussion document: World Bank et al. 8th conference of parties to the UNFCCC.

(12)	**Thursday, October 11th:**	**Public participation in environmental planning: NEPA and environmental review**

Required:

Arnstein, Sherry R. "A Ladder of Citizen Participation," *Journal of the American Planning Association*, Vol. 35, No. 4, July 1969, pp. 216-224.

Greenberg, M.R. (2012) *The Environmental Impact Statement After Two Generations: Managing Environmental Power*. NY: Routledge. Chapter 1: A statement of values and forty years of field trials.

Recommended:

Skim: Charles H. Eccleston, "The Environmental Impact Statement Process," Chapter 9 in *The NEPA Planning Process*, John Wiley & Sons, 1999.

Corburn, J. (2002) Environmental justice, local knowledge, and risk: the discourse of a community-based

cumulative exposure assessment. *Environ Manage*. 2002 Apr;29(4):451-66.

(13) Tuesday, October 16th: The critique of quantitative risk assessment

Required:

Corburn, J. Environmental justice, local knowledge, and risk: the discourse of a community-based cumulative exposure assessment. *Environ Manage*. 2002 Apr;29(4):451-66.

Daniel Wartenberg and Caron Chess, "Risky Business: The Inexact Art of Hazard Assessment," The Sciences , March/April 1992.

Smoyer, K. E. (1998). Putting risk in its place: Methodological considerations for investigating extreme event health risk. *Social Science and Medicine, 47*(11), 1809-1824.

Recommended:

Corburn, J. (2005). *Street science: Community knowledge and environmental health justice*. Cambridge, MA: MIT Press.

(14) Thursday, October 18th: The role of urban planners in environmental justice and sustainable development

Required:

Maantay, J. (2001, July). Zoning, equity and public health. *American Journal of Public Health*, 91(7), 1033–1041.

Campbell, S. (1996). Green cities, growing cities, just cities? *Journal of the American Planning Association,* 62(4), 460-472.

Ebi, K. L. (2009). Facilitating climate justice through community-based adaptation in the health sector. *Environmental Justice*, 2(4), 191-195.

Recommended:

Ellen, I. G., Mijanovich, T., & Dillman, K. N. (2001). Neighborhood effects on health: Exploring the links and assessing the evidence. *Journal of Urban Affairs, 23*(3-4), 391–408.

(15) Tuesday, October 23rd: Adaptive urban design and community projects

Required:

Skim: *Adapting to climate change: a checklist for development. Guidance on designing developments in a changing climate*. Three Regions Climate Change Group. Greater London Authority, Nov. 2005.

Selection from "*Design Like You Give a Damn: Building Change from the Ground Up,"* 2012.

Recommended:

Sayre, N. (2010). Climate Change, Scale, and Devaluation: The Challenge of Our Built Environment.

Brookings Institute, "Sizing the Clean Economy: A National and Regional Green Jobs Assessment." Metropolitan Policy Program, 2011. Available at: http://www.brookings.edu/~/media/Files/Programs/Metro/clean_economy/0713_clean_economy.pdf

Silvia de Schiller and John Martin Evans. Training Architects and Planners to Design with Urban Microclimates. *Atmospheric Environment*, Vol. 30, No. 3, pp.449-454, 1996

Gideon S. Golany. Urban Design Morphology and Thermal Performance. *Atmospheric Environment*, Vol. 30, No. 3, 1996

(16) Thursday, October 25th: Assignment 2: Climate Adaptation in Cambridge

Class will be divided into 4 groups (or more depending on student interest) for presentation: climate projections and climate risk information (current and future climate hazards); institutional context and current planning process; description of critical infrastructure; population vulnerability and public health stressors.

Resources:

Articles and references on Cambridge, Boston and climate change are posted on iSites, under Weblinks and Boston Resources.

(17) Tuesday, October 30th: Climate justice and environmental activism

Required:

Peggy M. Shepard, Cecil Corbin-Mark. Climate Justice. *Environmental Justice*. December 2009, 2(4): 163-166.

Julie Sze, Gerardo Gambirazzio, Alex Karner, Dana Rowan, Jonathan London, Deb Niemeier. Best in Show? Climate and Environmental Justice Policy in California. *Environmental Justice*. December 2009, 2(4): 179-184.

WE ACT, 2009. Advancing Climate Justice: Transforming the Economy, Public Health & Our Environment Policy Recommendations Designed to Secure Climate Justice in Communities of Color and Low Income

Recommended:

Marie S. O'Neill, Anthony J. McMichael, Joel Schwartz, and Daniel Wartenberg. The Role of Environmental Epidemiology and Environmental Epidemiologists. Poverty, Environment, and Health. and assessing the evidence. *Journal of Urban Affairs, 23*(3-4), 391–408.

Mills, G. (2006). Progress toward sustainable settlements: A role for urban climatology. Theoretical and Applied Climatology, 84, 69-76.

**** No class on Thursday, November 1st for the ACSP Conference in Cincinnatti !**

(18) Tuesday, November 6th: Local field trip: *Harvard Thinks Greend*

Davis, M. (2010). Who Will Build the Ark? *New Left Review*, 61.

Recommended:

Davis, M. (1999). *Ecology of fear: Los Angeles and the imagination of disaster.* New York: Vintage Books/Random House. Chapter 1 & 2.

(19) Thursday, November 8th: Case study, London and Copenhagen: Climate adaptation plans and policies

Required:

Copenhagen Climate Adaptation Plan, 2012.

The draft climate change adaptation strategy for London: Public Consultation Draft. February 2010. Available at: http://static.london.gov.uk/mayor/priorities/docs/Climate_change_adaptation_080210.pdf

Recommended:

Preparing for climate change in the Great Lakes region; University of Michigan. (2009) Available at: http://www.miseagrant.umich.edu/downloads/climate/Climate_Workshop_Report.pdf

The Stern Review: *The Economics of Climate Change: Part V: Policy responses for adaptation*.

(20) Tuesday, November 13th: Cities and Climate Adaptation

Required:

Bazerman, MH; Watkins, MD. (2008) *Predictable Surprises: The disasters you should have seen coming, and how to prevent them*. Harvard Business Press. Read the Preface and the Preview, pg. 1-12.

(21)	**Thursday, November 15th:**	**Assignment 3 continued:** Draft papers and their discussion in class.

Korten, D. Selection from "*When Corporations Rule the World*"; Part II Rise of Corporate Power in America.

(22)	**Tuesday, November 20th:**	**Assignment 3 continued:** Draft papers and their discussion in class.

Required:

Bazerman, MH; Watkins, MD. (2008) *Predictable Surprises: The disasters you should have seen coming, and how to prevent them.* Part II: Why don't we act on what we know?

**** No class on Thursday, November 22nd for the Thanksgiving holiday**

(23)	**Tuesday, November 27th:**	**Assignment 3 continued:** Draft papers and their discussion in class.

Required:

Semenza, J, March, T, Bontempo, B. (2007) Community-Initiated Urban Development: An Ecological Intervention. *Journal of Urban Health.* Springer New York.

Harlan, S. L., Brazel, A. J., Prashad, L., Stefanov, W. L., & Larsen, L. (2006). Neighborhood microclimates and vulnerability to heat stress. *Social Science and Medicine*, 63, 2847-2863.

Recommended:

Ellen, I. G., Mijanovich, T., & Dillman, K. N. (2001). Neighborhood effects on health: Exploring the links and assessing the evidence. *Journal of Urban Affairs, 23*(3-4), 391–408.

Ebi, K. L., & Semenza, J. C. (2008). Community-based adaptation to the health impacts of climate change. American Journal of Preventive Medicine, 35(5), 501-507.

Karpati, A., Kerker, B., Mostashari, F., Singh, T., Hajat, A., Thorpe, L., Bassett, M., Henning, K., & Frieden, T. (2004). *Health disparities in New York City*. New York: New York City Department of Health and Mental Hygiene.

Link, B. G., & Phelan, J. C. (1995). Social conditions as fundamental causes of disease. *Journal of Health and Social Behavior, (Extra Issue),* 80-94.

O'Neill, M. S., Zanobetti, A., & Schwartz, J. (2005). Disparities by race in heat-related mortality in four US cities: The role of air conditioning prevalence. *Journal of Urban Health, 82,* 191-197.

O'Neill, M., et al. (2003). Modifiers of the temperature and mortality association in seven US cities. *American Journal of Epidemiology, 157,* 1074-1082.

O'Neill, M. S., & Ebi, K. L. (2009). Temperature extremes and health: Impacts of climate variability and change in the United States. *Journal of Environmental Medicine, 51*(1), 13-25.

Shannon J. Brines, Edith Parker, Daniel G. Brown, Richard B. Rood, Zorimar Rivera, Jalonne White-Newsome, Marie S. O'Neill, Carina Gronlund, Tenaya M. Sunbury. Climate Change, Heat Waves, and Environmental Justice: Advancing Knowledge and Action. *Environmental Justice*. December 2009, 2(4): 197-205.

(24) Thursday, November 29th: Best Practices in Participatory Design & Planning : World Cafe on Climate Resilience & Environmental Justice

Required:

Mitchell, R., & Popham, F. (2008). Effect of exposure to natural environment on health inequalities: An observational population study. *Lancet, 372*(9650), 1655-1660.

(25) Tuesday, December 4th: *Last class!* *Adapting to a Changing Climate: Encouraging resilience and reducing vulnerability*

Required:

Readings TBD

Summary of Important Class Dates!

**** Tuesday, September 25th**: Outline of final research project to discuss in class
** **Thursday, October 25th:** Class discussion of climate adaptive planning in Cambridge
**** November 15th, 20th, 27th:** Discussion of research projects in class
**** Friday, December 14th:** Final reports due graduating students
**** Monday, December 17th:** ***Final reports due non-graduating students***

Written assignments – the research outline (9/25) and final papers (12/17) should be handed in on paper to the UPD office ***and*** also uploaded to the iSites Assignment Dropbox. Please put your last name on your file, number the pages in your document, and use 1.5 or 2.0 line spacing. Thanks!

# # #

Further recommended reading:

(1) Climate and health:

Clarke, J. F. (1972). Some effects of the urban structure on heat mortality. *Environmental Research, 5,* 93-104.

McMichael, A. J., Campbell-Lendrum D. H., Corvalán, C. F., Ebi, K. L., Githeko, A., Scheraga, J. D., & Woodward, A. (2003). *Climate change and human health—risks and responses*. Geneva, Switzerland: World Health Organization. Available at http://www.who.int/globalchange/publications/cchhbook/en/index.html, accessed August 8, 2006.

Tord Kjellstrom, Sharon Friel, Jane Dixon, Carlos Corvalan, Eva Rehfuess, Diarmid Campbell-Lendrum, Fiona Gore, and Jamie Bartram. Urban Environmental Health Hazards and Health Equity. *J Urban Health*. 2007 May; 84(Suppl 1): 86–97. Published online 2007 April 21. doi: 10.1007/s11524-007-9171-9. The New York Academy of Medicine 2007

(2) Climate adaptation reports available from the Pew Center on Global Climate Change (www.pewclimate.org):

Coping with Climate Change—The Role of Adaptation in the United States (2004)

Adaptation to Climate Change: International Policy Options (2006)—This report examines options for future international efforts to help vulnerable countries adapt to the impacts of climate change both within and outside the climate framework.

Adaptation—What U.S. States and Localities are Doing (2007)—This report provides an account of states and localities that have begun adaptation planning, as well as a state level inventory of adaptation planning in state climate action plans.

Adapting to Climate Change: The Federal Role
http://www.rockefellerfoundation.org/uploads/files/4994386b-6a3a-461e-82d6-0a270286e984.pdf

(3) Climate scientists discuss climate science and politics: http://www.realclimate.org/

(4) Climate adaptation in planning & design:

Brenman, M and Sanchez, TW. (2012). *Planning as if People Matter: Governing for Social Equity*. Island Press.

Hester, RT. *Design for Ecological Democracy*. MIT Press, 2010.

Studio: Sustainable Communities 13/FA-PLAN-810-01

Class meets, unless otherwise specified in HHS 112
Thursdays 5:30pm to 10:30pm

Moderated and taught by:
Ronald Shiffman, FAICP, hon FAIA rshiffma@pratt.edu
Eddie Bautista, eddie@nyc-eja.org nyceja@gmail.com
Stuart Pertz, FAIA, skp@pertz.org
Inna Guzenfeld, Teaching Assistant, inna.guzenfeld@gmail.com

COURSE OUTLINE

Sustainable Communities Studio Overview

The general purpose of the Sustainable Communities Studio is to expose Pratt Planning and Environmental Management Students to the issues of sustainable development and the interdependence and interrelationship of sustainable development to global, national, regional and local programs, policies and practices. The students enrolled in the class will be responsible for the development of a sustainable, resilient and responsive community neighborhood-based plan, where economic, social, political and educational opportunities for area residents are maximized.
The studio focuses on the methods and techniques for analysis and planning of urban areas. The weekly assignments involve site visits, community meetings, the development and analysis of existing land use, health conditions, educational factors, building condition, environmental burdens/hazards, topography, transportation and image maps, and the studies of the constraints and opportunities for the development of a plan for the area - including a community-responsive strategy for the development of a comprehensive vision and plan for the community being studied. Included in the analysis will be a format for categorizing and evaluating the social, health, education, economic and environmental factors affecting the area and then identifying the area's issues and assets, developing alternate planning and urban design strategies for development of the area, and weighing the benefits and costs in concert with the community "client".

Fall 2013/ Coney Island

The Studio in the Fall Semester of 2013 will focus on Coney Island and a search for its sustainable and resilient future. The study will include the extent of what was once a barrier island; a region from Seagate on the West to Ocean Parkway on the East, bounded by the Ocean on the South and the interrupted waterway that is now Coney Island Creek on the Northwest. Because it creates such a strong delineation, we will consider the context including the lands to and beside the Belt Parkway.

We will look at regional development, land use, changing demography, jobs, community development, housing, land and historic building preservation, recreation, infrastructure and the environmental, social, economic and physical impact of rising tides on the lives of the area's inhabitants.

We will work with the local Community Board 13 and local community organizations including those representing vulnerable populations to understand the needs and interest of the residential community

while helping to inform that community of the physical and organizational options available to positively shape their future.

The history of Coney Island is a collection of all that is magical and troublesome in the urban development of New York. From bucolic marshlands to the Playground of the World, Coney Island attracted investment and chicanery in equal measure and even motivated and financed Brooklyn's railroads and the subways that exist today. The amusement area was, once, most of Coney Island, but as it shrank, through a complicated sequence of fires, boardwalk realignments, racially motivated abandonments, and in spite of new housing development, an aquarium, a new stadium and a new station, the trajectory of the amusement area and the public and private housing on the peninsula has been marked by a slow but inexorable decline.

Recently, with a promise to renew and rebuild, the City rezoned a large swath of the old amusement area, while land for uncertain change was already being assembled and cleared. The zoning did not address the surrounding community.

And then, at the end of October 2012, Coney Island was totally inundated by rising tides and storm surge from Hurricane Sandy, highlighting not only the peninsula's vulnerability to a changing climate, but the neglected local infrastructure and lack of community level emergency response. The resulting SIRR report by the Mayor's Office makes this, and more, clear.

> The storm was and continues to be a profound wake up call for Coney Island.
>
> But a call to what?

Learning Objectives

This course seeks to:

1. Develop critical analysis and performance-based planning and urban design techniques to produce sustainable urban environments that address the needs and aspirations of the area's low-and moderate-income residents.
2. Develop critical perspectives on key contemporary social, cultural, economic, and political factors that play a role in the community and the city – especially as they relate to today's social, economic and environmental challenges facing the community and the city.
3. Understand a range of flexible and responsive planning and developmental mechanisms, design controls, tools, and mapping and planning approaches critical to develop strategies, urban design criteria and development plans for the area recognizing the need to address the climate and environmental challenges facing communities and cities over time.
4. Gain research, urban design, participatory planning and programmatic skills by developing a studio project for a New York City site.
5. Learn collaborative participatory planning and urban design skills by working in multi-disciplinary student groups and with a community-based client group.
6. Work within a team that will include Pratt and outside partners, community-based organizations, government agencies and consultants on related "real-world" policy initiatives that address environmental justice, health, education and preservation and community economic development opportunities.

GSAPP LATINLAB
Latin American and Caribbean Loboratory
Graduate School of Architecture Planning and Preservation
Columbia University

STUDIO 1

PLANNING STUDIO NEW YORK - RIO DE JANEIRO

CALL # 73098

Mondays, 9 am – 1 pm — 210 Fayerweather
Clara Irazábal, Instructor — cei2108@columbia.edu
Jorge Pescin, TA — juc2101@columbia.edu

Collaborating Instructors
Thomas Bassett
Alejandro de Castro M.
Jesse M. Keenan

CU Students
Caroline Bauer
Alioune B. Dia
Lauren Racusin
Jeffrey Yuen
Heather Anderson
Josie Baum
Megan Marini
Vanessa Smith



Fig. 1. Envisioning cross-learning, NY-Rio. Source: Rosane Araujo.

A. BACKGROUND

Leste Fluminense, a neighboring region of the city of Rio de Janeiro in the state of that name, was first developed around 1940 as an industrial area. With the opening of a bridge linking the city of Rio de Janeiro with Leste Fluminense in 1974, the number of its inhabitants greatly increased, creating a mesh of municipalities linked to each other by mutual dependence on sanitation, education, and transportation infrastructure, as well as on land use dynamics. Between 1970 and 1980, its mechanical industry ran down. Since then, its approx. 2.5 million inhabitants have experienced economic depression when compared to both Rio de Janeiro city and state. For example, in São Gonçalo—where 40% of the population of Leste Fluminense lives—75% of the population has no access to sanitation and lives below the poverty line (minimum level of income deemed necessary to achieve an adequate standard of living).

The large Brazilian oil company PETROBRAS—headquartered in Rio de Janeiro—is building a major petro-chemical complex in Itaboraí, a municipality of Leste Fluminense. This investment is expected to cost R$20 billion—the biggest in the company's history—and create 212,000 jobs, most in Leste Fluminense. The 40,000,000 m2 refinery has 70% of its works completed, and currently hires 4,000 construction workers. It is already causing an internal migration of people—mostly from the Northeast—expecting to get jobs and exerting developmental pressures in the surroundings. Considering these challenges, the location of the refinery may be seen as a double-edged sword—a phenomenon that could either bring prosperity or increase

the socio-economic and spatial divide and environmental problems of the region, depending on the planning responses of the municipalities of Leste Fluminense, the state, and the country.

In order to comply with new socio-environmental legislation in Brazil, PETROBRAS has followed the Environmental Impact Assessments (EIA - *Estudos de Impacto Ambiental*) required by Brazilian agencies IBAMA, AFEEMA, and the Ministry of the Environment. Also to avoid negative consequences, PETROBRAS has decided to follow the UN Habitat Global Environmental Agreement (PGM); warn the municipalities of their own responsibility in their future planning policies; and subsidize them by implementing a monitoring center and related planning and managerial studies and programs. This center, whose configuration is still to be defined, would produce and disseminate planning information useful to the municipalities and make it available on the web.

The Inter-municipal Consortium of the Region of Leste Fluminense (CONLESTE - *Consórcio Intermunicipal da Região Leste Fluminense*), which encompasses 13 municipalities (potentially 15), was created in 2003 due to the collective need to solve regional problems, such as water and solid waste management. It has become the regional interlocutor in a dialogue with PETROBRAS and has provided municipalities a space for regional discussions that aims to overcome the challenges posed by the administrative divisions.



Fig. 2. CONLESTE municipalities within Leste Fluminense (Araduama is to be added to the map). Source: Guia de Negócios do Pólo Petroquímico (GNPP), www.gnpp.com.br

To monitor, evaluate, and give continuation to the project despite changes in government, UN Habitat World Urban Observatory has initiated a technical cooperation between UN Habitat Regional Office of Latin American and the Caribbean (UN Habitat-ROLAC) and the planning program of the Universidade Federal Fluminense (UFF). Both are developing a system of monitoring and evaluating development on these municipalities to best accomplish the

Millennium Development Goals (MDG). Within UFF, the Unit of Housing and Urban Projects (NEPHU - *Núcleo de Estudos e Projetos Habitacionais e Urbanos*) has analyzed the housing management model of each municipality and is developing strategies to improve their capacity when dealing with their own data. For the purpose of the Urban Planning Studio, the highlights of that technical cooperation can be summarized as follows:

Phase I (May 2008 – May 2010)
Monitoring of Millennium indicators at CONLESTE municipalities: analysis of local productive chains in the region, flow of students in public schools, indicators of maternal health, child mortality, diseases of high prevalence and indicators of urban violence, as well as the monitoring of low-income settlements, use and occupation of the land, and areas of environmental protection.

Phase II (May 2010 - May 2012)
Development of an educational program to train public officials of the municipalities: it would use existing local data and make it useful for public policy making. The program aims to provide organizational infrastructure to local governance.

Recent Urban Policies and Institutions Relevant to the Scope of the Planning Studio

2001 Statute of the City (*Estatuto da Cidade*, available at: http://www.citiesalliance.org/ca/node/1947.
Law defining constitutional rights to adequate housing and the social function of private property
2003 Ministry of Cities (*Ministerio das Cidades*)
Ministry created with the aim to promote social equity through housing, physical infrastructure, and transportation initiatives
2004 Housing National Policy (*Política Nacional de Habitação*)
Document that determines the role of federal and state housing policies
2005 Law of Public Consortia (*Lei 11107-05 de Consorcios Públicos*)
Law that give rights for municipalities to associate in public consortiums

Others: National Housing Office (Secretaria Nacional de Habitação); Federal Urban Development Funding (Caixa); Petrobras (Secretaria Ambiental do Petrobras); housing programs: Slum-to-Neighborhood (Favela-Bairro), Legal Habitation (Morar Legal), My House, My Life (Minha Casa, Minha Vida), etc.

B. PROBLEM SIGNIFICANCE AND SCOPE OF STUDIO WORK

Problem Significance

Development in Leste Fumminense has some unique characteristics that grant this project unprecedented importance as a planning experience in Brazil, Latin America, and beyond. Among them:

1. Its sheer and unparalleled scale both as an oil-driven complex and as a regional development project
2. Its historical context at a time when significant new oil deposits have been recently discovered in Brazil (and specifically in the state of Rio de Janeiro)

3. Its institutional context at a time when Brazil has some of the most progressive and innovative planning organizations and policies in Latin America (including the Ministry of Cities, the City Statute, and a myriad of affordable housing policies and programs)
4. The wide and complex network of stakeholders involved, which encompass varying levels of power and planning agendas vis-à-vis development in Leste Fluminense
5. The stakeholders' multiscalar levels of action (involving communal groups; local, state, and federal governments; regional planning agencies; and international institutions, such as the UN-Habitat)
6. The inter- and intra-region variability among municipalities: there are significant differences in levels of wealth, technical capacity, and urban and human indicators within the municipalities in Conleste and between them and the municipality and state of Rio de Janeiro
7. Its implication for the debates on energy and economic development in Brazil and around the world vis-à-vis the evidential global need for alternative energy sources and climate change adaptation and mitigation
8. A test ground for regional planning in Brazil, where most local planning powers reside at the municipal level. This is a common condition around the world, when the instances of cities shaping large regional conglomerations are growing
9. A test ground for the validity, replicability, transferability, and scalability of the Millennium Development Goals within regional, urbanized contexts different from the African villages that originally inspired the goals' definition and indicators.

Scope of Studio Work

CLIENT AND SCALE: The studio focuses on the challenges of regional planning for the inter-municipal Consortium of Leste Fluminense (Conleste), which acts as our client.

FRAMEWORK: Focusing on MDGs 7 and 9 (and most particularly on housing, systemically understood) at the municipalities of Niteroi, Itaboraí, Maricá, and São Gonçalo.

QUESTIONS:
- What are the current conditions of the municipalities and the region?
- What are the current and prospective impacts of Comperj on the municipalities and the region?
- How do the positive and negative externalities of Comperj-spurred development compare among municipalities in the region?
- What is being done and could be done about ameliorating negative externalities of development?
- Who benefits and loses in these scenarios and how are equity matters factored into planning and development?
- What are the challenges and opportunities that Conleste and its member municipalities are facing when trying to create and implement regional plans for the area that attempt to consider and respond to the impacts of Comperj?
- Finally, learning from this case study, what are some of the challenges and opportunities of regional (in this case sub-metropolitan) planning in Brazil?

The studio will conclude by making recommendations to different stakeholders (municipal governments, Conleste, and Petrobras) for improving collaboration in regional planning for the re-shaping of space and socio-economic dynamics in the region in manners that leverage

Comperj as a catalyst to bring about greater environmental sustainability, social equity, and regional prosperity.

C. GOALS

The guiding principle of the Studio is the quest for the full *right to the city*, which presupposes the alleviation of poverty and the overall improvement of opportunities and the conditions of life for the inhabitants of CONLESTE, in accordance with the MDGs and recent legal and institutional developments in Brazil regarding urban planning. The Studio aims to understand the developmental challenges CONLESTE municipalities are facing and identify opportunities to overcome them as they strive to approach the MDGs, as well as to design pertinent housing and urban planning and management tools. Although part of the population in CONLESTE municipalities moves intra- and inter-regionally depending on job vacancies, housing plans are currently developed (by law) by and for each municipality. Therefore, students' efforts will be devoted to devising a regional approach to housing policy that takes into account regional dynamics.

The intent of the Studio is to enable students to learn how to:

(1) respond to and work with a client
(2) perform effectively and collaboratively in groups
(3) apply practical planning skills and knowledge learned elsewhere in the planning curriculum
(4) develop further knowledge and problem-solving skills as required by the challenges faced
(5) develop appropriate written and oral communication skills for addressing client and community concerns and planning challenges

The Studio aims to provide to the client a clear and useful understanding of the issues as well as feasible recommendations as to how the client might proceed. Moreover, it will reflect planning perspectives in regards to the use of information, client relations, overall approach to problem-solving, and issues of civic responsibility and social justice. The final presentation and report should convey the basis for the recommendations and be easily understood by a lay audience.

D. METHODOLOGY AND CALENDAR

This research project spans as a result of several visits to Rio de Janeiro in the last couple of years where I sustained conversations with UN-Habitat-ROLAC officials, UFF professors, and other informed people about Comperj. I was then invited by UN Habitat-ROLAC to direct a master-level planning workshop where professors and students from Columbia interacted with their counterparts at UFF.

This Urban Planning Studio is currently ongoing and will last one academic term, from January to May 2011. Prior to it and during it, UFF, UN Habitat-ROLAC, GSAPP's Latin Lab, and students in Brazil and Columbia will perform the tasks written below:

- Compilation and production of the written and graphic materials required as background information about the site and region of study
- Study of precedents of urbanizing effects produced by large projects of industrialization in other cities in Latin America and beyond

- Complement current studies on local housing deficits at CONLESTE municipalities:
  - examine situations of high rent, co-habitation, and risk areas
  - identify housing demand
  - project future quantitative and qualitative demands
  - project areas suitable to absorb it
- Synthesize and compare findings and lessons of all research tasks undertaken above
- UFF and Columbia professors and students will explore cooperation schemes

The Urban Planning Studio at GSAPP is segmented in four phases:

(1) Problem Definition and Analysis. GSAPP students will perform research and analysis on:
- Contextual information about regional and urban development and housing in Brazil, Rio de Janeiro, and CONLESTE
- The information provided by UN Habitat-ROLAC and UFF to examine how CONLESTE municipalities are dealing with PETROBRAS initiatives
- The urbanizing effects of major projects of industrialization and construction raised in Brazil, Latin America, and beyond

(2) Field Research and Debate of Principles and Ideas for the Implementation of Urban Policies (Rio de Janeiro, Mar. 12th to 27th). GSAPP students, Professor Clara Irazábal and Teaching Assistant Jorge Colin will travel to Rio de Janeiro to pursue an intense dialogue with UN Habitat-ROLAC, UFF, and CONLESTE. The latter will explain its expectations and provide feedback to students, thus serving as “client” for the studio; GSAPP and UFF Urban Planning students will work jointly debating and proposing solutions for the development of CONLESTE municipalities. The objectives of the workshop in Rio are:

1. Preliminary Presentations: Rio de Janeiro’s socio-economic conditions, recent tendencies in urban development in the region, recent planning initiatives. Preliminary discussions with “client” and partners.
2. Site Reconnaissance: Exploration of project areas, relations between urban context and natural environment.
3. Information Exchanges and Analysis: understanding planning and urban design ideas already in use or proposed for the studio area. Social, political, cultural, economic, and environmental analyses.
4. Debate: develop, compare, and evaluate strategic proposals to treat the developmental challenges identified in the aforementioned dimensions. Special focus on the MDG and housing/infrastructure.
5. Presentation of Policy Directives: Preliminary presentations of proposals for the site, with intentions to promote viable development that promote socio-spatial justice and sustainability.

(3) Elaboration of Urban Planning Proposals, Policies, and Programs (New York, Mar. 28th to May 6th)
- GSAPP students will refine their analyses of the site and communities studied and propose urban policies, programs, and plans that promote more equitable and sustainable development and the attainment of UN Millennium goals in CONLESTE municipalities
- Students will continue dialoguing and consulting with UFF, UN Habitat-ROLAC, and CONLESTE regarding their work

- Students will prepare and deliver their final powerpoint presentation and written reports with their findings and recommendations

(4) Exhibition (May 12-14th)
- Students will exhibit their proposals at GSAPP's "End of Year Show" exhibition. All students should collaborate on this effort. Preparations for the exhibition should be embedded in their semester plans.

For a group of few interested students, it may be possible to consider the continuation of activities in conjunction with UFF, UN Habitat-ROLAC, and CONLESTE after the Urban Planning Studio is finished [to be confirmed].

E. DELIVERABLES

The GSAPP student team will be responsible for doing a midterm presentation in New York before the trip to Rio; preliminary presentations in Rio de Janeiro (drafted in New York and improved upon in Rio); a final presentation in New York; and delivering a report to CONLESTE with the analyses and proposals developed. Analyses and proposals developed in conjunction with UFF and UN Habitat-ROLAC will be considered to be included in the report. The students' intent will be to provide useful feedback that serves these organizations in their own processes of monitoring, evaluating, and reforming their plans. The emphasis of these documents will be on empirical findings and pragmatic recommendations for public land use and housing policy.

Multimedia preparations and mounting/dismounting efforts for GSAPP's End-Of-Year Show are also part of the mandatory deliverables of the course. It is expected that this exhibit serves as a precursor for a Studio-X exhibit.

F. PARTNERS AND COLLABORATORS

This educational project is based upon an agreement of cooperation between CONLESTE, UFF, UN Habitat-ROLAC and GSAPP's Urban Planning Program and Latin Lab. This partnership aims to build skills in students for professionally dealing within a real planning case study, and to develop proposals that help CONLESTE's decision makers in defining and implementing their urban policies. The Urban Planning Studio seeks for students to learn about urban planning professional responsibilities and quality expectations, and to get exposed to the planning context and profession outside the United States. For this purpose, CONLESTE will be considered as a formal client that will have professional demands and expectations as well as the opportunity to consider the implementation of the proposals developed.

At GSAPP, aside from the facilitation granted by Prof. Clara Irazábal, the Studio will benefit from the assistance of invited instructors Thomas Bassett, Alejandro de Castro Mazarro, and Jesse M. Keenan, and TA Jorge Colin. Additionally, a number of distinguished guest speakers will lend their particular expertise on Brazilian urban matters. The Studio has the potential to become more transnational, interdisciplinary, and collaborative through the added participation of planning students at UFF and students from the Institute for Latin American Studies (ILAS) at Columbia University (to be determined).

URBAN PLANNING STUDIO

SUSTAINABLE DEVELOPMENT POLICIES FOR CONLESTE

GSAPP LATINLAB
Latin American and Caribbean Laboratory
Graduate School of Architecture Planning and Preservation
Columbia University

RIO STUDIO PROGRAM

For 1st class: Read Ball et al.'s and Amaral et al's articles.

WEEK	DATE		IN CLASS	GUEST	HOMEWORK
01	Mon, Jan 24	Introduction	Introduction Student Introduce themselves Online Meeting: monitoring MDG in COMPERJ Class discussion and creation of groups	Alvaro Adolpho Tavares, Fernanda Aranha Thomas Basett (American Planning Association)	Analyze Comperj & Petrobras Watch film 1, blog Read 1 chapter of Roett's book + conclusion Prepare 5-min. presentation of chapter
02	Mon, Jan 31	Oil and economic development	Presentation: Rio's economic context and the role of oil Real Estate/Housing Instruments Online Meeting Student presentations Desk crits	Thomas Trebat Jesse Keenan	Analyze Conleste & Forum Conleste Watch film 2, blog Read 1 chapter of Perlman's book (1, 2, 6-11) + preface & intro. Prepare questions/comments for speaker
03	Mon, Feb 7	Rio: Context and favelas	Presentation and Conversation: Rio, the city and housing issues Student presentations Desk crits		Analyze Brazilian policy and institutional context (City Statute, etc.) Watch film 3, blog Read Santos & Rossbach (pref + last; 1, 2, 3, 4 (2); CUP report Prepare 5-min. presentation of chapter
04	Mon, Feb 14	Housing I	Housing Toolkit Comparative real estate development in Rio and other cities Student presentations Desk crits	Flavia Nascimento de Melo (Petrobras) Christine Gaspar (CUP) Janice Perlman	Analyze case study of large industrial projects in Brazil,[1] Latin America Read 1 chapter of Rohter's book Watch film 4, blog
05	Mon, Feb 21	Housing II	Strategic ways to plan for affordable housing Student presentations Desk crits	Irene Fernández Peter Marcuse	Analyze housing policies, programs, politics in Brazil Watch film 5, blog Read 1 chapter of del Rio's book: foreword+preface, intro (2), 5, 10, 12 (2), conclusion Prepare 5-min. presentation of chapter
06	Mon, Feb 28	Midterm Review Preparation	Rio's plans for the Olympics: Porto Maravilha House building industries in LAC Student presentations Desk crits	Rosane Azevedo de Araujo Alejandro de Castro Mazarro Kayt Brumder (Graphic Designer)	Watch film 6, blog Read pertinent literature Prepare/rehearse midterm presentation

07	Mon, Mar 7	Rehearsal **Midterm Review**	Student presentations Desk crits		Watch film 7, blog Read Sánchez's syllabus Make notes of reviews
	Sat, Mar 12	Flight to RIO		Pedro Rivera, Rio Studio X	
	Sun, Mar 13	Gathering Rio		Rosane Araujo, UFRJ	
08	Mon, Mar 14	Workshop Presentation		Oscar Roldán, Fernanda Aranha, UN-Habitat; Alvaro Adolpho, CONLESTE	
	Tue, Mar 15	Field trip I	Field trip	Regina Bienestein, Fernanda Sánchez, UFF	
	Wed, Mar 16	Studio-X Workshop	Presentation: Christopher Alexander and the implementation of new cities Student's desk crit	Flavio Ferrera (UFRJ)	
	Thu, Mar 17	Studio-X Workshop	Viva Rio, visit to a favela, conversation with community and NGO in Rio	Danielle Renwick	
	Fri, Mar 18	Field trip II	Field trip		
	Sat, Mar 19				
	Sun, Mar 20				
09	Mon, Mar 21		Presentation: designing a new city in Rio	Jaime Lerner	
	Tue, Mar 22		Field trip		
	Wed, Mar 23			Denise Pinheiro Machado, Rodrigo Cury Paraizo, UFRJ	
	Thu, Mar 24				
	Fri, Mar 25	**Workshop Review**		Cecilia Martínez Leal, Fernanda Aranha, UN-HABITAT	
	Sat, Mar 26	Flight to NYC			

	Sun, Mar 27	Arrival to NYC			
10	Mon, Mar 28		Climate Risk in Brazil Student presentations Desk crits	Sandra Baptista Bruno Lobo	Watch film 8, blog
11	Mon, Apr 4		Historic Preservation in Brazil/ Comparative perspective Student presentations Desk crits	Jyoti Hosagrahar	Watch film 9, blog
12	Mon, Apr 11	**3/4 Review**	Oil Companies in Brazil and social consequences Sexuality and Feminism in Brazil Student presentations Desk crits	Margaret Rago (PhD, Ruth Cardoso Visiting Professor ILAS, Professor of History-UNICAMP)	Watch film 10, blog
13	Mon, Apr 18	Final Review Rehearsal	Favela Picaresque and the Right to the City: Metropolitan Tales in Miniature Student presentations Desk crits	Alessandro Angelini (Anthropology, CUNY Graduate Center)	
	Th&Fr, Apr 21,22	**Final Review**	Student presentations		
14	Mon, Apr 25	Debriefing Exhibit and report preparation			
15	Mon, May 2	**No Class**			
	Fri, May 6	**Report Deadline**			
16	Thu, May 12	End-of-Year Show Pin-up			
	Sat, May 14	End-of-Year Show Opening			

Readings

Books

Castor, Belmiro V.J. 2003. *Brazil is not for Amateurs: Patterns of Governance in the Land
"Jeitinho." Brazil: Xlibris Corporation.
del Rio, Vicente and William Siembieda (eds.). 2009. *Contemporary Urbanism in Brazil: Be
Brasilia. University Press of Florida.
Perlman, Janice. 2010. *Favela: Four Decades of Living on the Edge in Rio de Janeiro*. Nev
York: Oxford University Press.
Roett, Riordan. 2010. *The New Brazil*. Washington, D.C.: Brookings Institution Press.
Rohter, Larry. 2010. *Brazil on the Rise: The Story of a Country Transformed*. New York:
Palgrave Macmillan.

Articles and Reports

Amaral, Sánchez, Bienestein. "Eastern Rio de Janeiro State, Comperj and the Urban Hous
Issue."
Ball, Anna Marie, Ball, Jennifer S., Caldwell, Wayne J. and Parkinson, Sarah (2008). "Que
and Reflections for the Practice of International Planning and Development," *Planning
Practice and Research* 23:4, 559 – 567
Center for Urban Pedagogy, The (CUP) (2009) "What Is Affordable Housing?" Brooklyn: T
Center for Urban Pedagogy.
Sánchez and Bienestein. "Syllabus: large Regional Projects, Eastern Rio de Janeiro State,
Comperj and the Urban Housing Debate."
Santos Carvalho, Celso e Anaclaudia Rossbach (eds.). 2010. "The City Statute: A
commentary." São Paulo: Cities Alliance and Ministry of Cities - Brazil.
UN-HABITAT, UFF, Petrobras. Millennium Development Goals Monitoring Report: Conlest
Municipalities, 2000-2008.
UN-HABITAT, UFF, Petrobras. Millennium Development Goals Monitoring Bulletin: Conles
Municipalities, 2009.
UN-HABITAT, UFF, Petrobras. Millennium Development Goals Monitoring Bulletin: Casimi
Abreu, 2009.

Documentaries and Films

1. Brazil Revealed; Optional: Destination Brazil
2. Brazil: An Inconvenient History; Optional: Bus 174
3. City of God; Optional: Elite Squad
4. Favela Rising
5. Once Upon a Time in Rio
6. Central Station
7. The Middle of the World
   FIELD TRIP
8. Almost Brothers; Optional: City of Men
9. Waste Land; Optional: Manda Bala
10. The Sound of Rio: Brasileirinho; Optional: Moro no Brasil

Recommended Readings in Preparation for an International Practice

Blackledge, Adrian (2005) *Discourse and Power in a Multilingual World (Discourse Approaches to Politics, Society and Culture)*, John Benjamins.

Bourdieu, Pierre (1977), *Outline of a Theory of Practice*, Cambridge University Press.

Bourdieu, Pierre (2002), "Habitus," in Jean Hillier and Emma Rooksby, eds. *Habitus: A Sense of Place*, Ashgate, 43-49.

Crossley, Michael (2000), Bridging Cultures and Traditions in the Reconceptualisation of Comparative and International Education, *Comparative Education*, Vol. 36(3), pp. 319-332.

Goddard, Cliff and Wierzbicka, Anna "Cultural Scripts: What are they and what are they good for?" in *Cultural Scripts*, Journal of Cultural Pragmatics, 2004.

Granovetter, Mark (1984), Economic Action and Social Structure: The Problem of Embeddedness, *The American Journal of Sociology*, vol. 91(3), November, 481-510.

Heikkila, Eric J., "Understanding Cost-Benefit Analysis", chapter 8 in *Economics of Planning*, CUPR Press, Center for Urban Policy Research, Rutgers University, 2000.

Jakubowski, S.T, P. Chao, S.K. Huh and S. Maheshwari (2002), A Cross-Country Comparison of the Codes of Professional Conduct of Certified Chartered Accountants, *Journal of Business Ethics*, vol. 35, 111-129.

Rogoff, Barbara (2003) *The Cultural Nature of Human Development,* Oxford University Press.

Schön, Donald A. (1983), *The Reflective Practitioner: How Professionals Think in Action*, Basic Books.

Tannen, Deborah "Discourse in Cross-cultural Communication". In *Text* (special issue), Vol. 6, No. 2, 1986.

World Bank, *Monitoring & Evaluation: Some Tools, Methods & Approaches*, Operations Evaluation Department, World Bank, Washington D.C.

Spring 2013
ENVIRONMENTAL ETHICS AND POLICY

UAP 4264 CRN 16288
UAP 5264G CRN 16306
(Liberal Education Area 2)

Instructor:	John O. Browder (231-6415)
Office:	CAUS Deans Office, 201 Cowgill Hall or 215 Architecture Annex
Office Hours:	by appointment: 231-6415 or (tdrowne@vt.edu),
Graduate Assistant:	Anna Erwin (erwinae@vt.edu)

Course Schedule:	T, H 9:30-10:45
Course Location:	Architecture Annex 114

COURSE DESCRIPTION

This advanced undergraduate/graduate seminar explores selected contemporary issues in applied environmental ethics including animal rights, inter-generational equity, bio-centric and eco-centric "land" ethics, global economic justice, and environmental racism.. Multicultural inspirations that might inform normative environmental perspectives arising from Judeo-Christian, Hindu, Buddhist, Native American and Australian aboriginal traditions are introduced. Regular writing assignments including the construction of a formal ethical argument, combined with regular class participation in group discussions will constitute student grades.

COURSE TEXTS

1. Donald VanDeVeer and Christine Pierce. 2003. *The Environmental Ethics and Policy Book: Philosophy, Ecology, Economics* (third edition). Belmont, CA: Wadsworth Publishing Co. ISBN 0-534-56188-8 (GF80.V36 2003).

2. Selected articles (posted on Scholar)

COURSE STRUCTURE: SEMINAR-LECTURE-PRESENTATION FORMAT

This course of study will include a mix of short lectures and student discussions and presentations. You are expected to complete assigned readings before the class time for which they are scheduled and participate in each class discussion. Taking “discussion notes” on assigned readings will facilitate your class participation. Discussion study questions are indicated in the schedule of topics and assignments. Depending on class size and composition, you should expect to work periodically in small discussion groups on specific assignments related to the scheduled readings. You are encouraged to write short summaries – “discussion notes” –on the assigned readings to facilitate your participation in class discussions. There will be frequent opportunities for short student presentations.

ASSIGNMENTS AND GRADES

Criterion	Undergraduates(4264)	Graduates (5264G)
Class participation/presentations	30%	10%
Normative Paper	30%	30%
4 Writing assignments	40%	30% (select 3)

Graduate Ethics Memo - 30%

Class Participation (30% undergraduates/ 20% graduates). Discussion of assigned readings is a very important aspect of a seminar – weighted heavily toward final grade - and everyone will be expected to consistently keep-up with assigned readings and regularly participate in class discussions and presentations. "Class participation" can mean different things. Based on previous student preferences and my own professional judgment, the following criteria will be used to evaluate class participation: Each person: (1) attends every class session except when a written request for an justified excused absence is presented to me in advance; (2) contributes thoughtfully to discussion of assigned readings at least once each week (every other class session); (3) remains respectful and supportive of others in the class whose opinions may differ; (4) constructively questions, challenges and encourages others in the class where honest differences of opinion may exist; (5) Prepares and delivers short presentations on course topics when called upon; (6) Regularly takes "Discussion Notes" to enhance participation on assigned readings. These may be collected occasionally.

Writing Assignments (10% each). There are four short (max. 5 pages) graded writing assignments on important course topics as noted in the Schedule of Topics and Assignments", below. Undergraduate students are required to complete all four, graduate students are expected to complete any two of their choice. These writing assignments are based on the assigned readings, however, you may include other readings as appropriate. They are intended to demonstrate your own critical thinking about specific ethical issues to facilitate your own personal resolution of the moral challenges they pose. Therefore, your own personal reflections are as important as any objective description.

Normative Paper (30%) (5-10 pages). The normative paper challenges you to explicitly formulate your own environmental ethical argument (or "environmental ethic") applying the various concepts and theories discussed early in the course to a specific real life situation requiring an ethical judgment. Typically, normative papers shall contain the following: (1) A formal ethical argument outline (presentation of moral principles and empirical statements in logical arrangement); (2) A brief narrative interpretation of the argument, identifying the argument's foundational philosophical orientation and explaining the structure or rationale for the argument, justifying the choice of criterion for moral standing, explaining any guidelines for resolves conflicts of differential moral significance; (3) An illustrative application of the argument to a plausible real life situation of your choice. The Normative Paper may be accompanied by a visual concept map or diagram graphically illustrating the logical structure and ethical and empirical contents of the argument (optional). Consistent with the Undergraduate Core Curriculum Area 1 (Writing Intensive) principles, you will have the opportunity to revise your normative papers after receiving my comments on the first draft. During the first week after Spring Break I will schedule small group conversations in my Annex office with any of you who might be interested to discuss more individually your progress on your Normative Papers. **The first draft of the Normative Paper is due in class on Tuesday, March 5. Your final drafts will be due in class on Thursday, April 16.**

Ethics Memo (30% -- graduate credit only) (10 pages maximum). You have been tasked by your county board of supervisors or local planning commission to evaluate a proposal under review and recommend an appropriate course of action. Select a real proposal under active or recent consideration. If an actual staff report was written, summarize the findings and recommendations (using appropriate style of bibliographic citation). Otherwise, summarize what you see as the major planning issues associated with the proposal. In both cases the summary should be no longer than 2 pages. Then, for 80% of your memo, present an ethical argument for or against the proposal that would accompany your empirical evaluation. In other words, integrate moral reasoning into your recommendation on how the deliberative body should act on the proposal at hand. This assignment would be a separate section of the memo focusing on the ethical dimensions of the proposal using appropriately the concepts and methods of moral reasoning you have learned in the course. Ethics memo topics **should be cleared by me before**

Tuesday, February 19. Memo proposal should identify the specific proposal to be interrogated, contacts you have made and interviewed in the agency responsible before which the proposal is pended/was considered, documents you have obtained to support your memo. **Final Memos are due in class on Tuesday, May 2.**

Persons with disabilities are encouraged to elect this course. Please contact me to make any desirable arrangements that will facilitate your participation. The University's Academic Honor Code will be enforced in this course.

SCHEDULE OF TOPICS AND ASSIGNMENTS

Part I: Theories of Moral Action and Environmental Ethics.

1. Tuesday, January 22: Key Concepts in Contemporary Environmental Ethics

We will start the course by defining key terms and raising the following issues that introduce the course content:

- Normative, Moral and Empirical knowledges.

In-class exercise: Identifying moral propositions.

- Write 2 simple empirical statements and 2 normative statements. How they are different?

2. Thursday, January 24: Theoretical Foundations of Environmental Ethics:

Assignment: EEPB pp. 15-42.

- **Write a one sentence discussion aid summary of each of the following concepts covered in the assigned readings and come to class prepared to discuss these concepts:**

  - Ethical Egoism
  - Divine Command Theory
  - Natural Law
  - Utilitarianism
  - Rights Theory/Property Rights
  - Deontology/Categorical Imperatives
  - Sense of Justice

Other topics introduced:

- Values; intrinsic vs. instrumental
- Moral standing

In-class exercise: In small groups share which of these theoretical foundations provides the basis/bases for your own moral compass.

3. Tuesday, January 29: Criteria for Moral Standing

Assignments:

- **EEPB pp. 183-189 (Goodpaster).**
- **Write a discussion aid list of 2 or 3 things that you value for instrumental reasons, and 2 or 3 things that you value "intrinsically". On what basis do you value some things intrinsically?**

Come to class prepared to discuss the following concepts:
- intrinsic vs. instrumental value,
- moral rights vs…
- moral standing/ considerability vs…
- moral significance
- rights and moral standing

What is meant by "moral standing"? On what basis do we extend or confer moral standing to other (non-human) beings?

4. **Thursday, January 31: Differentiating Moral Significance and Resolving Conflicting Moral Claims**

Assignments:
- Taylor - "Priority Principles" (Scholar)
- Write a discussion aid summary (1 or 2 sentences each) of Taylors "priority principles."

5. Tuesday, February 5: The Structure of Moral Argument.

Assignments:
- **EEPB pp. 1-15.**
- **Construct a simple written moral argument integrating both empirical and ethical statements and bring to class to discuss (see example on page 7 – EEPB).**

Come to class prepared to discuss the following concepts**:**
- Empirical vs. ethical argument
- Harm and benefit

In-class exercise: Constructing moral arguments.

6. Thursday, February 7: Constructing Moral Theories

Assignment:
- **Revise your ethical argument prepared for Session 2, or formulate a new one, as a bases for the in-class exercise.**

In-class exercise: Classifying moral arguments. In small groups each student is invited to discuss her or his moral argument individually developed for session 2. Explore in your group the following questions: (1) Are empirical and ethical statements clearly distinguishable and logically related? (2) Which of the theories described in session 3 best fits each moral argument?

- **Select one argument to share in informal class discussion.**

Note: Use this homework assignment and in-class exercise to begin the groundwork for your Normative Paper (see page 2).

Part II. Contemporary Issues in Applied Environmental Ethics:

7. Tuesday, February 12: Do Future Human Generations Have Rights?

Assignments:
- **Partridge pp. 40-66 and Hardin pp. 278-283 (Scholar).**
- **EEPB pp. 419-437 (Preview; Partridge; Sylvan and Plumwood).**

Come to class prepared to present and discuss:
- **Each of the 5 persistent arguments objecting to the claim that future generations have rights as reviewed by Partridge.**
- **The logic of Hardin's argument.**

8. Thursday, February 14: What Are Our Duties to Posterity?

Assignments:
- **Writing assignment #1.**
- **Hardin, Chapter 42 (Scholar)**

Student presentations and discussion of writing assignment 1

9. Tuesday, February 19. Do Animals have Rights or the "Moral Standing" of Non-Human Species?

Assignments:
- **EEPB pp. 135-162 (Singer, Regan, VanDeVeer),.**
- **Graduate student ethics memo proposals.**

Come to class prepared to (re)discuss the following concepts:
- anthropocentrism,
- biocentricism
- species-ism
- sentience

Do you see any morally relevant differences between animals threatened with extinction and those that are not? White-tail deer are overpopulating many local habitats across the United States. Do you favor selective hunting to thin these overpopulated herds? Would

Singer? Would Regan?

Graduate Student Ethics Memo Proposals due

10. Thursday, February 21: What Are Our Duties to Animals

Assignments:

- **Callicott, "The Philosophical Value of Wildlife" (Scholar);**
- **Clement, "The Ethic of Care and the Problem of Wild Animals" (Scholar)**
- **Taylor, "Priority Principles" (Scholar)**
- **Writing assignment #2.**

Student presentations and discussion of writing assignment 2

11. Tuesday, February 26

Assignments:

- **Des Jardines, pp. 145-167 (Chapter 8, "Ecology and Ethics") (Scholar).**
- **Write 3 reasons why the United States should protect wilderness areas. What foundational moral perspective or values undergird your reasons?**

Video: The Wilderness Idea (video 4503)

Following the video discuss:

- **How would you characterize the conflicting moral philosophies of Gifford Pinchot and John Muir over Hetch Hetchy? What distinctive ethical theories oriented their respective positions? How did their very different backgrounds influence their opposing visions of human relation to wilderness? Did the American frontier experience mold a unique American cultural identity? If so, how so?**

Thursday, February 28: No class due to instructor travel

12. Tuesday, March 5: What is Wilderness?

Assignments:

- **Simon Schama, pp.7-12 (Scholar)**

Slide Show: Historical Imaginings of Nature in Art.

DUE IN CLASS: Normative Paper (first draft).

13. Thursday, March 7: Aldo Leopold and The Land Ethic

Assignments:

- **EEPB pp. 215-237 (Leopold, Callicott).**
- **Writing assignment 3**

Come to class prepared to present and discuss your writing assignment 3 and the following questions:

- Should farmers and ranchers be allowed to kill wild predators such as coyotes and wolves in order to protect their herds even though doing so might upset the "balance in nature"?
- What opposing ethical arguments might be made on this issue?

Student presentations and discussion of writing assignment 3.

March 12 and 14 – Spring Break

14. Tuesday, March 19: Balancing Individual Rights and Ecosystems

Assignments:

- **EEPB, pp. 189-214 (Stone, Taylor).**
- **Following Taylor's argument, would it make sense to attribute interests or value to a wilderness area, or river, or other ecosystem regardless of its importance to humans? Are such things "teleological centers of life"?**

Come to class prepared to debate the following questions:

- Should there be different categories of wilderness protection based on multiple use criteria? Are there ethical issues involved in the how we approach this question?
- If you were manager of a national park, such as Yellowstone, would you support or oppose road building plans to provide access to back country for more people?
- Would you seek to make the park more accessible to RVs and trailers, for handicapped visitors?
- What criteria should be used to resolve inevitable trade-offs between development and natural ecosystems?

What ethical arguments might inform your decisions on these questions?

15. Thursday, March 21: Mid-term Review

16. Tuesday, March 26: Feminist Ecologies

Assignments:

- **EEPB pp. 279-310 (Preview, Warren, Shiva, Davion).**

Come to class prepared to discuss the following concepts:

- patriarchy and social/cultural domination
- structural pluralism
- essentialism and the "feminine principle"

- **student presentation on draft normative paper**

17. Thursday, March 28: Economic Rationality and Environmental Ethics: Letting the Market Decide

Assignments:

- **EEPB pp. 311-335 (Preview, Freeman, Sagoff).**

Come to class prepared to discuss the following concepts**:**

- Utility maximization
- Pareto optimality
- Willingness to pay and "the substitution principle"
- Pollution as negative externality, market failure, shadow pricing
- Opportunity cost of pollution control
- Private vs. social costs
- Social rate of discount and intergenerational equity
- Economic efficiency

Life is full of "trade-offs" between personal and social costs and benefits. When (under what conditions) is it ethically appropriate to resolve moral dilemmas with economic criteria? What types of decisions categorically are (are not) appropriately reached by economic rationality alone?

- **Student presentation of normative paper draft.**

18. Tuesday, April 2: Environmental Economics and Ecological Sustainability

Assignments:

- **EEPB pp. 336-349, 352-358 (Preview; Kelman; Leonard and Zeckhauser; Repetto).**

Come to class prepared to discuss the following concepts:

- sustainable development (economic vs. ecological sustainabilty)
- cost-benefit analysis
- natural resource accounting
- capital depreciation

- **Student presentation of normative paper draft.**

19. Thursday, April 4: Property Rights, Just Takings and Enclosure.

Assignments:

- **EEPB, pp. 374-388 (Locke, Schrader-Frechette, Sagoff).**
- **Sleeping Bear Dunes (Scholar)**

20. Tuesday, April 9: Human Population Growth and Pressure on Resources

Assignments:

- **EEPB, pp. 389-418; 598-607 (Preview, Malthus, Sidelight, Hardin, Simon, Dasgupta; Goodland).**
- **Case Study 1 – "Is the Lifeboat Full?" (Scholar)**

Come to class prepared to define the following concepts:

- Earth's carrying capacity
- Technologically optimism

Is population growth, by itself, a sufficient explanation for environmental degradation? What ethical issues does unregulated human population growth raise in relation to the non-human world? What types of population growth control are morally justified? Do you agree with Julian Simon's technological optimism? Or do you agree with Goodland's less optimistic assessment of "limits"?

21. Thursday, April 11: Environmental Justice: Inequities in Global Consumption Patterns and Environmental Racism. [Anna to prepare and deliver]

Assignments:

- **EEPB, pp. 550-554 (Grossman), 556-558 (Comacho).**
- **Writing Assignment 4**

Student presentations and discussion of writing assignment 4.

Come to class prepared to discuss the following issues:

- Can the highly skewed global pattern of "First World" consumption of non-renewable natural resources be justified? What theories of justice might enable us to ethically evaluate global consumption patterns?
- Is the systematic siting of hazardous waste dumps in and around communities of color and low income neighborhoods an unintentional consequence of market rationality or do such patterns reveal an underlying racism/classism in U.S. society?

22. Tuesday, April 16: Corporate Social Responsibility and Green Business Ethics

Assignments:

- **EPP, pp. 559-586 (Newton; Stone; Sagoff). Scholar: (Jurissen and Keijzers)**
- **Write, in one sentence each, a brief description of each of the 4 positions that Stone identifies against corporate social responsibility? Be prepared to discuss Stone's critical responses/rebuttals to each of these.**
- **Case Study 1 – "Bhopal"**
- **Case Study 2 – "CERES and Corporate Responsibility"**

Come to class prepared to discuss the following issues:

- Should corporations be expected to strike a balance between shareholder financial interest and community well-being? Does profit maximization achieve this balance? What ethical guidance (argument) might be made to help businesses achieve this balance?
- What specific obligations should we expect corporations to uphold with regard to environmental pollution they create?

Tuesday, April 16: DUE IN CLASS: Normative Paper (final draft)

Part III. Multicultural Inspirations for Environmental Ethics

In this section of the course we explore some of the diverse cultural traditions that might help us to creatively imagine new approaches to the emerging field of environmental ethics. Time constraints do not permit a comprehensive review of all major religious traditions, but we aspire to be inclusive. In the spirit of tolerance and respect, neither the instructor, nor the University, endorses any specific religious tradition. Our selection of readings is necessarily eclectic, reflecting the availability of English language texts, local resource persons, and the interests of students. We do not seek to extrapolate or privilege a particular environmental ethic or spiritual or religious tradition. Rather, we seek to highlight some of the world's diverse belief systems that might enrich our understanding of the human experience of nature that extends beyond Western philosophical and religious traditions.

During this week I will encourage graduate students to schedule one-on-one meetings with me to discuss your Ethics Memos.

23. Thursday, April 18: Judeo-Christian Inspirations

Assignments:

- **EEPB, pp. 52-57 (White); 71-88 (McFague).**
- **Callicott, The Historical Roots, pp. 14-23 (Scholar).**

Come to class prepared to discuss the following questions:

- What is the essence of White's argument? How would you support or refute it?
- What does McFague mean by our "common creation story"?
- What are the major interpretations of Christian ethics toward the natural world as summarized by Callicott?

24. Tuesday, April 23: Hindu Inspirations

Assignments:

- **Dwivedi pp. 201-212 (Scholar).**

Come to class prepared to discuss the following questions:

- What are the major interpretations of Hindu ethical guidance toward the natural world?
- How might various Hindu cosmological and ethical views enrich the discourse on contemporary environmental ethics?

25. Thursday, April 25: Buddhist and Taoist Inspirations

Assignments:

- **Kabilsingh, pp. 147-150 (Scholar).**
- **Swearer, pp. 19-22 (Scholar).**
- **Miller, pp. 26-27 (Scholar).**
- **Tao Te Ching, 39, 51, 8 (Scholar).**

Come to class prepared to discuss the following questions:

- What are some of the major interpretations of Buddhist ethical guidance toward the natural world?
- How might various Buddhist cosmological and ethical views enrich the discourse on contemporary environmental ethics?

26. Tuesday, April 30: Native American Land Wisdom and Australian Aboriginal Dreamtime

Assignments:
- **Snyder, pp. 155-161 (Scholar).**
- **Suzuki and Knudtson, pp. 48-50, 62-67 (Scholar).**
- **Callicott, pp. 172-184 (Scholar).**

Come to class prepared to discuss the following questions:
- What is "indigenous"? What is not?
- What common themes seem to cut across the creation stories and myths of these "indigenous" oral traditions?
- What types of human relationships with the non-human world are revealed in these stories?
- What aspects of Native American land wisdom seem most important in helping you to define a "practical" environmental ethic for the 21st Century?

27. Thursday, May 2 : Toward an Ethical Environmental Activism

Assignments:
- EEPB, pp. 625-643 (Preview; Foreman; Scarce; Schrader-Frechette).
- Case Study – "Monkey-Wrenching
- Graduate Ethics Memos due in class.

Come to class prepared to discuss the following question:
- What criteria would you use to evaluate whether certain types of activity (e.g. strategic monkey-wrenching) in defense of the environment are morally justified ?

Debate: Should your university professors drop the pretense of academic objectivity and actively advocate environmental reforms in the classroom (as Schrader-Frechette advocates)?

Thursday, May 2 - Graduate Student Ethics Memos due in class

28. Tuesday, May 7: Presentations

- 2 Final Normative Papers (undergraduate students)
- 2 Ethics Memos (graduate students)

Thursday, May 2: Student Perception of Teaching Surveys deadline on Scholar. We take your feedback on our teaching very seriously. Please complete the on-line student course evaluation before today.

Good Work, Everybody. Have a great summer!

Tufts University
Department of Urban + Environmental Policy + Planning

Developing Sustainable Communities UEP 284 (Spring 2013)

Thursdays 9:00 am –11:30 am in Brown House, 97 Talbot Ave

Professor **Julian Agyeman**, 617-627-4017, julian.agyeman@tufts.edu

My Blog, lots of ideas and links to other Blogs: http://julianagyeman.com/
My Twitter site: http://twitter.com/#!/julianagyeman

Office hours: Wednesday 9:00 am–5.00pm by appointment

Teaching Assistant: Nick Welch, 206-276-6371, nicolas.welch@tufts.edu

Course Description

This course will explore the many challenges of achieving sustainable development through a coherent and thought provoking overview of moves towards developing sustainable communities. The course will focus on improving the quality of people's lives, on disinvested communities and on the inequitable distribution of income, wealth, and environmental hazards. It will investigate the theory of sustainable development and ask about the principles, tools and techniques and in what contexts we can move towards the ecological integrity, economic security, empowerment, responsibility and social well-being characteristic of sustainable communities. Case studies will be drawn from around the world.

Course Objectives

- To begin to understand the content, processes, and implications of the sustainable development agenda
- To begin to understand the principles, tools, and techniques available for developing sustainable communities

Course Reader

A course reader of *Required Readings* is available for purchase. Some *Required Readings* are NOT in the reader but are in the relevant class Resources folder on Trunk. These are clearly indicated in the Syllabus. However, in such a rapidly

developing area, perhaps the majority of action is on the Web.

Clearly, to cover the ground of this syllabus will require that students **complete** the *Required Readings* **before** each class and come to class ready to discuss these readings. *Additional Readings* that allow you to go into greater depth are posted on Trunk under "Resources," in boxes that fit each class 1-13. They should be seen as adding greater depth to your understanding of the issues and I encourage you to be selective.

Assessment

The following is how your final grade will be arrived at:

Case study	25%
"Aha" reading	20%
Short essay	25%
Sustainability blog	15%
Class participation	15%

Case Study – Due March 28

We cannot cover everyone's pet interests in class, but you can choose a case that reflects your interests. The idea here is for you to select *one* sustainable community initiative that interests you. It could be from the following, offering you both US based and more international/global examples, though ultimately your case study choice is up to you:

- *One Planet Communities* http://www.oneplanetcommunities.org/
- *UNESCO Best Practices Clearing House* http://www.unesco.org/most/bpsites.htm
- *Enabling City* http://enablingcity.com/wp-content/uploads/2010/10/EC-EN.pdf
- *Shareable City* http://shareable.net/channel/cities
- *Sustainable Cities Collective* http://sustainablecitiescollective.com

You must email or see Nick or me to get prior approval. We will need to know your Case Study title by February 28, and it's due on March 28. PLEASE make sure,

before you see us, that the project is ongoing! As you research, you should either try to visit the project, or at least interview someone on the phone about it.

We're looking for a five-page, double-spaced update with the following subheads:

a. Case overview (*what is the goal/aim, what are the objectives of the organization/project?)*
b. Organizational/project and actor analysis (*what is the organization/project, who are the actors involved?*)
c. Tools and techniques (*how are they doing what they do?*)
d. Recommendations (*if you were Executive Director, would you do anything differently*?)

"Aha" Reading – Due April 11 (2 papers, each worth 10%)

Choose ONE *Required Reading* and ONE *Additional Reading* that have rocked your world, set your mind ablaze with ideas! Write a three page double spaced paper about each telling me:

a. *why* the reading/resource is so brilliant
b. *how* the piece fits into or extends your broader sustainability thinking/vision
c. *how* it might change the way you work for sustainability

Short essay – Due May 2

The short essay can be on *any sustainable development or sustainable community theme* arising from the course. Because we cannot cover all sustainability topics in one course, students often focus their essays on their particular interest area within sustainable development or sustainable communities, such as urban agriculture, climate change or smart growth. ***You must however link your interest to themes which emerge in the class and use some Required and Additional readings.***

Purely descriptive essays are *not acceptable*. I am looking for your use of the course and other readings to construct a critical assessment of a particular idea, case, theme, issue, or concept that interests you.

Please make an appointment to see me or have an email conversation with me or Nick by March 28 *at the latest* to discuss your short essay title.

Short essays should be around 1,500 words excluding references. They must be typed, double space, with illustrations, diagrams, graphs, or charts as you deem appropriate. The format of the essay should be based on a clear ***introduction*** that fully explains the topic or theme and the context or issue you are discussing. This should be followed by one or more ***arguments*** and supporting ***evidence*** which are your ***critical assessment***. This should make up the main body of the paper, followed by a ***conclusion*** where you summarize and make your ***position*** clear. In addition to a format based on that above, I will be looking for evidence *of* ***broad reading*** within the topic, theme, or issue you are discussing.

Essays which solely use internet references are not acceptable!

You should aim to utilize the range of Required and Additional Readings offered by the course, as well as online and other peer reviewed materials as appropriate. *Clear referencing* should be based on the Harvard system where surname of author and date in brackets should be given in the text e.g. Jones (1990), and quotations in your text should give a page number e.g. Jones (1990 p4). Full reference details should be listed in alphabetical order at the end of the paper e.g. Jones, B (1990) '*Rebel without a clue*' London. Earthscan). However, of paramount importance are *original ideas and perspectives*. Endnotes are acceptable for issues or words that need explanation but would break the flow if they were explained in text.

Sustainability Blog – Due Weekly: Posts due the Monday before class (by midnight). Responses to posts due Wednesday before class (by midnight).

The goals for this assignment are:

a. for you to develop a familiarity with current *good* news about sustainable development and engage in a conversation with both the outside world and fellow classmates about the ongoing shifts in policy and programmatic approaches to developing sustainable communities;

a. for you to post blogs that reflect on or extend the current class topics.

The sustainability blog has two components: posts and responses.

Students are required to post a link or article about current developments in sustainability to the blog, https://sites.google.com/site/uep2842013/ **on Monday**

before class (by midnight). Posts can be drawn from various news sources, RSS feeds, tweets, etc., and students should include a few sentences alongside their post briefly explaining why the post merits highlighting.

Students are then required to write a response to another student's post from their cohort group. **Responses to posts are due Wednesday before class (by midnight).** Responses to posts should be no less than two paragraphs in length and should aim to draw connections to class discussions, class readings, or related fields engaged in sustainability efforts. Pose questions, share quotes, recount anecdotes -- these responses are your venue to engage with sustainability-related topics in a personal way. Let your posts and responses resonate with individuality.

In the beginning of each class, we will spend a short period of time discussing blog highlights, including particular posts and responses. Students should be prepared to speak on behalf of their posts and responses during this time. You must be **signed into Google sites to post** or comment. Click on your Cohort from the left sidebar, then New Post. **Posts should be titled "Date Name," e.g. "1/17 Nick Welch."** Make sure you click on the "Save" button in the top right corner of your browser window when you are done in order to post to the site.

Class Participation

This is a highly interactive class. Think of it as an '*intellectual potluck*': the more that is brought to the table by students, the more we all learn. Your class participation grade of 15% will relate to how well you participate in each discussion during the class. If you do not participate regularly and effectively, don't expect an A!

Tentative Schedule

Part 1: What is Sustainability?

January 17 Introduction to the class

Aims and scope of class, Assessment (Case Study, "Aha" reading, short essay, Sustainability Blog, class participation)

Presentation/discussion: '*Global Scenarios for the Century Ahead: Searching for Sustainability*' (Tellus Institute, Boston 2010)

PLEASE READ BEFORE CLASS

http://www.gtinitiative.org/documents/IssuePerspectives/Global_Scenarios_for_the_Century_Ahead%5B1%5D.pdf

January 24 The Anthropocene, Doughnuts and Happy Planets?!

The Happy Planet Index is an innovative new measure that shows the ecological efficiency with which human wellbeing is delivered around the world. It is the first ever index to combine environmental impact with wellbeing to measure the environmental efficiency with which country by country, people live long and happy lives. The results are surprising, even shocking, but there is much to learn from what they show. Two other themes of this class are the growing economies of India and China, which are truly 'planetary powers' and herald a new time period: The Anthropocene and Oxfam's 'doughnut' model for an environmentally safe and socially just future.

Required Readings

Marks, N et al (2009) The (un)Happy Planet Index: An index of human wellbeing and environmental impact. http://www.happyplanetindex.org/.

Flavin, C and Gardner, G (2006) China, India and the New World Order' In *State of the World 2006. Special Focus: China and India.* New York. WW Norton and Co. pp3-23

Kolbert, E (2010) The Anthropocene Debate: Marking Humanity's Impact. http://e360.yale.edu/content/feature.msp?id=2274

Oxfam (2012) A safe and just space for humanity: Can we live within the doughnut? http://www.oxfam.org/sites/www.oxfam.org/files/dp-a-safe-and-just-space-for-humanity-130212-en.pdf

Agyeman, J (2012) Fair shares of Oxfam's doughnut? http://julianagyeman.com/2012/03/fair-shares-of-oxfams-doughnut/

January 31 Sustainable development: policy change or paradigm shift?

Sustainability, and sustainable development have become to a greater or lesser extent, *the* focus of policy development around the world. What does this imply for societies in terms of reducing our impact, be it our ecological footprint or our allocation of resources, our 'environmental space'? Will we need a paradigm shift, or can we tweak what we have? We will investigate these challenges at the global, and US scale, using the examples of sharing, co-production and the precautionary principle to illustrate paradigmatic thinking.

Required Readings

'Built to Last.' http://www.youtube.com/watch?v=VGJt_YXIoJI

Rees, W (1995) Achieving sustainability: reform or transformation? *Journal of Planning Literature* Vol 9 No 4 pp 343-361

O'Riordan, T (1998) Civic Science and the Sustainability Transition in Diane Warburton (ed) '*Community and Sustainable Development*' London. Earthscan. pp 96-115

Milbrath, L (1989) Stories About The Way The World Works: Belief Paradigms in Lester Milbrath. *Envisioning a Sustainable Society: Learning Our Way Out*. Albany. SUNY Press pp115-134

Myers N (2006) Introduction, In Nancy Myers and Carolyn Raffensperger (2006) Precautionary Tools for Reshaping Environmental Policy. MIT Press. Pp 1-25

Mayor Willie Brown (2003) *The Precautionary Principle and the City and County of San Francisco*.
http://rachel.org/files/document/San_Francisco_Precautionary_Principle_Ordinanc.pdf

February 7 What are sustainable communities?

There is a general agreement on the features or characteristics of a sustainable community, although to date, no community has all of them. This class will investigate these key features and look at different categorizations of sustainable

communities. Is there an empirical study to show that density inevitably leads to sustainability? When we live in cities we may drive less and live in smaller homes, but don't we eat out more, purchase more and make less, have higher wages and greater spending power? And are cities less efficient in redistributing wealth? Do they concentrate workers and depress wages?

Required Readings:

Hempel, L (1999) Conceptual and analytical challenges in building sustainable communities in D Mazmanian and M Kraft (eds) '*Toward Sustainable Communities'. Cambridge*. MIT Press, pp43-74.

Roseland, M (2012) The context for sustainable communities in Mark Roseland '*Toward Sustainable Communities*' Gabriola Island. New Society Publishers. Pp3-19

Siemens (2011) US and Canada Green City Index http://www.usa.siemens.com/entry/en/greencityindex.htm?section=index/nav/gci_northamerica

Griffiths, J., (2009) The Transition Initiative: The Head, Heart, & Hands of Energy Descent, *Orion Magazine* http://www.commondreams.org/view/2009/07/25-5

Vancouver Eco-Density Initiative. http://www.vancouver-ecodensity.ca/about/

Melbourne Principles on Sustainable Cities: http://www.iclei.org/fileadmin/user_upload/documents/ANZ/WhatWeDo/TBL/Melbourne_Principles.pdf

The Ahwahnee Principles for Resource Efficient Communities: http://www.lgc.org/ahwahnee/principles.html

Part 2: How do we get there?

February 14 Towards sustainable communities: principles, tools and techniques I: *Overview*

This class will attempt to give a broad overview of the various tools and techniques (community, planning and economic), strategies and innovations

required to develop sustainable communities.

Required Readings:

Roseland, M (2012) 'Making Community Policy' pp 33-48, and 'Tools for Community Sustainability' pp 275-288. In Mark Roseland '*Toward Sustainable Communities*'. Gabriola Island. New Society Publishers

Levett, R (1997) Tools, Techniques and Processes for Municipal Environmental Management *Local Environment*. Vol 2 No 2 p189-202

Camponeschi, C (2010) The Enabling City: Place-Based Creative Problem-Solving and the Power of the Everyday *http://enablingcity.com/wp-content/uploads/2010/10/EC-EN.pdf*

February 28 Towards sustainable communities: principles, tools and techniques II: *Social Networking, Community Based Social Marketing and other behavior change tools*

(Case study title due)

Guest speaker: Mark Chase (UEP 1997)

We're convinced about sustainability and sustainable communities, right? But how do we use social networks to get people to 'buy into' sustainability (if you'll excuse a consumerist phrase!). Just giving people lots of information has been shown not to work for people other than those already converted, so how do we reach the undecideds and the others who haven't even heard of sustainability? Two tools with promise are social networking and social marketing.

Required Readings:

Kollmuss, A and Agyeman, J (2002) Mind the Gap: Why do people act environmentally and what are the barriers to pro-environmental behavior? *Environmental Education Research* Vol 8 pp239-260

http://www.tandfonline.com/doi/pdf/10.1080/13504620220145401

Marcell, K, Agyeman, J and Rappaport, A (2004) Cooling the Campus: A Pilot Study Using Social Marketing Methods to Reduce Electricity Use at Tufts

University *International Journal of Sustainability in Higher Education* Volume: 5 Number: 2 pp169 –189

McKenzie-Mohr, D. & Smith, W. (1999). *Fostering Sustainable Behavior: An Introduction to Community-Based Social Marketing*. British Columbia: New Society Publishers. Chapter 1: Introduction pp1-15

Dolan, P., Hallsworth, M., Halpern, D., King, D., Vlaev, I (2010). *Mindspace: Influencing behaviour through public policy*. Institute for Government, London, UK. http://www.instituteforgovernment.org.uk/sites/default/files/publications/MINDSPACE-Practical-guide-final-Web_1.pdf

Thaler, R (2008) *Nudge: improving decisions about wealth, health and happiness* http://www.thersa.org/events/vision/vision-videos/richard-thaler

For an overview of social networking in politics: http://www.extremedemocracy.com/chapters/Chapter%20Ten-Mayfield.pdf

For conflict between site providers and content providers: http://mashable.com/2007/05/18/moveon-myspace/

For an overview of social networking on transportation and community: http://www.pps.org/articles/going-places/

http://livablestreets.info/

http://www.zipcar.com/

http://www.buzzcar.com/fr/content/

March 7 Towards sustainable communities: principles, tools and techniques III: *Sustainability Indicators*

Sustainability indicators range from welfare-based, to environmental, from economic to social, because, in order to know where you're going (sustainable communities), you've got to know where you are now (unsustainable communities). This class looks at measuring our progress towards (or away from?) sustainability.

Required Readings:

Brugmann, J (1997) Is there method in our measurement? The use of indicators in local sustainable development planning *Local Environment* Vol 2 No 1 p59-72.

Schlossberg, M and Zimmerman, A (2003) Developing statewide indices of environmental, economic and social sustainability: a look at the Oregon benchmarks *Local Environment* Vol 8 No 6 pp641-660

NOTE: Local Environment is available online through the Local Environment button under 'Course Tools"

Gahin, R, Veleva, V and Hart, M (2003) Do Indicators help create sustainable communities? *Local Environment* Vol 8 No 6 pp661-666

NOTE: Local Environment is available online through the Local Environment button under 'Course Tools"

The Boston Indicators Project (familiarize yourself with the 10 categories and 'crosscut' topics)
http://www.bostonindicators.org/indicators

Sustainable Measures (familiarize yourself with this *excellent* online resource)
http://www.sustainablemeasures.com/

The Bellagio Principles
http://www.iisd.org/measure/principles/progress/bellagio_full.asp

March 14 Case Study I: Sustainable Development in Planning and Policymaking

(Short essay title due, case study due)

Guest Speaker: Jeffrey Levine, AICP, Planning Director, City of Portland, ME

Many planning authorities are not yet using policies for sustainability in planning, despite the Guidance available. In this class, we will look at the opportunities to bring sustainability to places in the Boston Metro area.

Required readings:

American Planning Association (2000) *'Policy Guide on Planning for Sustainability'* http://www.planning.org/policy/guides/adopted/sustainability.htm

Berke, P and Manta Conroy, M (2000) Are We Planning for Sustainable Development? An Evaluation of 30 Comprehensive Plans. *Journal of the American Planning Association* Vol 66 No 1 pp21-33

Campbell, S (1996). Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development. In *Readings in Planning Theory*. Malden, MA, Blackwell Publishing, pp. 435-458.

Godschalk, D (2004) Land Use Planning Challenges: Coping with Conflicts in Visions of Sustainable Development and Livable Communities. *Journal of the American Planning Association;* Winter Vol 70, No 1pp5-13

Gunder, M (2006) Sustainability: Planning's Saving Grace or Road to Perdition? *Journal of Planning Education and Research* 26 pp208-221

March 28 Case Study II: Sustainability Challenges of Cities in the Global South

Class Video: Cities on Speed – Bogota Change (60 minutes)

http://www.upfrontfilms.dk/films2.php?mit_indhold_id=2&films_id=9

One of the greatest challenges in the quest for more sustainable communities, and especially cities, is the special situation of cities in the South. They are growing extremely quickly and present, as well as the 'usual' challenges facing cities in the North, the additional challenge of massive and widespread poverty and inequality. Often called the 'brown' agenda (as opposed to the 'green' agenda), issues of garbage, infrastructural development, affordable housing, public transit and poverty alleviation are to the fore.

Required Readings:

Watch:

Cities on Speed – Cairo: Garbage
http://www.youtube.com/watch?v=AY55YakoQFE

Cities on Speed – Mumbai: Traffic
http://www.youtube.com/watch?v=uudoPa-NVDo&feature=related

Cities on Speed – Shanghai: Space
http://www.youtube.com/watch?v=Uk2FkF3_IWU

McGranahan, G, Songsore, J and Kjellen, M (1996) Sustainability, Poverty and Urban Environmental Transitions in D Satterthwaite (ed) *Earthscan Reader in Sustainable Cities* London. Earthscan pp 107-130

Hardoy, J, Mitlin, D and Satterthwaite, D (1992) The Rural, Regional and Global impacts of Cities in Africa, Asia and Latin America in D Satterthwaite (ed) *Earthscan Reader in Sustainable Cities* London. Earthscan pp 426-460.

McGranahan, G and Satterthwaite, D (2000) Environmental Health or Ecological Sustainability? Reconciling the Brown and Green Agendas in Urban Development in Pugh, C (ed) *Sustainable Cities in Developing Countries*. London. Earthscan pp 72-90.

Part 3: Towards Paradigm Shift?

April 4 Food Justice, Environmental Justice and Sustainability

(Both "Aha" reading/resource paper due)

The dominant orientation or paradigm within sustainability is that it is primarily an *environmental* endeavor. This class will look at different perspectives, namely food and environmental justice and their effects on sustainability theory and practice. If we are looking at paradigm shift, then a broader interpretation of sustainability is a prerequisite in that process.

Readings:

Agyeman, J (2005) 'Alternatives for Community and Environment: Where Justice and Sustainability Meet'. *Environment: Science and Policy for Sustainable Development* Vol 47 No 6 pp 11-23 ***In 'Resources' Folder***

Pearsall, Hamil and Pierce, Joseph (2010) 'Urban sustainability and environmental justice: evaluating the linkages in public planning/policy discourse', *Local Environment*, 15: 6, 569 — 580

NOTE: Local Environment is available online through the Local Environment button under 'Course Tools"

Agyeman, J (2012) Just sustainabilities
http://julianagyeman.com/2012/09/just-sustainabilities/

Alkon, A. (2008) 'Paradise or pavement: the social constructions of the environment in two urban farmers' markets and their implications for environmental justice and sustainability'. *Local Environment* Vol 13 no 3 pp 271–89.

NOTE: Local Environment is available online through the Local Environment button under 'Course Tools"

Alkon, A and Agyeman J (2011) 'Introduction: The food movement as polyculture' in Alkon, A., and Agyeman, J. *Cultivating Food Justice: Race, class and sustainability*. Cambridge, MA: MIT Press.

Apollo Alliance (2007) *Community Jobs in the Green Economy*. Apollo Alliance/Urban Habitat

http://urbanhabitat.org/files/Community-Jobs-in-the-Green-Economy-web.pdf

Haughton, G (1999) Environmental Justice and the Sustainable City. In D Satterthwaite (ed) *Sustainable Cities*. London. Earthscan. pp 62-79.

April 11 NO CLASS. JULIAN AT AMERICAN ASSOCIATION OF GEOGRAPHERS CONFERENCE IN LA

April 18 Culture, Space, Place and Sustainability.

As our US and other 'western' cities become more diverse, more different and more heterogenous, how do we think about and act upon this in terms of planning for sustainability and the development of sustainable communities? We need to move towards 'intercultural' communities and societies where difference

and diversity are seen as advantages, not problems

Required Readings:

Low, S, Taplin, D and Scheld, S (2004) 'The Cultural Life of Large Open Spaces' pp 1-18 in *Rethinking Urban Parks. Public Space and Cultural Diversity.* Austin. University of Texas Press.

Vasquez (2009) '*Principles of Culturally Competent Planning and Placemaking*' http://rutgerspdi.blogspot.com/2009/11/principles-of-culturally-competent.html

Agyeman, J., and Erickson, J. (2012) 'Culture, recognition and the negotiation of difference: some thoughts on cultural competency in planning education'. *Journal of Planning Education and Research* 32(3): 358–66.

Agyeman, J (2012) *'Interculturalism and culturally inclusive space I'* http://julianagyeman.com/2012/11/interculturalism-and-culturally-inclusive-space/

Agyeman, J (2012) *'Interculturalism and culturally inclusive space II'* http://julianagyeman.com/2012/11/interculturalism-and-culturally-inclusive-space-ii/

Agyeman, J (2012) Cities of (in)Difference http://julianagyeman.com/2012/04/cities-of-indifference/

Lanfer, A and Taylor, M (2004) *Immigrant Engagement in Public Open Space: Strategies for the New Boston* *http://www.barrfoundation.org/files/Immigrant_Engagement_in_Public_Open_Space.pdf*

Kumar, S and MartinG 2004. A Case for Culturally Responsive Urban Design. *Ontario Planning Journal* 19 (5): 5-7 http://www.ryerson.ca/~surp/content/faculty_administration/biographies/faculty/kumar/pg5-7.pdf

April 25 Towards Spatial Justice?

Class Video: Contested Streets (57 minutes)

(Preview)

http://www.transalt.org/files/campaigns/sensible/contestedstreets/trailer.html

"*Just as social justice requires that life chances are not distributed along class lines, spatial justice requires that they are not distributed geographically*". These sage words by British MP David Lammy remind us that a sustainable community must also be spatially just. How does this concept of 'spatial justice' help us as policy makers and planners? In this class we focus on spatial (in)justice in city streetscapes.

Required Readings:

Agyeman, J (2010) *Spatial justice on Södra Vägen*
http://julianagyeman.com/2010/09/first-post/

Paterson, C (2010) *Democratizing Streetscapes: Rethinking Streets as Public Spaces*
http://julianagyeman.com/2011/03/democratizing-streetscapes-rethinking-streets-as-public-spaces/

Agyeman, J (2012) *Incomplete streets*
http://julianagyeman.com/2012/05/incomplete-streets/

Streets renaissance:
http://www.streetsblog.org/2007/11/06/envisioning-an-upper-west-side-streets-renaissance/

Space allocation:
http://www.streetfilms.org/archives/uws-streets-renaissance-space-allocation/

Amsterdam Avenue:
http://www.streetfilms.org/archives/uws-streets-renaissance-amsterdam-avenue/

NY City Streets Renaissance: http://www.nycsr.org/
Familiarize yourself with this excellent organization!

May 2nd Redefining the American Dream: Redefining Progress

(Short essay due)

Sustainability implies not only a change in the way we currently do things, but a

change in what we consider progress, or success, and how we measure it. This class looks back at the (un)Happy Planet Index which we studied in our second class, and forward at this ultimate challenge. It also offers an emerging concept, that of 'sufficiency' as a counter to the techno-fix of 'efficiency' We also look at collaborative consumption, sharing and at co-production.

Required Readings:

Rachel Botsman (2010) TEDxSydney *Collaborative Consumption*
http://www.youtube.com/watch?v=zpv6aGTcCI8

Peter Knight (2011) Letter from America. Small is Hitting the Bigtime
http://www.ethicalcorp.com/environment/letter-america-small-hitting-bigtime

Carley, M and Spapens, P (1998) Sufficiency: Rethinking the Consumer Society in Carley, M and Spapens, P (eds) *Sharing the World*. London. Earthscan pp134-167

Agyeman, J (2012) This revolution will be co-produced
http://julianagyeman.com/2012/04/this-revolution-will-be-co-produced/

Center for a New American Dream (1995) '*Redefining the American dream: The Search for Sustainable Consumption*'

New Economics Foundation (2003) '*A wellbeing manifesto for a flourishing society*'. NEF. London http://www.wellbeingmanifesto.net/uk_manifesto.pdf

Clifford Cobb, Ted Halstead, and Jonathan Rowe (1995) If the GDP is Up, Why is America Down? *The Atlantic Monthly*, Oct 1995, v276 n4, pp 59-73.
http://flash.lakeheadu.ca/~kyu/Measurement/Cobb-Halstead-Rowe1995.pdf

UPD 432/5746 **Fall 2013**
Urban Environmental Planning and Design
Katz Hall
Rm. 0008
MWF 10-10:50

Michael Frisch, PhD, AICP
Associate Professor
frischm@umkc.edu
816-235-6369

Office Hours: W 11-Noon, Th 1-2pm
Or by appointment.

Prerequisites: A course in geography, environmental studies or planning at the 200 level or higher as well as some experience with either GIS or thematic mapping.

Learning Objectives: Students will

- **Be able to construct an ecological inventory of resources and processes that impact a site at multiple scales.**
- **Have a beginner's knowledge of key environmental laws and regulations.**
- **Be able to define key terms in environmental planning and policy practice.**
- **Have designed ecological interventions to reduce and to alleviate environmental problems**
- **Deepen analytical reasoning to support a position on environmental planning issues.**
- **Assess environmental resiliency in the Manheim neighborhood.**

Course Description:

This course introduces environmental planning at the site, municipal and metropolitan scale. We will first address ways of thinking about the environment, such as sustainability, landscape urbanism, ecological urbanism and resilience. Then we will examine basic environmental planning processes. The second part of the course examines components of the environment within the context of local ecological cycles. These components include air pollution, water pollution, soils and surface runoff, watershed management, energy conservation and climate change. The last part of the course examines planning policies and policy analysis methods including growth control, lifecycle analysis, brownfields, sustainability, cost-benefit analysis and implementation. This year the emphasis will be on producing a neighborhood environmental resiliency plan for the Manheim Neighborhood in the Green Impact Zone

Student Responsibilities

Students are responsible for attending class, doing the reading before class, and turning in assignments on the due date. Class communication occurs in class, on the class Blackboard site, and through email. I expect students to check their official UMKC email once a day. UMKC AUPD rules and regulations are available in the **AUPD student handbook** which is posted on the class Blackboard site. Students are also responsible for knowing UMKC College of Arts and Sciences support services, rules of conduct and policies. Please refer to the following web page and the linked resources for critical information regarding UMKC course policies and resources. You are expected to abide by all the rules and regulations regarding student conduct referenced in these pages. http://cas.umkc.edu/CPR/

Course Work

Classes will be a combination of instruction, discussion and hands-on work. Given the nature of this class, attendance is mandatory and class participation will be graded. There will be five graded homework assignments

and one term project. The homework assignments will consist of four problem sets in environmental planning, and one short review of readings on an environmental issue. All homework (including the problem sets) must be well written, word-processed and presented in a reasonable font (10-12 pt), left justified, and with reasonable margins (1"). All tables, maps and exhibits should have titles and sources listed. All references should be properly noted in standard APA style and a bibliography should be attached. Every good paper starts with an outline and a draft. The UMKC writing center can work with you on improving your writing: http://cas.umkc.edu/writingcenter/.

Readings are due on the day that they are listed. Every week I will post on Blackboard and email a list of 12 terms that students are expected to know by the end of the semester. These terms will be taken from the readings and class lectures. The Final Exam will entail short definitions of a small selection of terms as well as an essay explaining a particular environmental law.

Textbooks (Available at the UMKC Bookstore):

Marsh, WH 2005. Landscape planning, Environmental Applications. New York, NY: Wiley

Campbell, HE and Corley, EA. Urban Environmental Policy Analysis. Armonk NY: M,.E. Sharpe.

Other Readings and Media (still needs editing)

Aygeman, J and Evans, T. 2003. "Toward Just Sustainability in Urban Communities" ***The Annals of the Academy of Political and Social Science.*** 590: 35-53.

Commoner, B. 1992 "The Failure of the Environmental Effort." ***Current History***. April, 91:564.

Corner, J. 2006. "Terra Fluxus" p. 21-33 in Waldheim (eds) ***The Landscape Urbanism Reader***. New York: Princeton University Press.

Daniels, TL 2009. "Trail Across Time: American Environmental Planning From City Beautiful to Sustainability." ***Journal of the American Planning Association***; Spring 2009; 75, 2; 178-192.

Duany, Andreas and Lambert, Mathew. 2010. "The Next Urbanism is not New Urbanism" ***CNU 18, Atlanta GA Website*** talk. Video accessed at http://ecom.mediasite.com/mediasite/Viewer/?peid=470632346283426e8b0dfa1b184afd7b1d.

Fainstein, SS 2012. "Globalization, Local Politics and Planning for Sustainability" (edited volume) ***Sustainable Urbanism and Beyond.*** New York, NY: Rizzoli

Frumkin, Howard, Lawrence Frank and Richard Jackson. 2004. "Air Quality" p. 65-89 in ***Urban Sprawl and Public Health***. Washington DC: Island Press.

Giradet, H. "The Metabolism of Cities." In Wheeler and Beatley (eds) ***The Sustainable Urban Development Reader.*** New York NY: Routledge.

Greenberg, M. 2009. " The Local Official Criterion."

Handouts as necessary.

Hardin, G. 1969. "Tragedy of the Commons." ***Science.***

Jackson, W. 2010. "Tackling the Oldest Environmental Problem." From Heinberg and Lerch (eds) the Post Carbon Reader.

McDonough "Design, Ecology, Ethics and the Making of Things" in Wheeler and Beatley (eds) ***The Sustainable Urban Development Reader***. New York NY: Routledge.

McHarg, Ian. 1969. Design With Nature, New York, NY: Wiley

Owen, David. 2004. "Green Manhattan" ***The New Yorker***.

Rees, W. 2010. Thinking Resilience **The Post Carbon Reader**.

Spirn "City and Nature" in Wheeler and Beatley (eds) ***The Sustainable Urban Development Reader***. New York NY: Routledge.

Spirn, Anne W. 2011. "Ecological Urbanism" downloaded from her professional website August 14, 2013 at http://www.annewhistonspirn.com/pdf/spirn_ecological_urbanism-2011.pdf. Finally,

Steiner, R. 2003. The Living Landscape

Wackernackel and Rees "What is an Ecological Footprint" in Wheeler and Beatley (eds) ***The Sustainable Urban Development Reader***. New York NY: Routledge.

Group Work

Urban planning and other design professions require intense periods of group work. This class is structured around such a process. Students are required to answer the questions in Homework Sets II-V for the Manheim Neighborhood and put their results in context to regional averages (city, state, metro, and US). Students may share their findings and exhibits – however, I will need to know the specific author/designer of every table and exhibit shared. Students are required to submit their own individual write-ups of their findings. While you may share a map or table – do not share writing.

We will be looking at the Manheim neighborhood. You will be responsible for putting together an environmental inventory and then developing implementable policies for the neighborhood. Group and issue assignments will be made by the end of the second week of class.

I need to know if students drop the course so I can make sure the groups are balanced.

Final Paper and Project

The term project will be written as an environmental resiliency analysis of the Manheim neighborhood with attention to key issues. Students will perform and inventory and status survey of the neighborhood as well as recommend design interventions to improve environmental conditions to ensure resiliency. The ecological status of the neighborhood will be compared to estimates of the status of the City of Kansas City, the Metro Area, and the State of Missouri. Students in their group must put together a group presentation of the corridor lasting 15 minutes leaving time for questions.

Students will write up their own paper on the analysis performed by the group. The paper should describe the assigned issue in natural and historical context in Greater Kansas City, present data on the current environmental status of the Manheim Neighborhood, compare the status to other relevant regions, present a well referenced and designed environmental plan for the area and then analyze how the environmental measures would improve resiliency. While you may want to include material from your homework assignments in the final write-up, you should incorporate comments from the instructor. The paper should conclude with recommendations for local agencies and neighborhood organizations to implement your plan. The papers should be well written, word-processed and presented in a reasonable font (10-12 pt.), double-spaced and with reasonable margins (1”). All references should be properly noted in standard APA style and a bibliography should be attached. I expect anywhere from 8-12 pages of writing (not including exhibits, references, maps) from undergraduates. Graduate students should expect to produce 10+ pages with a more detailed list of supporting references including putting the issues in Manheim in context with the published literature in environmental planning. The term project should include at least one well-designed map putting the site into context, a site plan, several photos and one well-presented table of data supporting the analysis. Students will be required to make presentations on their project in the week before Thanksgiving in this Course.

Grading:

Class Attendance and Participation	10 %
Homework Sets (including first paper)	50%
Individual Final Paper Analysis	15%
Group Presentation Design and Policy	15%
Final Exam	10%

Rules of Conduct:

Plagiarism is not acceptable and will not be tolerated. Plagiarism includes the copying of images and text from a website without attribution. The field of Urban Planning + Design typically uses APA style. You must use parenthetical citations and references in your homework, presentations and paper writing. Please review the UM

System rules of conduct for what constitutes plagiarism: :http://www.umkc.edu/provost/policies/academic-integrity-dishonesty-and-plagiarism.pdf

Planning education requires a lot of group work. You are responsible for meeting your obligations to other members of your group. Treat each other gently and work to find resolution when conflicts arise. Contact the instructor if you think you need a mediator. I ask all group members to submit a group process statement at the end of the semester.

I highly value academic freedom in my classroom. The college classroom is a place for students to challenge their values and to build their skills in critical reasoning. I aim to create a climate of learning and scholarship. UM system regulations aim to foster this environment:

1. The University of Missouri is committed to providing a positive work and learning environment where all individuals are treated fairly and with respect, regardless of their status. Intimidation and harassment have no place in a university community. To honor the dignity and inherent worth of every individual -- student, employee, or applicant for employment or admission -- is a goal to which every member of the university community should aspire and to which officials of the university should direct attention and resources.

2. With respect to students, it is the university's special responsibility to provide a positive climate in which students can learn. Chancellors are expected to provide educational programs and otherwise direct resources to creative and serious measures designed to improve interpersonal relationships, to help develop healthy attitudes toward different kinds of people, and to foster a climate in which students are treated as individuals rather than as members of a particular category of people.

Harassment will not be tolerated in my classroom. UMKC rules on what constitutes harassment may be found at: http://www.umkc.edu/provost/downloads/harassment-statement.pdf

Other resources for students are listed in the AUPD Student Handbook loaded on the Blackboard site. This web link may also have good resources: http://cas.umkc.edu/cpr/

Course Schedule

Date	Topic	Reading/Homework
8/19/2013	Introduction Sustainability Planning	Marsh Ch. 1 Creating Sustainable Places Guiding Principles. http://www.marc.org/sustainableplaces/guidingprinciples.htm.
8/21/2013	Environmental Policy + Planning	Owen "Green Manhattan" **The New Yorker** V80(31). (Blackboard) Campbell and Corley Ch 1 Environmental Policy Framework
8/23/2013	Commons + Public Goods	Hardin 1968 "The Tragedy of the Commons" Campbell and Corley Ch 2 Policy Analytic Concepts
8/26/2013	Prevention + Sustainability	Commoner 1993 "The Failure of the Environmental Effort" Blackboard Fainstein 2013 "Globalization, Local Politics and Planning for Sustainability" (Blackboard) Marsh Ch. 3
8/28/2013	NEPA --	Campbell and Corley Ch. 3 Policy Tools for Common Pool Resources Read NEPA (blackboard) Homework Set 2 Distributed.
8/30/2013	Overlay Analysis	Pastor, M "Powerpoint on Regional Equity" http://www.marc.org/sustainableplaces/assets/SocialEquityPresentation_051812.pdf Steiner "The Living Landscapes" p. 51-55.; 141-153. Lab Exercise Demographic Data / Rich and Poor in Manheim and Kansas City
9/2/2013	**NO Class**	**Labor Day Holiday**
9/4/2013	Public Participation Stakeholders Equity	Campbell and Corley Ch 10 "Learning from Citizens, Public Participation in Environmental Policy"
9/6/2013	**Discussion**	**Homework Set 1 Due**
9/9/2013	Land cover, Land Use	Campbell and Corley Ch. 8 Jackson "Tackling the Oldest Environmental Problem" Blackboard

9/11/2013	Slopes	Marsh Ch. 4
9/13/2013	Lab Work	Manheim walking tour
9/16/2013	Soil Assessment	Marsh Ch 5.1-5.5.p. 343-362.Soils in site
9/18/2013	Soils and Waste	Marsh Ch. 5.6-5.10, Read RCRA
9/20/2013	Biodiversity Ecology	Marsh Ch. 19, Marsh Ch. 20 Homework Set II Due
9/23/2013	Watershed and Runoff	Marsh Ch. 8, 9
9/25/2013	Water Pollution	Marsh ch. 11 Campbell and Corley Ch. 7
9/27/2013	Lab	
9/30/2013	Streams and Wetlands Flood Plain	Marsh Ch. 10, ch. 13
10/2/2013	Hazards, Resilience, and Planning Practice	Marsh Ch. 21 Rees "Thinking Resilience" (Heinberg and Lerch)
10/4/2013	**Sun Angles, Solar heating, Urban Heat Island**	**Steiner The Living Landscape p. 55-62, 95-99.** **Marsh Ch.16-17** **Homework III Due.**
10/7/2013	Air Pollution	Read Clean Air Act Frumkin, Frank and Jackson "Air quality" (Blackboard) Campbell and Corley ch. 6
10/9/2013	Toxics, HHW	Read CERCLA
10/11/2013	Brownfields Day	Greenberg, M 2009.
10/14/2013	Environmental Justice	powell, ja "Reinterpreting Metropolitan Space as a Strategy for Social Justice" (Pavel) Campbell and Corley Ch. 9 Cashin "Race Class and Real Estate" (Pavel) tba Executive Order 12898
10/16/2013	Energy Use	Guest speaker Energy Information Administration (Blackboard)
10/18/2013		**Group work in Manheim**
10/21/2013	**Energy Policy**	**APA Policy Guide on Energy (Blackboard)** **Homework IV Due**
10/23/2013	Transportation	Bullard "Addressing Urban Transportation Equity in the United States" tba
10/25/2013	Lifecycle Analysis and Solid waste	McDonough "Design, Ecology, Ethics and the Making of Things" Blackboard Giradet "The Metabolism of Cities." Blackboard
10/28/2013	Climate Change	City of Kansas City, MO 2008, Climate Protection Plan see http://www.marc.org/environment/airq/pdf/CP-Plan-7-16-08.pdf
10/30/2013	Footprint Analysis	Wackenhaut and Rees "Footprint Analysis"
11/1/2013	tba	Group work
11/4/2013	**Suitability Analysis**	**Steiner, The Living Landscape, Ch5 "Suitability Analysis" 187-228.** **Homework Set V due**
11/6/2013	Cost – Benefit Analysis	Campbell and Corley ch. 4.
11/8/2013	Healthy Homes	Lead, Indoor Pollution, tba
11/11/2013	Complete Streets	MARC 2011 Complete Streets Handbook see http://www.marc.org/transportation/pdf/CompleteStreetsHandbook.pdf
11/13/2013	LEED and Green Building	LEED Neighborhood Design Green Building Code Brown "Towards Zero-Carbon Buildings" (Heinberg and Lerch)

11/15/2013		Group work day
11/18/2013		Group Presentations
11/20/2013		Group Presentations
11/22/2013	CBA and Impact Analysis	**Campbell and Corley ch. 4** Marsh Ch. 22
11/25-29/2013	Thanksgiving Holiday	
12/2/2013	Implementation	
12/4/2013	Administration and Implementation	**Review for final** **Final Paper Due.**
12/10/2013	FINAL EXAM	**8 AM – 10AM!!!! Tuesday!!!**

URPL 711
Marketplaces and Food Systems
When: R 12:30-3:00 pm
Where: Music Hall 208

"Let me cordially warn you, at the opening of [this socalled class], that I haven't the remotest intention of posing as a lecturer. Lecturing is presumable a form of teaching; and presumably a teacher is somebody who knows. I never did, and still don't, know. What has always fascinated me is not teaching, but learning; and I assure you that if [the responsibilities related to becoming a "professor" hadn't so entangled me] I should now be somewhere else. Let me also assure you that I feel extremely glad to be here; and that I heartily hope you won't feel extremely sorry."

e.e. Cummings, i, six nonlectures

"I cannot teach anybody anything, I can only make them think."

Socrates

"I don't even make them think, I provide them things to think about and together we discover new things and ways of thinking."

Alfonso Morales

Alfonso Morales, PhD
Office Hours: by appointment
Office: Music Hall 104
Phone: 263-4848
E-mail: morales1@wisc.edu

Overview

Elements of food systems and marketplaces have been the purview of entire disciplines. Horticulture, Agriculture, Sociology, Economics, Rural Sociology, Planning, Law, Political Science, Anthropology – so many disciplines were founded on food-related transaction. However, the "industrialization" of food displaced intellectual concerns to the margins of some disciplines and condensed the concerns of other disciplines focusing them on supporting the burgeoning "industrial" food sector. Roughly between 1910-20s (the introduction of public policy using marketplaces and for food safety and related concerns; and the application of regression analysis to food production) and the 1970s (back to the farm, food safety, etc), food safety improved and productivity increased. However, the prior intellectual fecundity associated with food studies disappeared until a generation of farmers with different roots, rural and urban,

renewed our general interest in food *per se*, slowly supplying scholars with a nourishing mixture of concerns that reinvigorated various disciplinary interests and stimulated emergent interests in various disciplines. Since the 1970s authors and community organizations have introduced food-related activities throughout society, and further, scholars and community members have reunited themselves to policy makers in reconstructing a century-old political interest in the food system. My task here is to give you some sense of this intellectual landscape, with an emphasis on contemporary community and regional food systems (CRFS) as exemplified in the UW AFRI funded project on CRFS.

We can never fully conceptualize food systems or markets (context will usually make clear when I use the term markets for marketplaces vs. markets in the economic sense of a price clearing mechanism) because context matters and varies and we cannot judge them fully because success is not reducible to a single metric. Like the proverbial elephant, food systems and marketplaces implicate virtually every sub-discipline of planning and most every other social science, inclusive of manifestations in law, business and health (and vice versa). Physical design, regulations and enforcement, community and economic development, health and sustainability, transportation, all intersect in marketplaces, with respect to the food system and in what some call "geoponica."[1]

Mostly delivered by private means, markets and the food system serve the greatest variety of public and private goals. Our study of the food system will introduce us to people in many contexts, working with food in many ways, and we will consider the "industrial" food system, but will focus mostly on alternative policies, programs and plans intended to improve CRFS. Food system activities synthesize many concerns and they are difficult to delimit, thus our interest in them risks leaving some complaining that we do not know what we *really* want to study.

Alas, here we go.

Learning Objectives

The course has three broad learning objectives, to develop content knowledge of food systems and markets, to make connections in the broad community of food systems planning, and to make food system/marketplace contributions to the community, as required in class and as you determine what that means to you. The field we study is constantly changing and is becoming populated with innovative arguments for and against creative new examples of food systems practices. New legal devices, business models, production practices, social organizations, and etc. are emerging and it will be up to you to discover the latest innovations in what you want to know.

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[1] **ge•o•pon•i•ca** [\jee,uh,'pon,ik,ah\] -*noun:* agricultural pursuits in the broadest sense, including but not limited to the art and science of agriculture

By the end of class students will have improved their knowledge of:

- The Food System and the urban/regional ecosystem
- Food system assessment
- At least one alternative program, policy, or plan intended to improve CRFS
- Food system planning
- Grant writing
- Their own particular interests in the food system

By the end of class students will have contributed to:

- The UW-AFRI CRFS project
- The Food Glossary project
- The public's knowledge of the food system

Starting the first day of class you will begin to develop an individual learning plan for yourself. This will help you identify what you know and what you want to learn.

Class Webpage

https://sites.google.com/a/wisc.edu/urpl711/

Class Meetings

This course will be structured as a seminar. I will lecture, but each week we will begin the day with a ten-minute discussion of recent food-related news.

You can expect to lead at least one discussion of a reading. The following is a guide:

- The argument made in the reading
- The readings' relative significance
- The methods and data
- Some critique of the reading
- Pose two questions to stimulate discussion.

Field trips and guest lecturers will supplement our class activities and discussions. It is a good idea to bring your laptop to class.

At root, this course is about you refining your professional interests in markets and food systems. Given we all have different interests, we have a need for *respectful but critical* engagement with one another. Keep in mind that seminars are places where you are *expected* to question one another's ideas, state

reasons for agreement for disagreement, and help one another learn. We should be grateful to those who help us sharpen our views by disagreeing with us.

Useful glossaries and links:

Sustainable Agriculture
http://www.nal.usda.gov/afsic/pubs/terms/srb9902terms.shtml
Food Safety http://www.allfoodbusiness.com/foodsafety_glossary.php
And
http://foodsafety.unl.edu/haccp/start/glossary.html
http://www.fda.gov/Safety/Recalls/default.htm
http://www.fsis.usda.gov/News_&_Events/NR_092712_01/index.asp

General food http://nourishedkitchen.com/real-food-glossary/
News: http://www.foodmanufacturing.com/

Bibliographic Resources

Zotero – secure access for class.
Zotero's own FAQ and support forums: http://www.zotero.org/support/
Zotero tips and tricks: http://ideophone.org/12-zotero-tips-and-techniques/
Zotero report customizer: http://jasonpriem.com/projects/report_cleaner.php
UW-Madison Zotero consultants: http://library.wisc.edu/citation-managers/zotero/index.html#consultants

Course Requirements

Participation is assumed – excellence expected. This means that you come to class having completed assignments and readings.

There are very few assigned readings. The field is changing rapidly and I can't keep up. I do supply you some recommended readings and a list of books (I have others in my office). Thankfully folks tell me about interesting readings, ordinances, and activities and I will share them. However, I expect you to find an additional 40-60 pages of reading each week (reasonable variation is fine), associated with your particular interests. I expect a 3-5 paragraph summary of the basics, thesis or research question or policy, methods, findings, implications and I will randomly request a few of you to discuss your summaries in class and email these summaries following class.

Graded Activities

The first problem associated with any field is identifying, learning, and mapping the conceptual apparatus, the language, or the ideas/behavior associated with

that field. The first course requirement addresses this problem in two parts, each requiring some research and some writing, which is how one comes to know the "language game" of interest.

1. Food and Markets Glossary – There are two parts to this assignment. First, each student will contribute 5 entries to a glossary. The contributions will be to the Wiki found at:

http://foodglossary.pbworks.com/w/page/31253712/FrontPage

Second, each student will also review 10 entries for clarity and comprehensiveness. Entries should be as short as possible, but will probably require two brief paragraphs. Include references and examples as necessary.

Sign on ASAP – mark your selected entries with your initials and a –e for entry or a –c for checked, e.g. Food System, am-e, or market, am-c. Due October 4

2. Community Presentation – this is a presentation you make to a community group of your choice. You will identify a group, decided on a food-related topic, schedule and deliver a 10-15 minute presentation. Any Church group, civic organization, school or other non-UW organization is fine. (Potential audiences found in: http://www.thedailypage.com/annualmanual/) I expect you to submit your presentation and three (short, hand written) evaluations from attendees of the lecture – the form follows this syllabus. Due November 30

3. Class presentation – this presentation is an academic presentation you make in class of about 20 minutes with 20 minutes of discussion. This presentation should describe your academic interest in the food system, lay out the intellectual antecedents of that interest, and describe the research questions you think people should be pursuing and why. This is not a policy talk, policy implications are fine, but this is a talk on the academic/research questions and findings associated with your interests, how do you know what you know and what does that imply for what you want to know. Due when you want – the sooner the better, but note my absences.

4. AFRI Assignment – This assignment will support the work of the UW USDA-AFRI project, found at http://www.community-food.org/ This will be a literature review, or other work as deemed useful to the project. (How to manual, how to permits, city annotations and reviews, work with a community organization, etc.) It's likely that the work will be with organizations in Los Angeles, Denver, Kansas City, Cedar Rapids, Chicago, and Madison. Due December 6.

5. Final Paper. This assignment is described after the course schedule, due dates are in the syllabus.

Required Readings:

You can find required readings from academic journals using Findit on the library webpage.

Other course readings will be emailed to you or found at the UW-google site. If you are interested in a book I suggest below, you look at abe.com or Amazon for used copies.

A list of recommended books is provided at the end of the syllabus.

Grades

Final course grade is on 100-point scale:

Grades are calculated as follows:		Your final grade is based on the following scale:	
Wiki entries	15% 3 points each	A	93 – 100
Class Presentation	10% 0-10 points	A/B	92 – 87
Community Presentation	20% 0 OR 20 points	B	86 – 82
AFRI Assignment	20% 0-20 points	B/C	81 – 76
Final Paper	35% 0-20 points	C	Produce better work!

Summary Class Schedule with Assignment Due Dates

Field Trip days are days we will not meet in class – you are expected to use the time over the course of the semester to visit Community Ground Works or some other appropriate site(s) appropriate to your interests.

September 6 Oxford Test and Introduction to USDA AFRI grant and etc.

September 13 Historical Considerations – food news discussion
Produce and review Wiki entries – completed entries by October 4.

Diamond, Jared. "The Worst Mistake in the History of the Human Race." In *Discover Magazine.* May 1987. http://www.scribd.com/doc/2100251/Jared-Diamond-The-Worst-Mistake-in-the-History-of-the-Human-Race?classic_ui=1

Morales, Alfonso. 2000. "Peddling Policy: Street Vending in Historical and Contemporary Context." *International Journal of Sociology and Social Policy*. 20(3/4): 76-99.

Morales, Alfonso. 2011. “Growing Food AND Justice: Dismantling Racism through Sustainable Food Systems.” Chapter 7 in *Cultivating Food Justice: Race, Class and Sustainability*. Allison Alkon and Julian Agyeman, (editors). Cambridge: MIT University Press.

Hedden, W.P. (1929) *How Great Cities Are Fed*, Heath And CO: New York. Table of contents.

September 20 Systems Thinking; Planning and the Food System – food news discussion

Produce and review Wiki entries – completed entries by October 4.

Identify community group for Community Presentation

Cassidy, Arly and Bowen Patterson. 2008. *The Planners Guide to the Urban Food System.* University of Southern California: School of Policy, Planning and Development Center for Sustainable Cities. http://www.planning.org/thenewplanner/2008/spr/pdf/PlannersGuidetotheFoodSystem.pdf

Piracha, A. L. and P. J. Marcotullio (2003). *Urban Ecosystem Analysis: Identifying Tools and Methods*. Toyko, Japan, United Nations University Institute of Advanced Studies**:** 1-22. http://www.ias.unu.edu/binaries/UNUIAS_UrbanReport2.pdf

K.P. Vadrevu, J. Cardina, C. Hitzhusen, et al., *Case study of an integrated framework for quantifying agroecosystem health*, Ecosystems 11 (2008) 283. http://www.oardc.ohio-state.edu/cardinalab/images/Case_study_of_an_integrated_framework_for_quantifying_agroecosystem_health.pdf

Freedman, D.A. & Bess, K.D. (2011). *Food systems change and the environment: local and global connections.* American Journal of Community Psychology, 47(3-4); 397-409. http://www.springerlink.com/content/0867224412167001/fulltext.pdf

Lipson, D. , 2011-05-30 "Peak Oil and the Law: Why Resource Depletion and Ecological Limits-to-Growth Should (and Could) Be the Overarching Framework for Socio-Legal and Social Scientific Analysis" Paper presented at the annual meeting of the The Law and Society Association, Westin St. Francis Hotel, San Francisco, CA.

Lang, Tim (2009) 'Reshaping the Food System for Ecological Public Health', Journal of Hunger & Environmental Nutrition, 4: 3, 315 — 335. http://lawsonmedsoc.wikispaces.com/file/view/Lang.pdf

American Dietetic Association, American Nurses Association, American Planning Association, and American Public Health Association. (2010) "PRINCIPLES OF A HEALTHY, SUSTAINABLE FOOD SYSTEM"
http://www.planning.org/nationalcenters/health/foodprinciples.htm

Kaufman, Jerome. "Introduction." Journal of Planning Education and Research. June 2004 23: 335-340.

September 27 Production – food news discussion
Identify community group for Community Presentation
Don't forget, write/review Wiki entries
Holloway L, Kneafsey M, Venn L, Cox R, Dowler E and Tuomainen H. 2007 *Possible food economies: A methodological framework for exploring food production-consumption relationships.* Sociologia Ruralis 47(1) 1-19.
http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9523.2007.00427.x/pdf

Hiley J.C. 2008. "Monitoring agricultural production for improved land use planning in the City of Abbotsford, British Columbia." Edmonton: Agriculture and Agri-Food Canada, Prairie Farm Rehabilitation Administration. 55 pages.

Kremer, P., & Schreuder, Y. (2012). "The Feasibility of Regional Food Systems in Metropolitan Areas: An Investigation of Philadelphia's Foodshed." Journal of Agriculture, Food Systems, and Community Development.

Peters CJ, Bills NL, Lembo AJ, Wilkins JL, Fick GW. "Mapping potential foodsheds in New York State: A spatial model for evaluating the capacity to localize food production." Renewable Agriculture and Food Systems. 2009; 24:72-84.

Draft: Food Production and Security and Sustainable Community Development Code Framework, 2009, source: N.A.

CRFS Production Research Slides. Alfonso Morales. Research Design 955

October 4 Production – food news discussion
Paper topic/thesis statement/brief outline due today.
All Wiki entries completed by today

October 11 Distribution – food news discussion
Tell us which community group you'll be presenting for.
Nystrom, Paul. (1937) "Food Distribution: Grocery Trade." Encyclopedia of Social Sciences: pp. 311-315.

Barham, James. (2009) *Assessing Alternative Food Distribution Models: Improving Marketing opportunities for Small-scale and Limited-resource Producers Opportunities for Small-scale and Limited-resource Producers.* USDA-AMS Marketing Services Division. http://www.ams.usda.gov/AMSv1.0/getfile?dDocName=STELPRDC5076016

Day-Farnsworth, L., & Morales, A. (2011). *Satiating the demand: Planning for alternative models of regional food distribution.* Journal of Agriculture, Food Systems, and Community Development. pp. 227-247.

Perrett, Allison S. (2007). *The Infrastructure of Food Procurement and Distribution: Implications for Farmers in Western North Carolina*. Appalachian Sustainable Agriculture Project. pp. 1-19 http://www.asapconnections.org/special/research/Reports/Infrastructure%20of%20Distribution%20Final.pdf

Wolz, Kevin. (2012) *Processing and Distribution Facility Placement for Wisconsin's Expanding Hazelnut Industry*. UP 418 – GIS for Planners: University of Illinois at Urbana-Champaign. pp. 1-10 http://www.driftless.wisc.edu/wp-content/uploads/2012/04/Hazelnut_PDF_GIS_Analysis.pdf

October 18 Distribution – food news discussion
Check in with your AFRI Assignment provider if you have not

Cleveland Urban Agriculture Summary Profile. Date, Author Unknown

Yuen, Jeffrey. (2012) "Hybrid Vigor: An Analysis of Land Tenure Arrangements in Addressing Land Security for Urban Community Gardens". Columbia University. 55 pp.

AN AGRARIAN URBANIST OVERLAY FOR CENTRAL CITY REDEVELOPMENT: A Proposal by the Mid-Ohio Regional Planning Commission. Date Unknown.

Goldstein, Mindy and Jennifer Bellis, Sarah Morse, Amelia Myers, and Elizabeth Ura. (2011) *Urban Agriculture: A Sixteen City Survey of Urban Agriculture Practices Across the Country*. Emory University. http://www.law.emory.edu/fileadmin/turner/Urban_Agriculture_Report_FINAL.pdf

City of Seattle Food Action Plan. 2012. http://www.seattle.gov/environment/documents/Seattle_Food_Action_Plan_10-24-12.pdf

Other Urban Food Resources
Urban Farming Businesses
Article about their CEO and operations: http://under30ceo.com/viraj-puri-and-gotham-greens-the-great-taste-of-urban-agriculture/

Gotham Greens - http://gothamgreens.com/

Farmed Here – Chicago - http://farmedhere.com/

"Hot Cheetos and Takis" http://www.youtube.com/watch?v=7YLy4j8EZIk

October 25 Class presentations (Alfonso in Spain)

November 1 Processing, Transportation, Logistics – food news discussion
AFRI outline due today.
Granier, Miguel. *Kitchen Incubators An Economic Development Opportunity for Atlanta, GA*. MA thesis. Georgia Institute of Technology, 2007.

WisDOT Prioritized Multimodal Freight Network Analysis 2012: Food and Kindred Products.
ftp://ftp.dot.wi.gov/dtim/bop/freight/network/appendices/Appendix%20A%20-%20Commodity%20Profiles.pdf

Food Processing & Quality Control: Community and Regional Food Systems Project, UW-Madison.

Vorst, van der J.G.A.J., A.J.M. Beulens and P. van Beek (2005), Innovations in Logistics and ICT in Food Supply Chain Networks, in: Innovation in Agri-Food Systems, (Eds) W.M.F. Jongen & M.T.G. Meulenberg, Wageningen Academic Publishers, Wageningen, Chapter 10, p. 245-292
http://www.managing-creativity.com/Innovationsinlogistics.pdf

November 8 Processing, Transportation, Logistics
Paper outline due today.

November 15 Class/Community presentations (Alfonso in China)
Summary of Community Presentation due by email today
Lindsey Day Farnsworth, Amy Bruner Zimmerman and Jess Daniel, eds. *Making Good Food Work Conference Proceedings.* June 2011. Web.
http://www.ams.usda.gov/AMSv1.0/getfile?dDocName=STELPRDC5097180

Evans, Alex (2011). Governance for a Resilient Food System. Oxfam Discussion Papers. Oxford, UK, Oxfam International.
http://www.oxfam.org/en/grow/policy/governance-resilient-food-system

Raynolds, L., 1999. Re-embedding global agriculture: the international organic and fair trade movements. Agriculture and Human Values 2000, 1–13.
http://www.springerlink.com/content/v15v162kp6623279/fulltext.pdf

Hendrickson, M. K., Heffernan, W. D. (2002) Opening Spaces Through Relocalization: Locating Potential Resistance in the Weaknesses of the Global Food System. Sociologia Ruralis, 42(4) 347–369.
http://www.metaether.org/words/articles/articles/opening%20spaces%20through%20relocalization.pdf

White, M. (2011). Sisters of the Soil: Urban Gardening as Resistance in Detroit. Race/Ethnicity, 5(1), 13- 28.
http://www.academia.edu/1339270/Sisters_of_the_Soil_Urban_Gardening_as_Resistance_in_Detroit

Moomaw, W., T. Griffin, K. Kurczak, J. Lomax (2012). "The Critical Role of Global Food Consumption Patterns in Achieving Sustainable Food Systems and Food for All, A UNEP Discussion Paper", United Nations Environment Programme, Division of Technology, Industry and Economics, Paris, France.
http://www.unglobalcompact.org/docs/news_events/upcoming/RioCSF/partner_deliverables/Role_of_Global_Food_Consumption_Patterns.pdf

Equity Group: Framing of Justice Work, Alfonso Morales, from USDA sponsored conference, Making good food work for all, Detroit, 2011.

November 21-23 Thanksgiving Break

December 6 Public Health and Waste – food news discussion
AFRI Assignment due today
Neff, Roni A., Palmer, Anne M., McKenzie, Shawn E. and Lawrence, Robert S.(2009) 'Food Systems and Public Health Disparities', Journal of Hunger & Environmental Nutrition, 4: 3, 282 — 314

Muller, Mark , Tagtow, Angie , Roberts, Susan L. and MacDougall, Erin(2009) 'Aligning Food Systems Policies to Advance Public Health', Journal of Hunger & Environmental Nutrition, 4: 3, 225 — 240

ChangeLabSolutions, Understanding Healthy Procurement: Using Government's Purchasing Power to Increase Access to Healthy Food, 2011
http://changelabsolutions.org/publications/understanding-healthy-procurement

Pollock, S.L., Stephen, C., Skuridina, N., Kosatsky, T., 2011. "Raising chickens in city backyards: the public health role", Journal of Community Health.

Lang, Tim(2009) 'Reshaping the Food System for Ecological Public Health', Journal of Hunger & Environmental Nutrition, 4: 3, 315 — 335.

December 13 Food Assessments and Grant writing – food news discussion

December 19 Final Papers Due by email by NOON.

December 19 Final Paper due at NOON!

I reserve the right to make changes in the syllabus according to need or opportunity.

Suggested Books

Over the last few years I have read the following books. You can consider them recommended readings. They each have something of interest, even if I have quibbles with each one. I suggest you Google them and read reviews to find books of interest to you. Those marked with a * are salient to various kinds of planners. Many deliver the same basic message.

*Allen, Patricia. Together at the Table
Astyk and Newton. A Nation of Farmers
*Barlett, Peggy. Urban Place: Reconnecting with the Natural World
Berger, Drosscape: Wasting Land in Urban America
Blatt, Harvey. America's Food
*Corum, et al. The New Farmer's Market
Counihan and Van Esterik. Food and Culture
Desrochers and Shimizu The locavore's dilemma in praise of the 10,000-mile diet
*Dewar and Watson. Urban Markets
*Feldt, Barbara. Garden Your City
Franck, Food and the City
*Hinrichs and Lyson. Remaking the North American Food System
Katz, S.E. The Revolution Will Not Be Microwaved
Kingsolver, Barbara. Animal, Vegetable, Miracle
*Koc, et al. For Hunger Proof Cities
Lang and Heasman. Food Wars
*Lawson, Laura. City Bountiful
Lyson, Thomas. Civic Agriculture
*Mougeot, Luc. Agropolis
*Mougeot, Luc. Growing Better Cities
Nestle, Marion. Food Politics

Nordhal, Public Produce
Patel, Raj. Stuffed and Starved
Petrini, Carlo. Slow Food Nation
Pollan, Michael. The Omnivore's Dilemma
Pollan, Michael. In Defense of Food
Register, Richard. Ecocities
Roberts, Paul. The End of Food
Schut, Michael. Food and Faith
*Tinker, Irene. Street Foods
Trubek, Amy. The Taste of Place
*Viljoen, Andre. Continuously Productive Urban Landscapes
Weber, Karl. Food INC.
Wilk, Richard. Fast Food/Slow Food
*Willand and Bell. Edens Lost and Found
Winne, Mark. Closing the Food Gap
*Woelfle-erskine, Cleo. Urban Wilds
PAS report **554.** A Planners Guide to Community and Regional Food Planning: Transforming Food Environments, Facilitating Healthy Eating. Samina Raja, Branden Born, and Jessica Kozlowski Russell. 2008. 108pp.
PAS report **563.** Urban Agriculture: Growing Healthy, Sustainable Places. Kimberley Hodgson, Marcia Caton Campbell, and Martin Bailkey. 2011. 148pp.
The children's books: *Seedfolks* by Joanna Colter and *The Pushcart War* By Jean Merrill.

The recommended readings may help you fill in the food system from other disciplinary perspectives. Pick and choose between them as you see fit. Your recommendations for other readings are welcome for the next iteration of this class.

THANKS FOR THE CLASS, HAVE A GREAT BREAK!!

URPL 590: Markets and Food Systems – Final Paper Assignment

You have three options for this final paper assignment. You may work with me on research for a publication, or you may write a paper that represents progress toward your Masters project or thesis; this might mean continuing work you've been doing; or it could mean initiating research that will be ongoing; your third option is to write a "standard" term paper on an issue related to public markets and food systems. If you choose to work with me you will select from a number of projects that I currently writing about. Contingent on your contribution you could become a co-author of that article.

I will work with up to five students. Review the topics below (both the * and non * topics could change) and contact me soon. Our first meeting should be no later than September 22.

For those of you choosing the term paper option select a topic from those below the list of my topics or come up with one on your own. These topics are broad, refine them as suits your interests. Topics are due October 14, including a one-paragraph description of the topic and a four-sentence outline of your thesis and supporting sub-theses. The final paper should be about 3000 words long, not inclusive of notes, graphics, or references. Further instructions follow the list of topics.

Morales research (* top priorities, but the list could change):

*Agriprenuer/Modular and Sustainable Poultry Production in MN (finish the paper I have)
*Chicago, The Resurrection Project integration of gardens and housing and etc.
*Meta analysis of food assessments (find and analyze these)
*History of marketplaces (primary research required here and work with my existing ideas)
*Analysis of citations given to street vendors in New York City (partial database complete, work with GIS, literature review needed)
*Micro politics of locating and developing marketplaces: The Case of the Westside Market (partial draft of paper, more basic research and writing)
*Interstate food law
*Denver Urban Gardens research and proposal
*Production research

General Research Topics in Food Systems and Markets:

Food systems and/or markets in other countries
Creating markets/planning for food systems or markets
Food policy councils
Community gardening
Health and the food system/diet related issues and etc.
Schools and food/Food and institutional buying
Farm to market and the question of scale
Food waste
Community kitchens
Urban food deserts
Wal-mart, Whole Foods and the evolution of (organic) retail
Community organizations, markets and food systems
Urban agriculture
Measurement problems in food and markets

If you choose to write a term paper:

Overview

The purpose of the assignment is *both* to learn about the intervention/policy and relevant literature, and also to critically evaluate it. Every intervention/policy has strengths and limitations; your paper is not an advocacy piece, but rather, a considered review of the topic. Advocating for a policy based on your ideas is fine, but it's even better when your advocacy is founded on a critical assessment of the policy options and followed up by a complete argument for your position.

Paper Components

The paper should follow a typical paper format with a thesis and three subtheses, and etc. I can provide you a model I use. In any case the paper should cover three things:

1. Description of the problem/opportunity, including background, context, magnitude, place in the larger system(s) of ideas/behaviors.

2. Short overview of relevant existing interventions and community resources/strengths.

3. Proposed intervention or policy.

Note that the intervention or policy you propose may have multiple components; however, for the purposes of this paper, I want you to focus the bulk of the discussion in-depth on one central element. You should outline the other components and how they fit together. Also, in choosing interventions, consider tradeoffs between broad/general strategies with broad, general results, vs. focused strategies with more limited but potentially more direct results.

- Describe the intervention/policy and state its goals concisely in bullet form
- Review relevant literature. Non-peer reviewed sources may be used to supplement peer-reviewed sources.
- Use literature and critical thought to discuss your strategy in terms of the following criteria.* Where information is not available, you may speculate.
  - Effectiveness
  - Feasibility
  - Cost feasibility
  - Sustainability
  - Ethical acceptability
  - Political will
  - Social will
  - Potential for unintended benefits
  - Potential for unintended risks
- Summarize key barriers and what it would take to institute your proposed intervention
- Optional: briefly suggest an evaluation strategy

4. Discussion and conclusions.

* From the Intervention Decision Matrix (Fowler CJ & Dannenberg AL, 1995. Revised 1998, 2000, & 2003 Johns Hopkins University). You are not required to address all the questions listed.

Tufts University Department of Urban + Environmental Policy + Planning

UEP 0293-01Food Justice: Critical Approaches in Policy and Planning

Tuesday 1.30-4.00pm in Brown House, 97 Talbot Ave

Professor Julian Agyeman 617-627-4017 julian.agyeman@tufts.edu

My Blog, lots of ideas and links to other Blogs: http://julianagyeman.com/
My Twitter site: http://twitter.com/#!/julianagyeman

Office hours: Wednesday 9:00 am–5.00pm by appointment

Course Description

This class offers students different lenses, such as critical race theory to see how the intersectionality of race, class, gender, sexuality, ability and citizenship play out in the development of systemic structural and socio-spatial inequities and injustices in food systems. It develops an understanding and contextualization of the role of food justice activism within the broader narrative of the alternative food movement and offers emerging ideas about how policymakers and planners can take a role in increasing food justice beyond the more mainstream and ultimately contested notions of what is 'local' and 'sustainable.' The course will help participants chart their role(s) in advocating for 'just sustainability' as a defining factor in becoming food systems planners and policymakers.

Goals

Goal 1 - Understanding and Contextualizing the Role of Food Justice in the Alternative Food Movement

This class first seeks to build an understanding of food justice in the food system and in the food movement. This entails building the theoretical lenses that bring justice to the forefront of the dialogue. It is through these lenses that we will look at the role of the planner and policy maker in the food system.

Goal 2 - Understanding the Role(s) of the Planner in the Food System: International, National and 'Local' Contexts

The second goal of this course is to build a general understanding of the role of the planner and policy maker in the food system. To do this we will look at the strategies and dialogue, particularly within the APA, regarding the role that planners and policy makers can take in building a stronger food system. This includes dialogue around food policy councils, advocating

for urban agriculture (re-)zoning, integrating healthy foods in public schools, including food systems in comprehensive plans and as part of a community economic development planning, supporting direct marketing schemes, etc. The established theoretical lenses will help inform our analysis of this dialogue and our introduction to food systems in planning and policy making.

Goal 3 - Understanding Potential Roles for the Planner in Planning for Food Justice

The third goal of this class involves combining our theoretical approaches and our growing knowledge of current strategies in food systems planning. Here students will have the chance to tease apart the role of policy and planning in an organization (The Food Project) and consider how social justice plays out in its work in policy and planning on the ground.

Course Book and Readings

The course book is:

Alkon, A and Agyeman, J (eds) (2011) *Cultivating Food Justice : Race, Class and Sustainability* (MIT Press). It is available from the campus bookstore.

The *Required Readings* in this syllabus are either in the course book, or are available as PDFs in the relevant class "Resources" folder on Trunk, in boxes that fit each class 1-12. Where the relevant reading is a web-based resource, simply click on the url in the syllabus. Clearly, to cover the ground of this syllabus will require that students complete the Required Readings before each class and come to class ready to discuss these readings.

Assessment

Active class participation is a crucial part of this seminar and makes 25% of your final grade. Remember however that we respect all opinions and positions and that we treat every class member and his/her opinions with grace and dignity.

Assignment 1 The Food Project Field Experience 50% (input from Food Project staff, and final presentations in Class 13 on December 3)

The Food Project's Dudley Greenhouse (http://thefoodproject.org/dudley-greenhouse) is the base for the proposed Field Experience. Students will have weekly opportunities for specific engagements in three required and one voluntary area:

1. An interview project with greenhouse participants of all ages to gather stories of their experience as urban growers.

2. In three small groups, assist Danielle Andrews, the Greenhouse Manager, in planning and implementing one of three events: Compost event (October), Thanksgiving Market (November), French Toast & Maple Syrup event (December).

3. Research and recruit a cadre of skilled gardeners to support local community members in the Dudley Triangle: a) in building skills to support their home garden plots, and, b) to teach in a series of classes between January and June on topics including starting seeds, dealing with pests, etc.

4. Optional Volunteer Opportunities: Small tasks are available on an ongoing basis in the Dudley Greenhouse. Also, UEP 0293-01 students and friends/colleagues are invited to a Serve & Grow morning on our farm in Lincoln on October 26th, 9:30 AM -12:00 Noon.

Assignment 2 Weekly journal 15%

Beginning after Class 1 (September 3) I'd like you to submit by Friday at 5.00pm each week, a 1 side 'thought piece' on a) your reflections on the week's readings and b) your own thoughts (challenges, conflicts, agreements, disagreements) about how you as an intending policy/planning professional relate to the prior week's readings and class discussion. For Class 3 (September 17) your journal will focus on 'The Food Project: Initial perceptions.'

Assignment 3 The 'aha' Chapter!

For any chapter in Alkon, A and Agyeman, J (eds) (2011) *Cultivating Food Justice : Race, Class and Sustainability* (MIT Press), write a 2 page, single space 'aha' piece on a) why the chapter has excited you and b) how it might inform your professional practice (I know you don't know what job you may be doing!). *Due Class 12 November 26*

Tentative schedule

Class 1. September 3 Temporal and Spatial Contexts of Food Systems and Movements

In this class we first review the course of 13 classes, then, in the second half of the class, we review the history and context of the food movement from mainstream to radical perspectives. This is intended to give you a brief reminder of where things stand as regards some of the key food justice issues.

Readings

Alkon and Agyeman. 2011. "*Introduction - The Food Movement as Polyculture*." p. 1 Cultivating Food Justice

Holt Gimenez, Eric. 2011 "*Food Security, Food Justice or Food Sovereignty? Crises, Food Movements, and Regime Change*." p.309 from Cultivating Food Justice

Allen, Patricia. 2008. "*Mining for Food Justice in the Food System: Perceptions, Practices and Possibilities.*" Vol 25 p. 157-161 Agriculture and Human Values (PDF)

Wekerle, Gerda. 2004. "*Food Justice Movements: Policy, Planning and Networks.*" Journal of Planning Education and Research Vol 23 pp 378-386 (PDF)

Class 2. September 10 Theoretical Lenses - Critical Race Theory, gender, feminism and White Spaces

This class introduces a variety of lenses from which we will approach food justice topics throughout the semester.

Guest speaker Alison Hope Alkon, Assistant Professor, University of the Pacific, Stockton, CA.

Readings

Omi, M., and H. Winant (1994) *Racial Formation in the United States: From the 1960s to the 1990s.* Ch4 Racial formation London: Routledge. (PDF)

Slocum, Rachel. 2006. "*Anti-Racist Practice and the Work of Community Food Organizations*." Antipode Vol 38, Issue 2, pages 327–349, (PDF)

Shinew, K. J., Glover, T. D., and Parry, D. C. 2004 *"Leisure spaces as potential sites for interracial interaction: community gardens in urban areas."* Journal of Leisure Research Vol 36 No 3 pp336–55. (PDF)

Guthman, Julie. 2011. "*If They Only Knew: The Unbearable Whiteness of Alternative Food*." p. 263 Cultivating Food Justice

Norgaard, Kari Marie, Reed, Ron and Van Horn, Carolina. 2011. "*A Continuing Legacy: Institutional Racism, Hunger, and Nutritional Justice on the Klamath."* p. 23 Cultivating Food Justice

Harper, Breeze A. 2011 *"Vegans of Color, Racialized Embodiment, and Problematics of the "Exotics."* p. 221 Cultivating Food Justice

Emily Matchar 2013 *"Is Michael Pollan a sexist pig?"*
http://www.salon.com/2013/04/28/is_michael_pollan_a_sexist_pig/

Guthman, Julie. 2008. "*Bringing Good Food to Others: Investigating the Subjects of Alternative Food Practice.*" Cultural Geographies Vol 15; pp431-447. (PDF)

Sbicca, Joshua. 2012. "*Growing Food Justice By Planting an Anti-Oppression Foundation: Opportunities and Obstacles for a Budding Social Movement.*" Agriculture and Human Values
Vol 29, Issue 4, pp 455-466 (PDF)

Kobayashi, A., & Peake, L. (2004). *Racism out of place: Thoughts on whiteness and an antiracist geography in the new millennium.* Annals of the Association of American Geographers, Vol 90 No 2, pp392-403. (PDF)

Pulido, Laura. 1996. "*A Critical Review of the Methodology of Environmental Racism Research.*" Antipode. Vol 28 No 2 pp142-159 (PDF)

Class 3. September 17 Field Visit: The Food Project.

Meet at The Food Project's Boston office at 555 Dudley Street in Dorchester, MA at 1.30pm. We will be given a tour, a presentation on the area's demographics and the work of the Food Project. We will also be given a briefing on *Assignment 1 The Food Project Field Experience.*

Reading.

Familiarize yourself fully with The Food Project and make sure especially you take a look at the 'Research about the Food Project' http://thefoodproject.org/research

Class 4. September 24 The Foundation: American Planning and food

This class builds an understanding of the current context for food systems planning within the planning field. It situates food justice within the context of the American Planning Association. 2007. "*Policy Guide on Community and Regional Food Systems,*" which has sections on 'Food Systems and Equity' and 'Native and Ethnic Food Cultures'

Carolyn Steel 2009 *How Food Shapes Our Cities* TedX

Pothukuchi and Kaufman. 2000. *"The Food System: A Stranger in the Planning Field."* American Planning Association Journal Vol 66 No 2 pp113-124 (PDF)

Samina Raja, Branden Born and Jessica Kozloski Russell. 2008. "*A Planners Guide to Community and Regional Food Planning: Transforming Food Environmental, Facilitating Healthy Eating."* American Planning Association (PDF)

Born, B and Purcell, M (2006) *"Avoiding the Local Trap Scale and Food Systems in Planning Research"* Journal of Planning Education and Research Vol 26 pp195-207 (PDF)

American Planning Association. 2007. "*Policy Guide on Community and Regional Food Systems.*" American Planning Association. (PDF)

Campbell, Marcia Caton. 2004. *"Building a Common Table: The Role for Planning in Community Food Systems."* Journal of Planning Education and Research Vol 23 pp 341-355(PDF)

Pothukuchi, Kameshwari. 2009. "*Community and Regional Food Planning: Building Institutional Support in the United States."* International Planning Studies. Vol14 No 4, pp349-367 (PDF)

Class 5. October 1 Current Policy and Planning Tools 1

This class offers a consideration of various tools at the planner and policy maker's disposal for addressing food systems issues. These include zoning (which our guest speaker will talk about), licensing, food policy councils, community food assessments, food hubs/regional food infrastructure, health impact assessments, collaboration/community dialogue facilitation, networking, monitoring and evaluation, green infrastructure/inter-agency collaboration with landscape designers, etc

Guest speaker: Jennifer Rushlow, Staff Attorney, CLF Massachusetts

Jennifer will discuss urban agriculture regulation and planning in three major cities in New England (Boston, Burlington and New Haven), and show processes at different stages of development.

Boston Redevelopment Authority Urban Agriculture Rezoning Website, read the most recent version of Draft Article 89 (pertaining to commercial agriculture land uses in Boston): http://www.bostonredevelopmentauthority.org/planning/PlanningInitsIndividual.asp?action=ViewInit&InitID=152

Burlington Food Council, Urban Agriculture Task Force Report to Burlington City Council: https://dl.dropboxusercontent.com/u/14609070/UrbanAgTaskForceReport.pdf

New Haven Food Policy Council, New Haven Food Action Plan: http://www.cityofnewhaven.com/Government/pdfs/NHFAP_New05.pdf

Thibert, Joel. 2012. *"Making Local Planning Work for Urban Agriculture in the North American Context: A View from the Ground."* Journal of Planning Education and Research. Vol 32 No 3 pp349–357 (PDF)

Blay Palmer, A (2009) *"The Canadian Pioneer: The Genesis of Urban Food Policy in Toronto*" International Planning Studies, Vol 14 No 4, pp401-416 (PDF)

APA 2009) *"Food Policy Councils"* (Written by UEP alumna Christina DiLisio) (PDF)

Urban Vitality Group. ND *"Food Cartology: Rethinking Urban Spaces as People Spaces."* (PDF)

"*Portland Food Carts: Twitter Me This: Taco Trucks and Cupcakes - Gentrification, Evolution or Something in Between?"* 2010 APA (PDF)

Sobell, H and Agyeman J 2013 *"From Loncheras to Lobsta Love: Food Trucks, Cultural Identity and Social Justice."* http://julianagyeman.com/2013/06/from-loncheras-to-lobsta-love-food-trucks-cultural-identity-and-social-justice/

ChangeLab Solutions. 2012 *"Licensing and Zoning: Tools for Public Health"* (PDF)

Feldstein, Lisa, Jacobus, Rick and Burton, Hanna, 2007. *"Economic Development and Redevelopment: A Toolkit for Building Healthy, Vibrant Communities."* Public Health Law and Policy. (PDF)

Class 6. October 8 Current Policy and Planning Tools 2 - City Food Strategies

This class looks at how some cities are currently addressing the food system through declarations, food action plans, food strategies and urban food policy plans. In what ways is a space for food-based policy making being created and what roles can planners take? Where are issues of equity either included or lacking in these public documents? What will be necessary to realize the goals stated in these documents? Agenda setting, micro-enterprise/economic development

Sonnino, Roberta. 2009. *"Feeding the City: Toward a New Research and Planning Agenda."* International Planning Studies Vol 14 No 4, pp425-435 (PDF)

Cassidy, Arly and Patterson, Bowen. 2008. *"The Planner's Guide to the Urban Food System."* USC School of Policy, Planning and Development - Center for Sustainable Cities. (PDF)

Morgan, Kevin. 2009. *"Feeding the City: The Challenge of Urban Food Planning."* International Planning Studies Vol. 14, No. 4, pp341–348 (PDF)

Marielle Dubbeling and Alain Santandreu. 2003. *"Urban Agriculture and Food Sovereignty."* IDRC. No. 8. (PDF)

City of Seattle 2012 *"Food Action Plan"* (PDF)

Reynolds, 2009. *"Feeding a World City: The London Food Strategy."* International Planning Studies Vol 14 No 4, pp417-424 (PDF)

Rocha, Cecilia and Lessa, Lara. 2009. *"Urban Governance for Food Security: The Alternative Food System in Belo Horizonte, Brazil."* International Planning Studies Vol 14 No 4, pp389-400 (PDF)

City of Toronto Public Health (2010) *"Cultivating Food Connections: Toward a Healthy and Sustainable Food System for Toronto"* (PDF)

UEP Field Project Team 5 2010 *"Planning for Urban Agriculture in Somerville*" (PDF)

Class 7. October 22 Current Programming: Public Schools & Nutrition Assistance (SNAP, WIC), Health Impact Assessments?

What food justice issues are embedded in nutrition assistance programs, and how have these shifted over time? How prescriptive should public assistance programs be? Do we see a lack of cultural competencies embedded in the framework of these programs?

Guest Speaker: Jennifer Obadia, PhD, Adjunct Faculty, Friedman School of Nutrition Science and Policy

Vallianatos, Mark, Robert Gottlieb, and Margaret A. Haase 2004 "*Farm-to-School: Strategies for Urban Health, Combating Sprawl, and Establishing a Community Food Systems Approach.*" Journal of Planning Education and Research Vol 23 pp 414-23. (PDF)

Whiteman, E 2012 *"The Tension Around SNAP Restrictions: USDA's Mixed-Up Approach to Nutrition Policy"* NUTR 303 – Term Paper (Word doc).

Obadia, J and Porter, J 2013 *"Farmers Markets: Impact on fruit and vegetable consumption of Supplemental Nutrition Assistance Program clients"* The Boston Collaborative for Food and Fitness. (PDF)

Amuda, A 2011 Boston Farmer's Market incentive programs: Increasing access to fresh and local produce. Boston. The Food Project (PDF)

Class 8. October 29 Access & 'Food Deserts'

McClintock, Nathan 2011. *"From Industrial Garden to Food Desert: Demarcated Devaluation in the Flatlands of Oakland, California."* p. 89 Cultivating Food Justice

Clifton, Kelly J. 2004. *"Mobility Strategies and Food Shopping for Low-Income Families: A Case Study."* Journal of Planning Education and Research Vol 23 pp402-413 (PDF)

Alkon, Allison. 2008. *"Paradise or Pavement: The Social Constructions of the Environment in Two Urban Farmers Markets and Their Implications for Environmental Justice and Sustainability."* Local Environment: The International Journal of Justice and Sustainability Vol. 13, No. 3, pp271-289. (PDF)

Samina Raja, Changing Ma and Pavan Yadav. 2008 *"Beyond Food Deserts: Measuring and Mapping Racial Disparities in Neighborhood Food Environments."* Journal of Planning Education and Research Vol 27:469-482 (PDF)

Amanda Whelan, Neil Wrigley, Daniel Warm and Elizabeth Cannings. 2002. *"Life in a Food Desert."* Urban Studies, Vol. 39, No. 11 pp2083-2100 (PDF)

PolicyLink 2013 *"Economic and Community Development Outcomes of Healthy Food Retail"* (PDF)

Sherriff, G (2009) *"Towards healthy local food: issues in achieving Just Sustainability"* Local Environment: The International Journal of Justice and Sustainability, Vol 14 No1, pp73-92 (PDF)

Feierabend, K (2012) *"Making the Connection: Community Health Centers & Healthy Food Access"* (UEP thesis PDF)

Class 9. November 5 Urban and Rural Transitions

How do urban and rural food insecurities and access issues play out? How are they similar and how are they different (and what does this mean when trying to plan for food justice)? Who is affected? How can planners take into account rural-urban relationships and value each, when working in food systems planning

Allison Hagey, Solana Rice and Rebecca Flournoy. 2012. *"Growing Urban Agriculture: Equitable Strategies and Policies for Improving Access to Healthy Food and Revitalizing Communities."* PolicyLink. (PDF)

McEntee, Jesse. 2011. *"Realizing Rural Food Justice: Divergent Locals in the Northeastern United States."* p. 239 Cultivating Food Justice (UEP alum)

Gilbert, Jess and Sharp, Gwen. 2002. *"The Loss and Persistence of Black-Owned Farms and Farmland: A Review of the Research Literature and Its implications."* Southern Rural Sociology, Vol 18 No 2 pp. 1-30 (PDF)

McCutcheon, Priscilla. 2011. *"Community Food Security By Us, For Us. The Nation of Islam and the Pan African Orthodox Church "* p. 177 Cultivating Food Justice

Class 10. November 12. Food Sovereignty in the North - Access to the Means of Production: Vacant Lot Takeovers and Community Control

What is the relationship or tension between A) communities taking control of their food system to create democratic and just production and access frameworks through things like land takeovers and guerrilla farming and B) the role of the cities, local governments, legal frameworks and private ownership in granting access to resources 'legitimately?' In what ways can the planner liaise between these groups, facilitating relationships that foster legal rights/ownership to land (ie: facilitate city policy change, legal representation for community groups etc.)

Nik Heynen, Hilda E. Kurtz and Amy Trauger. 2012. *"Food Justice, Hunger and the City."* Geography Compass Vol 6 pp 304–311 (PDF)

Daniel Block, Noel Chavez, Ericka Allen and Dinah Ramirez. 2011. *"Food Sovereignty, Urban Food Access and Food Activism: Contemplating the Connections Through Examples from Chicago."* Agriculture and Human Values Volume 29, Issue 2, pp 203-215 (PDF)

2011 "*Local Food and Community Self-Governance: An Ordinance to protect the Health and Integrity of the Local Food System in the Town of _____, _____ County, Maine."* (PDF)

Gibb, Natalie, and Whitman, Hannah. 2012. *"Parallel Alternatives: Chinese-Canadian farmers and the Metro Vancouver Local Food Movement."* Local Environment: The International Journal of Justice and Sustainability Vol 18 No1, pp1-19 (PDF)

Bedore, M (2010) "*Just Urban Food Systems: A New Direction for Food Access and Urban Social Justice"* Geography Compass Vol 4/9 pp1418–1432 (PDF)

Campaign to Take Back Vacant Land, 2011. *"Put Abandoned Land in Our Hands: A City-Community Partnership to Transform Blight Into Jobs, Homes and Parks"* (PDF)

Hassanein, Neva. 2003. *"Practicing Food Democracy: A Pragmatic Politics of Transformation."* Journal of Rural Studies 19 (2003) 77-86. (PDF)

Class 11. November 19. Food workers, Farmworkers, Migration and Gender

What can the planner or policy maker do to ensure justice and equity for farm and food workers, in a globalized marketplace? Advocate for labor halls? Facilitate discussions between unionizers and policy makers? How should the planner or policymaker speak on behalf of this population?

Minkoff-Zern, Peluso, Sowerwine and Getz. 2011. *"Race and Regulation: Asian Immigrants in California Agriculture."* p.65 Cultivating Food Justice

Brown and Getz. 2011. *"Farmworker Food Insecurity and the Production of Hunger in California."* p. 121 Cultivating Food Justice

Yen Liu, Yvonne and Dominique Apollon. 2011. *"The Color of Food."* Applied Research Center. (PDF)

Oliva, Jose. 2011. *"The Restaurant Opportunities Center."* Food Movements Unite! pp 173-186 (PDF)

Barndt, Deborah. 2001. *"On the Move for Food: Three Women Behind the Tomato's Journey."* Women's Studies Quarterly, Vol. 29, No. 1/2, Earthwork: Women and Environments (Spring - Summer, 2001), pp. 131-143 (PDF)

Class 12. November 26 Autotopography and Place Making

To what extent can agriculture be used by low income communities, people of color and immigrants to create authentic "place"?

Minkoff Zern. 2011. *"Pushing the Boundaries of Indigeneity and Agricultural Knowledge: Oaxacan Immigrant Gardening in California.*" Agriculture and Human Values Volume 29, Issue 3, pp381-392 (PDF)

Agyeman, J (2011) "New agricultures, cultural diversity and foodways." http://julianagyeman.com/2011/10/new-agricultures-cultural-diversity-and-foodways/

Vliente-Neighbours. 2012.*"Mobility, Embodiment and Scales: Filipino Immigrant Perspectives on Local Food."* Agriculture and Human Values Volume 29, Issue 4, pp 531-541 (PDF)

Saldivar-Tanaka, L. and M.E. Krasny (2004) *'Culturing community development, neighborhood open space, and civic agriculture: The case of Latino community gardens in New York City'*, Agriculture and Human Values, Vol. 21 No. 4 pp. 399- 412. (PDF)

Mares, Teresa M. and Devon G. Pena. *"Environmental and Food Justice: Toward Local, Slow, and Deep Food Systems."* p. 197 Cultivating Food Justice.

Class 13. December 3 Presentations of work for The Food Project

Resources.

Blogs

Nevin Cohen's *Urban Food Policy* http://www.urbanfoodpolicy.com
Devon G. Peña's *Environmental and Food Justice* http://ejfood.blogspot.com
Marion Nestle's *Food Politics* http://www.foodpolitics.com
Keith Good's *FarmPolicy.com* http://farmpolicy.com
Civil Eats http://civileats.com
Daniella Nierenberg (Tufts Alumna) and Ellen Gustafson's *Food Tank* http://foodtank.org
The Boston Collaborative for Food and Fitness's (BCFF) *Boston Farmers Markets* http://bostonfarmersmarkets.org

TEDx Talks

TED is a non-profit devoted to "ideas worth spreading", and you can find literally thousands of free--inspiring and awesome--talks from experts and innovators around the world. Food Tank (www.FoodTank.org) decided to highlight 24 TED talks specifically around food issues that they found compelling and worth sharing.

Please check out and watch as many of these as you can. And, most importantly, share this with 24 friends, family, neighbors, and co-workers who might be open to watching a few of these insightful talks and learning more about the food system.

1. Roger Thurow: *The Hungry Farmer - My Moment of Great Disruption*
Thurow, author of The Last Hunger Season: A Year in an African Farm Community on the Brink of Change, explains the profound "disease of the soul" that hunger represents, and how empowering smallholder farmers can bring long-term sustainable health and hope to the people of Africa.

2. Mark Bittman: *What's Wrong with What We Eat*

Bittman, a food writer for The New York Times, examines how individual actions--namely food choices--contribute to both the detriment of the climate and chronic diseases. He suggests that we eat meat in moderation because agriculture is responsible for more greenhouse gas pollution than transportation.

3. Anna Lappe: *Marketing Food to Children*
Lappe, author of *Diet for a Hot Planet: The Climate Crisis at the End of Your Fork and What You Can Do About It*, questions whether multibillion dollar corporations should be marketing unhealthy foods to impressionable children, especially considering the numerous food-related health issues that are increasingly common among young people.

4. Ellen Gustafson: *Obesity + Hunger = 1 Global Food Issue*
According to Food Tank co-founder Gustafson, the American food system has changed dramatically in the past 30 years; agriculture has been consolidated, new and cheap processed food have gained popularity, and U.S. agricultural aid abroad has decreased. These factors are major contributors to the current problem of one billion hungry and one billion overweight people on the planet.

5. Tristram Stuart: *The Global Food Waste Scandal*
Stuart laments how supermarkets, cafeterias, bakers, farmers, and other food producers are "literally hemorrhaging" food waste--the majority of which is fit for human consumption, but has been discarded because it is not aesthetically pleasing. He offers a radical solution: "freeganism," a movement in which food that would normally be thrown away is eaten instead.

6. Brian Halweil: *From New York to Africa: Why Food Is Saving the World*
Halweil, publisher of Edible Manhattan, was on track to become a doctor until he realized that repairing the global food system could help to conserve people's health and wellbeing more. Halweil believes that the local food movement is a truly powerful medicine.

7. Fred Kaufman: *The Measure of All Things*
Kaufman, from the City University of New York's Graduate School of Journalism, heralds the rise of a "Great Greenwash." He further questions whether Wal-Mart and other corporations participating in the Sustainability Index are living up to their claims.

8. LaDonna Redman: *Food + Justice = Democracy*
Redman, Senior Program Associate in Food and Justice at the Institute for Agriculture and Trade Policy and long-time food activist, examines how the root causes of violence and public health concerns experienced by her community are strongly connected to the local food system, and are best addressed by making changes in that system.

9. Jose Andres: *Creativity in Cooking Can Solve Our Biggest Challenges*

Chef Andres highlights the power of cooking. He demonstrates how we can tackle obesity and hunger using our inherent creativity. He urges everyone to turn simple ideas into big solutions--something we've been doing for centuries. Creativity and cooking are what he claims can give us hope for feeding the world.

10. Jamie Oliver's TED Prize Wish: *Teach Every Child About Food*
Celebrity chef Oliver has waged a revolution to combat the biggest killer in the U.S., diet-related disease, through food and cooking education. Using stories from his anti-obesity project in Huntington, WV, he shows how the power of information can defeat food ignorance and obesity.

11. Dan Barber: *How I Fell in Love with a Fish*
Barber tells a humorous love story starting with every chef's predicament: with the worldwide decline in fish populations, how are we going to keep fish on our menus? He is skeptical of the current trajectory of fish farms, and asks whether they are truly sustainable. But there is a solution – Barber tells of one farm in Spain utilizing a revolutionary, yet basic idea: ecological relationships.

12. Carolyn Steel: *How Food Shapes Our Cities*
Meat consumption and urbanism are rising hand-in-hand. Steel, an architect, explains how we got here by tracing how human settlements have fed themselves through time and, thus, shaped our cities. But in today's cities, our relationship with food is misshapen--it is disconnected. Steel suggests an alternative to urban design in which we use food as a tool to reconnect and interconnect.

13. Ann Cooper: *Lunch Lessons: Changing the Way We Feed Our Children*
Cooper, the "Renegade Lunch Lady," wants us to get angry about what kids eat at school. She wants kids to eat healthy, sustainable food; but first, we all need to care why this should happen. In this talk, she tries to rally us around changing the financing, facilities, human resources, marketing, and food in the school lunchroom.

14. Ron Finley: *A Guerrilla Gardener in South Central L.A.*
Finley plants vegetable gardens in South Central Los Angeles -- in abandoned lots, traffic medians, and along the curbs in order to offer some alternative to fast food in a community where "the drive-thrus are killing more people than the drive-bys." He explains how his community is desperate for nutritional food, and why he thinks urban gardening is the solution.

15. Tama Matsuoka Wong: *How I Did Less and Ate Better, Thanks to Weeds*
Wong describes the path she took to discover that weeds are not only nutrient-rich, environmentally sustainable foods, but can also be quite delicious. She abandoned her career as a corporate attorney to become a professional forager, eventually founding MeadowsandMore,

an initiative that teaches people to take advantage of the food resources right in their backyards.

16. Stephen Ritz: *Green Bronx Machine: Growing Our Way Into a New Economy*
Most of Ritz's students live at or below the poverty line, and/or live with disabilities. But through his Green Bronx Machine project, he has turned their lives around. By teaching them the business of installing edible walls and green roofs, he has empowered his students to make a real difference in their own lives, in their communities, and beyond.

17. Angela Morelli: *The Global Water Footprint of Humanity*
Morelli, Italian information designer and World Economic Forum's 2012 Young Global Leader nominee, helps consumers visualize the enormous expenditures of water that occur daily in the food system using graphic design. In this talk, she explains the concept of the "water footprint" - something that is hugely affected by simple diet choices.

18. Birke Baehr: *What's Wrong With Our Food System*
Baehr, at just 11 years old at the time of this talk, presents the most glaring problems in our food system with the directness that, truly, only a child could do. He gives hope that future generations will really lead the charge in changing the food system: "Now a while back, I wanted to be an NFL football player. I decided that I'd rather be an organic farmer instead."

19. Graham Hill: *Why I'm a Weekday Vegetarian*
Despite his otherwise "hippie" upbringing, Treehugger.com founder Hill is not a vegetarian. In this short talk, he explains his choice to become a weekday vegetarian, instead, and outlines the many benefits of choosing such a lifestyle.

20. Joel Salatin: *Thinking About Soil*
Salatin, the "Lunatic Farmer," decries the modern farming practices that destroy necessary insects, create chemically engineered plants, and breed sick livestock, resulting in a "dead food system" based on a "mechanistic view of life." He calls for a return to organic, natural farming and processing practices.

21. Roger Doiron: *A Subversive Plot*
Gardening is a subversive activity. Food is a form of energy, but it's also a form of power." This sums up Doiron's persuasive argument as to why everyone should undertake the project of a home garden, and control their own access to fresh, hyperlocally grown produce.

22. Britta Riley: *A Garden in My Apartment*
Riley struck out to plant a garden in her tiny New York City apartment, and ended up developing an environmentally sustainable window garden - that yielded delicious results. Riley describes her method as "R&DIY - Research and Develop It Yourself."

23. Arthur Potts Dawson: *A Vision for Sustainable Restaurants*
Dawson has designed two environmentally sustainable London restaurants, Acorn House and Water House, that work toward eliminating waste entirely and using only clean energy. He explains how, by pursuing more projects such as these, the restaurant industry - "pretty much the most wasteful industry in the world" - can be reformed.

24. Ken Cook: *Turning the Farm Bill into the Food Bill*
Cook, President of the Environmental Working Group, explains how farm subsidies are being placed into the very wrong hands; specifically, those of farmers producing corn only for fuel. His talk is a call to change the federal incentive system that is directly threatening the food on our plates.

University of Michigan
Taubman College of Architecture and Urban Planning

Course: UP 525 – Food Systems Planning

Tentative syllabus - subject to change

I. Basic Information

Semester: Fall 2013
Course location: 2210 A+AB
Course meeting time: Mon/Wed 10:30am. – 12 Noon
Instructor: Lesli Hoey
Contact information: Office 2208K A+AB, lhoey@umich.edu
Office Hours: Mon/Wed 2:30-5p.m.

II. Description and Purpose

This course introduces ways of understanding, analyzing and shaping food systems. Food systems are inherently 'wicked' problems, affected by multidimensional issues and interdependent actors at multiple scales. Food, therefore, serves as an important platform for any future activist, action researcher, planner or policymaker to learn critical analytical, planning, and communication skills for understanding and addressing other equally complex public problems. When it comes to re-imagining food systems, there are no 'right' answers. Efforts to improve food systems often remain paper plans or only make slow progress, however, because they overlook unique and dynamic contextual factors, emphasize particular aspects at the expense of others – economic priorities rather than social, health or environmental, for instance – or pay too little attention to local buy-in or resource and capacity constraints.

The purpose of this course is to prepare you to facilitate more effective food system change, whether in your own neighborhood, as a city planner, researcher, or as part of a non-governmental organization. To do this, the course will 1) expose you to the inherent complexities of food systems and 2) introduce you to strategies and skills useful for analyzing and planning food systems. We will do this by critically examining historical and contemporary trends in food systems from environmental, socio-political, health and economic perspectives along with emerging strategies for facilitating the development of more equitable, sustainable and healthy food systems. Our readings will cover food system history, theoretical debates, empirical findings, policies, and grassroots movements. Most examples come from the US, but discussions will also draw on global issues and lessons. No prior course work is required. While the course is geared towards master's students in Urban and Regional Planning, the content is appropriate for (and would benefit from the involvement of) students in a variety of other fields.

III. Learning Objectives

Specifically, by the end of this course, you should be able to:

1. Effectively communicate about food systems with different audiences
2. Contrast the evidence and underlying values/perspectives shaping major food policy debates
3. Analyze social, economic, health, environmental, urban and globalized dimensions of food systems
4. Apply strategies for food system assessment, advocacy and planning

IV. Course Format and My Assumptions

This course is run as a seminar. Therefore, your participation in class discussions of the readings is essential. I expect that students will have a range of knowledge and experience related to food systems – those perspectives will offer critical contributions to our discussions. At times, we will be discussing controversial issues. I expect us to all create an atmosphere that is respectful – to aim to not necessarily agree, but to gain deeper understanding. We will use CTools for downloading readings, supplemental

resources, and for posting reading responses. You should feel free to read each other's comments ahead of time to discuss in class. I will also create a section in CTools where any of us can post links that **relate directly** to the class, including links to food-related Ann Arbor/Detroit or other regional events, talks, film reviews, blogs, news articles, youtube.com videos, additional readings you'd recommend.

V. Course Calendar and Reading List

There is no required textbook for this class. Course readings will be made available via CTools and/or through library reserves in the Art, Architecture and Engineering Library.

	Date	Topic	Readings	Assignments
1	Wednesday Sept 4	Course introduction	n/a	
2	Monday Sept 9	Framing food systems I	▪ Pinstrup-Andersen, P. 2011. *Food Policy for Developing Countries: The Role of Government in Global, Nat'l & Local Food Systems.* Pp. 1-25 ▪ Kloppenberg, J., Hendrickson, J. and Stevenson, G. 1996. Coming to the foodshed. *Agriculture and Human Values* 13(3). *Pp 1-14* **Recommended** ▪ Sage, C. 2012. Ch 5 – Final foods and their consequences. *Food and Environment*. NY: Routlage. *Pp 157-199*	
3	Wednesday Sept 11	Framing food systems II	▪ Heller, M and Keoleian, G. 2000. Life Cycle-Based Sustainability Indicators for Assessment of the US Food System. Ann Arbor, MI: University of Michigan Center for Sustainable Systems. READ: *Pp. 6-10, 36-48, and one section of your choice between pages 10 and 36 (i.e. the* Origin of Source *section or* the End of Life *section, etc.)* ▪ Lang, T. and Heasman, M. 2004. Ch. 6 - The Quality War: Putting public and environmental health together. In *Food Wars*. *Pp* 214-256S. **Recommended** ▪ Pelletier, D. 2008. Beyond partial analysis. In Semba, R. and Bloem, M. *Nutrition and Health in Developing Countries.* Totwa, NJ: Human Press. *pp. 1-26*	
4	Monday Sept 16	History	▪ Holt-Gimenez, E. and Patel, R. 2009. Ch 3 – Root causes: How the industrial agrifoods complex ate the South. In *Food Rebellions. Crisis the Hunger for Justice.* Oakland, CA: Food First Books. *Pp 23-59 (skip the pull out boxes).* ▪ Donofrio, G. 2007. Feeding the city. *Gastronomic: The Journal of Food and Culture,* 7(4). *Pp 30-39.* **Recommended:** ▪ Friedmann, H. and McMichael, P. 1989. Agriculture and the state system: The rise and decline of national agricultures, 1870 to the present. *Sociologia Ruralis*, XXXIX(2). *Pp 93-114.*	
5	Wednesday Sept 18	Corporate role I	▪ Harriet Friedmann. 2005. From colonialism to green capitalism: social movements and emergence of food regimes. In F.H. Buttel and P. McMichael, eds, *New Directions in the Sociology of Global Development. Pp 17-26* ▪ Daniel Jaffee and Philip H. Howard. 2009. Corporate cooptation of organic and fair trade standards, *Agriculture & Human Values*. *Pp 1-11* ▪ Caroloan, M. 2011. *The Real Cost of Cheap Food*. NY: Routledge. *Pp 190-217*	

6	Monday Sept 23	Farm Bill	▪ Imhoff, D. 2012. *Food Fight: The Citizen's Guide to the Next Food and Farm Bill.* Healkberg, CA: Watershed Media. Pages TBA ▪ Dimitri C, et al. The 20th Century transformation of U.S. agriculture and farm policy. USDA/ERS, June 2005. *Pp. 2-12.* ▪ Mercier S. External factors that will drive the next farm bill debate. *Choices* 2011: 26(2). (5 pages)	
7	Wednesday Sept 25	Food deserts I	▪ Whitacre, P., Tsai, P. and J. Mulligan (Eds.). 2009. *The Public Health Effects of Food Deserts.* Washington, DC: The National Academic Press. Chapters 2, 3, and 5. Pp. 11-36 and 45-66 ▪ Lee, H. 2012. The role of local food availability in explaining obesity risk among young school-aged children. *Social Science & Medicine,* 24: *Pp 1193-1202.* **Recommended:** ▪ Policy Link. 2010? *The Grocery Gap: Who Has Access to Healthy Food and Why It Matters. Pp 11-22* ▪ Shaw, H. 2006. Food deserts: Towards the development of a classification. *Human Geography,* 88(2). *Pp 231-246.*	
8	Monday Sept 30	Food deserts II	▪ Deener, A. The origins of the food desert: Reconfiguring market infrastructures and the institutionalization of vulnerability. Draft: do not distribute. Pp. 2-47 ▪ Cordello, H. 2013. How free-market forces are fighting obesity – and can be a model for industries far beyond food. *Forbes Magazine* ▪ Holt-Gimenez, E. 2012. The fight over food deserts – Corporate America smacks its way down. *Huffington Post.* **Recommended:** ▪ Gallagher, Mari. 2007. *Examining the Impact of Food Deserts on Public Health in Detroit. Pp 3-15.* ▪ An, R. and R. Sturm. 2012. School and residential neighborhood food environment and diet among California Youth. *American Journal of Preventive Medicine,* 42(2): *Pp 129-134.*	Food Desert Analysis Due
9	Wednesday Oct 2	Corporate role II	▪ Nestle, M. 2007 (2nd Ed). Chapter 1. In *Food Politics*: *How the Food Industry Influences Nutrition and Health*. *Pp 31-50.* ▪ Patel, R. 2007. Ch 8: Checking out of supermarkets. *Stuffed and Starved: The Hidden Battle for the World Food System.* Brooklyn, NY: Melville House Publishing. *Pp 215-242*	
10	Monday Oct 7	Debate about obesity and menu labeling	Details TBA	
11	Wednesday Oct 9	Comparative health and food perspectives	▪ Black, R., Allen, L., Bhutta, Z, Caufield, L., Onis, M. Ezzati, M., Mathers, C., and J. Rivera. 2008. Maternal and child undernutrition: Global and regional exposures and health consequences. *Lancet* (Feb 9). *Pp* 243-256. ▪ Patel, R. 2007. Ch 9 (partial): Chosen by Bunnies. In *Stuffed and Starved: The Hidden Battle for the World Food System.* Brooklyn, NY: Melville House Publishing. *Pp 267-291*	
	Monday Oct 14	** No Class – Fall Break **		

12	Wednesday Oct 16	Urban food policies	▪ Hatfield, Molly. 2012. *City Food Policy and Programs: Lessons Harvested from an Emerging Field.* City of Portland: Oregon Bureau of Planning and Sustainability. *Pp 7-32.* ▪ Neuner, K., Kelly, S. and S. Raja. 2012. *Planning to Eat? Innovative Local Government Plans and Policies to Build Healthy Food Systems in the United States.* Buffalo: Food Systems Planning and Healthy Communities Lab, University of Buffalo. *Pp 3-33.* **Recommended** ▪ Lang B, Harries C, Manon M, Tucker J, Kim E, Ansell S and Smith P. 2013. *Healthy Food Financing Handbook*. Phila, PA: Food Trust. ▪ Mikkelsen, L Chehimi, S., & Cohen, L. 2007. *Healthy Eating & Physical Activity: Addressing Inequities in Urban Envts. Pp 1-20.* ▪ Pothokuchi, K. and Wallace, R. 2007. Ch 7 - Sustainable Food Systems. Perspectives on Transportation Policy in *Healthy, Equitable Transportation Policy: Recommendations and Research.* PolicyLink and Prevention Institute. *Pp 115-129.*	
13	Monday Oct 21	Urban agriculture	▪ Lawson, L. 2005. *City Bountiful: A Century of Community Gardening in America*. Berkeley, CA: University of California Press. *Pp 1-22, 113-116, 205-212.* ▪ Sonnino, R. 2012. Feeding the city: Towards a new research and planning agenda. *International Planning Studies, 14(4). Pp 425-434.* ▪ Hendrickson, M. and M. Porth. 2012. *Urban Agriculture – Best Practices and Possibilities.* Univ of Missouri Extension. *Pp 10-40.* **Recommended** ▪ Page, B. 2002. Urban agriculture in Cameroon: An anti-politics machine in the making? *Geoforum, 33. Pp 41-53.* ▪ Thibert, J. 2012. Making local planning work for urban agriculture in the North American context... *JPER, 32(3). Pp 349-355.* ▪ Colasanti, K. Hamm, M. and Litjens, C. 2012. The city as an "agricultural powerhouse"? Perspectives on expanding urban agriculture from Detroit, Michigan. *Urban Geography, 33(3). Pp 348-365.*	Speaker: Stefanie Staufer – Grower, Owner, Chef Nightshade Army Industries--Hot Sauce & Salsa
14	Wednesday Oct 23	Corporate role III	▪ Pinstrup-Andersen, P. 2005. Ethics and economic policy for the food system. *American Journal of Agricultural Economics, 87(5). Pp 1102-1110.* (not entire article) ▪ Pretty, J. 2002. Ch. 6: The Genetics Controversy. In *Agri-Culture. Reconnecting People, Land and Nature*. *Pp 126-145* ▪ Shiva, V. 2000. Ch 5 – The stolen harvest of Seed. *Stolen Harvest.* Canada: South End Press. *Pp 79-93.*	
15	Monday Oct 28	Food sovereignty and democracy	▪ Bello, W. 209. Ch 9 – Resistance and the Road to the Future. In *The Food Wars.* Brooklyn, NY: Verso. *Pp 125-149.* ▪ Wekerle, G. 2004. Food justice movements: Policy, planning and networks. *Jo. of Planning Education and Research, 23. Pp 378-385* ▪ Born, B., Tyman, S. and M. Purcell. Planning, Food Democracy, and Food Sovereignty. Unpublished (do not distribute). *Pp 1-8.*	
16	Wednesday Oct 30	Food justice I	▪ Minkoff-Zern, L et. al. 2011. Ch. 4 – Race and regulation: Asian immigrants in California agriculture. In *Cultivating food justice: race, class, and sustainability*. Cambridge: MIT Press. *Pp 65-86.* ▪ Allen, P. and Sachs, C. 2007. Women and Food Chains: The Gendered Politics of Food. *International Journal of Sociology of Agriculture and Food* 15(1):1023. *Pp 1-16*	

17	Monday Nov 4	Food justice II	▪ Guthman, J. 2008. Bringing good food to others: Investigating the subjects of alternative food practice. *Cultural Geographies, 15: 431-444.* ▪ Oz, M. 2012. Give (frozen) peas a chance and carrots too. *Time Magazine Pp 1-6* ▪ Freeman, A. Fast food: Oppression through poor nutrition. *California Law Review*, 95(6): *Pp: 2221-2259.*	
18	Wednesday Nov 6	Farm workers	▪ Wald, S. 2011. Visible farmers/invisible workers. Locating immigrant labor in food studies. *Food, Culture and Society, 14(4). Pp 567-581* ▪ Brown and Getz. 2011. Ch 5 - Farmworker food insecurity and the production of hunger in California. In *Cultivating food justice: Race, class, and sustainability*. Cambridge: MIT Press. *Pp 120-140.* **Recommended** ▪ McMillan, Tracie. 2012. Chapter 3: Cutting Garlic, in *The American Way of Eating: Undercover at WalMart, Applebee's, Farm Fields and the Dinner Table.* New York: Scribner. *Pp 57-78.*	
19	Monday Nov 11	Student presentations	n/a	Student presentations
20	Wednesday Nov 13	Student presentations	n/a	Student presentations
21	Monday Nov 18	Restaurant Workers	▪ Jayaraman, S. 2013. Ch 2: *Real* sustainability, please! & Ch 7: Recipes for change. Behind *the Kitchen Door*. Ithaca, NY: Cornell U Press. Pp. 19-42; 118; 1124; 57-176. ▪ Food Tank article on the fast food worker strike: http://foodtank.org/news/2013/08/fast-food-workers-strike-across-the-nation-for-fair-wages	
22	Wednesday Nov 20	Localization debates I	▪ Born, B. and Purcell, M. 2006. Avoid the local trap: Scale and food systems in planning research. *Journal of Planning Education and Research, 26. Pp 195-205* ▪ Hinrichs, C. 2003. The practice and politics of food system localization. *Journal of Rural Studies, 19. Pp 33-43* ▪ Sonnino, R. 2010. Escaping the local trap: Insights on re-localization from school food reform. *Journal of Environmental Policy and Planning, 12(1). Pp 23-37.*	
23	Monday Nov 25	Localization debates II	▪ DuPuis, E. and Goodman, D. 2005. Should we go "home" to eat?: Toward a reflexive politics of localism. *J of Rural Studies, 21:* 359-369. ▪ McWilliams, J. 2009. *Just Food: Where Locavores Get it Wrong and How We Can Truly Eat Responsibly.* NYC: Hachette BG. *Pp 17-52*	
24	Wednesday Nov 27	Food as economic driver	▪ Farmsworth, L. and Morales, A. 2011. Satiating the demand: Planning for alternative models of regional food distribution. *J of Ag, Food Systems and Community Development*, 2(1). *Pp 227-243.* ▪ Cantrell, P. et al. 2006. *Eat Fresh and Grow Jobs, Michigan.* The MOTT Group and Michigan Land Institute. *Pp 2-19.* ▪ Brinkley, C. 2012. Evaluating the benefits of peri-urban agriculture. *Journal of Planning Literature, 27(3). Pp 259-266.*	
--	Starting Wed Nov 27 5p.m.	** Thanksgiving **		

25	Monday Dec 2	Food and environment tradeoffs	▪ McMichael, P. Ch. 5 – Biofuels and the financialization of the global food system. In Rosin, C., Stock, P. and Campbell, H. 2012 *Food Systems Failure: The Global Food Crisis and the Future of Agriculture.* NY: Earthscan. *Pp 60-76.* ▪ Pinstrup-Andersen, P. 2009. The food system and sustainable natural resource management. Paper presented at the 10th Annual Conference of the Global Development Network, Kuwait, February 3-5, 2009. *Pp 1-23*	Policy Advocacy Portfolio Due
26	Wednesday Dec 4	Waste	▪ Bloom, J. 2010. *American Wasteland: How America Throws Away Nearly Half Its Food.* Cambridge, MA: Da Capo Press (Pages TBA) ▪ Stuart, T. 2009. *Waste: Uncovering the Global Food Scandal.* NYC: W.W. Norton and Company, Inc. (Pages TBA)	
27	Monday Dec 9	Innovative strategies	TBA	
28	Wednesday Dec 11	Last class	n/a	
	Tuesday Dec 17	No class	n/a	Practitioner Profile Due

VI. Assignments

You will receive additional details regarding each of the assignments below later in the semester as required. Assignments other than the reading responses should be turned in before class on CTools and also as a hard copy at the start of class on the day they are due.

#1: Participation and reading responses (15%) **Responses DUE: 9 a.m. before class**

A major component of this class will rely on discussions of the readings. Reading responses enrich these discussions by pushing you to reflect more deeply about the topics. They will also provide you with a record to refer back to as you work on assignments (and for future classes or work). These are informal and brief – **300 words or less** – and should describe concepts that were particularly surprising or that you disagree with and why, questions the reading raised for you, key methods you hope to incorporate into your future practice (and why they struck you as useful), and/or concepts you hope to explore further. Refer to at least two of the readings in your response, all if you can. A minimum number of 10 responses are due over the semester, due the day of class by 9a.m. (on CTools, under the relevant folder).

#2: Food desert analysis (5%) **DUE: Mon, September 30**

For this assignment, you will use PolicyMap, an online data set of supermarkets and other food data, in a city of your choice to explore questions related to food deserts. The final product should be a 2 page policy brief that covers the question you asked, the location you chose, and your findings, including a map or image.

#3: Class presentation on the advocacy project (see #4) (10%) **DUE: Nov 11 and 13**

These presentations will give us all a chance to learn from each other about the variety of issues you will study in more depth and your ideas for re-shaping food systems. Developing a concise presentation, the feedback you receive, the discussion that ensues, and what you learn from other presentations will also be useful for strengthening your final written portion of the assignment.

#3: Policy advocacy portfolio (40%) **DUE: Mon, December 2**

Your task during the semester will be to create a thoughtfully constructed portfolio of items designed to support your position on a policy issue in agriculture, food, or nutrition related to urban planning, health or the environment. One obvious place to focus your topic is on a farm bill issue you would like to defend, strengthen or eliminate as a program or provision, but you may pick any issue related to food that you think needs a policy change, as approved by the instructor. You will prepare a portfolio of items aimed at achieving the policy and designed to convince others to support the position you are taking. The content/format of these items will be described in more detail, but in short, they include a) a short background paper, b) your choice of a letter to Congress, a letter to an advocacy group, an op-ed, or letter to the editor, and c) a posting through social media to enlist action on your issue – a tweet, blog post, or widely read Facebook group. The policy you choose should be one that can be implemented by city, state, federal, or international governments or agencies. (Source: Marion Nestle, NYU).

#5: Practitioner Profile (30%) **DUE: Tue, December 17**

For this assignment, identify someone (preferably in the surrounding region so you can meet face-to-face) involved in efforts to strengthen food systems in some way. Your interview will follow the methodology of "practitioner profiles" (for examples and more explanation see http://courses2.cit.cornell.edu/fit117/) which allow you to see into the realities of doing food systems planning and action. Your analysis section should refer to relevant readings and topics we discussed over the semester that help interpret the food actor's strategies. Focus on misperceptions in the broader public about this type of work, the challenges of this work, additional questions raised, unique ideas about how to improve food systems, other issues or ideas not touched on in the literature, etc. We will discuss how to do practitioner profiles in more depth in a few weeks. Your write-up will include the transcribed interview along with your analysis and reflection. For a one-hour interview, the final paper with the analysis should be approximately *20 to 30 pages, double spaced, 12pt font, 1-inch margins*. This can be turned in at any time until the last day of class. Consult me about your ideas of who to interview before moving forward.

VII. Course grading and policies

Your performance in this class will be based on a combination of participation (which includes written responses to the readings) and three assignments (two of which focus on the Farm Bill advocacy project).

Evaluation

#1: Class Participation, including reading responses	Due: ongoing	15%
#2: Food desert analysis	Due: Mon, Sept 30	5%
#3: Policy advocacy presentation	Due: Nov 11 or 13	10%
#4: Policy advocacy portfolio	Due: Mon, Dec 2	40%
#5: Practitioner profile	Due: Tue, Dec 17	30%

Grading scale:

A+ (At the Instructor's discretion), A = 100 – 93.0, A- = 92.9 – 90.0; B+ = 89.9 – 87.00; B = 86.9 – 83.0; B- = 82.9 – 80.00; C = 79.9 – 70.00; D = 69.9 – 65.00; F = 64.9 and below

Extra credit options

You have the option of gaining 3 extra points over the course of the semester. Two of these require attending talks planned this semester – a panel discussion the afternoon of Friday, September 20 (details TBA) or the talk of 4:15-6p.m., Friday October 18, Andrew Deener, author of *Feeding the City.* Both of these talks will be on Central Campus (if you have a course Friday afternoons, speak to me). One point can be earned through the students choice of any event, talk or film (an hour or longer) that clearly relates to food. For each point, you must write a 600 word response (about how your critique/response in relation to topics covered in the course). These can be turned in anytime until the last day of class, December 11.

Academic Integrity:
If you are concerned that you might be plagiarizing – using the words, data, images or ideas of others without clear attribution – you probably are. You are responsible for knowing the guidelines established by the University of Michigan Rackham Graduate School for documenting the use of source materials (http://www.rackham.umich.edu/policies/academic_and_professional_integrity/). Scott Campbell also has a useful site for explaining plagiarism (and other useful advice for improving your writing) (http://www-personal.umich.edu/~sdcamp/up540/writingtips.html). If you are confused, speak to me.

Accommodations for students with disabilities
In compliance with the University of Michigan Rackham Graduate School policy, I am available to discuss appropriate academic accommodations that may be required for students with disabilities. Requests for academic accommodations are to be made during the first three weeks of the semester, except for unusual circumstances, so arrangements can be made. Students are encouraged to register with Office of Services for Students with Disabilities to determine eligibility for appropriate accommodations. See: http://www.rackham.umich.edu/policies/accommodations_for_graduate_students_with_disabilities/

Florida State University
Department of Urban and Regional Planning

URP 5610 - Fall 2013

INTRODUCTION TO PLANNING FOR DEVELOPING AREAS

Monday/Wednesday 12:30-1:45 Bellamy 111

Instructor: Dr. Petra Doan *Tel.* 644-8521,
Office: 334 Bellamy *e-mail*: pdoan@fsu.edu
Office hours: Tuesday 1:30–3:30pm or by appointment

COURSE DESCRIPTION

This course provides an introduction to the field and is open to graduate students interested in what can be done to reduce social inequalities and improve the quality-of-life of people living in developing areas. It is required for all students in the Peace Corps-FSU Master's International Program and in the Developing Areas specialization; students in other specializations and disciplines are quite welcome.

The course is designed to provide students with an overview of what has been tried, what has been learned, and what the current challenges are, highlighting the role of planners and planning institutions in the process. Assigned readings are taken mainly from the planning and development literatures but also include a novel written by an African author to expose students to the issues as they are articulated by people in developing areas.

LEARNING OBJECTIVES

By the end of the semester, students are expected to:

(1) Describe policy and planning problems of relevance for developing areas and identify strategies for addressing them;

(2) Analyze the socio-cultural, political, and legal context of development interventions;

(3) Describe and analyze the role of non-governmental organizations (NGO's) compared to other development actors

(4) Interpret the effect of contextual factors on project and program effectiveness

COURSE REQUIREMENTS

The course involves a combination of lectures, discussion and in-class small group work, so I strongly encourage regular attendance and active class participation of all students. Active participation includes asking questions of clarification, probing others' contributions to gain a deeper understanding, offering opinions or commenting on the views of others. For participation to enhance the learning of all participants, it is critical that mutual respect be shown at all times. Everyone is expected to respect the views and beliefs of others in the classroom by listening well to whomever is speaking and by NOT engaging in side conversations during class. To help students prepare for class, I require the weekly submission of discussion questions on readings, and occasional completion of take-home assignments.

There will be a midterm exam (October **XX**), a 15 page research paper, and a policy memo assignment due at the end of the semester (more details later).

There will be no make-ups for in class activities missed; absences due to a documented required school activity, an illness, or emergency will be excused at the discretion of the instructor and only under exceptional circumstances. Please provide documentation to the instructor ahead of time if at all possible, and at most within 24 hours. In cases of documented required absence, illness, or emergency, a make-up for the midterm exam may be requested, ahead of time if at all possible, and at most within 24 hours. These will be granted at the discretion of the instructor, and only in exceptional circumstances.

REQUIRED BOOKS

Buchi Emecheta. 1979. *The Joys of Motherhood.* Oxford: Heinemann Educational Publishers. [JOYS[

Mary Anderson, Dayna Brown, and Isabella Jean. 2012. *Time to Listen: Hearing People on the Receiving End of International Aid.* Boston: CDA Collaborative Learning. [LISTEN]

Tom Angotti. 2013. *The New Century of the Metropolis: Urban Enclaves and Orientalism.* London: Routledge. [METROPOLIS]

Other required readings on Course **Blackboard**.

Assignments and grading: * All work must be completed to get a grade. **

Midterm exam	35%
Research paper	35%
Reaction papers	15%
Class participation/presentations/	15%

GRADING SCALE

A	93 or higher
A-	90-92.9
B+	87-87.9
B	83-86.9
B-	80-82.9
C+	77-79.9
C	73-76.9
C-	70-72.9
D+	67-69.9
D	63-66.9
D-	60-62.9
F	les than 60

COURSE OUTLINE:

Understanding Development and Planning
The Urban Fallacy
Rural development and Rural land tenure issues
Understanding Polarized Development
Rural – urban bias or linkages?
Urban development and the informal economy
Understanding urban land tenure
Human settlements, housing and the Millenium Development Goals
Gender and development planning
Decentralization
NGOs and Democratization
Listening to Development Beneficiaries

FSU ACADEMIC HONOR POLICY

Please note that violations of the Academic Honor System will not be tolerated in this class. Specifically, incidents of plagiarism of any type or referring to any unauthorized material during examinations will be rigorously pursued by the instructor. The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members
throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to ". . . be honest and truthful and . . . [to] strive for personal and

institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at http://www.fsu.edu/~dof/honorpolicy.htm.)

LEARNING DIFFERENCES

Students with disabilities needing academic accommodation should:

(1) register with and provide documentation to the Student Disability Resource Center; and

(2) bring a letter to the instructor indicating the need for accommodation and what type.

This should be done during the first week of class. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the Student Disability Resource Center

97 Woodward Avenue, South
Florida State University
Tallahassee, FL 32306-4167
(850) 644-9566 (voice), (850) 644-8504 (TDD)
sdrc@admin.fsu.edu
http://www.fsu.edu/~staffair/dean/StudentDisability/

Outside Enrichment Opportunities

To encourage everyone to attend events and talks on campus that raise awareness about the people and institutions of developing countries and about the relationships between them and the United States, I would like each student to attend a minimum of **THREE** outside talks on an international topic.

One venue in which monthly seminars of interest take place is FSU's Center for global Engagement and their Global Pathways program. http://www.cge.fsu.edu/

The College of Social Sciences also hosts a series of Broad Lectures on international topics during the semester.

Feel free to email the class about other seminars or talks that you may know about in International Affairs, International Business, Anthropology, Law, etc. I will do the same.

To receive credit for attending each talk, submit to me a reaction paper within one week of the event. Your paper should be at least one page, typed, double-spaced, and no more than two pages. I will accept ONLY hard copies for this and all other assignments. The reaction paper should briefly describe the content of the talk/event, followed by your reflections on it. Did the talk cause you to think more deeply about the topic? In what ways? Were there aspects of the seminar that you disagreed with? If so, what and why? Did you think the speaker was effective? Why or why not?

REQUIRED READINGS

***Readings should be completed before the date indicated. Unless otherwise specified, required readings are available on the Course Blackboard (BB) under Course Materials, Required Readings, and recommended readings (*'rec.'*) are available under Recommended Readings.

Students are required to submit a set of discussion questions once a week (class will be divided into two groups) one for Monday and one for Wednesday) on the readings. Questions are due on Blackboard by 10:00 am of the morning prior to class.

Understanding Development and Planning

8/26 Development is what development does....

Nabeel Hamdi. (2004). "Street Work and Dev-Talk: Who Controls the Truth?" p. 1-17 in *Small change: About the art of practice and the limits of planning in cities*. London: Earthscan. (**BLACKBOARD**)

Botes, L. and D. van Rensburg. (2000). Community participation in development: nine plagues and twelve commandments, *Community Development Journal* Vol. 35 No. 1 January 2000 pp. 41–58. (**BLACKBOARD**)

rec. Drakakis-Smith, D. (1995). Third world cities: Sustainable urban development, 1. Ur*ban Studies*, 32(4), 659-678.

rec. United Nations Development Program (UNDP). *1999 Human Development Report: Globalization with a Human Face*. Overview pp.1-7, and Chapter 1, "Human development in this age of globalization", pp.25-44, available online at http://hdr.undp.org/reports/global/1999/en/)

***** Submission of discussion points starts with *9/9* reading assignment; check course BB for details*****

8/28 Understanding development planning

Dale, Reidar. (2004). "Development and Development Planning" pp. 1-14 in *Development Planning: Concepts and Tools for Planners, Managers, and Facilitators*. London: Zed Books. (**BLACKBOARD**)

Conyers, D. and Hills, P. (1984). The history of planning in the Third World. Ch.3 in *An introduction to development planning in the Third World*. Chichester, New York, Brisbane, Toronto, Singapore: John Wiley and Sons. pp. 41-61 (**BLACKBOARD**)

9/2 LABOR DAY – NO CLASS

9/4 The Urban Fallacy

Tom Angotti, Chapter 1: "The Metropolis in the 21st Century: Problem or Solution?" pp. 3-25 and Chapter 2: " Urban Orientalism, Panning and the Metropolis of 'The Others', pp. 26- 40. In **METROPOLIS**

Critical Issues for Development Planning

9/9 Rural development

Ruttan, V. W. (1977). The Green Revolution: Seven Generalizations. IDR, 16-23. (**BLACKBOARD**)

Cleaver, H.M. (1972). The Contradictions of the Green Revolution. American Economic Review. LXII (2), 177-186. (**BLACKBOARD**)

9/11 Rural land tenure

Moussa Ouedraogo. n.d. "Land tenure and rural development in Burkina Faso: Issues and Strategies" London: IIED Issue Paper # 112.

Lastarria-Cornhiel, S. (1997). Impact of Privatization on Gender and Property Rights in Africa, *World Develo*pment, 25, 8: 1317-1333 (**BLACKBOARD**)

9/16 The Persistence of Rural Poverty

Robert Chambers, "Rural Poverty Unperceived," pp. 1-27 in Chambers, *Rural Development: Putting the Last First*. London: Longman Scientific and Technical. 1983. (**BLACKBOARD**)

Tom Angotti, Chapter 3: "Urban and rural dependencies and divides", pp. 41-55 and Chapter 4: "Last Chance for the Urban Village: the Rural-Urban Divide and Food Sovereignty in India," pp. 59-74 in **METROPOLIS**

9/18 Rural-urban dynamics

Kenneth Lynch. 2005. "Understanding the Rural-Urban Interface," pp. 4-34 in Lynch Ed.) *Rural-Urban Interaction in the Developing World*. New York: Routledge. (**BLACKBOARD**)

Cecelia Tacoli. 2003. "The links between urban and rural development," *Environment and Urbanization*, 15,1 : 3-12 (**BLACKBOARD**)

***** research paper assigned; topic & bibliography due 10/2; paper due 11/4**

9/23 Colonialism and development

Anthony King. Colonialism, capitalism and the world economy. IJURR or from his book

Tom Angotti, Chapter 5: "Orientalist roots: Palestine and the Israel Metropolis," pp. 75-93 and Chapter 8: Latin America: Enclaves, Orientalism, and Alternatives," pp. 132-151 in **METROPOLIS**

9/25 Urban Housing and land tenure issues

R. Harris and G, Arku. 2007. "The Rise of Housing in International Development: The Effects of Economic Discourse," *Habitat International*, 31: 1-11. (**BLACKBOARD**)

Geoffrey Payne. 2004. "Urban Land Tenure an property rights: an introduction," *Habitat International*, 28: 167-179. (**BLACKBOARD**)

9/30 Slum Upgrading

A. Gilbert. 2007. "The Return of the Slum: Does Language Matter?" *International Journal of Urban and regional Research*, 31, 4: 697-713. (**BLACKBOARD**)

Razzaz, O. (1998). Land disputes in the absence of ownership rights: Insights from Jordan. In E. Fernandes, & A. Varley (Eds.), *Illegal cities: Law and urban change in developing countries* (pp. 69-88). London & New York: Zed Books Ltd. (**BLACKBOARD**)

10/2 Millenium Development Goals

Satterthwaite, D. (2003). The Millennium Development Goals and urban poverty reduction: Great expectations and nonsense statistics. *Environment and Urbanization*, 15(2), 179-190. (**BLACKBOARD**)

Paul Nelson. 2007. Human rights, the Millenium Development Goals and the Future of Development cooperation, *World Development*, 35, 12: 2041-2055. (**BLACKBOARD**)

10/7 Urban Livelihoods

Deborah Fahy Bryceson. 2002. "The Scramble in Africa: Reorienting Rural Livelihoods," *World Development* 30, 5: 725–739

Owusu, F. (2007). Conceptualizing livelihood strategies in African cities: Planning and development implications of multiple livelihood strategies. *Journal of Planning Education and Research, 26*(4), 450. (**BLACKBOARD**)

10/9 Grassroots perspectives

Emecheta, Bushi. 1979. *The Joys of Motherhood.* Oxford: Heinemann Educational Publishers. First Half

***topic & bibliography due**

10/14 More grassroots

Emecheta, Bushi. 1979. *The Joys of Motherhood.* Oxford: Heinemann Educational Publishers. Second Half

Midterm Review

10/16 ***** MIDTERM EXAM**

10/21 Gender and Development

Janet Momsen. 2010. "Introduction: Gender is a Development Issue" pp 1-19 in *Gender and Development, Second Edition.* London: Routledge. (**BLACKBOARD**)

Rec: Caroline Moser. 1993. "Towards Gender Planning: A New Planning tradition and planning methodology," pp. 83-107 in C. Moser. *Gender Planning and Development: Theory, Practice, and Training.* New York: Routledge.

10/23 Women and credit

Kabeer, N. (2001). Conflicts over credit: Re-evaluating the empowerment potential of loans to women in rural Bangladesh. *World Development, 29*(1), 63-84. (**BLACKBOARD**)

10/28 Gender and Identity

Andrea Cornwall, Sonia Correa, and Susie Jolly. 2008. "Development with a Body: making the connections between sexuality, human rights, and development," pp. 1-21 in Andrea Cornwall, Sonia Correa, and Susie Jolly (Eds.) *Development with a Body, Sexuality, Human Rights, and Development.* London: Zed Books. (BLACKBOARD)

Ashley Currier. 2010. "Behind the Mask: LGBTI Visibility in Africa,' pp. 155-168 in Amy Lind (ed.) *Development, Sexual Rights, and Governance.* London: Routledge. (BLACKBOARD)

10/30 Understanding Polarized Development

John Friedmann and Clyde Weaver "Polarized development," pp. 114-150 in Friedmann and Weaver (Eds.) *Territory and Function: the Evolution of Regional Planning.* Berkely: University of California Press. (**BLACKBOARD**)

11/4 Urban bias?

Bezemer, D. and D. Headey. 2008. "Agriculture, Development, and Urban bias, *World Development*, 36, 8: 1342-1364. (**BLACKBOARD**)

Rethinking Planning Interventions

11/6 Taking Participation Seriously

Abdou Maliq Simone. 2010. *City Life: From Jakarta to Dakar*. London: Routledge. Chapter 3"Intersections: What can urban residents do with each other?"pp. 117-160.

Reidar Dale. 2004. *Development Planning: Concepts and Tools for Planners, managers, and Facilitators*, London: Zed Books. Chapter 10: "Community Institution Building and Participatory Planning," pp. 182-207

11/11 Non-Governmental Organizations, Institutions, and Development

Deborah Eade. 1997. Chapter 1-3: pp. 1-49 in *Capacity-Building: An Approach to People-Centered Development*. Oxford: OXFAM. (**BLACKBOARD**)

Uphoff, N.T. (1986). *Local Institutional Development*. West Hartford: Kumarian Press. Chapter one, pp. 1-19. (**BLACKBOARD**)

Research paper due

11/13 Decentralization

Emery Roe. "More Than the Politics of Decentralization: Local government Reforms, District Development, and Public Administration in Zimbabwe" *World Development* 23, 5 (1995):833-843. (**BLACKBOARD**)

*** ***national plan activity assigned***

11/18 Analyzing the effects of decentralization (Latin America and East Africa)

Ben Kohl and Linda Farthing. 2006. "New spaces, new contests: approaching decentralization for social change in Bolivia," pp. 69-85 in V. Beard, F Miraftab, and C. Silver (Eds.). *Planning and Decentralization: Contested Spaces for Public Action in the Global South*. New York: Routledge. (**BLACKBOARD**)

Paul Smoke. 2006. "The Evolution of subnational development planning under decentralization reforms in Kenya and Uganda," pp. 89-105 in V. Beard, F Miraftab, and C. Silver (Eds.).

Planning and Decentralization: Contested Spaces for Public Action in the Global South. New York: Routledge. (**BLACKBOARD**)

11/20 More effects of decentralization (Asia)

Amrita Daniere and Lois Takahashi. 2006. "Decentralization and Social Capital in Urban Thailand," pp. 188-203 in V. Beard, F Miraftab, and C. Silver (Eds.). *Planning and Decentralization: Contested Spaces for Public Action in the Global South.* New York: Routledge. (**BLACKBOARD**)

Gavin Shatkin. 2006. "Decentralization and the Struggle for Participation in local politics and planning," pp. 205-215 in V. Beard, F Miraftab, and C. Silver (Eds.). *Planning and Decentralization: Contested Spaces for Public Action in the Global South.* New York: Routledge. (**BLACKBOARD**)

11/25 Listening to Development Beneficiaries

Mary Anderson, Dayna Brown and Isabella Jean, pp. 1-50 *Time to Listen: Hearing People on the Receiving End of International Aid* LISTEN

11/27 NO CLASS – BEGINNING OF THANKSGIVING HOLIDAY

12/5 More listening

Mary Anderson, Dayna Brown and Isabella Jean, pp. 51-98 in LISTEN

12/7 Even More

Mary Anderson, Dayna Brown and Isabella Jean, pp. 99-147 in LISTEN

National plan memo due

***** N.B. Schedule of topics and assigned readings may change during the course of the semester; check the course Blackboard regularly for updates.**

Graduate Program in Community and Regional Planning Fall 2012
School of Architecture, University of Texas

CRP 980X
Planning History and Theory
Unique #: 01520
Unique #: 01525

Lecture: M 11-12:30am Sut 2.102
Discussion:
Sec 1: W 11-12:30 Sut 2.114
Sec 2: W: 2-3:30 Sut 2.114

Professor Barbara Brown Wilson
Office: West Mall Bldg 4.116AA | 471-2709
Office hours: M 1 to 3pm
Email: bbwilson@austin.utexas.edu

Teaching Assistant: Elizabeth Walsh
Office: Sutton 2.110
Office hours: 4 – 6pm
Email: Elizabeth.A.Walsh@utexas.edu

Course Description

This course is required for all students enrolled in the Master's degree program in Community and Regional Planning. The goal of this course is to help you understand the evolution of urban and regional planning and the changing concepts that have guided this evolution.

In Western democratic societies, planners are duty bound to serve the "public interest", be concerned with long-range consequences of current actions, and understand the complex interconnections between economics, transportation, environment, land use, social equity, infrastructure, etc. At the same time, other powerful political and market processes are at work that often confound these duties for good or ill. Planners have been often criticized throughout the history of their profession, and yet the need for planning has been consistently recognized. In studying the history of planning, students will understand the development of the dynamic tension between planning and democracy, the various responses that have been proposed, and planning failures and successes. Within this historical context, we will explore the development of theories about how we ought to plan. Despite apparent changes in approach over time, we will identify consistent tensions and debates surrounding the role of planning and planners, and the ethical obligations of planners. We will focus primarily on American planning history, but will pay some attention to planning in other countries.

Required Readings:

Course textbook:

LeGates, Richard and Frederic Stout, eds. 2011. *The City Reader* (5th edition). Routledge. (at UT Coop Bookstore) Also available as an e-book through UT Library by searching the catalog.

Sanyal, Bishwapriya, Lawrence Vale, and Christina D. Rosan. 2012. *Planning Ideas that Matter: Livability, Territoriality, Governance, and Reflective Practice.* MIT Press. Available through the UT e-brary. From the Research Tools menu on the grey bar at the top of the library home page, choose Find Articles Using Databases. Then, go to E and select ebrary. If you are off campus, you'll need to login with your eid and password.

Recommended:

Fainstein, Susan and Scott Campbell. 2012. *Readings in Planning Theory.* 3rd edition. Blackwell.

Hall, Peter. (2002) *Cities of Tomorrow: an intellectual history of urban planning and design in the twentieth century*. Third Edition. Malden, MA: Blackwell Publishing.

Additional readings will be made available electronically on Blackboard . Other readings are available on the Internet. Hotlinks are provided in the syllabus, which may also be downloaded on the blackboard site. To find the blackboard site, go to courses.utexas.edu and login using your UT eid.

Course Requirements:

Case Study Assignments: You will engage with the course materials and ideas and filter them through the lens of an Austin case study on which you will conduct research. This research and reflection will be marked by a few short research assignments due periodically throughout the semester. Each Austin case study will be researched by multiple students, culminating in a final group poster presentation that presents the story of your place's past, present, and future, and connecting your research with the historical and theoretical themes we've grappled with throughout the class. Each student will also write a 2-3 page final paper reflecting on these themes as they relate to the case study.

Detroit Policy Memo/Debate: We will hold an in-class debate/discussion of issues associated with the rebuilding of Detroit for which will you need to prepare a memo that articulates both sides of the argument.

Discussion Board/Class Participation: You must be prepared to participate in class discussions every week. Wednesday discussion sessions provide an excellent opportunity to engage deeply together in conversation about the week's course material and their importance to planning practice. You, individually and collectively, are directly responsible for the quality of these sessions. Your thorough preparation, full participation, and willingness to engage critically and creatively will create a rich and productive learning environment. In professional and civic life, a common role of planners is to serve as a facilitator of community learning through public processes. In such roles, you will be challenged to design spaces for productive public dialogue amongst diverse (and often antagonistic) stakeholders, using important tools of the trade: powerful questions, innovative meeting designs, and your own capacity for engaged listening. In order to prepare you for this challenge and to ensure discussions are meaningful for you, **you will be required each week to post either 1) novel discussion questions you'd like to discuss in class on Wednesday, or 2) a proposal for an interactive session design on Blackboard by Tuesday at midnight** that draw directly from the reading (and cannot have been previously posted by anyone else in the class) that we might use to guide the class discussion. We will use the course blackboard site to post course readings, communicate about assignments, share students' work and facilitate discussion.

Details on assignments will be handed out in class and posted on the course blackboard site.

Due Dates:

Sept 4	Give us preferences for your case study
Sept 18	Post case study part 1 on Blackboard by 5pm
Oct 2	Post case study part 2 on Blackboard by 5pm
Oct 30	Post case study part 3 on Blackboard by 5pm
Nov 20	What to do with Detroit? Memo due before in-class debate

Dec 4 Present group posters and turn in personal memos

Grading:
Plagiarism or cheating of any kind will not be tolerated.

The University of Texas has also just updated their **honor code**: "As a student of The University of Texas at Austin, I shall abide by the core values of the University and uphold academic integrity."

Code of Conduct: The core values of The University of Texas at Austin are learning, discovery, freedom, leadership, individual opportunity, and responsibility. Each member of the university is expected to uphold these values through integrity, honesty, trust, fairness, and respect toward peers and community.

Please familiarize yourself with **UT Austin's Academic Integrity policies**
http://deanofstudents.utexas.edu/sjs/acint_student.php

Your grade will be based on the following:

*Class participation and attendance: 40 points
Class participation will be based on prompt and regular class attendance and active and clearly informed participation in discussion, including your blackboard Tuesday postings and your group presentations.

*History Assignments	30 points
*Pop Quizzes (Reading Comprehension)	10 points
*Detroit memo/debate	10 points
*Final response paper	10 points

Grading will be decided as follows:

·	93-100	A (exceptional contribution)	·	73-76	C (average contribution)
·	90-92	A-	·	70-72	C-
·	87-89	B+	·	67-69	D+
·	83-86	B (substantial contribution)	·	63-66	D (poor contribution)
·	80-82	B-	·	60-62	D-
·	77-79	C+			

COURSE SCHEDULE AND READINGS:

READINGS NOT INCLUDED IN COURSE TEXTBOOKS WILL BE POSTED ON BLACKBOARD BY WEEK.

First class: Wednesday, August 28
Introduction to the course, why history and theory matter to practice

Abbott, Carl and Sy Adler. 1989. "Historical Analysis as a Planning Tool," *APA, Journal,* (Autumn): 467-473.

Sandercock, Leonie. 1998. "Introduction: Framing Insurgent Historiographies for Planning," in L. Sandercock, ed., *Making the Invisible Visible: A Multicultural Planning History.* UC Press. Pp. 1-20.

Sies, Mary Corbin and Christopher Silver. 1996. "Introduction: The History of Planning History" in M.C. Sies and C. Silver, eds., *Planning the Twentieth-Century American City.* The Johns Hopkins University Press. Pp. 1-26.

Handout out instructions on upcoming assignments

Monday, Sept 2 Labor Day Holiday

Read the first class readings (above) and consider which case studies you'd like to research

Wednesday, Sept 4 discussion

Rittel, Horst and Melvin M. Webber. 1973. "Dilemmas in a General Theory of Planning," *Policy Sciences,* 4,155-169.
http://www.uctc.net/mwebber/Rittel+Webber+Dilemmas+General_Theory_of_Planning.pdf

Fainstein and Campbell. Introduction: The Structure and Debates of Planning Theory, in *Readings in Planning Theory.*

Email Elizabeth your top two preferences for the case study assignment by Wednesday at 5pm.
Case study assignments will be posted on blackboard by Friday morning.

Monday, Sept 9 lecture
Urban Conditions in the 19th Century, rising public concern, early public health strategies

Jacob Riis. 1890. How the Other Half Lives* http://www.bartleby.com/208/. In this hypertext edition, go to "Contents" and look at: Chapter I. Genesis of the Tenements; Chapter XXIV. What Has Been Done; Chapter XXV. How the Case Stands (note especially Riis' ideas on what needs to be done);

Martin Melosi, The Sanitary City, University of Pittsburgh Press, 2008, Chapters 6 & 7, pp: 71-96

Additional readings:
Friedrich Engels, "The Great Towns" (City Reader, Part 1)

Look at Jacob Riis' photographs here:
http://xroads.virginia.edu/~MA01/davis/photography/images/riisphotos/slideshow1.html

Explore "The Bitter Cry of Outcast London" and contemporary texts here:
http://www.attackingthedevil.co.uk/related/outcast.php

Wednesday: Sept 11 Discussion

Mumford, Lewis, 'What Is a City?' (City Reader, Part 2)

Glaeser, Edward L. "Why Economists Still Like Cities." City Journal, Vol. 6, No. 2, 1996, pp. 70-77.

http://www.city-journal.org/html/6_2_why_economists.html

Additional readings:
Simmel, Georg. "The Metropolis and Mental Life," in The Sociology of Georg Simmel, translated by Kurt H. Wolff Glencoe: The Free Press, 1950, pp. 409-424.

Melvin Webber, 'The Post-City Age' (City Reader, Part 8)

Monday: Sept 16 lecture
Early solutions: zoning, street cars, and social planning

Wirka, Susan Marie. 1996. "The City Social Movement: Progressive Women Reformers and Early Social Planning," in Mary Corbin Sies and Christopher Silver, eds. Planning the Twentieth Century American City. Johns Hopkins.

Keith Revell, 2003. "City Planning versus the Law: Zoning the New Metropolis", from Building Gotham: Civic Culture and Public Policy in New York City, 1898--1938 (Baltimore: John Hopkins Univ. Press).

Additional readings:
Hall, Cities Of Tomorrow, Chapter 3 ("City of the Bypass Variegated")

Wednesday: Sept 18 discussion

Silver, Christopher. "The Racial Origins of Zoning in American Cities," in June Manning a Ritzdorf, eds., Urban Planning and the Afrp. 23-42.

Ruth Knack, et al. 1996. "The Real Story Behind the Standard Planning and Zoning Acts of the 1920s," *Land Use Law, http://www.planning.org/growingsmart/pdf/LULZDFeb96.pdf*

Field Study Part 1 Due

Monday: Sept 23 lecture
City Beautiful, City Rational, and City Social movements

Read Chapter 1 and look through the entire Burnham Plan for Chicago, 1909

Look through the Burnham Plan Centennial Celebration Pavilions:
http://burnhamplan100.lib.uchicago.edu/history_future/burnham_pavilions/

William Wilson, 1989. "The Glory, Destruction and Meaning of the City Beautiful Movement," in W. Wilson, The City Beautiful Movement.

Additional Readings:
Hall, Cities of Tomorrow, chapter 6 ("The City of Monuments") p. 188-197.

Wednesday: Sept 25 discussion

Schaffer, Kristen. "Fabric of City Life: The Social Agenda in Burnham's Draft of *The Plan of Chicago.*

Gwendolyn Wright. "Victorian Suburbs and the Cult of Domesticity" in *Building the Dream: A Social History of Housing in America.* MIT Press. 1991. Pp. 96-113

Additional Readings:
Hayden, Dolores. "Nurturing: Home, Mom, and Apple Pie." In *Redesigning the American Dream: The Future of Housing, Work, and Family Life*

Monday: Sept 30 lecture
Garden Cities & Other Utopias

Ebenezer Howard. 1898. "Author's Introduction" and "The Town-Country Magnet" (City Reader, Part 5)

Le Corbusier, 1929. "A Contemporary City," reprinted in LeGates, Richard T. and Frederic Stout, eds., The City Reader, Second Edition (1996), London and New York: Routledge, 336–343.

Frank Lloyd Wright, 'Broadacre City: A New Community Plan' (City Reader, Part 5)

Additional readings:
Mumford, Lewis. 1986. Yesterday's City of Tomorrow. In The Lewis Mumford reader. New York: Pantheon Books.

Wednesday: Oct 2 discussion

Fishman, Robert. 1982. "Conclusion," in Urban Utopias in the Twentieth Century. New York, NY: Basic Books, pp. 265 – 277

James C. Scott. 1998. "Authoritarian High Modernism" in *Readings in Planning Theory* (From *Seeing Like a State*. New Haven: Yale University Press).

Field Study Part 2 Due

Monday: Oct 7 lecture
Urban Design

Hack, Gary. "Shaping Urban Form." in Sanyal, B. et., al. *Planning Ideas that Matter.*

Richard Flores. "From San Fernando De Bexar to the Alamo City: The Political Unconscious of Plana Space," in *Remembering the Alamo.* University of Texas Press. 2002. Pp.35-60

William Whyte, "The design of spaces" *(The City Reader*, part 7) and "Dallas City Hall Plaza"

Wednesday: Oct 9 discussion

Fishman, Robert. "New Urbanism" in *Planning Ideas that Matter.*

Farr, Douglass.(2007) "Pioneering Reforms: Setting the Stage for Sustainable Urbanism" (pp. 28-39), and "Sustainable Urbanism: The Grand Unification" (pp 41-61) in Sustainable Urbanism: Urban Design With Nature (1st ed.). Wiley.

Additional readings:
Mumford, Lewis. 1986. "The Ideal Form of the Modern City," in *The Lewis Mumford Reader* New York: Pantheon Books.

Streetplans Collaborative, Tactical Urbanism: Short-term Action || Long-term Change
http://issuu.com/streetplanscollaborative/docs/tactical_urbanism_vol_2_final

Christopher Alexander: Pattern Language

Talen, E., & Ellis, C. (2002). Beyond relativism - Reclaiming the search for good city form. *Journal Of Planning Education And Research*, 22(1), 36-49.

Monday: Oct 14 Guest lecture: Kristina Tajchman
Geddes and Regionalism

Patrick Geddes. "The Twofold Aspect of the Industrial Age: Paleotechnic and Neotechnic." *The Town Planning Review* 3.3 (1912): 176–187. Print.

Indra Munshi. "Patrick Geddes: Sociologist, Environmentalist and Town Planner." *Economic and Political Weekly* 35.6 (Feb. 5-11, 2000): 485-491. Print.

Additional resources:
Geddes. http://www.archive.org/stream/citiesinevolutio00gedduoft#page/358/mode/2up]

Wednesday: Oct 16 discussion

Fishman, Robert. 2000. "The Death and Life of American Regional Planning." In *Reflections on Regionalism*, edited by B. Katz. Washington: Brookings Inst.

Yaro, Robert. "Metropolitanism: How Metropolitan Planning Has Been Shaped by and Reflected in the Plans of the Regional Plan Association." In *Planning Ideas that Matter.*

Monday: Oct 21 lecture: Dean Fritz Steiner
Ian McHarg, Regionalism, and Ecological Planning

Frederick Law Olmsted. 1870. *Public Parks and the Enlargement of Towns*. A paper read before the American Social Science Association at the Lowell Institute, Boston, February 25, 1870. (*The City Reader*, part 5).

McHarg, Ian. “Ecological planning: the planner as catalyst,” chapter 6 in *The Essential Ian McHarg.*

Anne Whiston Spirn. 2001. *Ian McHarg, Landscape Architecture, and Environmentalism: Ideas and Methods in Context*, in Environmentalism in Landscape Architecture, edited by Michael Conan.

Wednesday: Oct 23 discussion
The Planner in Politics

Myron Orfield, “Metropolitics” (City Reader, Part 4)

Charles E. Lindblom. "The Science of Muddling Through," in *Readings in Planning Theory*

Additional readings:
Ellen Bassett & Vivek Shandas (2010) Innovation and Climate Action Planning, Journal of the American Planning Association, 76:4, 435-450

Monday: Oct 28 lecture (note: possible changes in readings—look to updates on blackboard)
The era of big projects: Robert Moses, Urban Renewal, and Jane Jacobs

Hillary Ballon, “Robert Moses and Urban Renewal: The Title I program” in Hilary Ballon and Kenneth Jackson, eds. Robert Moses and the Modern City: The Transformation of New York. New York: W. W. Norton. 2007. .

Robert Fishman, “Revolt of the Urbs: Robert Moses and his critics” in Ballon and Jackson.

Jacobs, J. *The Death and Life of Great American Cities.* Introduction & "The Need for Concentration," p. 261-289 from 1993 edition

Additional resources:
Nicholas von Hoffman. Beware of the Moses Revisionists.
http://www.robertmosesnyc.com/

Robert Caro. The Man Who Built New York.
http://www.robertmosesnyc.com/cityshaper.html

Enough about Jane Jacobs Already:
http://online.wsj.com/article/SB10001424052748703691804575255000992679376.html

Enough with the Enough with Jane Jacobs Already: http://www.planetizen.com/node/47822

Wednesday: Oct 30 discussion

Preservation Round-Up: Jane Jacobs Edition, March 26th, 2012, Rachel Bowdon

http://blog.preservationnation.org/2012/03/26/preservation-round-up-jane-jacobs-edition/

Harvey Molotch. "The City as a Growth Machine" (the city reader, Part 4).

Flyvbjerg, Bent. 2002. "Bringing Power to Planning Research: One Researcher's Praxis Story," *Journal of Planning Education and Research,* 21, 4: 353-366

Post Part 3 on Blackboard by 5pm

Monday: Nov 4
Suburbs, segregation, and civil rights

Kenneth T. Jackson. 1985. *The Crabgrass Frontier*, chapter 11: Federal Subsidy and the Suburban Dream: How Washington Changed the American Housing Market .

Paul Davidoff. "Advocacy and Pluralism in Planning," in *Readings in Planning Theory*.

Additional readings:
Moore and Wilson Chapter 9

Elaine Tyler May. "The Commodity Gap: Consumerism and the Modern Home" in *Homeward Bound.* Basic Books: 1988

Wednesday: Nov 6 discussion
Iris Marion Young. "City Life and Difference," in *Readings in Planning Theory.*

June Manning Thomas. "Social Justice as Responsible Practice: The Influence of Race, Ethnicity, and the Civil Rights Era" in *Planning Ideas that Matter.* Pp. 359-385

Additional Reading:
Don Mitchell. 2003. Chapter 15: The Annihilation of Space by Law in *Right to the City.*

Duanfang Lu and Hongguang He. "The Transcultural Production of Space: Making "Little Shanghai" in Sydney" in *Transcultural Cities: Border-Crossing and Placemaking*. Routledge: New York: 2013. Pp.91-103

Alan Hay. "Concepts of equity, fairness and justice in geographical studies," *Transactions,* Vol 20, No. 4 (1995).

Monday: Nov 11 Guest lecture: Elizabeth Walsh
Healthy Community Design, Environmental Justice, and Neighborhood Agency

Watch video: Clint Smith, Place Matters, March 25, 2013, 3min:42sec
https://www.youtube.com/watch?feature=player_embedded&v=saREW_BfxwY

Delegates to the First National People of Color Environmental Leadership Summit. (1996, April). Principles of Environmental Justice. United Church of Christ Commission for Racial Justice. Retrieved from http://www.ejnet.org/ej/principles.html (1 page).

Hood, E. (2005). Dwelling disparities: How poor housing leads to poor health. Environmental Health Perspectives, 113(5), A310–A317. doi:10.1289/ehp.113-a310 (7 pages)

Bullard, R. D., Mohai, P., Saha, R., & Wright, B. (2007). Toxic Wastes and Race at Twenty: 1987—2007 (p. 175). Cleveland, OH: United Church of Christ Justice & Witness Ministries. Retrieved from http://www.ucc.org/assets/pdfs/toxic20.pdf
20 pages Required: Executive Summary, Intro , Ch 1 (11-31 of pdf)

Additional Readings:
Walsh, E. (2007). East Austin Environmental Justice History. Austin, TX: East Austin Environmental Justice Project, University of Texas at Austin. Retrieved from http://soa.utexas.edu/work/eaejp/Papers/East%20Austin%20Environmental%20Justice%20History.pdf 12 pages

Rutledge, P., Barnes, A. J., Benavides, T., Howes, J., Mora, D., Murley, J., & Murray, S. (2003). Addressing Community Concerns: How environmental justice relates to land use planning and zoning (No. Academy Project Number 1969). Prepared for the U.S. Environmental Protection Agency. Retrieved from http://www.epa.gov/environmentaljustice/resources/reports/annual-project-reports/napa-land-use-zoning-63003.pdf
Highlights: Executive Summary (1-3) Chapter 3 (25-33), Austin Case Study (89-110)

Corburn, J. (2009). Toward the Healthy City: People, Places, and the Politics of Urban Planning. Cambridge, Mass: MIT Press. Highlights: **Chapters 1 and 2, 8**

Morris, M. ed, (2006) "Integrating Planning and Public Health: Tools and Strategies to Create Healthy Places." Journal of the American Planning Association

Wednesday: Nov 13 discussion
Fainstein, Susan "Planning Theory and the City," in *Readings in Planning Theory.*

Forester, John. "Challenges of Deliberation and Participation," in *Readings in Planning Theory.*

Additional readings:
Light, Andrew. "Urban Ecological Citizenship," Journal of Social Philosophy, Vol 34 No 1, Spring 2003, pp.44-63.

Monday: Nov 18
Guest Lecture: Garner Stoll, City of Austin Comprehensive Planning Dept
Ethics: challenges in practice

Fischler, Raphael. "Reflective Practice," in *Planning Ideas that Matter.*

AICP Code of Ethics and Professional Conduct. Adopted March 19, 2005. Effective June 1, 2005. Revised October 3, 2009. http://www.planning.org/ethics/ethicscode.htm

American Planning Association. *Ethical principles in Planning.* Adopted 1992.
http://www.planning.org/ethics/ethicalprinciples.htm

Scenarios to be provided by Garner Stoll.

Additional readings
Campbell, H. (2006). Just planning - The art of situated ethical judgment. *Journal of Planning Education And Research*, 26(1), 92-106. doi:10.1177/0739456X06288090

Wednesday: Nov 20 Discussion
Debate: What to do with Detroit?

Schilling, Joseph and Jonathan Logan. "Greening the Rust Belt," Journal of the American Planning Association; Autumn 2008; 74, 4.
http://www.esf.edu/cue/documents/Greeningtherustbelt.pdf

Hollander, J. B., Pallagst, K. M., Schwarz, T., & Popper, F. J. (2009). Chapter 4. Planning shrinking cities. *Progress in Planning*, 72(4), 223–232. doi:10.1016/j.progress.2009.09.001

Additional recommended readings will be posted on blackboard, and shrinking cities books will be placed on hold at the library starting Monday November 2.

Memo to the Mayor due in class

Monday: Nov 25
Sustainability and Resilience

Scott D. Campbell. 1996. "Green Cities, Growing Cities, Just Cities: Urban Planning and the Contradictions of Sustainable Development," in Readings in Planning Theory.

Tim Beatley. "Sustainability in Planning: The Arc and Trajectory of a Movement, and new Directions for the 21st Century City," in Planning Ideas that Matter.

Blanco, H. and Alberti, M. "Chapter 2: Building capacity to adapt to climate change through planning." In Climate Change," in "Hot, congested, crowded and diverse: Emerging research agendas in planning," *Progress in Planning:*71 (2009) 153–205

Wednesday: Nov 27

Cole, Ray. "Beyond LEED: Embracing holism, engaging complexity & accepting uncertainty."
http://soa.utexas.edu/beyondleed/speakers.html#RaymondCole

Berkebile. "Promoting Obsolescence: A journey toward regenerative design"
http://soa.utexas.edu/beyondleed/speakers.html#BobBerkebile

Ewing, R. Beyond LEED-ND

http://soa.utexas.edu/beyondleed/speakers.html#ReidEwing

Moody, L. Building for the Future: A Vision for Sustainable Communities
http://soa.utexas.edu/beyondleed/speakers.html#LeslieMoody

Additional readings
Special issue of platform on Regeneration
http://soa.utexas.edu/files/publications/platform_fall2012.pdf

Hoxie, Berkebile, Todd. 2012 "Stimulating regenerative development through community dialogue" Building Research and Information, 40:1 (2012) 65-80.

Monday: Dec 2 Class Conclusion
Final Discussion. Course Evaluation. Final papers due at start of class.

Raphael Fischler, "Fifty Theses on Urban Planning." JPER v 32 n 1, 2012, pp. 107-114

Richard E. Klosterman, "Inconvenient Truths About Planning," ACSP Paper 2012

Wednesday: Dec 4 Story of Place Poster Presentations

Group poster presentations, 10 minutes each

Final class discussion

Invaluable Resources:

UT Sanger Centers Writing Tutors:
http://www.utexas.edu/ugs/slc/grad

Scott Campbell's Planning History Timeline:
http://www-personal.umich.edu/~sdcamp/up540/timeline12.html

APA's 100 books of Planning
https://www.planning.org/library/greatbooks/

CDC Healthy Communities Program
http://www.cdc.gov/healthycommunitiesprogram/

EPA Hub for Issues of Environmental Justice
http://www.epa.gov/environmentaljustice/

DEPARTMENT OF CITY & REGIONAL PLANNING
UNC-CHAPEL HILL

PLAN 704: PLANNING THEORY
T/Th 9:30-10:45
New East 102
Spring 2013

Instructor: Mai Thi Nguyen
Office: New East 313
Office Hours: TH 11pm-12pm and gladly by appointment
Phone: 919.962.4762
Email: mai@unc.edu
Course website: sakai.unc.edu

T.A. Gwen Kash
Office: NE 402
Meeting: By appointment, email to schedule
Email: gwenkash@email.unc.edu

Course Introduction: This course offers an overview of the classic and contemporary theories that have shaped thinking within the field of city and regional planning. Many of these theories address public sector planning issues, such as local planning and governance processes, the role of the planner, how power and inequality shape planning and public policy outcomes, and normative planning goals, such as justice and equity. The main emphasis of this course will be on theories relating to the process of planning with some attention paid to substantive theories.

Course Objective: This course will introduce first year Master's of City & Regional Planning students to the fundamental theories relevant to the field of city and regional planning that provide insight into the contemporary dilemmas, challenges, and planning possibilities within the profession. Students are expected to become familiar with core theories within the discipline and contrast how different theories have the potential to address key planning and policy issues. Students will be able to identify how theory guides (or fails to guide) planning practice and research.

Class Format: Classes on Tuesdays will consist of lectures by the instructor. Each Thursday, students will be assigned to lead discussion on themes and topics found in the reading material for the first 45 minutes. Thursdays will also be dedicated to student presentations when needed.

Required Text:
Brooks, Michael. 2002. *Planning Theory for Practitioners.* Chicago, IL: Planners Press.

Selected Readings:
On Sakai course site

Assignments:

Lead Seminar (1 session):	10%
Thoughtful In-Class Participation (Attendance):	10%
Dilemmas in Planning Assignment:	20%
Urban Design Paper & Presentation:	20%
Local Case Study:	20%
Synthesis Paper:	20%

READING SCHEDULE

Week 1: **(Jan 10): Introduction to planning theory**
Introduction, Course Description, Syllabus, and Assignments
Why do planning theory?
Discussion of Assignment #1

Week 2 **(Jan 15): Planning problems are "wicked"**

- Brooks, Michael. 2002. *Planning Theory for Practitioners.* Chicago, IL: Planners Press. Pgs. 21-49.
- Rittel, Horst and Melvin Webber. 1973. "Dilemmas in A General Theory of Planning." *Policy Sciences* 4: 155-169.

Optional:

Campbell, Scott and Susan F. Fainstein. 1996. "Introduction: The Structure and Debates of Planning Theory," In *Readings in Planning Theory*, edited by Scott Campbell and Susan F. Fainstein. Cambridge, MA: Blackwell Publishers. Pgs. 1-14.

Friedman, John. 1987. "The Terrain of Planning Theory." In *Planning in the Public Domain: From Knowledge to Action*, edited by John Friedman. Princeton, NJ: Princeton University Press. Pgs. 19-48.

(Jan 17): The public interest: Who gets to decide the public interest?

- Brooks, Michael. 2002. *Planning Theory for Practitioners.* Chicago, IL: Planners Press. Pgs. 50-61.
- Sandercock, Leonie and Kim Dovey. 2002. Pleasure, Politics, and the "Public Interest": Melbourne's Riverscape Revitalization. *Journal of the American Planning Association* Spring 68(2): 151-164.

Optional:

Bollens, Scott. 2005. "Urban Planning and Intergroup Conflict: Confronting a Fractured Public Interest" In *Dialogues in Urban and Regional Planning 1*, edited by Bruce Stiftel and Vanessa Watson. London and New York: Routledge.

Week 3: **(Jan 22) Rational planning**

- Brooks, Michael. 2002. *Planning Theory for Practitioners.* Chicago, IL: Planners Press. Pgs. 81-96.
- Alexander, Ernest R. 1984. "After Rationality, What?" *Journal of the American Planning Association* (Winter): 37-43.
- Flyvbjerg, Bent. 1996. "Rationality and Power." In *Readings in Planning Theory*, edited by Scott Campbell and Susan F. Fainstein. Cambridge, MA: Blackwell Publishers. Pgs. 318-329.

****Assignment #1 due at the beginning of class****

(Jan 24): Is the rational model still useful in planning? How?

- Dalton, Linda. 1986. "Why the Rational Paradigm Persists—The Resistance of Professional Education and Practice to Alternative Forms of Planning." *Journal of Planning Education and Research* 5(3): 147-53.

Week 4 **(Jan 29): Advocacy planning**

- Brooks, Michael. 2002. *Planning Theory for Practitioners.* Chicago, IL: Planners Press. Pgs.107-118.
- Davidoff, Paul. 1965. "Advocacy and Pluralism in Planning," In *Readings in Planning Theory*, edited by Scott Campbell and Susan F. Fainstein. Cambridge, MA: Blackwell Publishers. Pgs. 210-223.

(Jan 31): What's the difference between Davidoff's and Krumholz's advocacy planning? Which type of advocacy planning has had a greater impact in the field of planning?

- Krumholz, Norman. 1982. "A retrospective view of equity planning: Cleveland 1969-1979." *Journal of the American Planning Association* (Spring): 136-152.

Optional:

Krumholz, Normal. 1999. "Equitable approaches to local economic development," In *Readings in Planning Theory*, edited by Scott Campbell and Susan F. Fainstein. Cambridge, MA: Blackwell Publishers. Pgs. 224-236.

Week 5 **(Feb 5): Centralized Planning**

- Howard, Ebenezer. 1965 (first published 1898). Garden Cities of Tomorrow. Cambridge: MIT Press. Chs 1 &13 (Pgs. 50-57 & 151-159).
- Le Corbusier. 1974. Towards a New Architecture. New York: Praeger Publishers. Ch. 3 (Pgs. 43-62).

Optional:

Olmsted, Frederick Law. 1971. Civilizing American Cities: Writings on City Landscapes by Frederick Law Olmsted, edited by S.B. Sutton. Cambridge, MA: MIT press. Pgs. 1-98.

Fishman, Robert. 1996. "Urban Utopias: Ebenezer Howard, Frank Lloyd Wright, and Le Corbusier." In *Readings in Planning Theory*, edited by Scott Campbell and Susan F. Fainstein. Cambridge, MA: Blackwell Publishers. Pgs. 21-60.

(Feb 7): What are Jane Jacobs's main critiques of centralized plans and are they valid?

- Jacobs, Jane. 1961. The Death and Life of Great American Cities. New York: Vintage Books. Chs. 1, 2, 8, & 21 (Pgs. 3-25, 29-41, 152-161, 405-427).

Week 6: **(Feb 12): View before class & be prepared to discuss: "The Pruitt Igoe Myth" (~54 min)**

(Feb 14): **Urban Design Presentations & Paper Due**

Week 7: **(Feb 19): Communicative Planning Theory**

- Brooks, Michael. 2002. *Planning Theory for Practitioners.* Chicago, IL: Planners Press. Pgs. 119-133.

- Forester, John. 1989. Planning in the Face of Power. Berkeley, CA: University of California Press. Pgs. 107-119, 119-136, & 137-162.

Optional:

Innes, Judith. 1996. "Planning through Consensus Building: A New View of the Comprehensive Planning Ideal." *Journal of the American Planning Association* 62: 125-137.

Kaufman, Jerome. 1990. Forester in the Face of Planners: Will They Listen to Him? *Planning Theory Newsletter* (Winter): 27-33.

Hoch, Charles. 1994. "Ch 7: Negotiations and the Bottom Line" in *What Planners Do: Power, Politics & Persuasion.* Chicago, Il: Planners Press.

(Feb 21): Is Communicative Action planning always appropriate?

- Rahder, Barbara. 1999. "Victims No Longer: Participatory Planning with a Diversity of Women at Risk of Abuse." *Journal of Planning Education and Research* 18 (3): 221-232.

- Tauxe, C. 1995. "Marginalizing Public Participation in Local Planning: An Ethnographic Account." *Journal of the American Planning Association* 61 (4): 471-481.

Week 8: **(Feb 26): The Just City**

- Fainstein, Susan F. 2010. *The Just City.* Ithaca, NY and London, England: Cornell University Press. Chs 1 & 2, pp. 23-86.

Optional:

- Omi, Michael and Howard Winant. Racial Formation in the United States: From the 1960s to the 1990s. London and New York: Routledge. Ch. 4 Pgs. 53-76 (optional: Ch 1-3 for background).

- Thomas, June M. 1998. "Racial inequality and empowerment: Necessary theoretical constructs for understanding U.S. planning history." In Making the Invisible Visible: A Multicultural Planning History, edited by Leonie Sandercock. Berkeley: University of California Press.

- Boo, Katherine. "The Black Gender Gap: It may be the greatest policy achievement in recent history: over the past decade significant number." *Atlantic Monthly,* February 1, 2003.

- Boo, Katherine. " The Marriage Cure: Is Wedlock Really a Way out of Poverty? *The New Yorker,* August 18, 2003.

- Sandercock, Leonie. 2003. "Mongrel cities: How can we live together?" in Cosmopolis II: Mongrel Cities in the 21st Century. London and New York: Continuum Press. Pgs. 85-105.

- Beall, Jo. 1997. "Valuing difference and working with diversity" in A City for All: Valuing Difference and Working with Diversity. London and New Jersey: Zed Books Ltd. Pgs. 2-37

(Feb 28): According to Fainstein, what makes Amsterdam more "just" than New York?

- Fainstein, Susan F. 2010. *The Just City.* Ithaca, NY and London, England: Cornell University Press. Chs 3 & 5, pp. 87-112 & 139-164.

****Topic for Local Case Study – 1-page description – due****

Week 9: **(Mar 5)**

View before class & be prepared to discuss: "Holding Ground: the Rebirth of Dudley Street" (~58 min)

- The Enterprise Foundation. 2000 "Dudley Street Neighborhood Initiative, Roxbury, MA - Case study from On the Ground with Comprehensive Community Initiatives." Columbia, MD: Enterprise Foundation.

(Mar 7): Race, class, and power were key factors shaping Dudley Street's revitalization. What about the Dudley Street Neighborhood Initiative can be replicated in other places?

- Medoff, Peter and Holly Skylar. 1994. "Creating the Dudley Street Neighborhood Initiative" in Streets of Hope: The Fall and Rise of an Urban Neighborhood. Cambridge, MA: South End Press. Pgs. 37-66.

Week 10: **(Mar 12 & Mar 14) Enjoy your Spring Break!**

Week 11: (Mar 19): Values & Ethics

- Brooks, Michael. 2002. *Planning Theory for Practitioners.* Chicago, IL: Planners Press. Pgs. 62-75.
- Lucy, William. 1996. "APA's Ethical Principles Include Simplistic Planning." In *Readings in Planning Theory*, edited by Scott Campbell and Susan F. Fainstein. Cambridge, MA: Blackwell Publishers. Pgs. 413-417.

Optional:

Barret, Carol. 2001. E*veryday Ethics for Practicing Planners.* APA Press. Pgs. 8-9, 11-27, & 203-207.

(Mar 21): Is Ethical Behavior Truly Extraordinary?

- Baum. Howell. 1998. Ethical Behavior is Extraordinary Behavior: It's the Same as All Other Behavior," *Journal of the American Planning Association* 64 (4): 411-423.

Week 12: (Mar 26 & 28) Local Case Study Presentations & Paper (Paper Due on March 28)

Week 13: (Apr 2) Planning & Politics –

- Brooks, Michael. 2002. *Planning Theory for Practitioners.* Chicago, IL: Planners Press. Pgs. 9-19 & 97-106.
- Albrechts, Louis. 2003. "Reconstructing Decision-Making: Planning versus Politics." *Planning Theory* 2(3) 249-268.
- Sanyal, Bishwapriya. 2005. "Planning as Anticipation of Resistance." *Planning Theory* 4(3): 225-245.

Optional:

Molotch, Harvey. 1976. "The City as a Growth Machine." *American Journal of Sociology* 82(2): 309-332.

(Apr 4): Should a planner be as apolitical as possible?

- Hoch, Charles. 1994. What planners do: Power, politics, and persuasion. Chicago, IL: Planners Press. Pgs. 45-74.

Week 14: (Apr 9) Markets and Planning

- Richardson, Harry W. and Peter Gordon. 1993. "Market planning: oxymoron or common sense?" *Journal of the American Planning Association* 59(3): 347-352.

- Banerjee, Tridib. 1993. "Market planning, market planners, and planned markets." *Journal of the American Planning Association* 59(3): 353-360.

Optional:

Moore, Terry. 1978. "Why allow planners to do what they do? A justification from economic theory." *Journal of the American Planning Association* 44(4): 387-398.

Feldman, Marshall M.A. 1987. "What kind of economics for what kind of planning? (Commentary) *Journal of the American Planning Association* 53(4): 427-429.

(Apr 11): Congestion Pricing: Using market mechanisms or just more planning?

- Victoria Transport Policy Institute. July 2008. "Congestion Pricing, Value Pricing, Toll Roads, and HOT Lanes" http://www.vtpi.org/tdm/tdm35.htm

- Case Study of Orange County, California: http://www.cfit.gov.uk/map/northamerica-usa-california-oc.htm

Week 15: **(Apr 16): New Urbanism**

- Grant, Jill. 2006. Planning the Good Community, New Urbanism in Theory and Practice. London and New York: Routledge. Chs 1-3. Pgs. 10-78.

- Duany, Andres, Elizabeth Plater-Zyberk, and Jeff Speck. 2000. Suburban Nation: The Rise of Sprawl and the Decline of the American Dream. New York: North Point Press. Pgs. 3-37.

(Apr 18): Does New Urbanism deliver on its promises? Examining Southern Village

- Earnhardt, Jim. 1995. "New Urbanism in Planning" *Carolina Planning Journal* 22(2):20-27.

- Bressi, Todd. 2002. The Seaside Debates: A Critique Of The New Urbanism. New York: St. Martin's Press. Pgs. 41-58.

Week 16: **(April 23): Closing the Planning Practice/Theory Gap**

Panel of practitioners to discuss how theory plays a role in their practice

(April 25): Wrap-up: What have we learned?

****Synthesis Paper Due at the Beginning of Class****

OTHER ACADEMIC BUSINESS

The Honor Code:

"The Honor Code represents UNC-Chapel Hill students' commitment to maintain an environment in which students respect one another and are able to attain their educational goals. As a student at Carolina, you are entering a community in which integrity matters--integrity in the work you submit, and integrity in the manner in which you treat your fellow Carolina community members." http://newstudents.unc.edu/content/view/24/77/

I am committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at http://honor.unc.edu/honor/code.html. If you have questions it is your responsibility to ask the professor about the Code's application. All written work, and other projects must be submitted with a signature that you have complied with the requirements of the Honor Code in all aspects of the submitted work.

Contacting the professor:

I encourage you to contact me before or after class and during office hours. I also encourage you to inform me beforehand if you are unable to attend class or fulfill an assignment rather than after the fact. I am more willing to make accommodations legitimate excuses if I am told beforehand. When emailing, please do not expect a prompt reply.

Missing Class:

Students are permitted to miss class for EXCUSABLE absences only (for details about what an excused absence is, see UNC-Chapel Hill's attendance policy below). On the first day of class, each student starts with a 100% for participation. Students are allowed one UNexcused absence without any questions from the instructor. If a student has two UNexcused absences, their participation grade will be deducted 10% (from 100% to 90%, for example). With each additional absence, a student's participation grade will be deducted 10% per absence. I abide strictly by the university's attendance policy, so please be familiar with it.

Laptops and cell phones:

Please turn off your cellphones before entering class. If you must have your phone on during class because of an extraordinary circumstance (wife expecting a baby, etc.), please let me know beforehand. Laptops are permissible **only** for note taking. You must turn off all other programs including web browsers, emails, instant messaging, etc. If you are caught doing anything other than taking notes with the laptops, I will politely ask you stop using your laptop during class time.

Disability*:* If you have a documented disability that may require assistance, you may need to contact the Academic Services office that houses the Academic Success Program for coordination in your academic accommodations. Please contact me to discuss any accommodations that may be required to satisfy your needs.

Resources: My purpose as a professor is to help you to excel in this learning environment. Should you need further assistance beyond the help of the professor, please consult the following on-campus resources:

The Writing Center: http://www.unc.edu/depts/wcweb/

Academic Success Program (for students with learning disabilities (LD) and/or attention-deficit/hyperactivity disorder (ADHD): http://www.unc.edu/depts/lds/

Learning Center: http://www.unc.edu/depts/acadserv/learn.html

Counseling and Wellness Services: http://campushealth.unc.edu

ASSIGNMENTS

Assignment #1: Dilemmas in Planning
Due Jan 22

Overview

Submit a 3-4 page, double-spaced description and assessment of a **Land Use and Development** issue. You should be familiar of the key stakeholders, basic facts, and policy decisions designed to resolve the issue. Avoid issues that require significant additional research. Identify your paper with your PID and group code.

Any issue that affects local or state policy and that requires choice among competing options by executive or legislative branches is acceptable. You should present an issue associated with a specific episode or event (not a general class of issues) about which the facts are well established. The issue must be one that local or regional planners were asked (or might conceivably be asked) to help resolve. Issues with trivial, uncontested, or wholly technical solutions should not be selected.

Format

1. Provide a straightforward description of an issue that relies on only the minimum facts necessary to understand the dilemma. Explain, using Rittel and Webber's (1973) article, the extent to which this dilemma is a "wicked" or "tame" planning issue. Be sure to **refer directly** to the Webber article (by using quotes or referencing specific pages) when making a point about why the issue that you are discussing is wicked or tame. By doing so, you will strengthen your paper.
2. Provide a concise statement of how the issue was eventually resolved or what is proposed for the resolution. Explain how the resolution of the issue created new planning dilemmas.
3. Present an assessment of how well the issue was resolved. Grade on a 1 to 5 scale (1 = poor resolution; 5 = excellent resolution) of how well you think the issue was resolved. Provide the rationale of your grade.

Suggestions for Preparing the Paper

Pretest the issue, your logic and written text with other students before you submit a final version of the paper. *Style pretest*: Do other students understand the issue without the need to add oral clarification or information? *Logic pretest*: Do other students agree with the clarity and thoroughness of the logic of your assessment? They need not agree with your decisions but they should understand the logic of your arguments.

Evaluation: Judging Planners' Dilemmas

Once the papers are turned in, they will be placed on reserve in the reading room in folders. Each group will read and evaluate all the development dilemmas written by members of one other group, according to the following:

Group A reads Group B
Group B reads Group A
Group C reads Group D
Group D reads Group C
Group E reads Group F
Group F reads Group E

Each group will meet outside class to discuss the papers and identify the degree to which the dilemma posed by each paper meets a "wicked" versus "tame" condition.

Each group must then undertake two tasks:

1) select the paper that offers the most wicked dilemma;
2) select the paper that offers the greatest difficulty for establishing the grounds for the planner's legitimacy to contribute to the resolution.

Your selections will be discussed in class on Jan 29.

Definitions

- A "tame" dilemma is one that offers opportunity for a high degree of group consensus about the correctness/desirability of the resolution.
- A "wicked dilemma" is one that offers low possibility for satisfactory resolution.
- The "planner's role" involves the actions the planner took that contributed (or exacerbated the problem) to a solution.

NOTE: The goal of your individual written assignment is not to find the most wicked planning dilemma. It is fine to have a diversity of planning dilemmas that range from wicked to tame in order for you to be able to recognize the difference when you are asked to read the other group's papers.

Assignment #2: Urban Design and Planning Theory
Paper and Presentation Due Feb. 14

BACKGROUND

Over the years, many influential thinkers (architects, planners, historians, philosophers) have developed different and often contrasting ideas about good urban form: about how a city should look and function. Some, such as Daniel Burham (City Beautiful), Ebenezer Howard (Garden Cities), LeCorbusier (Radiant Cities), Frank Lloyd Wright (Broadacre Cities), and members of the RPAA developed their own visions of utopia. Many of their ideas were adopted, modified, or combined (some were denounced as well). Their influence can still be seen today in the design of buildings, subdivisions, and towns.

The goal of this assignment is for you to examine the ideas of these early planning design theorists and to look for evidence of their influence in places in and around the Triangle.

SITE VISIT

Each student will visit and evaluate a contrasting pair of sites in the Triangle region. Suggestions of sites to visit include:

1. UNC campus north and south
2. Downtown Durham and Southpoint Mall
3. Southern Village and Timberlyne
4. Carr Mill Mall and Carrboro Plaza
5. Downtown Hillsboro and Meadowmont

You may choose other sites, but they must reflect a contrasting set of conditions

OUTPUT

Each student will make an in-class presentation. A 5-page, double-spaced paper with standard-sized margins and fonts (no small fonts please) should accompany the presentation. The presentations and the individual papers must include the following sections:

a. Brief overview of the two sites (e.g. historical significance, architect/designer, inspiration for the site, etc.)
b. Comparison of the design and layout of the sites (e.g., sprawling, auto-dominated landscape or dense, pedestrian-friendly).
c. Analysis of the sites from the viewpoint of planning theorists we have read about in class (Daniel Burnham, Jane Jacobs, LeCorbusier, Ebenezer Howard, Calthorpe/Duany, etc.). Ask yourself, what would Jane Jacobs say about this site? What would Howard like/dislike about it? How does it illustrate the influence of, say, Frank Lloyd Wright, LeCorbusier or Howard? You may also discuss how similar or different your sites are to one another once you've discussed how these sites might have been influenced by planning theorists.
d. How do people interact with the built environment? Does the built environment encourage certain types of behaviors and discourage others? Explain how the design of the built environment does so.

This is not an urban design class, so I don't expect an architectural critique of your sites. However, your papers, in addition to being clear, concise, and engaging, should demonstrate your understanding of the theories of urban form that we covered in class, as applied to your two sites.

Assignment #3: Local Case Study (Group Paper)
Due Mar. 28

ASSIGNMENT
The goals of this assignment are to:

1. Analyze the application of one or more theories to real-life planning practice;
2. Develop a deeper awareness of the practitioner's role and necessary skills; and
3. Consider the ethical implications for a planner in a given situation.

For this assignment, each group will write a paper based on a local planning issue of its choice. Some examples (that should no longer be used studied) include:

- The light rail proposal in the Triangle
- Construction of the East End Connector (Freeway) in Durham
- Redevelopment of Glen Lennox
- Landfill in Rogers Road neighborhood
- Siting of UNC's airport
- Development of UNC North Campus

Each group must submit its topic to me by **Feb 28**. Provide a 1-page description of your topic.

Group members will need to conduct several interviews with key individuals, and/or attend planning commission meetings or public hearings to gather information. In addition, group members will probably need to collect and review appropriate reports, newspaper articles, and other such documentation. You may find it useful to use a tape recorder to record interviews or hearings.

Depending on the issue, the venue of your research may include any of the nearby counties or cities, including Chapel Hill, Carrboro, Orange County, the City/County of Durham, Raleigh, or Wake County. You may also

venture farther afield. Your group will need to study whichever agency may be appropriate (e.g., the planning department, economic development commission, OWASA, etc.).
Throughout your data collection, interviews, and analysis, each member of your group should try to understand the perspectives and interests of affected constituencies and agencies, and the relationships that have emerged among these parties. Consider the specific roles of the planner(s) you are studying: who does the planner represent? How does the planner manage competing demands? What is the public interest? What is the role of the planner?

OUTPUT
The product of this effort will be a concise paper (8 - 10 pages, double-spaced) and 15-minute presentation that addresses, at least, the five points listed below:

1. A summary statement of the issues and the results of your analysis.
2. A brief description of the issue being addressed. How has the local culture or history helped to shape the current situation?
3. A brief discussion of the theoretical model(s) that you used for your analysis. Explain how theory guided (or didn't guide) the planning process. If there was no theory that guided the planning process, what theory would have been best suited to guide the planning process? Explain briefly the theory and discuss in more detail when and how the theory could have been applied to the issue at hand.
4. Examples from the local case study where planning theory was applied throughout the planning process. If no planning theory was apparent, where could guidance from planning theory have been instrumental in shaping the planning process?
5. A set of conclusions or lessons learned.

As part of your analysis, also consider and discuss whether this case presents the planner with an ethical dilemma. If there are no apparent dilemmas, speculate about potential problems that could emerge or comment on why the situation may be unlikely to give rise to any ethical issues.

Assume that the paper will be read by a general audience. Therefore, the text should be free of planning jargon.

WITHIN-GROUP ORGANIZATION
All group members are required to participate equally in the effort. Each group should distribute tasks equally among its members and provide the instructor with a written description of the allocation. Each member should specify his or her specific tasks. The 8-10 page final document should be coherent and well-integrated and should contain your <u>combined</u> opinions and conclusions. As a guide, the division of labor for a four-member group could be as follows:

- One member will be responsible for overall coordination of the group (scheduling of meetings, clarifying tasks, following up on deadlines, etc.); collecting documents, conducting interviews and writing up notes from interviews.

- One member will responsible for writing and editing the (approximately) 3 page introduction and description of the issue, and a 1-2 page conclusion and lessons learned. Other members should assist in preparing a detailed outline for each section and should review and provide comments.

- One member will be responsible for completing the 4-5 page discussion of theoretical and ethical issues in the case. The entire group should help identify the relevant points and in producing an outline.

- One member will assist with interviews (setting up, note- taking, etc.), create any graphics, do the final word

processing, and present the case to the class.

GRADING
Each student will be graded on its group's submission (i.e., each member of the group will receive the same grade).

DUE DATES
Written assignment - the group paper is due in class on **Mar. 28**.
In-class presentation - Each group will present its findings to the class on either **Mar. 26 or Mar. 28.**

GETTING HELP
Please see me if you need help with this assignment. Get started early!

Assignment #4: Theory Synthesis Paper
Due April 25

ASSIGNMENT
Write a 12-15 page, double-spaced paper. The paper should include a discussion of the most appealing or challenging aspects (not merely a description) of one theoretical tradition in planning covered in class. If appropriate, supplement or replace the theory's weaker features with useful aspects of one or more other planning theories. This will help to sharpen your understanding of the theory you selected. Your write-up should address the theory's most salient and distinctive features and provide support for the points you make.

RECOMMENDED FORMAT
Pick 2-3 criteria for good planning theory. Present your points by referencing two to three criteria that you believe a good planning theory should exhibit (see Barclay Hudson, "Comparison of Current Planning Theories," in *JAPA*, October 1979: 387- 98, for an example of the use of criteria to evaluate theories; a copy will be on reserve). Give solid reasons for using the criteria that you select. You should not restrict yourself to Hudson's personal list, nor should you use any of his criteria without offering your own good reasons for doing so.

Discuss one planning theory contained in the course syllabus (or another planning theory that you are familiar with) that fits or doesn't fit the criteria you've chosen for good planning theory. If the planning theory you chose does not fit all of your criteria for good planning theory, you should discuss how another planning theory might supplement your chosen planning theory. In other words, are there alternative theories that could complement and relate to your chosen theory? For example, you might be a big fan of advocacy planning and think that it is a great planning theory based on the criteria you've chosen. But, you feel that some elements of advocacy planning can be strengthened by communicative action theory. You should be very clear as to how these combined theories would make for a better planning theory.

For your write-up, follow the convention used in *JAPA* for citations. You may use endnotes to clarify particular points in the text; these are points that would be useful to the reader but would interrupt the flow of your discussion if elaborated on in the body of the paper.

In additions to the assigned readings for class, you should conduct an additional literature search for more writings about the planning theory you have chosen. An additional 5-10 papers/books beyond articles assigned for class should provide you with a richer understanding of the planning theory you've chosen. You may also want to provide a case study of how your planning theory played out in practice. This may help you discuss whether it is a good planning theory or not.

Graduate School of Architecture, Planning and Preservation — Columbia University
Urban Planning Program — 3 points
Professor Clara Irazábal <cei2108> — Fall 2012
Tuesday, 3:30pm – 6:00pm — 114 Avery Hall

SYLLABUS
PLAN A4008.001

HISTORIES & THEORIES OF PLANNING: BECOMING A REFLECTIVE PRACTITIONER

There is no planning practice without a theory about how it ought to be practiced. That theory may or may not be named or present in consciousness, but it is there all the time.
—John Friedmann

The way we understand social problems—the theories… by which we represent to ourselves the relevant categories of events and their relationships—determines the kind of action we can envision.
—Peter Marris

TAs

John West <jhw2137@columbia.edu>
Sophonie Joseph <smj2140@columbia.edu>
Linying He <lh2569@columbia.edu>
Sections meet at Avery Hall 114, 115, 504 and 505 from 5 to 6pm.

COURSE DESCRIPTION

This course, Planning histories and theories of planning, introduces students to some of the main historical ideas and decisions/actions in the field of urban planning and critically analyzes the effects they have had in placemaking practices and the wellbeing of communities. What have been some of the ideas and actions that have had beneficial impacts in making our cities more just and livable? What have been the ones that hindered or were detrimental to community development? What/whose values were undergirding them? How have planning values changed over time? What were the historical, economic, political, and socio-cultural factors that shaped them and permitted their implementation? What was their fate? What aspects of our planning histories do we want to reproduce, if any, and in what manners? Which ones do we want to stop or prevent, why, and how? How can we envision new planning ideas/values to tackle some of the urban challenges of our time? What would some of those ideas/values be? What constitutes ethical planning practice as applied to particular situations?

The course thus explores the historical and contemporary production and transformation of ideas, values, and actions that have given shape to our growing toolkit of theoretical frameworks, methods, and traditions of our collective enterprise: urban planning. The field has many histories and theories, and although the course will be mostly devoted to covering some of the most prominent in the Global North (the North American-European axis, where most of the students are expected to exercise their practice), it will be attentive to "decenter" their assumptions and explore how they "travel" across spaces and cultures. It will also expose ideas and cases from the Global South that can have bearing in the Global North, and in the process reveal the need for further theorizations based on the analysis of practices and realities of the fastest growing part of the urban world.

OFFICE HOURS

I will hold office hours on Mondays 3-5 pm. in my office, 208 Buell Hall. Drop-ins are OK, but I'd appreciate a previous email notification at <cei2108@columbia.edu>, if possible. Other times can be arranged by appointment. TAs can also meet with students previous appointment requested by email.

OBJECTIVES

1. Motivate students to become informed and "reflective practitioners" (Schön 1983, 1990) by critically

understanding and becoming prepared to assume their responsibility as professional agents of urban transformation.

- Understand some of the main historical ideas and decisions/actions in the field of urban planning
- Analyze the effects they have had in placemaking practices and the wellbeing of communities
- Compose a growing toolkit of theoretical frameworks and experiences of urban planning to draw from and build upon to inform decision-making and action
- Envision new planning ideas to tackle some of the urban challenges of our time

2. Adopt the process of "Critical Planning" (Marcuse 2007) in the analysis of cases and in the formulation of plans. The process' six steps are:

- *Reflect* (to clarify whose values and the planners' own role)
- *Theorize* (to understand the roots of the problem, its form and concrete actors)
- *Expose* (to communicate clearly the realities underlying the problem, the parties and interests involved)
- *Propose* (to put concrete proposals forward for action)
- *Disclose* (to make clear the assumptions involved, and the limits of what can be expected), and
- *Politicize* (to deal with issues of strategy and tactics involved in implementation).

Marcuse, P. 2007. Social justice in New Orleans: planning after Katrina. *Progressive Planning* pp. 8-12.
Schön, D. 1983. *The Reflective Practitioner: How Professionals Think in Action*. Basic Books.
Schön, D. 1990. *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*. Jossey-Bass.

ASSIGNMENTS

History/Theory Report

Students will work in groups of 3-4 to produce a planning history/theory report. The purpose of the case study assignment is to apply planning theory concepts to an example of planning in a real world situation. The selection of your topic has to be consulted with your instructor or TA. That topic must represent a case where there is or was a planning decision to be made. What were the alternatives being debated and who were the stakeholders with different views on the best solution? The report should contain about 7,000 words, single-spaced. In addition, it should include some exhibits, usually a map to locate the case, and other maps, diagrams, or images to describe relevant features (see Appendix for further instructions). Deadline: Tuesday December 11th by midnight, digital copy only. Send report to your assigned instructor's or TA's email address AND upload to the corresponding Courseworks folder. Follow this protocol for naming your file: <FirstName1&FirstName2…>-report.pdf, e.g., Clara&Gabriel-report.pdf. See appendix for further description of the assignment.

Individual Essays

LIPS ESSAYS (LEs). These 4 individual papers will be no more than 400 words each (single-lined and illustrated). You need to attend 4 different LIPS talks (Tuesdays at 1 pm, Avery 114) and partially or fully apply the "Critical Planning" framework to your essays (see "objectives" above: *Reflect, Theorize*, *Expose, Propose*, *Disclose, Politicize*) as you deconstruct and fill the gaps of the talks. You are invited to strategically participate in the Q&A session of the talks to elicit clarifications/elaborations from the speakers on any of the six steps above. All LEs need to be submitted by December Tuesday, December 4th. Only upload LEs to the corresponding Courseworks folder. Follow this protocol for naming your file: <YourName>-LE#, e.g., Clara-LE1.doc or docx

CONFERENCE ESSAY (CE). This individual paper will be no more than 800 words (single-lined and illustrated) freely reflecting on the historical/theoretical aspects of presentations at either the Sixth Biennial Urban History Association Conference "The Cosmopolitan Metropolis" (Columbia University, October 26-28) or "From the Outside In: Sustainable Futures for Global Cities and Suburbs" (Hofstra University, Hempstead, NY, November 8-10). Students are advised to select one and attend the full

conference, if possible, and required to attend at least 1 full panel. The essay is due on December 11th, submitted digitally by midnight. Only upload it to the corresponding Courseworks folder. Follow this protocol for naming your file: <YourName>-CE, e.g., Clara-CE.doc or docx

EXHIBIT ESSAY (1 EE). This individual paper will be no more than 800 words (single-lined and illustrated) freely and critically reflecting on the historical and/or theoretical aspects of one or more of the following exhibits at the Museum of the City of New York:

- "Timescapes: A Multimedia Portrait Of New York" (ongoing)
- "Reimagining The Waterfront" (Jun 6 through Oct 28) Manhattan's East River Esplanade
- "Activist New York" (Ongoing), Exploring the city's history of social activism
- "London Street Photography" with companion exhibition, "City Scenes: Highlights of New York Street Photography" (Opened Jul 27, 2012
- "From Farm To City: Staten Island 1661-2012" (Sep 13 through Jan 21), Explore the borough's transformation from farmland, to suburb, to urban center and beyond.

The essay is due on December 11th, submitted digitally by midnight. Only upload it to the corresponding Courseworks folder. Follow this protocol for naming your file: <YourName>-EE, e.g., Clara-CE.doc or docx

Pop Quizzes

There will be several unannounced quizzes in class that will test students' preparedness on the readings and contents of the session. If the student has done the readings reflectively, she is expected to perform well in the quizzes. Quizzes do not require memorizing any information but to know about and reflect critically on events and theories.

EVALUATION

History/Theory Report	20 pts.
Midterm presentation	5 pts.
Final presentation	15 pts.
Conference Essay (1 CE)	10 pts.
LIPS Essays (4 LEs)	20 pts.
Exhibit Essay (1 EE)	5 pts.
Pop Quizzes	15 pts.
Participation and attendance	15 pts.
TOTAL	100 pts.

TEXTBOOKS

Required:
- *Readings in Planning Theory*, edited by Susan Fainstein and Scott Campbell (3rd edition). Wiley-Blackwell, 2011. ISBN: 9781444330809
- *Planning Theory for Practitioners*, by Michael P. Brooks. APA, 2002. ISBN: 9781884829598

Recommended new planning collections:
- *Oxford Handbook of Urban Planning,* edited by Rachel Weber and Randall Crane. Oxford University Press, 2012.
- *Planning Ideas That Matter: Livability, Territoriality, Governance, and Reflective Practice*, edited by Bishwapriya Sanyal, Lawrence J. Vale and Christina D. Rosan. MIT Press, 2012.

I kindly suggest you order your copies online asap, so that you receive them on time for the semester. You could also start reading them beforehand! Aside from the books, we'll have complementary readings. The readings assigned per week are described below.

CLASS OVERVIEW

PART I: Introduction to Histories and Theories of Planning
1. 9/4 What are Planning Histories and Theories? Why Should We Care?
2. 9/11 Planning: Justifications and Critiques
3. 9/18 Critiques to Planning the Capitalist/Neoliberal City: Alternatives?

PART II: Planning Models
4. TA 9/25 Rationalist and Incrementalist Planning
5. 10/2 Urban Renewal & Gentrification: Then & Now, Here & There
6. 10/9 The Planner as Political Activist
7. 10/16 MIDTERM PRESENTATIONS (Places TBD)
8. 10/23 The Communicative Turn in Planning Theory
   Conference: *"The Cosmopolitan Metropolis," Sixth Biennial Urban History Association (Columbia University, October 26-28)*
9. GUEST SPEAKERS 10/30 Assessing Planning Types: Ways Forward?
10. 11/6 NO CLASS. Election Day - Academic Holiday
    Conference: *"From the Outside In: Sustainable Futures for Global Cities and Suburbs" (Hofstra University, Hempstead, NY, November 8-10)*

PART III: Histories and Theories of Planning: Some Issues at the Forefront
11. 11/13 Diversity, Community, and Planning
12. 11/20 Placemaking: Physical Planning and Urban Design
13. 11/27 Ethics, Sustainability, and the Right to the City
14. 12/4 FINAL PRESENTATIONS

CLASS PROGRAM

PART I: Introduction to Histories and Theories of Planning

1. 9/4 What are Planning Histories and Theories? Why Should We Care?

Required Reading
- Brooks, Michael P. (Textbook 1)
  - Preface
  - Part 1 Introduction:
    - 1. Planning Practice and Political Power
    - 2. Planning Practice and Planning Theory
- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
  - Campbell and Fainstein. Introduction: The Structures and Debates of Planning Theory

Recommended Reading
- Irazábal, C. and J. Neville. "Neighborhoods in the Lead: Grassroots Planning for Social Transformation in Post-Katrina New Orleans?" *Planning Practice & Research* 22(2), 2007, 131-153. http://www.informaworld.com/smpp/section?content=a782992192&fulltext=713240928media
- Rast, Joel. Why History (Still) Matters: Time and Temporality in Urban Political Analysis. *Urban Affairs Review* 2012 48: 3 2011.

2. 9/11 Planning: Justifications and Critiques

Required Reading
- Brooks, Michael P. (Textbook 1)
  - Part 2 Foundations of Public Planning
    - 3. Running the Gauntlet of Planning Critics

    - 4. Rationales for Public Planning
- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
    - Part II Planning: Justifications and Critiques
        - 5. Campbell, H. & R. Marshall. Utiitarianism's Bad Breath?
- Yiftachel, O. (1998) Planning and Social Control: Exploring the Dark Side. *Journal of Planning Literature*, 12: 4: 395-406.

Recommended Reading

- Yiftachel, O. Introduction: Outlining the power of planning. In Yiftachel, O., Alexander, I., Hedgcock, D. and Little, J. (2001, Eds). *The Power of Planning: Spaces of Control and Transformation*, Kluwer Academic, 1-19.
- Chakravarty, S. and C. Irazábal. "Golden Geese or White Elephants? The Paradoxes of World Heritage Sites and Community-Based Tourism Development in Agra, India." *Community Development: Journal of the Community Development Society* 42(3), 2011, 359-376. http://www.tandfonline.com/doi/abs/10.1080/15575330.2010.519042#preview
- Bani-Hashim, A. R., C. Irazábal, and G. Byrum. "The Scheherazade Syndrome: Fiction and Fact in Dubai's Quest to Become a Global City." *Architecture Theory Review* 15(2), 2010, 210-231. http://www.tandfonline.com/doi/abs/10.1080/13264826.2010.495455

3. 9/18 Critiques to Planning the Capitalist/Neoliberal City: Alternatives?

Required Reading

- Brooks, Michael P. (Textbook 1)
    - Part 5 Effective Planning in a Political Milieu
        - 12. The politically Savvy Planner
        - 13. Vision
- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
    - Part II Planning: Justifications and Critiques and Part IV Planning in Action
        - 6. Foglesong, R. Planning the Capitalist City
        - 15. Flyvbjerg, B. Bringing Power to Planning Research

Recommended Reading

- Irazábal, C. and J. Foley. Reflections on the Venezuelan Transition from a Capitalist Representative Democracy to a Socialist Participatory Democracy: What are Planners to Do? *Latin American Perspectives* 37(1), 2010, 97-122. http://lap.sagepub.com/cgi/content/abstract/37/1/97
- Harvey, D. On Planning the Ideology of Planning. In D. Harvey. 1985. *The Urbanization of Capital*. Baltimore: Johns Hopkins University Press, 165-84.

PART II: Public Planning Models

4. 9/25 Rationalist and Incrementalist Planning
Guest speaker: Tom Angotti (presents his new book)

Required Reading

- Brooks, Michael P. (Textbook 1)
    - Part 3 Alternative Paradigms for Public Planning
        - 6. Centralized Rationality: The Planner as Applied Scientist
        - 7. Centralized Non-Rationality: The Planner Confronts Politics
- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
    - Part III Planning Types
        - 8. Fainstein, S. Planning Theory and the City
        - 9. Lindblom, C. The Science of "Muddling Through"
        - 12. Healey, P. Traditions of Planning Thought

Recommended Reading

- Irazábal, C. A Planned City Coming of Age: Rethinking Ciudad Guayana Today. *Journal of Latin American Geography* 3(1) 2004, 22-51. http://muse.jhu.edu/journals/journal_of_latin_american_geography/v003/3.1irazabal.pdf

5. 10/2 Urban Renewal & Gentrification: Then & Now, Here & There

Required Reading

- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
  - Part VII Planning in a Globalized World
    - 23. Kohn. M. The Mauling of Public Space.
    - 26. Zhang, Y. & K. Fang. Is History Repeating Itself?
- Paul, B. 2009. Columbia University's Expansion and the Struggle for the Future of Harlem. *Progressive Planning*, 181, 20-24.
- Zipp, S. 2009. The Battle of Lincoln Square: Neighborhood Culture and the Rise of Resistance to Urban Renewal. *Planning Perspectives* 24(4), 409-433.

Recommended Reading

- Hyra, Derek S. Conceptualizing the New Urban Renewal: Comparing the Past to the Present. *Urban Affairs Review* 2012 48: 498 2012
- Bernt, M. and A. Holm. 2009. Is it, or is not? The conceptualisation of gentrification and displacement and its political implications in the case of Berlin-Prenzlauer Berg, *CITY: Analysis of urban trends, culture, theory, policy, action* Vol. 13, no. 2-3, 312-324.
- Roshan Samara, T.R. 2010. Policing Development: Urban Renewal as Neo-liberal Security Strategy. *Urban Studies* 47(1), 197-214.
- Slater, T. 2009. Missing Marcuse: On gentrification and displacement, *CITY: Analysis of urban trends, culture, theory, policy, action* Vol. 13, no. 2-3, 292-311.

6. 10/9 The Planner as Political Activist

Required Reading

- Brooks, Michael P. (Textbook 1)
  - Part 3 Alternative Paradigms for Public Planning
    - 8. Decentralized Rationality: The Planner as Political Activist
- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
  - Part III Planning Types
    - 10. Davidoff, P. Advocacy and Pluralism in Planning
    - 17. Manning Thomas. J. The Minority-Race Planner in the Quest for a Just City

Recommended Reading

- Irazábal, C. and A. Punja. "Cultivating Just Planning and Legal Institutions: A Critical Assessment of the South Central Farm Struggle in Los Angeles." *Journal of Urban Affairs* 31(1): 1-23, 2009. http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9906.2008.00426.x/abstract

7. 10/16 MIDTERM PRESENTATIONS

8. 10/23 The Communicative Turn in Planning Theory

Required Reading

- Brooks, Michael P. (Textbook 1)
  - Part 3 Alternative Paradigms for Public Planning
    - 9. Decentralized Non-Rationality: The Planner as Communicator
- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
  - Part III Planning Types
    - 11. Forester, J. Challenges of Deliberation and Participation
    - 22. Fischer, F. Public Policy as Discursive Construct

Conference
"The Cosmopolitan Metropolis," Sixth Biennial Urban History Association (Columbia University, October 26-28)

9. 10/30 Assessing Planning Types: Ways Forward?
Guest speaker: Enrique Larrañaga and Doris Tarchopulos

Required Reading
- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
  - Part VII Planning in a Globalized World
    - 24. Ward, S. Re-examining the International Diffusion of Planning.
    - 25. Evans, P. Political Strategies for More Livable Cities.
    - 27. Yiftachel, O. Re-engaging Planning Theory?

Recommended Reading
- Brooks, Michael P. (Textbook 1)
  - Part 4 Toward a More Practical Strategy
    - 10. Setting the Stage: Ideas, Feedback, Goals—and Trial Balloons
    - 11. The Feedback Strategy of Public Planning
- Irazábal, C. "Realizing Planning's Emancipatory Promise: Learning from Regime Theory to Strengthen Communicative Action." *Planning Theory* 8(2), 115-139, 2009. http://plt.sagepub.com/content/8/2/115.abstract
- Watson, V. The Usefulness of Normative Planning Theories in the Context of Sub-Saharan Africa. *Planning Theory,* 2002; 1: 27 - 52.
- Watson, V. Seeing from the South: Refocusing Urban Planning on the Globe's Central Urban Issues. *Urban Studies* Vol. 46, No. 11, 2259-2275 (2009).
- Watson, V. Do We Learn from Planning Practice? The Contribution of the Practice Movement to Planning Theory. *Journal of Planning Education and Research* 2002; 178 -200

10. 11/6. NO CLASS. VOTE!

PART III: Histories and Theories of Planning: Some Issues at the Forefront

11. 11/13 Diversity, Community, and Planning

Required Reading
- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
  - Part V Social Justice: Race, Gender, Class
    - 16. Young, I.M. Inclusion and Democracy.
    - 18. Hayden, D. Nurturing.
    - 19. Frisch, M. Planning as a Heterosexist Project.
- Agyeman, J. and J. Sien Erickson. Culture, Recognition, and the Negotiation of Difference: Some Thoughts on Cultural Competency in Planning Education. *Journal of Planning Education and Research* http://jpe.sagepub.com/content/early/2012/04/05/0739456X12441213

Recommended Reading
- Irazábal, C. and R. Farhat. "Latino Communities in the United States: Place-Making in the Pre-World War II, Post-World War, and Contemporary City." *Journal of Planning Literature* 22(3)*,* 2008, 207-228. Access at: http://jpl.sagepub.com/cgi/reprint/22/3/207
- Tovar, M. and C. Irazábal. "Indigenous Women Disrupting Violence in Colombia: Agency, Autonomy, and Territoriality/Locality." *Latin American Perspectives*, forthcoming 2013.
- Thomas, J.M. Planning History and the Black Urban Experience: Linkages and Contemporary Implications. *Journal of Planning Education and Research* 14, 1-11, 1994.
- Sandercock, L. and A. Forsyth. Feminist Theory and Planning Theory: The Epistemological Linkages. *Planning Theory* 7-8, 1992.
- Vazquez, L. Principles of Culturally Competent Planning and Placemaking.

http://rutgerspdi.blogspot.com/2009/11/principles-of-culturally-competent.html

12. 11/20 Placemaking: Physical Planning and Urban Design

Required Reading

- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
  - Part I Foundations
    - 1. Fishman, R. Urban Utopias in the Twentieth Century.
    - 3. Jacobs, J. The Death and Life of Great American Cities.
    - 5. Friedmann, J. The Good City.
- Vanderbeek, M. and C. Irazábal. "Urban Design as a Catalyst for Social Change: A Comparative Look at Modernism and New Urbanism." *Traditional Dwellings and Settlements Review* XIX(1), 2007, 41-57.

Recommended Reading

- Irazábal, C. "Beyond 'Latino New Urbanism': Advocating Ethnurbanisms" *Journal of Urbanism: International Research on Placemaking and Urban Sustainability* 5(2/3) 2012, 241-268. http://www.tandfonline.com/doi/abs/10.1080/17549175.2012.701817
- Irazábal, C. "Localizing Urban Design Traditions: Gated and Edge Cities in Curitiba." *Journal of Urban Design* 11(1) 2006, 73-96. http://www.tandfonline.com/doi/abs/10.1080/13574800500297736
- Irazábal, C. and S. Chakravarty. "Comparative Study of Entertainment-Retail Centers in Hong Kong and Los Angeles." *International Planning Studies* 12(3), 2007, 237-267. http://www.tandfonline.com/doi/abs/10.1080/13563470701640150

13. 11/27 Ethics, Sustainability, and the Right to the City
(Guest speaker: Prof. Peter Marcuse, GSAPP)

Required Reading

- Brooks, Michael P. (Textbook 1)
  - Part 2 Foundations of Public Planning
    - 5. The Critical Role of Values and Ethics
- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
  - Part VI Planning Goals
    - 21. AICP. ACSP Code of Ethics
    - 20. Campbell, S. Green Cities, Growing Cities, Just Cities?
- Marcuse, P. Justice. Chapter 8 in *Oxford Handbook of Urban Planning*, ed Rachel Weber and Randall Crane, Oxford: Oxford University Press, 2012.

Recommended Reading

- Carpio, G, C. Irazábal and L. Pulido. "The Right to the Suburb? Rethinking Lefebvre and Immigrant Activism." *Journal of Urban Affairs* 33(2), 2011, 185-208. http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9906.2010.00535.x/abstract
- Marcuse, P. 2009. "From Critical Urban Theory to the Right to the City," *CITY: Analysis of urban trends, culture, theory, policy, action* Vol. 13, no. 2-3, 185-197.
- Mayer, M*. 2009.* The 'Right to the City' in the context of shifting mottos of urban social movements. *CITY: Analysis of urban trends, culture, theory, policy, action* Vol. 13, no. 2-3, 362 – 374.
- Rankin, K.N. *2009. C*ritical development studies and the praxis of planning. *CITY: Analysis of urban trends, culture, theory, policy, action* Vol. 13, no. 2-3, 219 – 229.
- Yiftachel, O. *2009.* Critical theory and 'gray space': Mobilization of the colonized. *CITY: Analysis of urban trends, culture, theory, policy, action* Vol. 13, no. 2-3, 246 – 263.

14. 22/4 FINAL PRESENTATIONS

APPENDIX

History/Theory Report

Students will work in groups to produce a planning history/theory report. The purpose of the case study assignment is to apply planning theory concepts to an example of planning in a real world situation. The selection of your topic has to be consulted with your instructor or TA. That topic must represent a case where there is or was a decision to be made. What were the alternatives being debated and who were the stakeholders with different views on the best solution?

The report should contain about 7,000 words, single-spaced text, plus bibliography. In addition, it should include some exhibits, a map to locate the case, and some other diagrams and images to help describe relevant features. Integrate these into the text.

The case should have the following sections, and these sections (as well as optional subsections) should have their own headings to mark them off in the text. The approximate share of the assignment grade attributed to each section is given in parentheses.

Introduction: Identify your case and what is interesting about it. Hint at your conclusions. (15%)

Background: Describe the background to the case and describe the key stakeholders or players in as much detail as is needed. (20%)

Key Issues to be Decided (or similar title): Focus on the crux of the planning problem. (10%)

Interpretation: Critically reflect on the case by applying AT LEAST TWO different concepts of planning theory learned in the class. Interpret the different players' actions in light of these concepts. Note that a lot of the description of the case can be woven in here rather than putting it into the Background section. **Major grading emphasis will be on this "Interpretation" section** (45%)**.** This is much more important than an overly detailed description of the background to the case.

Conclusion: Summarize and make your final points. (10%)

You are welcome to partially or fully apply the "Critical Planning" framework to your paper, as it fits (see "objectives" in the syllabus): *Reflect, Theorize*, *Expose Propose*, *Disclose, Politicize*

References: Be certain to document your sources. This is important to maintain scholarly integrity. The alternative leaves students vulnerable to charges of plagiarism. A grade of 'F' will be assigned in cases of blatant plagiarism. There could be additional sanctions imposed by the School. The following are some guidelines that will help you.

Place citations in parentheses at the end of the sentence where they are used (such as, NY Times, September 14, 2001, or, Wilson, 2001). This format applies not only to the source of quotations, but also to the source of ideas that you have borrowed and rewritten in your own words. The full citation does not need to be given in the text—just enough to identify it there, with the full citation listed in a section of references at the end of the report. If you are quoting, you need to include the page(s) number(s), e.g., (Wilson, 2001: 3).

Items taken from the internet also must be cited by giving the author and web address, as well as by date accessed. This citation must be repeated in every paragraph where the same source is used, not just the first time. There is a real person or organization out there who is responsible for the content and who deserves credit. In addition, sources can hint to the authority and lens/bias of the information/analysis offered (e.g., a message authored by Taxpayers Who Hate Government has a very different implication than if the same message is authored by the Governor's Blue Ribbon Commission). Maps, graphic illustrations, and tables/diagrams must also be referenced.

COURSE SYLLABUS: PLAN 600 (FALL 2013)

I. Basic Course Information

Course Title:	Fundamentals of Planning
Course No:	PLAN 600
Course Sections:	01 and 02
Credits:	5 credits
School:	Pratt Institute School of Architecture
Department:	Graduate Programs for Planning and Sustainable Development
Program:	City and Regional Planning
Days:	Mondays and Tuesdays
Time:	5:00-7:50 pm
Location:	Brooklyn, HHN 406
Chairperson:	John Shapiro
Prerequisites:	None

II. Instructor Contact Information

Name, academic title, and phone number:	Mercedes Narciso (Adjunct Associate Professor), (646) 456-5803 Juan Camilo Osorio (Visiting Assistant Professor), (917) 587-3715 Ayse Yonder (Professor Dr.), (347) 596-4690
Office Location:	Higgins Hall North, 206
Office Hours:	By appointment only
E-mail address:	mnarciso@pratt.edu, josorio@pratt.edu, ayonder@pratt.edu
Class listserve:	Learning Management System
Special Instructions:	None

III. Course Description

A. Bulletin Description:

This class presents the basic principles and practices of planning as they relate to the political planning process. Topics include the ethical and legislative basis for planning, approval processes, components of a master plan, components of subdivision/site plan regulations, zoning ordinances, special legislative powers, environmental reviews, capital budget processes, public participation and the role of key government agencies.

B. Detailed Description:

PLAN 600 is the foundation course for study in the Pratt Institute Programs for Sustainable Planning and Development. It offers a broad overview of planning practice today within its political context, illustrating the range of roles that planners play in government, non-profit and private sectors. Special attention is given to community-based and participatory planning and planning for sustainable communities. Lectures and discussions will cover land use planning and zoning, environment and open space, economic development, transportation, infrastructure and municipal services, regional planning, inter-governmental relations, preservation planning and housing. The class will apply theory to practice through a "mini-studio," with students working in small groups, preparing reports for a real client on a current planning issue in the New York City region.

With few exceptions, Mondays will mainly be in the form of a lecture and discussion of the readings, and Tuesdays mainly devoted to work on the "mini-studio," including some discussion of the relevance of the

readings to the "mini-studio" project. During the last few weeks of the course, more time will be devoted to work on the content of the "mini-studio" project. Students will also be able to work on their presentation of the studio project more in PLAN 655: Verbal / Visual Skills courses (Monday 8-11).

C. Course Goals:

As an Introductory Course, the goal of the class is to familiarize students with relevant literature, both historical and contemporary, on the principles and practices of planning at the local, regional, national and global levels in various functional areas such as housing, economic development, environment, etc. This general overview is intended to help students identify areas in which they may want to concentrate their subsequent coursework. Readings have been selected to represent different perspectives and ideas.

The purpose of the mini-studio project is to learn planning practice by analyzing in detail an actual planning problem in an urban neighborhood.

D. Student Learning Objectives:

Students will learn the fundamentals of:
- critically evaluating their readings;
- expressing their ideas verbally and visually;
- working collaboratively;
- working with a client;
- gathering and analyzing information on land use, population, transportation, community facilities, etc. and analyzing this information; and
- preparing and making professional presentations.

E. Course Schedule and Content:

WEEK 1: INTRODUCTION - WHAT IS PLANNING? WHY IS IT NECESSARY?
Monday Aug. 26: Introduction: Substance, process and requirements; Description of Mini-Studio

REQUIRED READINGS:
**The Green Book*, 3-19;
*AICP/APA Code of Ethics.
* Barbara Rahder. "Cracks in the Foundation of Traditional Planning". *Planners Network Disorientation Guide.*2004-05. pp. 10-11.
*Karl Polanyi. *The Great Transformation*. Boston: Beacon Press. 1957 (1944). 69-76 and 135-150. "The Self-Regulating Market and the Fictitious Commodities: Labor, Land and Money" and "Birth of the Liberal Creed".
Commentary 1):
*Richard Klosterman. "Arguments for and Against Planning". In S. Campbell & S. Fainstein, Eds. *Readings in Planning Theory.* Blackwell. 1996. 150-168;

RECOMMENDED READINGS
The New Green Book: Hall, Peter, "Top ten planning ideas", pp165-172.
Michael Neuman. "Does Planning need the Plan?" In Eugenie L. Birch. Ed. *The Urban and Regional Planning Reader*. Routledge Press. 2009. 191-198.

<u>Tuesday Aug. 27:</u> HOW TO PLAN? WHAT IS THE CONTEXT? GLOBALIZATION AND ITS IMPLICATIONS FOR PLANNING?
Detailed description of mini-studio.

REQUIRED READINGS:
*Paul Davidoff, "Advocacy & Pluralism" in Planning," 400-410 in *The City Reader (4th Edition):*
*John Forester (1987) "Planning in the Face of Conflict," 387-399.
*Jane Jacobs, *The Death and Life of Great American Cities.* NY: Vintage, 1961. 3-25;
**The City Reader (3rd Edition)*: Alexander Garvin, "A Realistic Approach to City and Suburban Planning" & "Ingredients of Success" 396-409.
*Anna Marie Ball, *et. al.* "Questions and Reflections for the Practice of International Planning and Development." *Planning Practice & Research*. 23:4. Nov.2008. 559-567.
*Josef Gugler. Ed. *World Cities Beyond the West: Globalization, Development and Inequality*. Cambridge Univ. Press. 2004. 1-24.
*Saskia Sassen. "Introduction." In G*lobalization and its Discontents*. 1998. 153-172.

RECOMMENDED READINGS:
Neil Smith. "New Globalism, New urbanism: Gentrification as a Global Urban Strategy" in *Spaces of Neoliberalism: Urban Restructuring in North America and Western Europe.* 2002.
Tom Angotti. "The Metropolis Revisited," *Futures* 27, No.6, 627-639.
The City Reader (4th Edition): Peter Hall (2001) "The City of Theory," 354-365.
Compare these two:
Mike Davis. "A Surplus of Humanity?" in *Planet of Slums*. 2006. 174-198.
Robert Neuwirth. *Shadow Cities.* New York & London: Routledge. 2005. 1-22.
Josef Gugler. Ed. *World Cities Beyond the West: Globalization, Development and Inequality*. Cambridge Univ. Press. 2004. 1-24.
The City Reader (4th Edition): Manuel Castells. "European Cities, the Informational Society, and the Global Economy" 475-485; Joel Kotkin. "The Urban Future" 517-522.
Saskia Sassen. "The Informal Economy: Between New Developments and Old Regulations." In *Globalization and its Discontents*. 1998. 153-172.

Commentary 1 - In preparing the commentary please try to respond to these questions -
- *Do you agree with the authors from yesterday's readings that planning is necessary in a market system? Briefly explain why you think it is – or not.*
- *How to plan? What do you think are the most important skills/values for planners to have?*
- *How would you define globalization and what – if any - are its social and spatial impacts on cities?*
- *What are its implications for planning and/or planners? Are there new issues that come to the forefront and/or are new skills needed in this context?*
- *What are the hard questions that planners should ask themselves?*

WEEK 2: NEIGHBORHOOD SURVEY & RESEARCH TEAMS
<u>Monday Sept. 2</u>: NO CLASS - LABOR DAY

<u>Tuesday Sept. 3</u>: Discussion of neighborhood survey; formation of survey, research and Study Area teams.
COMMENTARY 1 DUE

WEEK 3: HISTORY OF CITIES & CITY PLANNING; WHO PLANS NEW YORK CITY?
<u>Monday Sept. 9</u>: Work on mini-studio project; neighborhood survey to start on Sat, 9/14

<u>Tuesday Sept. 10</u>: Lecture (AY & MN)
COMMENTARY 2 DUE

REQUIRED READINGS:

**The City Reader (4th Edition):* Richard LeGates. "Evolution of Cities: Introduction"13-16; Louis Wirth. "Urbanism as a Way of Life", 90-97

* Jason Coburn. 2009. Toward the Healthy City: People, places, and the politics of urban planning. Cambridge, MA: MIT Press. pp. 25-60. OR *The New Green Book:* Birch, Eugenie L., "From Townsite to Metropolis", pp 3-22;

**The City Reader (4th Edition):* Lewis Mumford. "What is a City?" Ebenezer Howard. "Author's Introduction" and "The Town-Country Magnet," 314-321;

**City of New York: The New York City Charter (Amended 2004).* Chapter 8: City Planning; Chapter 69: Community Districts; Chapter 70: City Government in the Community. http://www.nyc.gov/html/dycd/downloads/pdf/citycharter2004.pdf

*Robert Yaro and Thomas Wright, *New York: A Region at Risk*, 123-144;

Right to the City NYC Policy Platform –http://www.righttothecity.org/rttc-nyc-policy-platform.html -SKIM

RECOMMENDED READINGS:

Campaign for Community-Based Planning. 2010. Planning For All New Yorkers: http://prattcenter.net/sites/default/files/users/pdf/ccbp.pdf.

The City Reader (4th Edition): Ernest Burgess. "The Growth of the City: An Introduction to a Research Project, 150-157; Le Corbusier. "A Contemporary City" 322-330; Frank Lloyd Wright. "Broadacre City: A New Community Plan" 331-336.

The New Green Book: Catherine L. Ross. "Planning, Urban Revitalization & Inner City: An Exploration of Structural Racism" 21-8

Dolores Hayden. Building the American Way: Public Subsidy, Private Space. In S. Low and N. Smith, Eds. *The Politics of Public Space*. NY and London: Routledge. 2006. 35-48.

Mohammad A. Quadeer. "Pluralistic Planning for Multi-cultural Cities". In Eugenie L. Birch. Ed. *The Urban and Regional Planning Reader*. Routledge Press. 2009. 29-40.

Neil Smith. "New Globalism, New urbanism: Gentrification as a Global Ur 2002.

Commentary 2 - In preparing the commentary please try to respond to these questions -

- *What are cities and what are the key factors that influence their structure and characteristics?*
- *What is the role of planners? How did city planning emerge and evolve – how did its focus change over time?*
- *What is the Right to the City?*
- *How do some of the main issues addressed in the readings relate to NYC? What are some of the most evident issues affecting NYC?*

WEEK 4: DISASTERS & ENVIRONMENTAL JUSTICE

Monday Sept. 16: **MEETING THE CLIENT**

Tuesday Sept. 17: Lecture (AY & JCO)

COMMENTARY 3 DUE

REQUIRED READINGS:

*Eric Klinenberg. Adaptation – How Cities can be climate-proofed. *The New Yorker*. Jan.7, 2013. 32-37.

*Tim Beatley. *Planning for Resilience in Coastal Cities.* 2009, 1-18. Chapters 1-2. Coastal Resilience- What is it? and The vulnerability of Coastal Communities.

*Robert R.M. Verchick. *Facing Catastrophe- Environmental Action for a Post-Katrina World.* Cambridge, MA. Harvard Univ. Press. 2012. Chapter 6- Disaster Justice. 129-164.

*C*lifford Rechtschaffen and Eileen Gauna. Environmental Justice, Law, Policy & Regulation. Durham: Carolina Academic Press, 2003. Chapter 1: Overview of the Environmental Justice Movement (3-26).*

New York State Energy Research and Development Authority (NYSERDA). 2011. *Responding to Climate Change in New York State: The ClimAID Integrated Assessment for Effective Climate Change Adaptation in New York State.* Available at: http://www.nyserda.ny.gov/Publications/Research-and-

Development/Environmental/EMEP-Publications/~/media/Files/Publications/Research/Environmental/EMEP/climaid/11-18-response-to-climate-change-in-nys.ashx

RECOMMENDED READINGS:

Robert B. Olshansky. Planning for natural hazards. In *Local Planning: Contemporary Principles and Practice*, ed. Hack, Birch, Sedway and Silver, ICMA Press, 2009. pp. 140-144.

L.Ritchie, K. Tierney and B. Gilbert. 2011. Disaster Preparedness among Community Based Organizations in the City and County of San Francisco – Serving the Most Vulnerable. In D.S. Miller & J.S. Rivera. *Community Disaster Recovery and Resiliency*. CRC Press Boca Raton, London and New York.

Pendall, Rolf; Brett, Theodos; Franks, Kaitlin. 2010. Vulnerable people, precarious housing, and regional resilience: An exploratory analysis.

Commentary 4 - In preparing the commentary please try to respond to these questions -

- *What should the role of communities be in the disaster management process?*
- *What is the relationship between disaster management and environmental justice?*
- *How would you define community resiliency?*
- *How does poverty and environmental injustice increase community vulnerability to climate change impacts and natural disasters?*
- *Based on your research / visits to the Lower East Side, can you give some examples of challenges & opportunities regarding community vulnerability?*

WEEK 5: LAND USE AND ZONING

Monday Sept. 23: Lecture (MN)

COMMENTARY 4 DUE

REQUIRED READINGS:

** The Green Book*, 343-374;

**The City Reader (4th Edition):*

Kaiser & Godschalk "20th Century Land Use Planning: A Stalwart Family Tree," 366-386.

**The New Green Book:*

Patricia Salkin. "The authority to plan" pp 34-37; Dwight H. Merriam. "Eminent domain" 325- 329; Daniel R. Mandelker. "Zoning codes: Form and function" 287-291.

*T. Beatley, "The Nature of Ethical Discourse about Land Use Policy and Ethical Choices," *Ethical Land Use-Principles of Policy and Planning,* 3-19;

RECOMMENDED READINGS:

Todd W. Bressi. Ed. *Planning and Zoning in New York City.* 61-102.

Skim through: *NYC Zoning Handbook Districts:*

http://www.nyc.gov/html/dcp/html/zone/zh_resdistricts.shtml Table of Contents and other materials: http://www.nyc.gov/html/dcp/html/pub/zonehand_inside.shtml

Commentary 3 - In preparing the commentary please try to respond to these questions -

- *What is land use?*
- *What is land use policy and why do you think it matters? Are land use decisions ethical judgments?*
- *What is zoning and how does it relate to land use?*
- *What role should citizens / communities play in land use decisions, if any?*

Tuesday Sept. 24: Work on mini-studio project; discuss neighborhood survey findings

WEEK 6: ENVIRONMENT AND SUSTAINABILITY

Monday Sep. 30: Lecture (Eva Hanhardt, guest lecturer).

COMMENTARY 5 DUE

REQUIRED READINGS:
**The Green Book,* 87-118, 171-199;
**The New Green Book:*
Gary Hack. "Planning for the twenty-first century" 103-108; David Orr. "The climate for planning" 109-111; Stephen M. Wheeler. "Planning for sustainability" 111-117; Lawrence Susskind. "The environment and environmentalism".74-80; Timothy Beatley. "Planning for global climate change" 350-355.
**City Reader (4th Edition):*
Stephen Wheeler. "Planning Sustainable and Livable Cities" 486-496; Timothy Beatley. "Planning for Sustainability in European Cities: A Review of Practice in Leading Cities" 411-421;
U.N. World Commission on Environment and Development (The Brundtland Commission). 1987. "Towards Sustainable Development" 337-341.
Selected articles from Journal of Community Advocacy and Activism, 3,1, June 1998, 5-28, 43-48, 57-65; Tim Beatley, "A New Planning Agenda" in Ecology of Place, 1-23 & "Sustainability and Cities" 40-83.
William McDonough and Michael Braungart. "The Next Industrial Revolution" in The Atlantic Monthly (Oct.1998).

RECOMMENDED READINGS:
The New Green Book:
Nancey Green Leigh. "Reusing Brownfields" 137-140; Rutherford H. Platt. "The urban watershed" 388-392; Thomas L. Daniels. "Water in the urban environment" 392-400; Robert B. Olshansky. "Planning for natural hazards" 140-144.
City Reader (4th Edition):
Timothy Beatley. "Planning for Sustainability in European Cities: A Review of Practice in Leading Cities" 411-421;
United Nations Conference on Environment and Development, "The Global Partnership for Environment and Development," April 1992, 1-17.
Riley E. Dunlap & Angela G. Mertig, American Environmentalism, 27-49.
Julie Sze. Noxious York – The Racial Politics of Urban Health and Environmental Science. 49-108.

Commentary 5 - In preparing the commentary please try to respond to these questions -
- *What are the big picture issues on environment and sustainability?*
- *What role should the different stakeholders take on environmental issues and sustainable development-- (government agencies (federal/regional/local government) planners, local organizations, citizens)*
- *What should be the role of planners in this process?*

Tuesday Oct. 1: Work on mini-studio project

WEEK 7: COMMUNITY-BASED PLANNING & PUBLIC PARTICIPATION

Monday Oct. 7: Lecture (MN)

COMMENTARY 6 DUE

REQUIRED READINGS:
**City Reader (4th Edition)* Sherry Arnstein "A Ladder of Citizen Participation" 233-244
*Robert Fisher, "Neighborhood Organizing: The Importance of Historical Context." In Keating, Krumholz & Star, 39-49;

*Dennis Keating and Janet Smith, *Neighborhoods in Transition*, 24-38;
*Marie Kennedy, "From Advocacy Planning to Transformative Community Planning"; and Ron Shiffman's Comments in Progressive Planning, No. 171, Spring 2007.

RECOMMENDED READINGS:
Harold DeRienzo, "Community and Neighborhood: Toward a Transformative Model" and "Empowerment", *The Concept of Community: Lessons from the Bronx*, 2008, 75-96;
Schwartz, Alex, Grogan, Paul S. and Tony Proscio, *Comeback Cities* 241-269;
Avis Vidal, *CDC's as Agents of Neighborhood Change: The State of the Art,* 149-162;
Tom Angotti.1997. "New York City's 197-a Community Planning Experience; "Power to the People or Less Work for Planners?" *New York for Sale* 12, 1, 59-69;
Yolanda Garcia. June 1998. "How a Committee Became Equal Partners with the City of New York, *Journal of Community Advocacy and Activism*, 3:1, 33-42;
Archon Fung and Erik Olin Wright, "Thinking About Participatory Governance", 3-42. In Archon Fung and Erick Olin Wright (eds) "*Deepening Democracy, Institutional Innovations in Empowered Participatory Governance*". New York: Verso. 2003.
Iris Marion Young, "Justice and the Politics of Difference," 86-103 In S.S. Fainstein and L. Servon (eds) *Gender and Planning: A Reader*, Rutgers University Press, 2005.
The New Green Book: David R. Godschalk. "Planning and the community context" 69-74;
John Shapiro. "Strategic planning for community transformation" 258-261;
Dennis Keating, Norman Krumholz, and Philip Star, Eds.*Revitalizing Urban Neighborhoods*, 211-221.

Commentary 6 - In preparing the commentary please try to respond to these questions -
- *How would you define effective public participation?*
- *What would the planners' role be in community planning?*
- *What relationship do you see between public policy / political participation and community planning?*
- *What do you think is key in neighborhood stabilization / preservation?*

Tuesday Oct. 8: Work on mini-studio project

WEEK 8: URBAN DESIGN AND OPEN SPACE PLANNING
Monday Oct. 22: Lecture (JCO)

COMMENTARY 7 DUE

REQUIRED READINGS:
**Green Book,* 307-340;
City Reader (4th Edition):
*Kevin Lynch, "The City Image and its Elements"438-448; William Whyte "The Design of Spaces" 448-455;
*Allan Jacobs & Donald Appleyard, "Toward an Urban Design Manifesto" 456-466;
*Galen Cranz. "Changing Roles of Urban Parks." 9-18.
*Kevin Lynch. "Dimensions of performance". In Eugenie L. Birch. Ed. *The Urban and Regional Planning Reader*. Routledge Press. 2009. 118-123.
*Guidelines for New Urbanist Development in Peter Newman and Jeffrey Kenworthy. 385-387.

RECOMMENDED READINGS:
Mike Davis. 1992. City of Quartz. NY: Vintage Books. 223-262.
The New Green Book:
Read these short pieces together for commentary:
Jonathan Barnett. "Placemaking" 122- 134; Karen Hundt. "Greenways and green infrastructure" 400-403;
John L. Compton. "Parks and recreation" 403-408.

Jennifer Wolch. Places to Play: Environmental Justice and the Distribution of Parks and Recreation in Los Angeles. asCA 10.2. 2010. pp 15-19.

Fred Kent. "Urban Parks: Innovate or Stagnate." In A. Chavan. C. Peralta and C. Steins, Eds. *Planetizen Contemporary Debates in Urban Planning*. Washington: Island Press. 2007. 102-106.

Commentary 7 - In preparing the commentary please try to respond to these questions -

- *What is the difference between urban planning and urban design, and why is the latter relevant?*
- *What are some examples of current urban design issues affecting cities today?*
- *What are some examples of dimensions to measure the performance/quality of public space?*
- *Why is the privatization of public space an issue?*

Tuesday Oct. 23: **NO CLASS – MIDTERM BREAK**

WEEK 9: HOUSING AND COMMUNITY FACILITIES

Monday Oct. 21: Lecture (JCO)

COMMENTARY 8 DUE

REQUIRED READINGS:

* *The Green Book*, 227-282;
* Peter Marcuse. "Housing Policy and the Myth of the Benevolent State." In R. G. Bratt, C. Hartman, & A. Meyerson. Eds. *Critical Perspectives on Housing*. Philadelphia: Temple Univ. Press. 1986. 248-263;
* Alex Schwartz. Housing Policy in the United States: An Introduction. 2006. 11-45.
* J.D. Landis & K. McClure. Rethinking Federal Housing Policy. *Journal of APA*. 76:3. Summer 2010. 319-248.

RECOMMENDED READINGS:

The New Green Book:

Rachel G. Bratt. "Promoting housing affordability" 377-384; Lance Freeman. "Gentrification" 159-163.

Michael Stone. "Pernicious Problems of Housing Finance" and Chester Hartman. "The Case for a Right to Housing" in R.G. Bratt, M. Stone, & C. Hartman. Eds. A Right to Housing: Foundation for a New Social Agenda, Temple University Press. 2006. 83-104 and 177-192.

Center for Urban Pedagogy. 2009. What is Affordable Housing? Envisioning Development / Guide No. 1. Pp. 40-83. Available at: http://welcometocup.org/file_columns/0000/0011/cup-fullbook.pdf

Neil Smith. "New Globalism, New urbanism: Gentrification as a Global Urban Strategy" in *Spaces of Neoliberalism: Urban Restructuring in North America and Western Europe.* 2002.

Michael H. Schill. Ed. Housing and Community Development in New York City, 11-47, 232-256;

Peter Drier. Winter 1997. "The New Politics of Housing: How to Rebuild the Constituency for Progressive Federal Housing Policy," Journal of American Planning Association. 63:1. 5-27.

Commentary 8 - In preparing the commentary please try to respond to these questions -

- *What is the US Housing System, and what is the role of urban planners in interacting with it?*
- *What are examples of the most important housing issues affecting cities today?*
- *What is affordable housing, and what are examples of its positive and negatives implications?*
- *What is gentrification, and what are examples of its positive and negatives implications?*
- *How is gentrification affecting the Lower East Side?*

Tuesday Oct 22: PRESENTATION OF TOPIC-BASED RESEARCH AND RESEARCH REPORTS DUE
COMMUNITY MEETING AT GOLES SCHEDULED FOR THIS WEEK

WEEK 10: ECONOMIC DEVELOPMENT

Monday Oct. 28 Lecture (AY)

COMMENTARY 9 DUE

REQUIRED READINGS:

**The Green Book*, 283-305 (and skim through 119-138 for concepts);

**The New Green Book:* Robert H Edelstein. "Sizing up the Local Economy" 80-84; Paul R Levy.

*P. Ong & A. Loukaitou-Sideris, "Social networks and Social Capital: Latinos in Pico-Union; AND J. Leavitt. 2006. "Linking Housing to Community Economic Development with Community Benefits Agreements: The Case of the Figueroa Corridor Coalition for Economic Justice." In P. Ong & A. Loukaitou-Sideris, Eds. *Jobs and Economic Development in Minority Communities.* Philadelphia: Temple Univ. Press. 233-256.

**City Reader (4th Edition):* Richard Florida. "The Creative Class" 129-135.

*Please watch the following piece from min. 28:20 on:
http://www.democracynow.org/2010/9/22/chilean_economist_manfred_max_neef_us *RECOMMENDED*

RECOMMENDED READINGS:

City Reader (4th Edition): Michael Porter, "Comparative Advantage of the Inner City", 274-286;

Manuel Pastor et.al. Edging toward equity*:Creating Shared Opportunity in America's Regions.* Center for Justice, Tolerance & Community (CJTC). University of California, Santa Cruz. 2006. http://cjtc.ucsc.edu/docs/r_CORE_Edging_Toward_Equity_summary.pdf

The New Green Book: "BID's come of age" 193-196.

William Julius Wilson. "A Broader Vision: Social Policy Options in Cross-National Perspective" in *When Work Disappears*. NY: Vintage Books. 207-236.

Urban Agenda. 2007 "Growing Green Collar Jobs: Energy Efficiency." 1-44.

J. Leavitt. 2006. "Linking Housing to Community Economic Development with Community Benefits Agreements: The Case of the Figueroa Corridor Coalition for Economic Justice." In P. Ong & A. Loukaitou-Sideris, 257-276.

Readings on the need for alternative approaches to economic development:
http://www.plannersnetwork.org/publications/2011_fall/pnmag_fall_2011_centeno.pdf
http://ussen.org/library/solidarity-economy-briefs-occupy-economy

Commentary 9 - In preparing the commentary please try to respond to these questions -

- *How would you define economic development? What are some current economic development issues?*
- *What fosters economic development? And what should be the role of government in economic development?*
- *Do you agree that the need for a new paradigm for economic development? Why/why not?*

Tuesday Oct. 29: Work on mini-studio project

WEEK 11: TRANSPORTATION & ENVIRONMENTAL JUSTICE

Monday Nov. 4: Lecture (JCO)

COMMENTARY 10 DUE

REQUIRED READINGS:

**The Green Book:* 201-226;

The New Green Book:

Randall Crane and Lois M. Takahashi, "Planning for accessibility" 359-364; Susan Handy, "Twelve ideas for improving mobility" 364-366; Bruce S Appleyard, "Pedestrian and bicycle planning" 366-374; Robert Cervero, "Transit-oriented development" 374-377;

Jane Holtz Kay, "Asphalt Nation", 10-34; Peter Newman and Jeffrey Kenworthy, "The Problem of Automobile Dependence at the End of the Twentieth Century in Sustainability and Cities", 27- 67;

Clifford Rechtschaffen and Eileen Gauna. Environmental Justice, Law, Policy & Regulation. Durham: Carolina Academic Press, 2003. Chapter 1: Overview of the Environmental Justice Movement (3-26).

RECOMMENDED READINGS:
Jason Coburn. 2009. Toward the Healthy City: People, places, and the politics of urban planning. Cambridge, MA: MIT Press. pp. 1-24.
Marcia Lowe. "Alternatives to the Automobile: Transport for Livable Cities", 5-47;
Anthony Downs, "New Visions for Metropolitan America", 218-227;
Robert Bullard, Glenn Johnson, and Angel Torres, "Highway Robbery", 161-216.

Commentary 10 - In preparing the commentary please try to respond to these questions -
- *What are the major issues related with transportation planning affecting cities today?*
- *What are examples of successful strategies to improve mobility used by urban planners?*
- *What is environmental justice, and do communities address environmental justice issues?*
- *What is the role of urban planners in addressing environmental justice issues?*

Tuesday Nov 5: Work on mini-studio project

WEEK 12: PRESERVATION AND GROWTH MANAGEMENT
Monday Nov. 11: Work on mini-studio project

Tuesday Nov. 12: Lecture (AY)

COMMENTARY 11 DUE

REQUIRED READINGS:
**The New Green Book:* Randall Mason. "Reclaiming the history of places" 127- 134;
*Richard Moe and Carter Wilkie, Changing Places: Rebuilding Community in the Age of Sprawl, 3-35,239-261;
*Gail Dubrow. 1998. Feminist and Multicultural Perspectives on Preservation Planning. In Leonie Sandercock. Ed. Making the Invisible Visible. Berkeley & LA: University of California Press. 57-76. OR Page, Max and R. Mason. Introduction and Ned Kauffman. Moving Forward: Futures for a Preservation Movement. In M. Page and R. Mason. Eds. *Giving Preservation a History*. New York and London: Routledge. 2004. 313-328.
**The Green Book*, 375-399;
**The New Green Book:* John D. Landis & Rolf Pendall. "From Zoning to smart growth" 298-307.

RECOMMENDED READINGS
Kauffman, Ned. *Place, Race, and Story* (2009). Prologue. In M. Page and R. Mason. Eds. 3-16
C. Boyer. Cities for Sale: Merchandising History at South Street Seaport. In M. Sorkin, Ed. *Variations on a Theme Park.* NY: The Noonday Press. 1992. 181-204.
Davila, Arlene. 2004. Barrio Dreams: Puerto Ricans, Latinos, and the Neoliberal City. Berkeley & LA: University of California Press. 1-58.

Commentary 11 - In preparing the commentary please try to respond to these questions -
- *Do you think there is a link between growth controls and historic preservation strategies?*
- *What should be the purpose of historic preservation and how to decide what to preserve?*
- *Based on your research in LES, are there any examples of preservation efforts in LES?*
- *Economic implications – what may be the impacts of preservation/conservation efforts on housing prices? How to finance conservation and preservation efforts? How to balance conservation efforts w/ the need for economic development/jobs? And why?*

WEEK 13: PRELIMINARY RECOMMENDATIONS AND DRAFT PRESENTATION DUE
Monday Nov. 18: **PRELIMINARY RECOMMENDATIONS AND DRAFT PRESENTATION DUE**

Tuesday Nov. 19: Work on mini-studio project

WEEK 14: DRAFT FINAL REPORT DUE
Monday Nov. 25: Work on mini-studio project

Tuesday Nov. 26: **DRAFT FINAL REPORT DUE -** Work on mini-studio project

WEEK 15: DRESS REHEARSAL FOR MINI-STUDIO
Monday Dec. 2: Work on mini-studio project

Tuesday Dec. 3: **DRESS REHEARSAL FOR MINI-STUDIO PROJECT PRESENTATION DUE**

WEEK 16: PRESENTATIONS TO CLIENT
Monday Dec. 9: Work on mini-studio project

Tuesday Dec. 10: **FINAL MINI-STUDIO PROJECT TEAM PRESENTATIONS TO CLIENT**
FINAL REPORT DUE

Saturday Dec 14: **PRESENTATION TO PSPD FACULTY & STUDENTS**

CLASS SCHEDULE AND ASSIGNMENT DUE DATES AT A GLANCE

WEEK	MONDAY (5:00 – 7:50 PM)	TUESDAY (5:00 – 7:50 PM)
1 Aug 26-27	Introduction: Course requirements and description of the mini-studio **What is planning**? (All faculty)	**What is globalization and its implications for planning**? (AY)
2 Sept 2-3	No class – LABOR DAY	Discussion of Neighborhood Survey **FORMATION OF RESEARCH TEAMS** **Commentary 1**
3 Sept 9-10	Studio ***START NEIGHBORHOOD SURVEY ON WEEKEND***	HISTORY OF CITIES AND CITY PLANNING? (AY) WHO PLANS NEW YORK CITY? (MN) **Commentary 2**
4 Sept 16-17	Studio/Meeting with the client – Damaris Reyes Discussion of neighborhood survey findings	DISASTER RISK & ENVIRONMENTAL JUSTICE AY & JCO) **Commentary 3**
5 Sept 23-24	LAND USE AND ZONING (MN) **Commentary 4**	**Neighborhood survey presentations**/Studio
6 Sept 30-Oct 1	ENVIRONMENT & SUSTAINABILITY (EH) **Commentary 5**	Studio
7 Oct 7-8	COMMUNITY BASED PLANNING AND PUBLIC PARTICIPATION (MN) **Commentary 6**	Studio
8 Oct 14-15	URBAN DESIGN & OPEN SPACE PLANNING (JCO) **Commentary 7**	**NO CLASS- MIDTERM BREAK**
9 Oct 21-22	HOUSING AND COMMUNITY FACILITIES (JCO) **Commentary 8**	**PowerPoint presentation of research and Research reports due** COMMUNITY MEETING AT GOLES THIS WEEK
10 Oct 28-29	ECONOMIC DEVELOPMENT (AY) **Commentary 9**	Studio
11 Nov 4- 5	TRANSPORTATION & ENVIRONMENTAL JUSTICE (JCO) **Commentary 10**	Studio
12 Nov 11-12	Studio	PRESERVATION AND GROWTH MANAGEMENT CONTROLS (AY) **Commentary 11**
13 Nov 18-19	**Preliminary Recommendations and Draft Presentation Due**	Studio
14 Nov 25-26	Studio	**Draft Final Report Due**
15 Dec 2- 3	Studio	**Dress Rehearsal for Mini-Studio Project Presentation Due**
16 Dec 9-10	Studio	**Presentation to Client & Final Report Due** **Presentation to PSPD on Sat 12/14**
17 Dec 16	No class	**Dec 17 – grades due**

IV. Course Requirements

A. Textbooks, Readings and Materials:

Most of the readings are excerpted from the three books listed below. Additional readings are will be posted at the LMS website.

- Charles Hoch, Linda Dalton and Frank So, Eds. The Practice of Local Government Planning. Washington, DC: International City Management Association, 2000. (*The Green Book*)
- LeGates, Richard T. & Frederic Stout. Eds. The City Reader, Fourth edition, Routledge, 2007. (*The City Reader*)
- G. Hack, G.L. Birch, P.H. Sedway and M.J. Silver (Eds). Local Planning: Contemporary Principles and Practice. ICMA Press, 2009. (*The New Green Book*)

Each day, students should read the New York City daily newspapers for information on planning and neighborhood issues, and periodicals like *City Limits*, *APA Journal*, and online journals such as *Gotham Gazette* and clip articles that you find interesting or relevant. You are encouraged to bring copies of planning articles to share with the class.

Students are also strongly encouraged to borrow or purchase the following texts for use as references:

- Jane Jacobs. The Death and Life of Great American Cities. NY: Vintage, 1961.
- Eric Damian Kelly and Barbara Becker. Community Planning. Island Press, 2000.
- Jay M. Stein, Ed. Classic Readings in Urban Planning. McGraw-Hill, 1994.

Also see Attachment 6 for a list of recommended planning books.

B. Project(s), Paper(s), Assignment(s):

- **Commentary and discussion on readings:** (See Attachment 1: Basic Outline for Commentaries)

Students are required to write brief (no more than two-page) commentaries on the required readings in each subject area. In these commentaries, please consider the questions provided and tell us clearly and concisely what you learned from the readings and what you agree and disagree with. Reference your own experiences and the mini-studio project where appropriate. The commentaries are due on the day the class is discussing the subject. Late assignments will not be accepted, except by prior arrangement with the instructors.

It is crucial that you stay current with the readings. We don't expect you to read every word of every page, but you should have a general grasp of the material. You should quickly scan each reading and select portions to read thoroughly, especially those parts that will assist you in your commentaries and "mini-studio" team projects.

Students are required to turn in only 8 commentaries out of the 11 lecture sessions, but they are expected to do the required readings every week. The quality of class discussions depends on all students staying abreast of the reading.

- **Mini-studio - Team projects/assignments** (See Attachment 2: Description of Mini-studio Project)

The purpose of the studio project is to learn planning practice by analyzing in detail a planning problem in an urban neighborhood. The class will be working for a real client and will therefore be meeting with the client at the start of the project and throughout the semester. Planning recommendations will be formally presented to the client.

At the beginning of the semester, the class will work together to prepare a community survey of the study area. Students will work in teams of two to conduct a field survey over the weekend to get familiar with the area, learn this skill and gather information for the studio project.

This semester the studio project will conduct a comprehensive study of the vulnerability of a community district to disasters and potential impacts of climate change and develop ideas for the preparation of a community disaster preparedness and resilience plan. Students will work in collaboration with the Disaster Preparedness Committee of the Lower East Side Long Term Recovery Group (LTRG) to provide technical support in their process to articulate a plan.

During the first half of the semester, students will gather basic information on existing conditions and present their SWOT analysis (Strengths, Weaknesses, Opportunities and Threats) to the client at the existing conditions presentations on **October 22**. The purpose of this research and presentations is to develop an understanding of the neighborhood and the site's vulnerabilities and resources against disasters and from the perspective of environmental/disaster justice. Each student will join a team (described below) which will prepare a basic community profile on a thematic area. The topics to be covered in each thematic area will be discussed and teams will be formed in class during the first week. There will be 3 teams of 4 students. Research findings will be presented during the ninth week (Oct.22). (See Attachment 3: Identification, Documentation & Analysis of Existing Conditions in each topic area)

- **Team 1:** Built environment - history, and main features of the built environment – i.e., the location and characteristics of buildings and different types of housing. This includes an analysis of architectural typologies, as well as land use and zoning issues. (Prof. Mercedes Narciso)

- **Team 2:** Natural environment, the relationship of the neighborhood to key natural resources (East River Waterfront, green infrastructure, etc.) and open space system, including the transportation system. This includes an analysis of open spaces, including parks, playgrounds, vacant properties, transportation routes, as well as major environmental, and environmental justice issues, affecting the neighborhood and its linkages to the rest of the district. (Prof. Juan Camilo Osorio)

- **Team 3:** Social, economic and cultural fabric of the community with a focus on the most vulnerable groups (who they are and where they live, etc.). This includes an analysis of the demographic and socioeconomic characteristics and housing conditions of the residents, economic development trends, as well as key community assets, such as community facilities, community-based organizations that can strengthen community resiliency. (Prof. Ayse Yonder)

After the existing conditions research presentations, the class will focus on producing recommendations. Working in the same teams, students will use the information gathered during the first part of class to prepare recommendations for the client. Each team will develop recommendations for their thematic area. The final planning report will be presented to the client on December 14th. (See Attachment 4: Basic Outline for Final Project)

There will be one instructor per team, who will be the "go-to" professor regarding assignments and general coordination, but all instructors will act as advisors and will give feedback to all the groups.

C. Assessment and Grading:

- 25%: Regular participation in field trips and presentations and the quality of contributions to class discussion. Note: All students must take part in the half-day land use survey, observations and all community meetings.
- 25%: The quality and timely submission of eight commentaries that reference that week's readings
- 50%: The mini-studio project - 25% for your individual contribution and 25% for your ability to work collaboratively and for the group's overall performance.

V. Policies

A. **Students with disabilities:** In compliance with Pratt Institute policy and equal access laws, we are available to discuss appropriate academic accommodations that you may require as a student with a disability. Request for academic accommodations need to be made during the first two weeks of the semester, except for unusual circumstances, so that appropriate arrangements can be made. Students must register with Coordinator of Student Disability Services (SDS) (see: http://www.pratt.edu/disabilityservices/ or call 718-636-3711) for disability verification and for determination of reasonable academic accommodation.

B. **Academic Integrity:** Academic integrity is expected of every Pratt Institute student in all academic undertakings. Integrity entails a firm adherence to a set of values (outlined in the *Academic Integrity Code* in the 2008-2009 Pratt Student Handbook), and the values most essential to an academic community are grounded in the concept of honesty with respect to the intellectual pursuits of oneself and others. A Pratt student's submission of work for academic credit indicates that the work is the student's own. All outside assistance (including assistance from a classmate, roommate, friend or family member) should be acknowledged, and the student's academic position truthfully reported at all times. In addition, Pratt students have a right to expect academic integrity from their peers. (For more information: http://www.prattsenate.org/learning/academic.htm)

C. **Community Standards:** All students must adhere to Institute-wide policies in the student handbook and Institute Bulletin under "Community Standards." These include policies on attendance, computer, and network use. (For more information: http://www.pratt.edu/student_activities/Student_Handbook_2008-2009#)

D. **Safety:** All students are expected to adhere to the specific Health & Safety and Environmental Protection Guidelines of Pratt Institute.

Attachment 1 - BASIC OUTLINE FOR COMMENTARIES

I. Identify the readings you wish to discuss and give a full citation of each.

II. Use the questions provided to frame your commentary. These are some of the points that the class discussion will focus on.

III. In the Commentary, avoid summarizing. Discuss specific ideas or examples (cite and reference specific readings.)
- What are the authors' main points?
- How do they relate to the reading in the "Green Book"?
- How are the authors' ideas, theories or perspectives, similar or different from each other?
- What do you agree with and why?
- What do you disagree with and why?
- IMPORTANT - Examples from your own experiences, either personal or professional, and references to the mini-studio project that relate to specific issues, ideas, or conclusions in the readings. (These do not have to be discussed separately but you should include consideration of the above points.)

IV. Your concluding thoughts on the readings and the topic they address.

Attachment 2 - MINI-STUDIO PROJECT - FALL 2013

THE CLIENT: Good Old Lower East Side (GOLES) http://www.goles.org

Damaris Reyes, Executive Director.
Contact person: Lilah Mejia. GOLES Disaster Coordinator & Co-Chair of the Lower East Side Long-Term Recovery Group (LTRG)

GOLES (Good Old Lower East Side) is a neighborhood housing and preservation organization that has served the Lower East Side of Manhattan since 1977. GOLES is dedicated to tenants' rights, homelessness prevention, economic development, and community revitalization. GOLES' long-term goals are to:
- Build the power of low-income residents on the Lower East Side to address displacement and gentrification.
- Preserve and expand the low-income housing stock.
- Assert community self-determination over the use of public space.
- Ensure a clean and healthy environment where people live, work, and play.

THE ISSUE:

The impacts and aftermath of Superstorm Sandy, which made landfall on October 2012, have reminded New York City of the various challenges posed by climate change and its implications on the structure and dynamics of its neighborhoods. Community, industry and government, need to work together to articulate planning and design strategies to adapt the built environment to future climate change impacts, structure a more sustainable relationship with natural resources, reduce community vulnerability overall, and build a more resilient social and economic fabric.

GOLES' catchment area spreads over the entire Manhattan Community District 3 (CD3M). This is an area that is traditionally called the Lower East Side (LES), and is located in the southeastern part of Manhattan -- below 14th Street, above the Brooklyn Bridge, east of the Bowery and facing the East River. This district is ethnically diverse and largely populated, and contains diverse types of housing: public, affordable housing for low-income, moderate and middle-income, senior housing and also market-rate and luxury condominiums; the latter ones

mostly developed in the last 10 years. As a low-laying waterfront community, the Lower East Side was severely impacted by Superstorm Sandy, where heavy rains flooded a considerable number of blocks and storm surge caused major damage and disruption. Many families had to be evacuated, and those who sheltered in place (particularly residents of NY Housing Authority developments) lost power and faced many challenges until basic food, energy and transportation services were restored in the neighborhood. In most of these buildings, mechanical rooms in the basements, hosting key machinery such as ventilation and elevator equipment, were compromised by flooding during the storm, and seniors and disabled residents who could not use the stairways were trapped, requiring special attention.

The Lower East Side is home to an important segment of New York's most vulnerable population – the elderly, immigrants, and low income households. The severe weather conditions and the emergency situation aggravated the vulnerabilities of such residents and workers in the neighborhood. Even before Superstorm Sandy, or Hurricane Irene in 2011, GOLES had been concerned with a variety of environmental justice and public health issues, affecting some of the residents, particularly low-income communities of color. For example, the district's area along the East River is currently been exposed to malfunctions in the sewage system, affecting not only public housing, which is located close to the river but other housing developments as well. GOLES was, not only concerned about the effect of the stench and toilet backups on public health, but also the potential harm due to storm surge and flooding issues on this area along the waterfront where most public housing developments are located. In addition, there are many polluting sources in Manhattan Community District 03, such as a Consolidated Edison fossil fuel power plant on the 14th Street's waterfront (which suffered an explosion during Sandy), vehicular congestion from its three bridges (Williamsburg, Manhattan and Brooklyn), arterial corridors, and vehicle idling at Chinatown Bus operations. However, the extent and impact of environmental health hazards on the neighborhood hasn't been fully documented. Trash has been another issue of concern. There are many old tenement buildings with no indoor storage or compactors, and also, many bars and restaurants (due to the district's popular nightlife destination character) with overflowing trash baskets attract rodent infestation. The impacts of this on public health have not been addressed.

In addition, the prime location of CD3M in Lower Manhattan has made it very attractive to people and businesses that support market-rate housing and high-end retail. Thus, the district has been affected by rapid gentrification and displacement of long-term residents and local businesses. This is an issue of great concern for GOLES, as well as for the Community Board, and the impact of this trend on the population has not been fully examined either. Lastly, GOLES is also concerned with unemployment, especially among public housing and low-income residents. Strategies and opportunities for sustainable economic development and green jobs have not been undertaken in this district.

THE MINI-STUDIO

The purpose of the studio is to conduct a comprehensive study the vulnerability of this neighborhood to disasters and future climate change impacts, and develop guidelines/ideas for the preparation of community disaster preparedness and long-term recovery and mitigation plan. The class will work in collaboration with for GOLES, to provide technical support to the Disaster Preparedness Committee of the Lower East Side Long Term Recovery Group (LTRG) in their process to articulate such a plan.

Specific objectives of the studio project are to

- Analyze general existing conditions (vulnerabilities and capacities/resources) in the Manhattan Community District 3 (CD3M), with an emphasis on three sub-zones located in the South-East portion of the district
- Review relevant government reports and programs to identify gaps and potential resources, and research case studies or examples of good practices and policies in NYC and elsewhere that could be applied to the study area, and;
- Develop specific recommendations to address the issues identified through the research and by the client (and others that might surface during the study) focusing on a sample of locations that were either affected during Superstorm Sandy and/or those vulnerable to future extreme weather events.

Deliverables to GOLES include:

- A checklist of vulnerabilities and resources/capacities to consider in preparing a disaster preparedness/recovery/mitigation plan – at the household, building/development, neighborhood level as well as for the organizations themselves AND in relation to the built environment & infrastructure, the natural environment, and social/economic environment;
- A list of resources (within and outside the district) to deal with the issues/vulnerabilities – i.e., policy, program, agencies, NGOs, academic and professional partners, etc.
- An analysis of existing reports on LES and District capital budget investments to identify gaps in addressing the area's vulnerabilities, and
- A set of short and long term recommendations to deal with the vulnerabilities in a few sample locations, and to address the gaps in programs.

Assignment 1: **Neighborhood survey** (Due on **Tuesday 09/24**)

The class will visit LES together on Saturday, September 11th. Students will work in teams of three to observe and map potential vulnerabilities and resources in three sample study areas. Using the checklist provided, they will document key assets that could play an important role in protecting the neighborhood against disasters and climate change impacts, or visible vulnerabilities that may threaten public health and safety in the event of severe weather conditions.

Sample study areas;

- GROUP 1: Smith Houses: St. James, Henry Street, Market Street and the East River (including James Madison Plaza).
- GROUP 2: East 13th Street, Avenue B, East 8th Street, and the East River.
- GROUP 3: Pike Street, Madison Street, Montgomery Street, and the East River.

Each survey team will have at least one representative from each of the existing conditions research teams (see Assignment 2 below). Each survey team will compile a list of key assets/vulnerabilities in their study area, and document existing conditions. . The results of this activity will be presented in class, where each team present and discuss their findings on a map that they will produce, and highlight issues that might need further research going forward.

Assignment 2: **Existing conditions research reports and presentation of key findings to the clients** (Presentation to the client on **Tuesday 10/22**)

During the first half of the semester, students will research the study area (CD3M), working in three teams (of four students each) on three thematic areas, and conduct a SWOT analysis (Strengths, Weaknesses, Opportunities and Threats). They will present their analysis to the client on Tuesday, October 22nd (See Attachment 3). Each team will prepare a short PowerPoint presentation (10-minutes) of their analysis of major findings from their neighborhood survey and existing conditions research. This analysis will highlight the key factors contributing to the Lower East Side's vulnerability to disasters and impacts of climate change. Students will answer this question in thematic groups that will focus on the following three themes:

- **Group 1: Built environment and infrastructure:** This group will focus on the quality of the built environment. What the building fabric look like and how is it contributing to protect the community against potential climate change impacts? What is it composed of? For example, old/new/newly renovated structures, and what type of maintenance is required? The group will also analyze what are the typical ground floor characteristics – are ground floors elevated or not? Do they have stoops/steps up in the entrance? Do they have basements? What type of windows? Are there commercial uses on ground

floors? Affordable housing vs. new upscale development?

General areas of inquiry:

- History of the Area: Very short history of how the area developed – who, what, when – timeline: key dates for changes in the physical environment (major development projects), especially in terms of past emergency events.

- Building characteristics, Land Use, Zoning: Major architectural typologies, land use and zoning patterns (functional and by building type/density), general building conditions and distribution within the area; topography, vistas ,location of new public /private land or development projects, and identify areas and regulations/policy that might be vulnerable to disasters and/or could contribute to the area's resiliency.

- Housing trends: General housing indicators describing the characteristics of the housing stock, such as year structure built, type of structure, public, private, and subsidized housing, type of structure, tenure (owner occupied/rental), property values and trends, and identify structural issues that might make housing vulnerable to disasters and/ or contribute to the area's resiliency.

- **Group 2: Natural environment:** This group will focus on the natural environment to explore the most important environmental assets/issues in the neighborhood, and how they contribute to protect the community against potential climate change impacts? For example, can tree lines on the street help protect against high winds?
  General areas of inquiry:

  - Parks, Open Space System and Green infrastructure: Spatial distribution of different types of public open spaces – parks, squares, sidewalks and recreation areas, empty lots, tree lined streets, green infrastructure, etc. Conduct a quick survey of the conditions of major public/semi-public open spaces; permeable and impermeable surfaces (parking lots, courts, and other paved surfaces, etc.). What role would each of these spaces play during flooding or other types of disasters?

  - Transportation infrastructure: Major transportation routes, access and linkages to the waterfront and the rest of the city, truck, bicycle routes, public transportation routes, designated evacuation routes.

  - Physical Infrastructure and Environmental Issues: Sewage system, CSOs and treatment facilities in the area; garbage issue (How is garbage transferred – is there solid waste or material piles on streets or lots? Are these fenced out and/or protected against extreme weather events?) Key nuisance and pollution points/sources (smells, sounds, particulates, contamination, etc. - where? Since when? Why?)

- **Group 3: Social, economic, and institutional environment:** This group will explore the social, cultural and economic characteristics and the social infrastructure in the district to identify vulnerabilities, gaps, existing resources and capacities in relation to disasters and potential impacts of climate change.

  General areas of inquiry:

  - Demographic & socioeconomic characteristics of population and housing:
    Who might be the vulnerable groups in the area? How are they distributed spatially (by census tract)? To do this, you will have to first look at the demographic and socio-economic make-up of the community in terms of: Race/ethnicity, immigration status, age composition, disability status, employment and occupation, poverty, median household income. What is the housing condition of these populations (tenure – owner occupied, rental, etc.) and identify trends in population characteristics and property values in relation to the potential threat of gentrification and displacement.

- Social Infrastructure: Community facilities and organizations:
  An inventory and a map showing the spatial distribution of major facilities (schools/childcare, hospitals, police, fire stations, homeless shelters, elderly homes, emergency centers, etc.) and community based organizations in the area as key local assets and capacity

- Economic development (businesses, job opportunities, trends, etc.)
  Major economic activities/types of businesses in the area (conduct a quick survey of major commercial strips), workers and employment patterns, means of travel to work (to identify resident workers), etc. to identify businesses/workers that might be vulnerable to disasters and/or could contribute to the area's resiliency.

NOTE: on the week of October 21, after the Existing Conditions Presentation to GOLES, there is a potential public meeting to present the fundamental's class findings to other stakeholders or the community at large. Details are to be decided with the client.

Assignment 3: Interviews with local experts (starting on **Monday, September 30th**)

Students will work in pairs to reach out to a short list of individuals identified by the client in order to gather first-hand information to supplement the existing conditions research. These conversations will be a unique opportunity to document local perceptions regarding the potential assets/vulnerabilities. The interviews will be documented and incorporated into the analysis of existing conditions.

Assignment 4: **Develop recommendations and prepare a final presentation and a report to the clients** (Presentation to the clients on **Tuesday 12/10**)

After the midterm presentation of research, the teams will prepare a planning report, as requested by the client, with some recommendations for the whole district and some specific recommendations focusing mainly for three different sub-zones. The specific issues to be addressed in the recommendations will be determined based on discussions with the client and their priorities.

The teams will use the information gathered during the first part of the course, as well as any additional research as needed, to substantiate their recommendations. This may include additional on-site observations, interviews with local knowledgeable individuals, review of relevant agency reports, news articles, city projects/programs/policies, and analysis of relevant best practices from NYC and elsewhere that could be applicable to the study area and could represent potential opportunities. The recommendations and the final report will be formally presented to the client on Tuesday, December 10th (See Attachment 4).

DELIVERABLES AND DUE DATES

- PowerPoint presentations
  September 24th - Neighborhood survey presentations
  October 22nd - Research and analysis results
  December 10th - Final research and recommendations

- Reports
  October 22nd - Research report
  December 10th - Final report

PRELIMINARY LIST OF MINI-STUDIO WEEKLY ACTIVITIES AND DELIVERABLES

Week 1 (Aug 27)
General introduction to studio assignments; and creation of existing conditions research and sub-zone teams. Deliverable: List of students in each set of teams.

Week 2 (Sep 3)
Discussion of neighborhood survey and formation of research teams; land use survey on Saturday, Sept. 14th.

Week 3 (Monday, Sep 9)
Team discussion on the distribution of labor -- who will work on each topic, who will be in charge of the presentation, the report, etc., format needs to be coordinated between teams. Deliverable: Roles should be written and submitted to the go-to professor at the end of the class.

Week 4 (Monday, Sep 16)
Meeting with Damaris Reyes (GOLES) studio client.

Week 5 (Sep 24)
Student presentations of neighborhood survey findings and preliminary sub-zone profiles. Deliverable: In-class presentations.

Week 6 (Oct 1)
Team discussion on preliminary findings regarding existing conditions research. Deliverable: table of contents for existing conditions report; creation of report and existing conditions presentation template (in coordination with Verbal / Visual skills instructors.)

Week 7 (Oct 8)
Team discussion on major findings regarding existing conditions research, priorities, and next steps. Deliverable: Draft report on existing conditions and two-slide presentation summarizing research results.

Week 8 (Oct 14-15)
Final adjustments to existing conditions research presentations and reports. On Monday: Draft presentations of existing conditions. On Tuesday: No class; Midterm Break

Week 9 (Oct 21-22)
In-class review of existing conditions presentations and research reports (including SWOT analysis) on Monday, and materials presented to the client on Tuesday. Deliverable: final existing conditions presentations, and list of questions for the client to address..

Week 10 (Oct 29)
Team discussions regarding division of labor for sub-zone teams; potential recommendation areas to be included in final report; and strategy to identify potential case studies. Deliverable: Table of contents for sub-zones report; report and presentation template for sub-zone recommendations.

Week 11 (Nov 5)
Team discussion on sub-zone recommendations to be included in final report; and status update. Deliverable: Outline of recommendations (objectives, priorities, sources, focus areas, potential case studies, potential implementation strategies, etc.)

Week 12 (Nov 11)
On Monday: Team discussion on final sub-zone recommendations and implementation strategies; and status update. Deliverable: Draft report of sub-zone recommendations.

Week 13 (Nov 18-19)
Preliminary recommendations and implementation strategies due (class discussion); team discussion to finalize sub-zone recommendations for final report; and discussion of steps ahead. In-class review of draft presentations. Deliverable: Draft sub-zone recommendation presentations, and status update of the sub-zone recommendations report.

Week 14 (Nov 25-26)
Close to final adjustments to final sub-zone recommendations report (Monday); draft final sub-zone recommendations report due (Tuesday). Deliverable: Final draft sub-zones recommendations report.

Week 15: (Dec 2-3)
Close to final adjustments to final presentations (Monday); Dress rehearsal of final presentation to the client (Tuesday). Deliverable: Final draft sub-zone recommendations presentation.

Week 16: (Dec 9-10)
Final adjustments to report and presentations (Monday); final recommendations presentation to client (Tuesday); and presentation to PSPD (Saturday).

MINI STUDIO RESOURCES

Federal hurricane Sandy Rebuilding task Force's Rebuilding Strategy: Available at: http://portal.hud.gov/hudportal/documents/huddoc?id=HSRebuildingStrategy.pdf

New York State NY Rising Reconstruction Program. Available at: http://nysandyhelp.ny.gov/community-reconstruction-program

The Rockefeller Foundation. The NYS 2100 Commission Report: Building Resilience in New York. Available at: http://www.rockefellerfoundation.org/blog/nys-2100-commission-report-building

Mayor's Special Initiative on Rebuilding and Resiliency (SIRR) "A Stonger More Resileint New York. Available at: http://www.nyc.gov/html/sirr/html/report/report.shtml

Sandy Regional Assembly Recovery Agenda. Available at: www.NYC-EJA.org

Sandy Regional Assembly, Special Initiative on Rebuilding and Resiliency (SIRR) analysis and recommendations to the federal Hurricane Sandy Rebuilding Task Force. Available at: www.NYC-EJA.org

Alliance for Just Rebuilding, "Turning the tide: How our next Mayor should tackle Sandy Rebuilding". Available at: http://www.rebuildajustny.org/solutions/

Post Sandy Initiative's "Building Better, Building Smarter: Opportunities for Design and Development". Available at: http://www.aia.org/advocacy/AIAB098889

Allen and Pike Street Pedestrian Malls Community Visioning Process; Hester Street Collaborative, 2008

Chinatown Design Lab; AAFE, Rebuild Chinatown Initiative (presentation)

Chinatown, Where Tradition Meets Tomorrow; Columbia University, 2003

Allen & Pike Streets, Boulevard Improvement Project; New York City Department of Transportation, 2009

Neighborhood action plan, a vision for bicycling in Chinatown and the Lower East Side; Local Spokes, 2012

Adaptive Re-Use of Seward Park Case Study (Final Report & survey results); New York University Collaboration, 2012

A People's Plan for the East River Waterfront; O.U.R. Waterfront Coalition, 2009

Areas of Concern Map; Parks Committee, 2010

Allen Street Schematic Design; New York City Department of Parks and Recreation, 2009

Recommendations for Immigrants and Parks: Parks, Open Space and Recreation; Chinatown Working Group, 2009

Additional recommendations for Parks: Parks, Open Space and Recreation; Chinatown Working Group Town Hall Meeting, 2009

America's Chinatown: A Community Plan; Asian Americans for Equality, 2004

Imagine a Community Center in the Park; Sara D. Roosevelt Park Coalition.

Community Districts Needs for Manhattan Community District 03; New York City Department of City Planning, 2012

New York City's Wastewater Treatment System; New York City Department of Environmental Protection

PlaNYC Sustainable Storm Water Management Plan; New York City Department of Environmental Protection, 2008

Air Pollution and the Health of New Yorkers: The Impact of Fine Particles and; New York City Department of Health and Mental Hygiene, 2010

Transforming the East River Waterfront; New York City Department of City Planning, 2005

East River Repowering Project; Manhattan Community Board 06 and East Midtown Coalition for Sensible Development, 2001

Stuyvesant Cove 197-a Plan; Manhattan Community Board 06, 1995

Rebuild Chinatown Initiative Plan for America's Chinatown; Asian Americans for Equality, 2004

Cooper Square Urban Renewal Area: Planning Study and Recommendations; Cooper Square Community Development Committee, 2001

East Village/Lower East Side Rezoning; Manhattan Community Board 03, 2006

Pedestrians and Sidewalks Programs, Street Design Manual And Arts Projects; New York City Department of City Planning: http://home2.nyc.gov/html/dot/html/sidewalks/sidewalks.shtml

City & County of San Francisca, CA; San Francisco Better Streets Plan. Available at:

http://sfdpw.org/index.aspx?page=88 and http://www.sf-planning.org/ftp/BetterStreets/index.htm

NYC DOT: Pedestrians and Sidewalks programs - street design manual and arts projects. Available at: http://home2.nyc.gov/html/dot/html/sidewalks/sidewalks.shtml

San Francisco Better Streets Plan. Available at: http://sfdpw.org/index.aspx?page=88 and http://www.sf-planning.org/ftp/BetterStreets/index.htm

Making it in New York. Available at: http://mas.org/presscenter/publications/making-it-in-new-york

Attachment 3 - IDENTIFICATION, DOCUMENTATION & ANALYSIS OF EXISTING CONDITIONS IN EACH TOPIC AREA

I. For each topic area:

a) Research existing data from Census, National, State, and City Government documents, reports and maps and from other public and private sources (both Internet-based and original materials);

b) Visit location/community and take photos, videos and notes on both the topic/issue and its context; and

c) Identify and interview relevant individuals and groups representing the community as well the public and private sectors.

II. Analyze the above material to identify and evaluate the characteristics, assets, needs, problems and opportunities.

III. Produce maps, charts, tables, images and text that represent and effectively convey the above research and analysis.

Attachment 4 - BASIC OUTLINE FOR FINAL PROJECT

I. Goal/vision (from client)

II. Existing conditions – From existing conditions reports (summarized as relevant)

III. Analysis - Issues/Threats/Needs and Opportunities - SWOT – Strengths, Weaknesses, Opportunities, Threats - Also identify Constraints
Statement of the issues and opportunities is based on the research already conducted (see II) as well as additional information and analysis you will have to conduct for this specific topic.
This section sets the background and the rationale for your recommendations, and it has to be short and concise.

- **What** are the key and urgent issues and threats? **For whom**? **How much**?
- **Where**? (Must have the basic information about your client group -- their characteristics, needs, magnitude of the issue, etc.)
- **Why** and **how** does it seem to be happening?
- **What** are the opportunities? Existing capacity, resources, potential in the neighborhood to build on.

IV. Objectives - What do you find needs to be done to address the Issues, Threats/Needs and Opportunities - for example, provide improved access to the public open spaces, increase use of public open spaces by nearby residents of all ages and incomes, etc.

V. Specific Recommendations
Specifically - What can be done to address these objectives, needs and issues building upon the existing strengths, capacity and potential in the neighborhood? What needs to be done to implement these recommendations?

Your recommendations should include **both policy recommendations and specific physical sites for possible projects** – housing, community facilities and schools, transportation, urban design - in the neighborhood.
Where, Why and for Whom? How? What programs, organizations, agencies can help implement these recommendations?

Attachment 5 - GENERAL PLANNING PROCESS

A. EXISTING CONDITIONS RESEARCH:

1) **Identify Goal(s)**
What is the overall vision? What would you/the client like to see happen?

2) **Existing Conditions – Identify and Analyze**
Analyze the existing conditions of the neighborhood in order to identify major strengths, weaknesses, opportunities and threats to develop a SWOT analysis.

a) **What are the current resources, designations or characteristics?**
b) **What are the assets of the community?**
. The strong (good) places?
. The strengths - good things/ activities?
. Assets to keep?
. Assets to improve?
. Assets to have more of..?
c) **What are the Problems/Issues in the community?**
. The weak (Bad) places?
. The weaknesses – bad things/ activities?
. Problems to eliminate?
. Problems to improve?
. Problems to have less of…?
d) **What's Missing?**
. Places needed for a strong/healthy community?
. Things/activities needed?
e) **What are the Constraints?**
. What physical things to consider?
. What financial things to consider?
. What cultural need to consider?
. What legal/policy/political things to consider?
. Ownership or who is responsible?

B. RECOMMENDATIONS RESEARCH:

3) **Objectives**
. What actions/activities would help you reach the goal(s)
. Preserving, improving adding assets
. Eliminating, improving, lessening problems/weakness

4) **Alternatives (by issue area or by geography)**
Given existing conditions, recommendations/ways to achieve each objective
. Specific places?
. Specific designs?
. Specific actions/programs?
Specific policies?

5) **Selection of Alternative (Proposal/Plan)**
a) Select which alternative/or combination of recommendations can most successfully achieve the goal and most objectives
b) Combine alternatives from issues areas or geographies into Comprehensive Plan (if appropriate)

6) **Implementation**

For each recommendation in you Selected Alternative/Proposal

. Identify what actions need to be taken
. Identify the Stakeholders (people who need to be involved)
. Identify who is/should be responsible for doing it
. Identify financial requirements – where to find them
. Identify process requirements – who needs to approve it
. Identify timeline

7) **Monitoring and Evaluation**

For each recommendation in your selected Alternative/Plan

. Monitor progress at each step of the timeline
. Evaluate if it is adequately meeting goals/objectives
. Evaluate if new circumstances require modifying the Plan.

COURSE SYLLABUS

Plan 602/History and Theory of City Planning

Fall 2013



I. COURSE INFORMATION

Course Title:	History and Theory of City Planning				
Course No.:	Planning 602.01				
School:	Architecture	Department:	Programs For Sustainable Planning and Development	Program:	CRP
Days:	Wednesday	Time:	5:00 – 7:50pm	Class meetings:	HHS 112
Credits:	3				
Chairperson:	John Shapiro				
Prerequisites:					

II. INSTRUCTOR'S CONTACT INFORMATION

Name:	Nicholas Klein	Academic Title:	Visiting Assistant Professor
Office hours:	By appointment		
Phone no(s):	917-740-8201		Office hours by appointment
Email address:	nklein@pratt.edu	Class listserv:	LMS

III. COURSE DESCRIPTION
Theories of planning focus on the normative issues that arise in considering why and what we plan. Under this heading are questions of ideology, values, purposes, principles and questions of how planners address gender, race and class differences in society. Theories of planning also involve questions of governmental intervention and public legitimization. Since the process of planning is affected by changes in social, economic, and political contexts, this course examines and evaluates the theory of planning practice in various historical periods.

Detailed Description:
This course is an introduction to the history and theories of urban planning. It is a required course for all City and Regional Planning students, but is open to students from other fields.

You will become familiar with several broad themes that form the theoretical foundation of the planning profession: industrialization and urbanization; urban hierarchies; the political economy of cities; the sociology of cities; the rise of the discipline of planning; theoretical and ethical issues in planning; case studies of how planning takes place; the global transformations that affect cities physically, socially, economically, and ecologically; and the current global and urban transformations that challenge us to recast our approaches to planning.

The course is designed to help you apply historical approaches and theoretical constructs to your own work as a practicing planner. You will be asked to critically consider the same debates and challenges with which the field has always grappled: whether we should think like architects, social critics or private developers; whether plans should be grand and comprehensive or cautious and incremental; whether planners should assist or resist the private market; whether planners should be neutral professionals or social advocates; and whether planners should create utopian visions of how cities could be or pragmatically deal with cities as they are. We will also deal with the fundamental question of how to bridge the gap between theories of planning and the practice of planning. How can scholars inform urban planning practice, and how can practitioners inform urban planning theory? You are encouraged to think about how these questions will affect you in the way you practice planning.

Course Goal(s):
This course provides an introduction to the history and theories of urban planning, familiarizing you with several broad themes: the historical rise of cities, suburbs and the discipline and practice of planning; ethical and theoretical questions in planning; case studies of planning; the politics of planning and urbanization; and the current economic, technological and social-spatial transformation of cities. You will have the opportunity to consider these factors in the context within which we practice planning.

Student Learning Objectives:
- Become knowledgeable of broad themes and debates in urban planning;
- Critically examine relationship between past and present approaches to the planning of cities and the role of planners;
- Apply new knowledge to an in-depth examination of a contemporary planning issue;
- Gain practice in thinking through problems, organizing arguments and counterarguments; conveying positions in public discussions; responding thoughtfully to the positions of others.

IV. COURSE REQUIREMENTS
Textbooks, Readings, and Materials:

> Venkataraman, Anusha, ed. 2010. *Intractable Democracy: Fifty Years of Community-Based Planning.* Pratt Institute Programs in Sustainable Development. This book is available at no fee to Pratt planning students.

Additional readings will be made available through LMS (you're responsible for staying current with the class through the LMS and through your Pratt e-mail account.) Many of these reading are drawn from the following books, which you may want to acquire for your own library:

1. Campbell, Scott and Susan S. Fainstein, eds. 2003. *Readings in Planning Theory* (revised second edition). Cambridge, MA: Blackwell.
2. Hall, Peter, 1998. *Cities of Tomorrow*. Cambridge, MA: Blackwell.
3. LeGates, Richard and Frederic Stout, eds. 2011. *The City Reader* (5th edition). Routledge.

Assessment and Grading:
You are expected to complete all the required readings before the scheduled class time, actively participate in class discussions and presentations, complete periodic written assignments on the readings, and write a 10-15 page research paper, due at the end of semester. Evaluation of your work will be based on substantive content, the logic of your argument, and writing quality.

Late assignments will lose a third of a grade (eg. "A" becomes "A-") if more than 1 hour late. An additional third of a grade is deducted for every 24 hours after the deadline. Because of college deadlines for submitting final grades, final papers will not be accepted after Dec 15th at midnight. Papers not submitted by Dec. 16th will be graded as a zero.

Assignment	Date Due	Suggested Page Length	Percent of Grade
Individual reports on weekly readings	Posted every Wednesday at noon; oral presentation as assigned.	1-2 pages	30%
Research paper abstract and outline	*Oct 9*	2 pages	(10%)
Annotated bibliography	*Oct 30*	10 sources	(10%)
Research paper draft	Nov 13	3 pages	(10%)
Final paper	Dec 11	10-15 pages	40%
Oral presentations	Dec 11	8-10 minutes	(10%)
Class participation	Every Wednesday!	---	30%

Attendance
You are expected to be present for all classes; however, you are permitted one excused absence from class meetings. For an excused absence, you must notify the instructor by three hours prior to the beginning of the class. Illness, personal/family emergency, religious observance, severe weather conditions, and participation in recognized extracurricular activities may legitimize an absence from class.

Individual commentaries on weekly readings:
The syllabus lists readings for each week. Everyone is obliged to do the required readings before each class, and to post a brief comment on LMS **by 9am the day of our class meeting time**. (Time and interest allowing, you are encouraged to do the additional reading listed at the end of the syllabus as well.) Each week, two or three of you will present your commentaries (see the schedule for assignments).

Guidance on commentaries:
In ideally one but no more than two pages, comment each week on the following:

- What were the key themes/points that you took away from the readings?
- What was your opinion of those themes and/or points?
- Did these themes/points relate to anything that you've worked on or would like to work on? How?

You must post your commentary by 9am each Wednesday that class meets. I will review your commentaries and give you the appropriate credit.

Weekly presentations and discussion:
Each week, two or three of you will be assigned to post one discussion question on LMS that follows on your commentary, present your commentary to the rest of the class, and lead a portion of the class discussion. For you appointed two or three, your commentary and your discussion question must be posted on the LMS by noon on Wednesday. Work collaboratively to coordinate your discussion questions. You must present your commentary, as opposed to reading it aloud. (Some exceptions may be made but you must get sign off from me in advance.)

Other discussion questions identified by the instructor may be posted on LMS before class, too.

Research paper:
The research paper is an opportunity to explore a topic in planning that interests you and to gain experience in research and writing. You are to select a topic (for example, Willets Point, Atlantic Yards, New Urbanism, transit-oriented development, disaster planning and prevention, etc., subject to my approval) and develop a written exploration of that topic. In addition to researching the topic, you should draw conclusions about where the topic fits into the central debates of planning theory that we'll be discussing, for example:

- The role of the planner
- Organizational and spatial scale of planning
- Priorities and conflicting interests in planning
- The planner's relationship to the market and government
- Assessment of "the public good"

You are strongly encouraged to use the research paper as an opportunity to explore a topic that may lead to a thesis. You are required to submit parts of the paper all the way through the semester: an outline and abstract; a ten-source annotated bibliography (one sentence per source that explains what that source contributes to your paper); a draft of the paper; the final paper; and an oral presentation of the paper that serves as your final exam.

Class participation:
Since this is a seminar, participation in class discussion is required. You can participate in different ways—thoughtful questions are as valuable as observations and often help advance the discussion. We'll be using classroom discussions as the primary means to advance your understanding of course material. You'll receive prompt questions each week to help you guide your readings and to prepare you for class discussions, and I'll compose questions to guide and focus discussion, sometimes with your assistance. I expect everyone to participate, and I encourage you to think about our time in the classroom as a "safe" place to test out new ideas, hone arguments, and learn how to respond to different viewpoints in a productive way. You do not need to raise your hand to speak—just be respectful of others and let them finish speaking before you begin. I may call upon you; you can take a pass if you don't feel like speaking, but I will come back to you the next class.

Readings:
Readings for each class are listed on the schedule, below. All readings will be posted on LMS. You may be asked to read an additional article here and there, believe it or not. These will also be posted on LMS.

V. POLICIES

Community Standards:
All students must adhere to Institute-wide policies in the student handbook and Institute Bulletin under "Community Standards." These include policies on attendance, computer, and network use.

Academic Integrity:
Absolute integrity is expected of every member of the Pratt Community in all academic matters, particularly with regard to academic honesty. The latter includes plagiarism and cheating. All work must be your own. If it is not, the source should be cited and documented appropriately. *Rule of thumb on plagiarism: if you borrow someone's original idea, you must cite them. If you borrow someone's exact words, you must cite them and put their words in quotations.*

Policy on students with disabilities:
Students who require special accommodations for disabilities must register with the Office of Disability Services at the beginning of the semester. They should contact the Disability Services Director, first floor Willoughby Hall, adjacent to Health and Counseling Services, 718-636-3711.

Institute-Wide Policies:
Irregular class attendance, neglect of work, failure to comply with Institute rules and official notices or conduct not consistent with general good order are regarded as sufficient reasons for dismissal unless subject to the policies pertaining to religious beliefs. Students by law are guaranteed rights to privacy relating to certain types of personal information and access to personal records.

Safety:
All students are expected to adhere to the specific Health & Safety and Environmental Protection Guidelines of Pratt Institute. A full description of all of these policies and procedures may be found in the Student Handbook and the Bulletin.

VI. WEEKLY CALENDAR

Date	**Session overview**	Readings and assignments
1 *Aug 28*	**Course Introduction**	Flip through *Intractable Democracy*.
2 *Sep 4*	**Classic Themes in Planning Theory**	1) Mumford, Lewis, 'What Is a City?' (City Reader, Part 2) 2) Burgess, Ernest, 'The Growth of the City' (City Reader, Part 3) Simmel, Georg. "The Metropolis and Mental Life," in The Sociology of Georg Simmel, translated by Kurt H. Wolff Glencoe: The Free Press, 1950, pages 409-424. 4) Kingsley Davis, 'The Urbanization of the Human Population' (City Reader, Part 1) Presenters/Discussants: Matt and Kellie
3 *Sep 11*	**Contemporary Themes in Planning Theory**	1) Lynch, Kevin. "The Pattern of the Metropolis," in An Urban World, edited by Charles Tilly. Boston: Little, Brown and Co. 1974, pages 298-315. 2) David Harvey, 'Contested Cities: Social Processes and Spatial Form' (City Reader, Part 4) 3) Joel Kotkin, 'The Urban Future' (City Reader, Part 8) 4) Lefebvre, Henri. *The Urban Revolution.* University of Minnesota Press, 2003. Read Chapters 1 and 7. Presenters/Discussants: Dylan and John

4 *Sep 18*	**The City Before Renewal: 1840-1940**	1) Engels, Friedrich. 'The Great Towns.' (City Reader, Part 1) 2) Sinclair, Upton. *The Jungle*. eBook. Project Gutenberg. Read chapters 2, 6, 9, 21. 3) Hall, Peter. 2002. *Cities of Tomorrow*. Chapters 1 and 2 4) Addams, Jane. *Twenty Years at Hull-House*. Penguin Books, 1998. Read pages 79-87. Presenters/Discussants: Chelsea and Rosa
5 *Sep 25*	**Urban Utopias: The Garden City, City Beautiful, Broadacre, the Rise of the Suburbs**	1) Hall, Peter. 2002. *Cities of Tomorrow*. Ch. 4, pages 87-108 and 122-135; Ch. 6, pages 175-192; Ch. 9, pages 274-307. 2) Beauregard, Robert. *When America Became Suburban*. University of Minnesota Press, 2006. Read Chapters 1, 3 and 5. Presenters/Discussants: Jose and Paola
6 *Oct 2*	**Modernist Planning and Urban Renewal**	1) Hall, Peter. 2002. *Cities of Tomorrow*. Chapter 7. 2) Zipp, Samuel. 2010. *Manhattan Projects: The Rise and Fall of Urban Renewal in Cold War New York*, pages 3-29. 4) Robert Moses obituary, New York Times, July 30, 1981. 5) ID, pages 56-69 Presenters/Discussants: Mariana and Ben
7 *Oct 9*	**Responses to Urban Renewal; Alternatives to Urban Renewal** **Due: Research paper abstract and outline**	1) Jacobs, Jane (1961) *The Death and Life of Great American Cities* (Chapters 2, 3, and 4) 2) Fullilove, Mindy. 2004. *Root Shock: How Tearing Up City Neighborhoods Hurts America, and What We Can Do About It*, pages 71-100; 197-209. 3) Cooper Square Alternative Plan: http://www.scribd.com/doc/28178367/An-Alternate-Plan-for-Cooper-Square Read pages 1-8; skim the rest. Presenters/Discussants: Jose and Casey
8 *Oct 16*	**Postmodernism and the City** **Guest speaker: Juan Rivero**	1) Harvey, David. "Social Justice, Postmodernism, and the City," In Readings in Urban Theory 2) Ellin, Nan. 1999. *Themes of Postmodern Urbanism. In Postmodern Urbanism.* New York: Princeton Architectural Press. (excerpt: "Themes of Postmoderm Urbanism") 3) Taylor, Nigel, 'Anglo-American Town Planning Theory Since 1945' (City Reader, Part 6) Presenters/Discussants: Matt and Ben
9 *Oct 23*	**Race, Power, and Place**	1) W.E.B. Du Bois, 'The Negro Problems of Philadelphia', 'The Question of Earning a Living' and 'Color Prejudice' (City Reader, Part 2) 2) William Julius Wilson, 'From Institutional to Jobless Ghettos' (City Reader, Part 2) 3) Wilson, Craig. 2000. *A Covenant With Color: Race and Social Power in Brooklyn,* pages 175-217. 4) Sugrue, Thomas. *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit.* Princeton: Princeton University Press. 2005 (reprint). Pages 180-229. (Chs. 7 and 8)

		5) Flyvbjerg, Bent. “Rationality and Power,” in Readings in Planning Theory 6) ID, pages 76-83 Presenters/Discussants: Kellie and G
10 *Oct 30*	**Gender, Difference, and Belonging** **Due: Annotated bibliography**	1) Hayden, Dolores. 2002, 1984. *Redesigning the American Dream*, pages 121-139. 2) Young, Iris Marion "City Life and Difference," in Readings in Planning Theory. 3) Madanipour, Ali ‘Social Exclusion and Space’ (City Reader, Part 3) 4) Leonie Sandercock, "Towards cosmopolis: utopia as construction site," in Readings in Planning Theory. 5) Doan Petra. 2011. Queerying planning : Challenging heteronormative assumptions and reframing planning practice. Ch.1 and Ch. 2 (by Ann Forsyth) Presenters/Discussants: Paola and Adam
11 *Nov 6*	**Approaches to Planning I** **Guest speaker: TDB** **No presenters this week.**	1) Altshuler, Alan, "The Goals of Comprehensive Planning" Journal of the American Institute of Planners, 1965. 2) Charles E. Lindblom. "The Science of Muddling Through," in Readings in Planning Theory. 3) Paul Davidoff. "Advocacy and Pluralism in Planning," in Readings in Planning Theory. 4) Norman Krumholz. "A Retrospective View of Equity Planning: Cleveland, 1969-1979," APA Journal 5) ID, pages 22-26, 34-42 6) Building Hope: The Community Development Corporation Oral History Project: http://vimeo.com/5977553 Presenters/Discussants: Chelsea and Casey
12 *Nov 13*	**Approaches to Planning II** **Due: Research paper draft**	1) Arnstein, Sherry. ‘A Ladder of Citizen Participation’ (City Reader, Part 4) 2) Friedmann, John, "Toward a non-Euclidian mode of planning," in Readings in Planning Theory 3) Friedmann, John. 2011. *Insurgencies: Essays in Planning Theory*, pages 109-125. Presenters/Discussants: Rosa
13 *Nov 20*	**Planning and the Political Economy of Cities**	1) Michael Porter, ‘The Competitive Advantage of the Inner City’ (City Reader, Part 4) 2) Norman Krumholz, "Equitable approaches to local economic development" in Readings in Planning Theory 3) Logan, John, and Harvey Molotch. “The City as a Growth Machine,” in Readings in Urban Theory. 4) Lees, Loretta, et. al., eds., 2008. Gentrification: NY: Routledge. Chapter 5, pages 163-193. 5) Smith, Neil. "Gentrification, the Frontier, and the Restructuring of Urban Space." In Readings in Urban Theory. 6) ID, pages 147-154 7) Brash, Julian. 2011. Bloomberg's New York: Class and Governance in the Luxury City. Chapters TBD

		Presenters/Discussants: G and Dylan
14 *Dec 4*	**Globalization and Cities**	1) Peter Hall, "Megacities, world cities and global cities" 197 Megacities Lecture: http://www.megacities.nl/lecture_1/lecture.html 2) Marcuse, Peter and Ronald Van Kempen, eds. 2009.*Globalizing Cities: A New Spatial Order?* Introduction and Conclusion. 3) Manuel Castells, 'Space of Flows, Space of Places' City Reader, Part 8) 4) Roy, Ananya. "Why India Cannot Plan its Cities." *Planning Theory* Vol. 8 (1) 76-87, 2009. 5) Neuwirth, Robert, "The Pirate Economy," *Harpers Magazine*, September 2011. Presenters/Discussants: Mariana and Rich
15 *Dec 11*	**New Directions in Theories of Planning** **Due: Final paper** **In-class presentations of research papers.** **No presenters this week.**	1) Marcuse, Peter. 1998. Sustainability is not enough. Planners Network May (129):1-10. 2) Angotti, Tom. 2008. *New York For Sale: Community Planning Confronts Global Real Estate*, pages 1-34. 3) Fainstein, Susan S. 2010. *The Just City*, pages 165-184 4) Friedmann, John. 2011. *Insurgencies: Essays in Planning Theory*, pages 231-237 5) Marcuse, Peter. "The Austerity Scam," *Progressive Planning*, Summer 2011 (188): p 2.

Additional readings, for more depth on weekly topics:

Week 2:

Classic Themes in Planning Theory
Recommended:
Peterson, Jon. 2003. Urban Planning in the American Past. in The Birth of City Planning in the United States, 1840-1917. Johns Hopkins. (pages 1-28).
Melvin Webber, 'The Post-City Age' (City Reader, Part 8)

Week 3:

Contemporary Themes in Planning Theory
Recommended:
Glaeser, Edward L. "Why Economists Still Like Cities." City Journal, Vol. 6, No. 2, 1996, pages 70-77.
Ian Buruma and Avishai Margalit, 'The Occidental City' (City Reader, Part 2)

Week 4 and Week 5:

The City Before Renewal The Garden City, City Beautiful, Modernist Planning
Bass Warner, Sam. 'Evolution and Transformation: The American Industrial Metropolis, 1840-1940' (City Reader, Part 1)
Mumford, Lewis. 1986. The Ideal Form of the Modern City. In The Lewis Mumford reader. New York: Pantheon Books.
Hall, Cities of Tomorrow, Chapters 6 and 7
Wilson, "The Glory, Destruction, and Meaning of the City Beautiful Movement,"
Ebenezer Howard, Author's Intro. and 'The Town-Country Magnet' (City Reader, Part 5)
Le Corbusier, 'A Contemporary City' (City Reader, Part 5)
Frank Lloyd Wright, 'Broadacre City: A New Community Plan' (City Reader, Part 5)

Week 6 and Week 7:

Urban Renewal

Montgomery, Roger. 1998. "Is There Still Life in The Death and Life?" Journal of the American Planning Association 64 (3):269-274.

Jacobs, Jane. "The kind of problem a city is," in The Death and Life of Great American Cities. New York: Random House, 1961, pages 428-448.

Lloyd Rodwin. 1961. "Neighbors Are Needed" (a review of The Death and Life of Great American Cities by Jane Jacobs). New York Times, Nov. 5.

Berman, Marshall. 1988. All That is Solid Melts into Air. New York: Penguin. (excerpt)

"The Metropolis Observed: Jane Jacobs at 81" Metropolis online (April 1998)

Week 8:

Postmodernism and the City

Recommended:

James C. Scott, "Authoritarian High Modernism" in Readings in Planning Theory

John Hannigan. "Fantasy City: Pleasure and Profit in the Postmodern Metropolis," In Readings in Urban Theory

Week 9:

Race

Recommended:

Jargowsky, Paul A. "Sprawl, Concentration of Poverty, and Urban Inequality," in Squires, Gregory D., ed. Urban Sprawl: Causes, Consequences, and Policy Responses. Washington D.C.: The Urban Institute Press. 2002, pages 39-69.

Roger Lawson and William Julius Wilson. "Poverty, Social Rights and the Quality of Citizenship," in Readings in Urban Theory

William W. Goldsmith. "From the Metropolis to Globalization: The Dialectics of Race and Urban Form," in Readings in Urban Theory

Umemoto, Karen. 2001. Walking in Another's Shoes: Epistemological Challenges in Participatory Planning. Journal of Planning Education and Research 21 (1):17-31.

Week 10:

Gender

Recommended:

Frisch, Michael. 2001. "Planning as a Heterosexist Project." Journal of Planning Education and Research 21: 254-266.

Nussbaum, Martha C. Women and human development. Ch 1 (selection): “In defense of universal values,” Cambridge University Press, 2000 [Sections I, II, IV: pages 39-59; 70-86]

Week 11:

Approaches to Planning I

Recommended:

Susan S. Fainstein and Norman I. Fainstein. "City Planning and Political Values: An Updated View"

Jerome L. Kaufman and Harvey M. Jacobs. "A Public Planning Perspective on Strategic Planning,"

Week 12:

Approaches to Planning II

Recommended:

Patsy Healey. "The communicative turn in planning theory and its implications for spatial strategy formation," in Readings in Planning Theory

David C. Perry, "Making Space: Planning as a Mode of Thought," in Readings in Planning Theory

Flyvbjerg, Bent, "Power has a rationality that rationality does not know," in Readings in Planning Theory

Flyvbjerg, Bent and Tim Richardson, "Planning and Foucault: In Search of the Dark Side of Planning Theory" in Planning Futures: New Directions for Planning Theory, Philip Allmendingere and Mark Tewerder-Jones, eds.
Mark Pennington, "A Hayekian Liberal Critique of Collaborative Planning," in Planning Futures

Week 13:

Planning and the Political Economy of Cities
Recommended:
Richard Florida, 'The Creative Class' (City Reader, Part 2)

Week 14:

Globalization and Cities
Recommended:
Graham, S., and Marvin S.. (2001), Splintering Urbanism: Networked Infrastructure, Technological Mobilities and the Urban Condition, London: Routledge. excerpt: Introduction.
Saskia Sassen. "Cities in a World Economy," In Readings in Urban Theory
Aprodicio Laquian, 'The Emergence of Mega-Urban Regions in Asia' (City Reader, Part 8)
Manuel Castells, 'European Cities, The Informational Age and the Global Economy' (City Reader, Part 8)

Week 15:

New Directions in Planning Theories of Planning
Recommended
Graham, S. and Marvin, S. (1999), "Planning Cyber-Cities? Integrating Telecommunications into Urban Planning", Town Planning Review, January 1999.
Smith, Neil. Uneven Development, 3rd Ed. Univ of Georgia Press. Afterword, pages 239-266.

VII. ADDITIONAL RESOURCES

The following list of books is also recommended for further reading if you're interested in knowing more about the field of planning in general.

1. Town Planning In Frontier America, John Reps, Missouri Press, Columbia, 1980
2. The Power Broker: Robert Moses And The Fall Of New York, Robert Caro,
3. Vintage Books, New York City, 1975
4. Crabgrass Frontier: The Suburbanization Of The United States, Kenneth
5. Jackson, Oxford Press, New York City, 1985
6. The American City, From The Civil War To The New Deal, Cucci, Dalco,
7. Manieri- Elia, Tafuri, Granada, New York City, 1980
8. The Death And Life Of Great American Cities, Jane Jacobs, Vintage Books, New
9. York City, 1960
10. Dreaming The Rational City: The Myth Of American City Planning,
11. M. Christine Boyer, Mit Press New York City 1983
12. The City In History, Lewis Mumford, Harcourt Brace And World, New York City,
13. 1961
14. Good City Form, Kevin Lynch, Mit Press, Cambridge 1981
15. Towards Cosmopolis: Planning For Multicultural Cities, Leonie Sandercock, John Wiley & Sons, 1998
16. Local & Global: Management of Cities In The Information Age, Jordi Borja And Manuel Castells, Earthscan Publications Inc., London 1997.
17. The Works: Anatomy of A City, Kate Ascher, The Penguin Press, New York, 2005.
18. A New Deal for New York, Mike Wallace, Gotham Center Books/Bell & Weiland, 2002.

COURSE SYLLABUS

I. BASIC COURSE INFORMATION

Course Title: Concepts of Heritage

Course No.: PR 642A Course Section: Not Applicable

School: Architecture Department: Graduate Center for Planning and the Environment Program: Historic Preservation

Days: Thursday Time: 9am-11:20am Place of class meetings: HHS 310

Credit hours: 3

Course Coordinator or Chairperson (where applicable): Nadya Nenadich

Prerequisite courses/skills/other restrictions: None

II. INSTRUCTOR CONTACT INFORMATION

Name: Ned Kaufman Academic Title: Adjunct Associate Professor

Office Location: Brooklyn Campus

Contact Information: www.pratt.edu/pspd

Office hours:	tbd		
Phone no(s):	212-923-2377	Appropriate times to call:	
Email address:	ned@kaufmanconservation.com	Class listserv:	
Special Instructions:			

III. COURSE DESCRIPTION

Bulletin Description:

All historic preservation efforts take place within the context of accepted definitions of heritage. These definitions have changed dramatically over time; they vary from country to country, and are contested even within the contemporary United States. This course provides a historical and critical introduction to concepts of heritage. The class will be conducted as a seminar, with emphasis on close reading of texts and intensive discussion. Students also have an opportunity to write a research paper on a subject related to current issues in the policy, politics, or philosophy of heritage conservation.

Detailed Description:

Historic preservation takes place in the context of a society which is constantly evolving, generating new values for heritage and setting new expectations for those who preserve and protect it. This course puts preservation in the context of some of the most important social contexts that are currently reshaping it. It covers four thematic areas or concepts. First, *history*: what does history do for people, and why do they think it is important? Second, *place*: what makes make people feel attached to places, and what role does place play in their lives? Third, *diversity and race*: how have they shaped our history and culture, and what influence do they exert on heritage? Finally, *global climate change*: what does it portend, and what can be done?

Within each thematic unit we will start by viewing the issues in a broad perspective, then draw the discussion back towards consideration of how they shape our understanding of historic preservation. Thus while the course is required for students in the historic preservation program, it is not a technical course, nor is its relevance limited to specialists.

The class is conducted as a discussion seminar, with emphasis on reading and class participation, plus short writing assignments and class presentations. Schedule permitting, there will also be a full-day field trip.

Course Goal(s):

The goal of this course is to provide historic preservation students an understanding of the evolution of the concept of heritage, analyzing current policy and philosophical approaches as they relate to preservation issues.

Student Learning Objectives:

At the end of this course, students will be able to:

- Demonstrate an understanding of their own practice within an expanded ethical, political and cultural framework
- Demonstrate an understanding the ethical and professional responsibilities of a preservationist
- Make decisions and recommendations informed by a broader understanding of their context within communities.

Course Calendar/Schedule:

Week 1: Heritage and Society: Introduction to the Course

We will explore some of the ways in which people (including preservation professionals) define heritage, introduce the themes of the course, and cover mechanics related to scheduling and assignments.

SOME RESOURCES FOR PROFESSIONAL IMPROVEMENT

- Ename Center for Public Archaeology and Heritage Presentation (Ghent, Belgium: www.enamecenter.org)
- Getty Conservation Institute (www.getty.edu)
- International Council on Monuments and Sites (ICOMOS: www.icomos.org)
- National Association for Interpretation (www.interpnet.org)
- U.S. Green Building Council (www.usgbc.org)

Week 2: Heritage and the Biosphere (I): Nature, Culture, and Justice

As movements, environmental conservation and heritage conservation (or historic preservation) have remained largely separate, despite sharing many common features. Rising concern over global climate change has made it more important than ever for preservationists to examine their relationship to the environmental movement, and of the many environmental issues which concern historic preservation, these three classes focus on climate change as the most urgent as well as the most challenging for preservationists. We begin in the Arctic, with issues that seem far from the usual concerns of preservation. The Inuit petition for relief from global warming not only introduces us to some of the impacts of global climate change but allows us to pose two specific questions. First, what are the cultural dimensions of the environment? Second, how do issues of justice come into play and how are they to be assessed?

READING ASSIGNMENTS

- "Petition to the Inter American Commission on Human Rights Seeking Relief from Violations Resulting from Global Warming Cased by Acts and Omissions of the United States, Submitted by Sheila Watt-Cloutier (Inter American Commission on Human Rights, December 7, 2005)" (posted on the Inuit Circumpolar Conference website, http://inuitcircumpolar.com/files/uploads/icc-files/FINALPetitionICC.pdf).

- Robert D. Bullard, "Anatomy of Environmental Racism and the Environmental Justice Movement," in Robert D. Bullard, ed., *Confronting Environmental Racism: Voices from the Grassroots*, Boston, South End Press, 1993, pp. 15-50.

- Use the world wide web to fill in any background you feel you need concerning the Inter-American Commission on Human Rights, and to familiarize yourselves with the basic language and concepts of environmental justice.

Week 3: The History in Historic Preservation (I): What Is It, Who Does It, and Who Is It For?

History must be an important part of preservation, because otherwise we wouldn't call it *historic* preservation. But the technical uses to which we put history within preservation practice – documentation, statements of significance, and so forth – sometimes substitute for genuine thinking about history. The astonishing thing is that so many people actually *care* about things that happened long ago. Why? The subject is one about which entire books have been written, and in this course we can do no more than open up the question. We do so by studying and comparing the personal confrontations (one fictional) of five individuals with history. The short essay by Galeano (an important South American journalist), the short story by the Spanish author Unamuno, and the excerpt from Sobrino's book on Archbishop Romero (a leader in the Salvadoran resistance to military oppression) suggest various ways in which people use history to explain and shape their lives.

READING ASSIGNMENTS

- Robert R. Archibald, *A Place to Remember: Using History to Build Community* (Walnut Creek: AltaMira Press, 1999), chapters 1, 2, and 10, pp. 9-48, 198-221.
- Eduardo Galeano, "Notes for a Self-Portrait," in *We Say No: Chronicles 1963-1991* (NY: W. W. Norton & Co., 1992), pp. 174-178.
- Miguel de Unamuno, "The Marquis of Lumbría," in Angel Flores (ed.) *Spanish Stories/Cuentos Españoles*, (NY: Dover), pp. 149-175 (odd-numbered pages).
- Jon Sobrino, *Archbishop Romero: Memories and Reflections*, trans. Robert R. Barr, Maryknoll (NY: Orbis Books, 1990), pp. 1-45.
- Yevgeny Yevtushenko, "Babi Yar." [Yevtushenko wrote the poem, about a World War II massacre in Kiev, in 1961. It was set to music by Russian composter Dmitri Shostakovich the following year. Familiarize yourself with the historical background through the website of Aktion Reinhard Camps at http://www.deathcamps.org/occupation/babi%20yar.html.

The site is tricky to navigate: it may be easiest to start with this page, then navigate to the poem text, "Babi Yar Album," and the main page, from which you should also navigate to the page on "ARC."

OPTIONAL READING ASSIGNMENTS

- Roy Rosenzweig and David Thelen, *The Presence of the Past: Popular Uses of History in American Life* (NY: Columbia University Press)

SOME RESOURCES ON HISTORY AND INTERPRETATION

- American Historical Association (www.historians.org)
- American Association of Museums (www.aam.org)
- National Association for Interpretation (www.interpnet.com)
- National Council on Public History (www.ncph.org)
- National Park Service (for example,Teaching with Classrooms, National Register, and Ethnography programs)
- Oral History Association (www.oralhistory.org)
- Organization of American Historians (www.oah.org)

Week 4: The History in Historic Preservation (II): A Case Study in Conflict

History never dies. If it did, people wouldn't fight about it as much as they do. The Smithsonian Institution's attempt to exhibit the Enola Gay (the airplane which carried the atom bomb over Hiroshima) provides an instructive case study in history's power to provoke conflict. Learning of the plan, the Air Force Association mounted a vigorous campaign of opposition, asserting that the proposed exhibit distorted history. In 1995 the Smithsonian, bowing to pressure, agreed to present an exhibit substantially different from the one originally planned. But the museum's troubles were not over. Various groups protested that new exhibit still distorted history. Our goal is not to take sites but to understand the controversy: who were the participants, what were their positions, what values or goals lay behind them, what was done, and what lessons can we draw from it all?

READING ASSIGNMENTS

All of this week's readings are available on the internet. You are free to browse and get a feeling for what is out there. However, essential sites include the following.

- Air Force Association (www.afa.org/enolagay/home.html).
- Committee for a National Discussion of Nuclear History and Current Policy (www.enola-gay.org).
- The Smithsonian's National Air and Space Museum (www.nasm.edu/galleries/gal103/gal103.html).
- Historians' Committee for Open Debate on Hiroshima (http://www.doug-long.com/letter.htm).
- Nuclear Age Peace Foundation (http://www.nuclearfiles.org/relastact/lastact.html - *note: this site contains a critically important comparison of the first and final exhibit texts*).
- Children of the Manhattan Project (www.childrenofthemanhattanproject.org/ ENOLA/enola_legacy.htm.)
- General Paul Tibbets (http://www.theenolagay.com).

Week 5: Preservation and Place (I) – Attachment to Place

Few concepts are as fundamental to preservation – yet as ill-defined – as *place*. What (if anything) do phrases like *sense of place* or *spirit of place* mean? Part of the challenge we face as professionals stems from the fact that different groups of people define place in quite different ways. Environmental psychologists have one way, geographers another, real estate developers yet a third.

Some people do not even believe that *place* as such exists; meanwhile, others talk and write with conviction not only about the characteristics of particular places but also about their attachment to them. We begin our exploration of place with this phenomenon: the aptitude of human beings to become attached to particular places. What kinds of places hold special meanings for people? How do people express their attachment to them? When places change, how are people affected?

READING ASSIGNMENTS

- Mindy Thompson Fullilove, "Psychiatric Implications of Displacement: Contributions from the Psychology of Place," (*American Journal of Psychiatry*, 153:12, December, 1996, pp. 1516-1523).
- Wallace Stegner, "Finding the Place: A Migrant Childhood," in *Where the Bluebird Sings to the Lemonade Springs: Living and Writing in the West* (Penguin Books, 1992, pp. 1-21).
- David M. Hummon, Community Attachment": Local Sentiment and Sense of Place," in Irwin Altman and Setha M. Low (ed.), *Place Attachment* (New York and London: Plenum Press, 1992, pp. 253-278).
- Keith H. Basso, "Wisdom Sits in Places: Notes on a Western Apache Landscape," in Steven Feld and Keith H. Basso, eds., Senses of Place, Santa Fe, School of American Research Press, 1996, pp.53-90.
- Randolph T. Hester, Jr., "Sacred Structures and Everyday Life: A Return to Manteo, North Carolina," in David Seamon (ed.), Dwelling, Seeing and Designing: Toward a Phenomenological Ecology, Albany, SUNY Press, 1993, pp. 271-297.

OPTIONAL READING ASSIGNMENTS

- Steven Feld and Keith H. Basso (ed.), *Senses of Place* (Santa Fe: School of American Research Press, 1996)
- Mindy Thompson Fullilove, *Root Shock: How Tearing Up City Neighborhoods Hurts America, and What We Can Do About It* (NY: Ballantine Books, 2004).
- Tony Hiss, *The Experience of Place* (New York: Random House, 1991)
- Yi-Fu Tuan, *Topophilia: A Study of Environmental Perception, Attitudes, and Values* (Englewood Cliffs: Prentice Hall, 1974)

Week 6: Preservation and Place (II) – Place and Community

Those who argue that *place* does not actually exist do not necessarily dispute the usefulness of the word: rather, they may believe it is merely a shorthand way of talking about other things. This week, we look at one of those other things: *community*. Like place, community is something preservationists refer to a great deal without necessarily thinking much about. In this class, we take three dramatically different experiences of community as a starting point for asking fundamental questions. What defines communities? Are they necessarily rooted in places? Who do they include? Are they good?

READING ASSIGNMENTS

- Martin Luther King, Jr., "Letter from a Birmingham Jail," (1963), reprinted in King, *I Have a Dream: Writings and Speeches that Changed the World*, HarperSanFrancisco, 1992, pp. 83-100.
- Kenneth L. Smith and Ira G. Zepp, Jr., "Martin Luther King's Vision of the Beloved Community," published online at www.religion-online.org [note: the hyphen is a very important part of this URL]
- Herbert Gans, *The Urban Villagers: Group and Class in the Life of Italian-Americans*, NY, Free Press, 1962, Chapters 1, 2, 4, 5, pp. 3-41, 74-119.
- Carl M. Moore, "What Is Community?," in Philip Brick, Donald Snow, and Sarah Van de Wetering, ed., *Across the Great Divide: Explorations in Collaborative Conservation and the American West*, Washington and Covelo, Island Press, 2001, pp. 71-75.

Week 7: Preservation and Place (III) – Real Estate or Stories?

We have seen that places can have great psychological, social, or religious value to people. But places are also *land*: land means real estate, and real estate means money and profits. And quite often the economic imperatives of real estate conflict with other values of place. This week we consider some of the problems that arise when attitudes to places based on their value as home, community, or sacred space come into conflict with those based on their value as land. What happens to places when land is bought, sold, and developed? Who should control the future of places and land?

READING ASSIGNMENTS

- Roy Jones, "Sacred Sites or Profane Buildings? Reflections on the Old Swan Brewery Conflict in Perth, Western Australia,"in Brian J. Shaw and Roy Jones, eds., *Contested Urban Heritage: Voices from the Periphery*, Aldershot, Ashgate Publishing Co., 1997, pp. 132-155.
- Michael H. Shuman, *Going Local: Creating Self-Reliant Communities in a Global Age*, New York, Routledge, 2000, Introduction and Chapter 1, pp. 1-50.
- John R. Logan and Harvey L. Molotch, *Urban Fortunes: The Political Economy of Place*, Berkeley et. al., University of California Press, 1987, Chapters 1 and 2, pp. 1-49.
- Randolph T. Hester, Jr., "Sacred Structures and Everyday Life: A Return to Manteo, North Carolina," in David Seamon (ed.), Dwelling, Seeing and Designing: Toward a Phenomenological Ecology, Albany, SUNY Press, 1993, pp. 271-297.

Week 8: Heritage and the Biosphere (II): Understanding Climate Change

The best scientific evidence, based on decades of research, indicates that climate change is happening, that to a considerable extent it is human-induced, and that it will continue to happen regardless of what we do now. The question, then, is what we should be doing either to adapt to or mitigate its impacts. Fortunately, political and cultural shifts have begun to encourage serious discussion in the US about these issues. However, the implications for historic preservation are not yet clear or widely accepted by the field. They hinge on two separate sets of questions. First, regarding adaptive strategies: what threats does climate change pose to historic resources? And second, regarding mitigation strategies: how (and how much) do buildings contribute to climate change, and conversely, what contributions can the design and reuse of buildings make to lessen it?

This class focuses on understanding the basics of climate change: what is causing it, what is actually happening (and will likely happen in the future), how various human activities (buildings, transportation, forestry, etc.) contribute to the problem, which major national and international groups are studying the problem and policy responses to it, and which approaches are most promising for mitigating or adapting to its impacts.

READING ASSIGNMENTS

- Intergovernmental Panel on Climate Change, "Summary for Policymakers," in *Climate Change 2007: Mitigation. Contribution of Working Group III to the Fourth Assessment Report of the Intergovernmental Panel on Climate Change*, Cambridge University Press
- PlaNYC readings

Week 9: Heritage and the Biosphere (III): Preservation, Green Design, and Other Responses to Climate Change

Buildings, as we have seen, account for a substantial portion of total greenhouse gas emissions: logically, therefore, the building sector offers substantial opportunities to mitigate the problem. This class considers some of the responses to global warming that have come from architectural design, real estate development, and preservation. Sustainable development, smart growth, and green design are three widely heard phrases at which we look critically. We also discuss the issues raised by the reuse of buildings and ask both why the benefits of building reuse remain so poorly understood and why preservation has been so slow in arriving at reaching a position on global climate change.

READING ASSIGNMENTS

- Chapters 1 and 2 (pp.1-24) of Douglas R. Porter et. al., *The Practice of Sustainable Development*, Washington, D.C., Urban Land Institute, 2000.

- James Marston Fitch with William Bobenhausen, *American Building: The Environmental Forces That Shape It*, NY, 1999, Chapter 11, pp. 329-348 [*note*: it is essential that you consult the 1999 edition]
- www.canadianarchitect.com/asf/perspectives_sustainibility/ [sic]: study all of the pages under "measures"…," "programs_evaluations," and "sustainabilty_opportunities…" [sic]
- Use the world wide web to familiarize yourself with the US Green Building Council, the LEED standards, and other rating tools to be announced.
- ICOMOS, "New Delhi Resolution on Impact of Climate Change on Cultural Heritage," 2007, and "Recommendations from the Scientific Council Symposium *Cultural Heritage and Global Climate Change (GCC)*, final draft, 2008: both available at www.international.icomos.org/climatechange/index.

OPTIONAL READING ASSIGNMENTS

- David Reid, *Sustainable Development: An Introductory Guide* (London: Earthscan Publications, 1995)
- Reyner Banham, *The Architecture of the Well-tempered Environment* (Chicago: University of Chicago Press, 1969)

SOME RESOURCES ON CLIMATE CHANGE

- Architecture 2030 (www.architecture2030.org)
- Association for Preservation Technology International (www.apti.org)
- Clinton Climate Initiative (www.clintonfoundation.org)
- C40 Cities Climate Leadership Group (www.c40cities.org)
- ICLEI-Local Governments for Sustainability (www.icleiusa.org)
- Intergovernmental Panel on Climate Change (www.ipcc.ch)
- National Trust for Historic Preservation
- U.S. Green Building Council (www.usgbc.org)

Week 10: Diversity, Race, and Preservation (I): Introduction to Race and Diversity in American Society

What do race and diversity mean in American society? The question is vast. For us, as professionals, we need to understand more specifically how America's experience of racial diversity, including its history of racism, affects our work in historic preservation. Racism poses significant challenges to those who would conserve heritage; at the same time, cultural diversity creates significant opportunities to do important work. In this class we introduce the topic by taking stock of some basic issues. We sketch in the broad picture of racial diversity in America today. We confront the persistence of racial discrimination in American society. We assess the difference between individual and group rights. And we consider the meaning of concepts like *diversity* and *multiculturalism*.

READING ASSIGNMENTS

- Cynthia A. Brewer and Trudy A. Suchan, *Mapping Census 2000: The Geography of U.S. Diversity*, Redlands, 2001
- David Hornbeck, "Spanish Legacy in the Borderlands," in Michael P. Conzen (ed.), *The Making of the American Landscape*, NY-London, Routledge, pp. 51-61.
- William H. Frey, "Diversity Spreads Out: Metropolitan Shifts in Hispanic, Asian, and Black Populations Since 2000," Washington, Brookings Institution, 2006 (available at www.brookings.edu – go to "Metropolitan Policy Program"and follow link at "Diversity Spreads Out.")
- Douglas S. Massey and Nancy A. Denton, *American Apartheid: Segregation and the Making of the Underclass*, Cambridge (MA) and London, 1993, Chapter 2, "The Construction of the Ghetto," pp. 17-60
- Cornel West, *Race Matters*, NY, 1994, Chapter 5, "Beyond Affirmative Action: Equality and Identity," pp. 91-101
- Manning Marrable, "Escaping From Blackness: Racial Identity and Public Policy," *Znet*, September 11, 2000, available at

http://www.zmag.org/ZSustainers/ZDaily/2000-09/11marable.htm

- Jutta Limbach, "Making Multiculturalism Work," *Signandsight.com*, August 17, 2005, available at http://www.signandsight.com/features/313.html

OPTIONAL READING ASSIGNMENTS

- Lawrence Fuchs, *The American Kaleidoscope: Race, Ethnicity, and the Civic Culture* (Middletown: Wesleyan University Press, 1990)
- Ronald Takaki, *A Different Mirror: A History of Multicultural America* (Boston: Little, Brown, 1993)

Week 11: Diversity, Race, and Preservation (II): Issues of Native Peoples

While Native peoples have had many of the same issues as other groups historically excluded from power, their experience of American society has differed in important ways from those of immigrant groups. So has their role in historic preservation. We begin once again by getting a handle on some basic questions: how many Native people are there currently in the U.S.? What is their relationship to the federal government, the states, the land itself? What happened to Indian land? Next we'll review some current preservation issues that are important to tribes and Native Hawaiians. And we will begin to consider some of the ways in which Native peoples are influencing the practice of preservation today.

READING ASSIGNMENTS

As you look through the various websites listed below, make notes on the issues and try to put together a broad picture.

- Paula Mitchell Marks, *In a Barren Land: American Indian Dispossession and Survival*, 1998, Chapters 11-14.
- David Hurst Thomas et. al., *The Native Americans: An Illustrated History*, 2001, "Part Five: The Twentieth Century and Beyond," by Philip J. Deloria.
- Sand Creek websites (navigate from www.cr.nps.gov and search for Sand Creek)
- Burial sites and artifacts: NAGPRA. (If you don't yet recognize this acronym, you will soon.) Navigate to NAGPRA on the websites of the NPS (www.cr.nps.gov) and NATHPO (National Association of Tribal Historic Preservation Officers).
- Browse the website of NATHPO (see above): familiarize yourself with the issues and factual picture it presents.
- Familiarize yourself with the sites and issues featured on the websites of two Native Hawaiian cultural and environmental preservation organizations: www.kahea.org and www.kohanaiki.org.
- Hawaii's Cultural Impact Statement requirement (the bill can be found at http://www.kahea.org/cis/pdf/CIS_Act_50_.pdf; the state's environmental impact statement law, as amended following passage of the bill, can be found at Chapter 343: Environmental Impact Statements of the Hawaii Revised Statutes: search from www.capitol.hawaii.gov.)

OPTIONAL READING ASSIGNMENTS

- Andrew Gulliford, *Sacred Objects and Sacred Places: Preserving Tribal Traditions* (University Press of Colorado, 2000)

SOME RESOURCES FOR PRESERVATION AND NATIVE PEOPLES

- National Association of Tribal Historic Preservation Officers (www.nathpo.org)
- Kahea (www.kahea.org)

Week 12: Diversity, Race, and Preservation (III): How Is Preservation Responding to the Challenges and Opportunities?

A feature of heritage preservation in the U.S. is the number of movements and programs that aim to preserve some specific aspect of ethnic or racial heritage. This week we look at a few of these many efforts that have sought to create a public record of historical experiences outside (for lack of a better term) the "mainstream." You will see that there is a large stack of reading: however, please bear in mind that the purpose of this week's reading is not to master the subject matter contained in it but

rather to form an overall picture of the phenomenon of ethnically or racially specific preservation programs. So as you look through the material, you should be asking questions like: what kind of program is this; what are its goals; how does it attempt to reach them; what aspects of heritage does it focus on; what historical or cultural factors specific to the group in question might have helped shape its approach; what public or constituency does it serve; how does it resemble or differ from other programs; etc. etc.

We will meet in the library/archive of the Center for Puerto Rican Studies (El Centro de Estudios Puertorriqueños) at Hunter College, whose staff will begin the class by introducing us to the work and collections of this important research institution. (You will receive detailed instructions on how to reach the Centro.)

READING ASSIGNMENTS

Some of this week's readings are available through the internet; for the remainder, I will provide my personal copies, which will be available in the Pratt Manhattan library.

- Website of the Center for Puerto Rican Studies: familiarize yourselves with the issues the Centro deals with, the kinds of work it does, and the ways in which it defines and relates to heritage.
- Carole Merritt, *Historic Black Resources: A Handbook…*, Georgia DNR, 1984.
- *Reflections*, newsletter of Georgia African American Historic Preservation Network (selected issues).
- *El Mesteño*, a journal of Tejano heritage (selected issues).
- 3 guidebooks from Florida and one from Alabama: *Florida Cuban Heritage Trail*, *Florida Women's Heritage Trail*, *Florida Jewish Heritage Trail*, and *Alabama's Black Heritage*.
- National Park Service, *Civic Rights in America: A Framework for Identifying Significant Sites*, January, 2002.
- Brian D. Joyner, *Asian Reflections on the American Landscape*, National Park Service, 2005.
- Website of the Filipino American National Historical Society.
- Websites on World War II Japanese internment camps, especially NPS websites.
- National Park Service websites, *e.g.* www.cr.nps.gov and www.nps.gov, including National Register and Cultural Diversity program sites (links from www.cr.nps.gov. (Browse them, but be sure you look at the pages in the former on the Archeology and Ethnography Program.

Week 13: Intangible Cultural Heritage: History, Place, or Something Else?

An important international current in contemporary heritage conservation is the movement to recognize intangible heritage. What is ICH? How does it relate to places, sites, and buildings? What special opportunities and challenges does it create for preservationists? This week we compare several systems which have been developed for protecting intangible heritage and consider how they might affect preservationists' working methods in general, and ask how the results they produce differ from each other and from those attained by more traditional preservation methods.

READING ASSIGNMENTS

- The UNESCO Convention for the Safeguarding of the Intangible Cultural Heritage and related UNESCO programs relating to intangible heritage. (Start at UNESCO's home page for intangible heritage (http://www.unesco.org/culture/ich/index.php?pg=home) and navigate through the various pages.)
- *National Register Bulletin 38: Guidelines for Evaluating and Documenting Traditional Cultural Properties*, 1992. (Navigate from www.cr.nps.gov/nr/publications.)
- ICOMOS Australia, *The Burra Charter*, 1999. (Available through www.icomos.org/australia. The charter can be found both under "Charters and Publications" and "Resources and Downloads." Please consult the explanatory material that accompanies it.)
- Ned Kaufman, "Places of Historical, Cultural, and Social Value: Identification and Protection," *Environmental Law in New York*, vol. 12, nos. 11 & 12, 2001

Week 14: Special Topic: Urban Shrinkage, Vacancy and Abandonment of Property

Many American cities are shrinking: Detroit, Cleveland, Pittsburgh, and Buffalo are well-known examples. Urban shrinkage has been accompanied by a range of severe problems including collapsing real estate values, increasing crime, deteriorating municipal services – and the destruction of historic resources ranging from churches and bank buildings to entire neighborhoods. Despite (or perhaps because of) the magnitude of the forces involved, the preservation profession has been slow to recognize urban shrinkage as the crucial heritage problem that it is. In this class we attempt to grasp the scale of the problem of urban shrinkage, vacancy and abandonment, assess its impact on historic resources, and begin to consider policy responses. We will draw on many of the themes of the course, including the meaning of place and community, the role of race and class in preservation, and policy responses to climate change. At the same time, we will use the class to prepare for our field trip, which will focus on vacancy and abandonment in Philadelphia.

READING ASSIGNMENTS

- Philip Oswalt and Tim Rieniets (ed.) *Atlas of Shrinking Cities* (Ostfildern: Hatje Cantz, 2006): familiarize yourself with the overall trends, focusing on the United States.
- John Kromer, *Neighborhood Recovery: Reinvestment Policy for the New Hometown* (Rutgers UP, 2001)
- Allan Mallach, *Bringing Buildings Back: from Abandoned Properties to Community Assets. A Guidebook for Policymakers and Practitioners* (Montclair, NJ: National Housing Institute, 2006)

Week 15: Field Trip: Urban Shrinkage, Vacancy, and Abandonment in Philadelphia

We will spend a full day in Philadelphia, meeting with neighborhood advocates, city officials, and experts including (schedules permitting) representatives of the University of Pennsylvania's Fels Center of Government and the National Trust for Historic Preservation, touring areas of the city affected by vacancy and abandonment, and discussing preservation's role in combating or mitigating vacancy and abandonment.

IV. COURSE REQUIREMENTS

Textbooks, Readings, and Materials:

- John C. Poppeliers, S. Allen Chambers, 2003. *What Style is it?* New York: John Wiley & Sons.
- Robert E. Stipe, ed., 2003. *A Richer Heritage*. Chapel Hill: The University of Carolina Press.
- Michael A. Tomlin ed., 2000. *Preservation: of What, for Whom?* Ithaca, NY: The National Council for Preservation Education.

Project(s), paper(s), assignment(s):

Week 2 ASSIGNMENT

You are the executive director of the OAP (Organization for Heritage Protection), a not-for-profit organization based in the United States whose mission is "to support the preservation of cultural heritage throughout the western hemisphere through advocacy, education, and research." Your board of directors is going to meet next week to discuss the Inuit petition and has asked you to present a recommendation on whether the OAP should get involved. Logically, this raises four possibilities: the organization can support the Inuit petition; support the US; stay out of the fray; or (possibly) become involved in some way that does not involve taking sides. Please prepare a one-page memo to the board that states your recommendation, summarizes the most important issue or issues *insofar as they relate to the OAP's mission*,

and describes what you think could be accomplished (or avoided) by taking the course you recommend.

One student: Use the world wide web to find out what has happened to the Inuit petition since its introduction at the end of 2005, and what are its prospects at this time. Brief the class in one minute or less.

Week 4 ASSIGNMENT

During class, we will hold a hearing to investigate the controversy. Some of you will testify for the Air Force Association, others for the Smithsonian Institution; and some of you will serve as U.S. Senators, weighing the positions and interrogating the witnesses. During the preceding week, prepare for the exercise by understanding the differing points of view, thinking about the priorities of each side, and: 1) if you belong to one of the two opposing sides, developing your own position, or 2) if you are a legislator, preparing a short group statement summarizing the issues at stake and why it is important for the Senate to consider them, and a short list of questions to witnesses designed to elicit the important points for the record.

Week 5 ASSIGNMENT

Choose a place that you care about...that matters to you for some (any) reason. It will probably be one that you like, but it could also be one that raises strong negative feelings. It should be one that you are not indifferent too. Write about it, telling the reader why it is important to you, what makes it special to you. You may choose to focus on any aspects of it, but whatever approach you take, you should feel that, when the reader reaches the end, you have told her or him what you feel is most important to know in order to understand why the place is special. You may choose any form of writing you wish – essay, poetry, a story, a play.... There is no set length, but your piece will probably end up between two and five pages. Please email your writings to the rest of the class (and to me) the day before class. And bring enough hard copies to share around.

Week 6 ASSIGNMENT

Collect a few instances of the word *community* from other preservation reading you've done (or are doing). That could include NR or designation reports, testimony, legal briefs or decisions, essays, books…anything. Collect them, quoting just enough to convey what the word means in context. You might end up with perhaps five quotations on a single page. Bring enough hard copies to class to share with everyone.

Week 10 ASSIGNMENT

Find one incident, event, or situation in the newspapers this week in which some aspect of race (racial differences, injustice, racism, cultural diversity, etc. etc.) influenced the course of national or local politics. Explain what happened and the role race played in no more than a paragraph. Be prepared to speak for less than a minute about the incident you chose.

One student each: A) Learn about and report to the class on racial disparities in contemporary American society. Key areas to consider include income and wealth; you may also want to consider others, such as employment, education, crime, health, etc. How are the disparities which you document changing, if at all? B) Learn about and report to the class on the concept of racial reconciliation and on examples of formal apologies or reparations which have been made to subject peoples (consider South Africa, Germany and the Jews, the US and Native Hawaiians, various US states and universities and African Americans, as examples). C) Learn about and report on the current discussion in the US on reparations to African Americans.

Week 12 ASSIGNMENT

Using the readings provided as a starting point, divide into groups to study and report briefly on racially or ethnically specific preservation programs or projects currently or recently underway in the US. In collecting and assessing information on various programs, ask the following questions. What are the goals and methods adopted? What aspects of heritage, and which racial/ethnic groups, are addressed? Beyond describing special programs, your brief report or presentation should include general statements on these subjects: that is, it should attempt to characterize the field in general. If you feel you do not have enough information to be confident in your analysis, you may qualify it accordingly ("We're not sure our information is complete, but based on what we have it appears to us that…."). But with whatever level of information you can gather, and whatever degree of certainty you can attain, you should make the attempt to describe the big picture of what you have learned. While you need not attempt to evaluate the success of particular program, it is appropriate to consider the question: what would this program achieve if it were to meet its goals? You may, if you choose, highlight programs you particularly admire, or criticize others you believe are poorly conceived or implemented.

Assessment and Grading:

The course is organized as a discussion seminar, with weekly reading assignments. You are expected to keep current with the reading, attend classes, and actively participate in discussions. Questions about the meaning or background of points covered in the readings are welcomed and encouraged: because the course ranges widely over many subjects and disciplines, it is *not* expected that you will bring extensive background knowledge to their discussion.

In addition to reading and discussion, the course includes some short writing assignments, class presentations based on teamwork, and some in-class writing exercises. In addition, the course includes a field trip to study one or more major themes in situ, including discussions and site visits with local professionals and community leaders. The trip may require one or two full days. Participation is expected.

- 20% Regular attendance and participation in field trips
- 25% Quality of contributions to class discussion
- 25% Mastery of readings
- 15% Research papers
- 15% In-class exercises

IV. POLICIES

Community Standards:
All students must adhere to Institute-wide policies in the student handbook and Institute Bulletin under "Community Standards." These include policies on attendance, computer, and network use.

Academic Integrity:
All work must be your own. If it is not, the source should be cited and documented appropriately.

Policy on students with disabilities:

Students who require special accommodations for disabilities must register with the Office of Disability Services at the beginning of the semester. They should contact the Disability Services Director, first floor Willoughby Hall, adjacent to Health and Counseling Services, 718-636-3711.

Safety:
All students are expected to adhere to the specific Health & Safety and Environmental Protection Guidelines of Pratt Institute.

CRP 383: THEORY OF THE PLANNING PROCESS
SPRING 2013
T/TH 9:30 - 10:50 AM
GILMAN ROOM 2104

Instructor: Jane Rongerude, PhD
Office hours: Tues. and Thurs., 2 - 3 or by appointment
Office: 477 Design
Phone: (515) 294-5289
Email: jrong@iastate.edu

TA:	Stephen Lauer	Jelili Adebiyi (Gana)
Email:	salauer@iastate.edu	jadebiyi@iastate.edu
Office hours:	Thursdays after class	Mondays, time TBA

CATALOG DESCRIPTION

The nature of planning and its relation to social and economic planning; levels of planning, place of planning in decision making; steps in the planning process, uses and limitation of knowledge in planning, relation of facts and values.

COURSE OVERVIEW

This course is designed as an engaged inquiry that critically surveys and discusses the theory of contemporary practices in the urban planning field, urban theory, and the relationship between the two. The course is built upon the understanding that the objects and tools of the planning profession as practiced in the United States cannot be fully understood and appreciated without a solid grounding in the discipline's historical and theoretical foundations and political-institutional framework. Throughout the course, students will be challenged to think critically what planning is, what planners plan, how they do it, and why. Together we will imagine how planning can improve our cities and communities, if not change the world.

Planners rarely work alone and team skills are critical for educational as well as professional success. As a result, this course is structured using a team-based learning (TBL) approach. The first day of class, students will be placed in teams that capture a diversity of backgrounds, skills, and experience. Throughout the semester students will be assessed for their individual work, as well as their work as part of a team. Sessions will use traditional lecture formats to clarify questions before turning to in-class team application exercises where students will be asked to apply knowledge gained from the readings to critical questions and contemporary problems related to planning and planning theory. To be successful in this class, students must come to class having completed the assigned readings and ready to participate in active discussion and in-class application exercises. Readings not found in the course textbooks are posted on Blackboard.

GOALS AND OBJECTIVES

After taking this class, students will be able to:

- Identify key debates within planning theory;
- Ask critical questions relevant to planning and planning ethics;
- Read academic texts more effectively and with greater comprehension;
- Construct and support a cohesive argument using evidence from multiple sources;
- Work more effectively in teams;
- Communicate in writing more clearly and with greater confidence; and
- Perform basic video recording and editing tasks.

CRP 383: THEORY OF THE PLANNING PROCESS
SPRING 2013
T/TH 9:30 - 10:50 AM
GILMAN ROOM 2104

COURSE REQUIREMENTS

Grades will be based on both individual and team work. An environment of mutual respect and collaboration among team members and classmates is expected at all times.

1. Readiness Assessment Tests (RATs): These tests are closed book and based on the assigned readings for the day. When reading is assigned, students will take readiness assessment quizzes to assess their mastery of the material. After the individual tests have been handed in, students will retake the tests with their team. Both individual and team scores will count towards students' final grades.

- ***Individual RAT (IRAT)*** - This assessment process requires that you complete a 10 point, multiple choice test. Students will have 5 minutes to complete the test from the time that the first test is handed in. The test is taken individually.
- ***Team RAT (TRAT)*** - Following the IRAT, the same multiple choice test is re-taken with your team. Again, teams have five minutes from the time that the first team completes their test.
- ***Appeals Process*** - Once you have completed the RAT tests, your team has the opportunity to fill out an appeals form. Appeals are granted when they demonstrate that you understood the concept(s) but there was ambiguity in the question or ambiguity in the reading material that caused you to miss the question. You may hand in an appeal within 24 hours after the test. The instructor will review your appeal outside of class and respond in the following class. The appeals form is posted on Blackboard and will be discussed the first week of class.
- ***Feedback and Discussion*** - Following the tests and appeals the instructor will answer any further questions on the reading material.

NOTE: Students who miss a Readiness Assessment Test ***for any reason*** will be unable to make it up and will receive a score of zero for both the IRAT and the TRAT for that week.

2. Exams. The course has been divided into four parts, each surrounding a specific question. At the end of each segment, there will be an in-class exam covering the materials from that part of the class. These exams will be multiple choice and will be taken individually and in teams like the RATs.

3. Application Exercises. Throughout the semester, many class sessions will be spent with teams engaged in application exercises that draw from the course materials for the week. While these exercises are designed to be completed in class, there will be times when students will be asked to do work outside of class to prepare for the exercise. Please note that these exercises cannot be made up.

4. Individual Writing Assignments. This is a writing intensive course. Each student will be asked to complete five formal essays over the semester that display her/his mastery of the course material as well as her/his skills at composing an essay, structuring an argument, and clearly communicating ideas in writing. A writing skills rubric is posted on Blackboard to provide students with further guidance regarding expectations for writing skills. This class also uses free writing as a tool to encourage students to develop a strong personal voice in their writing. In-class writing exercises will draw from *Undoing the Silence: Six Tools for Social Change Writing* by Louise Dunlap (New Village Press, 2007). Students do not need to purchase this book.

There will be a total of five writing assignments over the course of the semester. Due dates are listed in the course outline below. The specific instructions for each writing assignment are posted on

Blackboard. Each writing assignment will be an essay of 500 – 1000 words in length, typed with one inch margins and 12 point font. It must have a title as well as the student's name, the professor's name, and the date. Digital copies are to be posted to Blackboard by 9:00 am the morning they are due. **In addition**, **hard copies must be handed in at the beginning of class**. Failure to follow these instructions will result in an automatic deduction of one point from the assignment. Writing assignment grades will be individual grades. Late papers will be accepted up to one week after the original due date and will be reduced by one full grade.

Writing Assistance:
Writing assignments will be assessed for structure, content, and proper citation of all materials and students are encouraged to seek feedback and assistance to improve their skills. An excellent resource for help with any aspect of writing (including citations) is the Purdue Online Writing Lab (OWL). This is a free-online resource with a fast collection of writing resources relevant for almost any type of writing project you may encounter as a student. http://owl.english.purdue.edu/owl/. In addition, TA Stephen Lauer will be available to help students with their writing throughout the semester. He will also have limited ability to read drafts upon request.

Citation Resources:
The most important part of citations and references is consistency. Choose one format and use it consistently throughout a paper or assignment. Please discuss any questions with the instructor or TAs.

For students who do not have a specific format that they are familiar with, the Department of Community and Regional Planning provides this style sheet for references and citations: http://archive.design.iastate.edu/CRP/FILEDIR/reference_stylesheet.doc.

The ISU library has compiled this list of resources regarding references and citations: http://instr.iastate.libguides.com/content.php?pid=2804&hs=a

5. "Who Plans?" Video Project. As a project for the course, each student will create a short (5 – 7 minute) video documentary of a practitioner discussing his/her experience as a planner. Students will be asked to transcribe their interview, analyze the content, edit the video, and create a final documentary that draws from their interview material to elucidate a key debate in planning theory. Each team will nominate one video to be screened during the final exam time at the end of the semester. These videos will be competing for the prize of best picture and the winning video will receive 5 extra credit points as well as the inevitable fame and glory for the film maker. The full details of this assignment will be handed out and discussed early in the semester along with intermediate assignments and deadlines.

6. Peer Assessment. As part of each section exam, students in the class will be asked to assess the performance of their team members. These assessments provide individuals with feedback on the team aspect of their class performance and allow them to make adjustments as necessary, in other words, to learn and improve. This assessment also figures into individual final grades.

The assessments are an integral part of TBL and students are expected to approach this process with seriousness and integrity. Any student who gives another student the highest score in every category on a given assessment will be asked to justify those scores. Any student who gives the highest score in every category to every student in their team on a given assessment will receive a zero for that peer assessment. The instructor reserves the right to adjust peer scores when individuals and/or teams give

uniform and/or unsubstantiated high scores to their peers or when scores vary significantly from the observed performance of an individual.

GRADING STRUCTURE

The exact weighting of the grading structure will be decided collectively by the class during the first week. It will include each of the four components listed below. Individual and team section exams must be worth at least 10% of the final grade each. In addition, no single component can be worth more than 50% or less than 5% of the final grade.

1. Individual performance (___%)	____ Readiness Assessment Tests (10) ____ Section Exams (4) ____ Writing Exercises (5) ____ Free writing and prep. assignments
2. Team performance (___%)	____ Readiness Assessment Tests (10) ____ Section Exams (4) ____ Application Exercises
3. Peer Assessment (___%)	____ Each Section (4)
4. Final video project (___%)	

Grade Scale:

Letter Grade	% Range
A	94 to 100
A-	90 to 93
B+	87 to 89
B	84 to 86
B-	80 to 83
C+	77 to 79
C	74 to 76
C-	70 to 73
D	69 to 60
F	≤ 59

Please address any special needs or special accommodations with the instructor at the beginning of the semester or as soon as you become aware of your needs. Those seeking accommodations based on disabilities should obtain a Student Academic Accommodation Request (SAAR) form from the Disability Resources (DR) office (515-294-7220). DR is located on the main floor of the Students Services Building, Room 1076.

All students are expected to adhere to Iowa State University policies related to discrimination based on race, ethnicity, gender, and sexual orientation.

CRP 383: THEORY OF THE PLANNING PROCESS
SPRING 2013
T/TH 9:30 - 10:50 AM
GILMAN ROOM 2104

READING MATERIALS

The course has three textbooks:

1. Michael P. Brooks, 2002. *Planning Theory for Practioners*. Chicago: Planners Press.
2. Susan S. Fainstein and Scott Campbell, eds. 2011. *Readings in Urban Theory*, 3rd Ed. Blackwell.
3. Judith Innes and David Booher. 2010. *Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy*. Routledge.

The course textbooks are on reserve in the Design Reading Room. Additional readings will be posted on Blackboard. It is up to each student to decide whether to print out one or all of the course readings. The expectation is that students read every article and/or chapter before the first class session of the week.

ACADEMIC INTEGRITY

All students are responsible for knowing the University policy on academic honesty. All academic work submitted in this course must be your own. It is my responsibility to uphold the University academic honesty policy and report my belief of dishonesty to the Dean of Student's Office.

Academic Misconduct in any form is in violation of Iowa State University *Student Disciplinary Regulations* and will not be tolerated. This includes, but is not limited to: copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. Depending on the act, a student could receive an F grade on the test/assignment, F grade for the course, and could be suspended or expelled from the University. See the Conduct Code at www.dso.iastate.edu/SDR for more details and a full explanation of the Academic Misconduct policies.

Forms of Academic Dishonesty[1]

Obtaining unauthorized information. Information is obtained dishonestly, for example, by copying graded homework assignments from another student, by working with another student on a take-home test or homework when not specifically permitted to do so by the instructor, or by looking at your notes or other written work during an examination when not specifically permitted to do so.

Tendering of information. Students may not give or sell their work to another person who plans to submit it as his or her own. This includes giving their work to another student to be copied, giving someone answers to exam questions during the exam, taking an exam and discussing its contents with students who will be taking the same exam, or giving or selling a term paper to another student.

Misrepresentation. Students misrepresent their work by handing in the work of someone else. The following are examples: purchasing a paper from a term paper service; reproducing another person's paper (even with modifications) and submitting it as their own; cutting and pasting work from a website or other digital source and submitting it as their own; having another student do their assignment or having someone else take their exam.

Plagiarism. Unacknowledged use of the information, ideas, or phrasing of other writers is an offense comparable with theft and fraud, and it is so recognized by the copyright and patent laws. Literary offenses of this kind are known as plagiarism. Please note that this includes using information obtained on the Internet, whether cutting and pasting or paraphrasing, without properly citing the source.

[1] The information on this page was provided by the Dean of Students Office
http://www.dso.iastate.edu/ja/academic/students.html

CRP 383: THEORY OF THE PLANNING PROCESS
SPRING 2013
T/TH 9:30 - 10:50 AM
GILMAN ROOM 2104

COURSE OUTLINE (Subject to modification)

PART I: WHAT IS PLANNING (THEORY)?

WEEK 1

Jan. 15

- Introduce Team Based Learning. Assign teams.
- Review syllabus. Practice Readiness Assessment Test
- Discuss reading skills and resources (Gana)

Jan. 17

Readings

Dowell Myers. 1997. Anchor Points for Planning's Identification. In *Journal of Planning Education and Research*, 16:223-224.

Michael P. Brooks, 2002. *Planning Theory for Practioners.* "Chapter 2: Planning Practice and Planning Theory," pp. 21 – 32.

- Readiness Assessment Test #1
- Set individual and team objectives
- Set grade weights
- Free write #1: What is planning?
- **Assignment: Planning issues in the COD (Post pdfs of images on Blackboard by 9:00 am on Tuesday. Bring an 8½ X 11 color print out to class.)**

WEEK 2

Readings

Planning Theory for Practioners. "Chapter 1: Planning Practice and Power," "Chapter 3: Running the Gauntlet of Planning Critics," and "Chapter 4: Rationales for Public Planning," pp. 9-20, 35 – 49, and 50 – 61.

Jan. 22

- Readiness Assessment Test #2
- **Planning issues in the COD photo assignment due in class**
- Application exercise: Planning issues in the COD

Jan. 24

- ***** Meet in the COD lobby.** Application exercise: Observation – planning issues
- Free Write #2: Observing planning issues
- Introduce "Who Plans?" Video project
- Introduce Individual writing exercises (Stephen)

WEEK 3

Readings

Planning Theory for Practioners. "Chapter 5: The Critical Role of Values and Ethics," pp. 62 – 78.

Jan. 29

- **Individual Writing Exercise #1 due at 9:00 am. Bring hard copy to class.**
- Application exercise: Responding to the critics

Jan. 31

- Part I Exam and Peer Assessment

PART II: WHAT DO WE PLAN?

WEEK 4

Readings

Susan S. Fainstein and Scott Campbell. 2011. "Introduction: Theories of Urban Development and Their Implications for Policy and Planning." Susan S. Fainstein and Scott Campbell, eds. In *Readings in Urban Theory*, 3rd Ed. Blackwell. pp. 1 – 18.

Louis Mumford. 1937 "What is a City?" *The City Reader. 5th Edition.* 2011, Le Gates and Stout, eds. Routledge, pp. 91 – 95.

Patsy Healy. 2007. "Urban Regions and Their Governance," *Readings in Urban Theory*, pp. 90 – 110.

Feb. 5

- **VIDEO PROJECT: 3 names of planners due on Blackboard at 9:00 am. Bring list of names to class.**
- Readiness Assessment Test #3
- Free write #3: What is a city?
- Application exercise: Urbanization, development, and scale
- **Assignment: Write your own 6 word memoir about cities and design a text-based graphic layout for it. Bring 8½ X 11 color print outs to class for Thursday. Also post a pdf of your memoir graphic to Blackboard by 9:00 am on Thursday. For more information about 6 word memoirs see:** http://www.smithmag.net/sixwords/

Feb. 7

- **VIDEO PROJECT: Confirm planners. Discuss protocol for making contact.**
- **6 word memoir assignment due**
- Application exercise: Team 6 word stories/response

WEEK 5

Readings

John Friedman. 2007. "Reflections on Place and Place-Making in the Cities of China," *Readings in Urban Theory*, pp 395 – 423.

Emily Talen. 2006. "Connecting New Urbanism and American Planning," *Readings in Urban Theory*, pp. 319-339.

Feb. 12

- Readiness Assessment Test #4
- Application exercise: Design and Place

Feb. 14

- Film: The social life of small urban spaces by William Whyte
- Free write #4: Film Reflection
- **Assignment: Observation #2 – The social life of space in the COD. Students are asked to return to the sight of their previous observation. Chose the time of day carefully so you are observing the space when it is being actively used. Spend another half an hour observing the space, keeping in mind what you learned about the social life of spaces from the Whyte film. Record your observations. Include a paragraph that discusses how your observation was different the second time around. Post your observation document to Blackboard by 9:00 am on Tuesday, Feb. 19. Bring a hardcopy with you to class.**

WEEK 6

Readings

May 2007 "Special Report: Cities –The World Goes to Town," *The Economist* pp. 5 -11. http://www.economist.com/node/9070726.

Michael Peter Smith. 2003. "Transnationalism and Citizenship," *Readings in Urban Theory*, pp. 377-394.

Saskia Sassen. 2000. "The Global City: Strategic Site/New Frontier," *Readings in Urban Theory*, pp. 55-72.

Feb. 19

- Readiness Assessment Test #5
- **Observation assignment due**
- Application Exercise: Urbanism and global cities
- Free write #5: What do you want to learn from your interview?
- **VIDEO PROJECT: Writing good interview questions**
- **Assignment: Write 5 interview questions (Post to Blackboard by Thurs, 9:00 am. Bring hardcopy to class.)**

Feb. 21

- **Individual interview questions due**
- **Deadline for posting time and date of scheduled interview**
- **VIDEO PROJECT: Class list of possible interview questions**
- **VIDEO PROJECT: Practice interviews (all students must bring VIDEO CAMERAS to class)**

Feb. 22 ***Attend lecture by philanthropy/poverty scholar Erica Kohl-Arenas (Noon-1:30, COD 130)***

WEEK 7

Readings

David Harvey. 2007. "Uneven Geographical Developments and Universal Rights." In *Readings in Urban Theory*, pp 357 – 376.

Feb. 26

- **Individual Writing Exercise #2 due at 9:00 am (address readings AND Kohl-Arenas lecture). Bring hard copy to class.**
- Application Exercise: Writing exam questions

Feb. 28

- Part II Exam and Peer Assessment

PART III: HOW DO WE PLAN?

WEEK 8

Readings

Planning Theory for Practioners. Part 3 ("Chapter 6: Centralized rationality: The planner as applied scientist," "Chapter 7: Centralized non-rationality: The planner confronts politics," and "Chapter 8: Decentralized rationality: The planner as political activist"), pp. 80 – 118.

Mar. 5

- Readiness Assessment Test #6
- Application Exercise: The varied roles of planners
- Free Write #6: Making decisions

Mar. 7

- Application Exercise: Centralized, rational planning in action

WEEK 9

Readings

Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy, "Chapter 1: Thinking differently for an age of complexity," and "Chapter 2: How can theory improve practice?"

Mar. 12

- Readiness Assessment Test #7
- Application Exercise: Understanding complexity

Mar. 14

- **VIDEO PROJECT: DVD of unedited footage due**
- **VIDEO PROJECT: Each team will view raw footage and identify themes from the course in each interview.**

WEEK 10 – SPRING BREAK

March 19 and 21

WEEK 11

Readings

Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy, "Chapter 3: Stories from the field," and "Chapter 4: The Praxis of Collaboration"

Mar. 26

- Readiness Assessment Test #8
- Application Exercise: Guerilla interviews
- Free Write #7: Stories you tell

Mar. 28

- Application exercise in class or assignment for students in Washington DC

WEEK 12

Readings

Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy, "Chapter 5: Dialogue as a community of inquiry," and "Chapter 6: Knowledge into action: The role of dialogue"

Apr. 2

- Readiness Assessment Test #9
- Application Exercise: Dialogue as learning and action
- Free write #8: Experiences with dialogue

Apr. 3 ***Attend lecture by urban historian/public housing scholar Lawrence Vale (Noon-1:30, COD 130)***

Apr. 4

- **VIDEO PROJECT: Transcripts due**
- **VIDEO PROJECT: Application Exercise**

WEEK 13

Readings

Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy, "Chapter 7: Using local knowledge for justice and resilience," pp 170-195.

Apr. 9

- **Individual Writing Exercise #3 due at 9:00 am. Bring hard copy to class.**
- Application Exercise: Local knowledge

Apr. 11

- Part III Exam and Peer Assessment

PART IV: WHY DO WE PLAN?

WEEK 14

Readings

Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy, "Chapter 8: Beyond Collaboration: Democratic Governance for a Resilient Society," pp 196-215.

Phillip Berke. 2002. Does Sustainable Development Offer a New Direction for Planning? Challenges for the Twenty-first Century. *Journal of Planning Literature.* 17(1):21 – 35.

Stephen Wheeler. 2011. "Urban Planning and Global Climate Change," *The City Reader, 5th Ed.* pp. 458-467.

Apr. 16

- Readiness Assessment Test #10
- Application Exercise: Planning for sustainability

Apr. 18

- Film: Garbage Warrior
- Free write #9: Film Reflection

WEEK 15

Readings

Susan Fainstein. 2004. "Cities and Diversity: Should we want it? Can we plan for it?" In *Readings in Urban Theory*, pp. 116 – 128.

Norman Krumholz. 1994. Dilemmas of Equity Planning: A personal memoir. *Planning Theory,* 10-11, pp. 45-56.

Apr. 23

- **Individual Writing Exercise #4 due at 9:00 am. Bring hard copy to class.**
- **BRING A LAPTOP TO CLASS for course evaluations**
- Application Exercise: Equity and planning

Apr. 25

- Film: Dark Days
- Free write #10: Film Reflection

WEEK 16

Readings

Planning Theory for Practioners. "Chapter 13: Vision," pp. 196-203.

Apr. 30

- **Individual Writing Exercise #5 due at 9:00 am. Bring hard copy to class.**
- **VIDEO PROJECT: View final films. Teams score films and select nominee for academy awards.**

May 2

- Part IV Exam and Peer Assessment

******* FINAL EXAM *******
Wed., May 8
9:45-11:45 p.m.

The University of Michigan

Urban and Regional Planning Program

A. Alfred Taubman College of Architecture and Urban Planning

Planning Theory

UP 540, Sect. 2 Fall Semester 2012

June M. Thomas, Ph.D., FAICP; e-mail at thomasju@umich.edu

Graduate Student Instructor (GSI): Patrick Cooper-McCann; e-mail at pcooperm@umich.edu

June Thomas's office hours in building, 2208C: Tuesday 3:30 to 5; Thursday 3:30 to 4:30, and by appointment, but appointments are always recommended. A sign-up sheet is on her office door. Cooper's office hours will be determined. CLASS: 9 a.m. to 10:30 Tuesday & Thursday, 2108 Art & Architecture Building

OPTIONAL DISCUSSION SESSION: 2:30 to 3:30 Fridays, 1221 Art & Architecture Building

Welcome to Planning Theory! The purpose of this course is to expose you to a basic background in the history and theory of urban and regional planning. This background will enable you to understand some pivotal aspects of the evolution of this profession, as well as to think about how to create effective, principle-centered planning for the built, natural, and social environment of the future. Such knowledge should assist you in your preparations to "be good" (gain concrete tangible training in professional basics) and to "do good" (learn to carry out action in a way that is informed by key positive values) in your chosen career path. The major questions that the course addresses:

1. **How have we planned?** The industrial city and planning thought, governance
2. **How can we create livable cities and regions?** Urban form and sustainability
3. **How does territoriality affect our habitats?** Regions and territories
4. **How should we plan?** Profession, social justice, ethics
5. **How should we plan?** Process and communication

One goal is to introduce you to these themes in a way that allows you, as an independent thinker, to *make tangible connections* between the concepts and current issues in the contemporary city. By the end of the course, in addition, another goal is that you should be able to *explain a number of key elements* of urban planning history and theory in a factual, narrative fashion. The basic components of these goals are summarized, below, as "learning objectives." Short papers and other course discussion/ activities will help you make "tangible connections."

1. You should be able to describe the nature of the industrial city, and some of the earliest thinking about how to reform cities in order to address the problems caused by nineteenth-century industrialization;
2. You should be able to describe and discuss key historical elements and contemporary implications of several historic movements: garden cities (Ebenezer Howard et al.), the City Beautiful (Daniel Burnham et al.), and housing reform.
3. You should explain functional planning and its importance in planning U. S. cities, with a focus on H. Bartholomew's work.

4. You should be able to discuss some characteristics/ implications of modernism, particularly "high modernism," and discuss reactions against modernism in urban planning.

5. You should be able to describe how urban form and new urbanism as discussed in the "livability" section of the course have affected cities and regions of the past and present, and suggest pathways to the future.

6. You should be able to describe historical and contemporary regional planning, explaining the concepts of key thinkers such as Patrick Geddes and organizations such as the Regional Plan Association.

7. You should also be able to explain how the related ideas of territoriality (especially territorial competitiveness) and governance affect thinking about urban areas, according to the text.

8. You will be able to explain the importance of the concept of social justice and discuss its implications for contemporary planning.

9. Concerning the topic of planning process, you should be able to explain several ways urban planning has addressed dilemmas of participation and power as well as the need for reflective practice.

10. You should be able to describe key features and implications of the AICP Code of Ethics/ other ethical principles and describe key values important for urban planning.

11. You should be able to define, describe, and present strengths and weaknesses of the rational and incremental planning process.

12. You should be able to explain the strengths and weaknesses of communicative planning, and participate in an exercise designed to illustrate some of its key principles.

13. You should be able to discuss the "logic" behind plan-making, as a pragmatic act described in particular by Hopkins and Ryan.

14. You should be able to explain some aspects of how different parts of the world have carried out urban planning theory and practice.

Everyone will need to read the articles or chapters before class and come prepared to discuss them. The texts, from which a substantial number of readings are required, are:

- Scott Campbell and Susan S. Fainstein, ed., *Readings in Planning Theory,* 3rd ed. (Malden, MA: Wiley-Blackwell Publishing, 2012). NOTE that this edition has significantly different readings than older editions.

- Bish Sanyal, Lawrence Vale, and Christina Rosan, ed. *Planning Ideas that Matter* (Cambridge: MIT Press, 2012). Used copies are not available since it is brand new.

Some other readings are posted at the CTools site and some journals are accessible via links to UM's library. We have some optional readings from Peter Hall, *Cities of Tomorrow*, but we did not order copies.

The class will be a combination of lecture and in-class discussions. Each student will be expected to:

- Read all assigned readings, and become familiar with these through class discussions and GSI-led discussion sessions.
- View all videos, in class or independently.
- Attend a specific lecture, by Majora Carter or other as approved.
- Prepare three short individual papers; bring the papers to class prepared to present or discuss them. These are four to six pages, typed, double-spaced. Double-sided (duplex) preferred.
- Submit all material at the appointed time, on time.
- Miss no more than four class sessions during the semester.
- Serve as a conscientious group member for any group assignment, making a concerted effort to carry out all assigned tasks and to work in harmony with the group.
- Take one in-class final exam related to the learning objectives covered in the class.

Grades

Final Exam	35 points
Papers	
1	15
2	15
3	20
Participation	15 points
Attendance (attentive) 5	
Engagement in class discussion 10	
Total	100 points

In general at least 90 points out of a total of 100 are necessary to receive an A or A-, 80 to receive some form of a B.

Other Policies:

- If your paper or any required component for your paper is late, late points will be subtracted. Late papers may not be accepted.
- No late adds after the second week of class.
- No makeup final exam without an official doctor's excuse
- All work must be the student's own unless the assignment is being shared in an approved group. Avoid plagiarism, which means using the words or work of another person without proper citation.
- ELECTRONIC DEVISES: DO NOT USE during class except to take class notes related to the class or to assist with group discussions. Do not use your laptops, cell phones, etc. to surf the web, read or write e-mail, watch movies, et al. during class. Failure of even a few people to abide by this policy will lead to the banning of laptop use during class lectures and presentations.

Schedule as of Sept. 4, 2012:

	Date	Topic	Readings/ Activity
Tu	Sept. 4, 2012 Week 1	Introduction; course overview	• Overview of concepts, approach of course, requirements • Individual introductions
Th	Sept. 6	**Introduction cont'd; The Dilemma of the Industrial City**	• Fainstein and Campbell, "Introduction: The Structure and Debates of Planning Theory," in Susan Fainstein and Scott Campbell, ed., *Readings in Planning Theory,* pp. 1-20 [course text, hereafter known

			as F & C, *Readings in PT.*] • Frederich Engels, "The Great Towns," in Richard T. LeGates and Frederic Stout, ed., *The City Reader,* 3rd or 4th ed. (London: Routledge, 2003 or 2007), *pt. 1.* See pdf file in "Resources" at the course's CTools site, which is where we have posted all readings or links, except those readings contained in the text books.
Tu	Sept. 11 Week 2	**20th Century Cities--Foundational Planning History** Garden Cities	• Introduction to section and Fishman, "Urban Utopias," *Readings in PT,* pp. 23-51. If desired, see the following optional additional resources: • Peter Hall, chapter 4, "The City in the Garden," *Cities of Tomorrow,* pp. 87-141 • A better view of graphics for Howard's proposed city prototype is available at http://www.library.cornell.edu/Reps/DOCS/howard.htm • Ruth Knack, "Garden Cities: Ebenezer Howard Has a Point," *Planning* magazine, June, 1998.
Th	Sept. 13	NO FORMAL CLASS—Expanded Horizons trip is scheduled for many students	Enjoy the trip! June Thomas will have open office hours during the regular class period. Or, with enough people not traveling, we'll form an informal discussion group.
Tu	Sept. 18 Week 3	Reform movements and the City Beautiful	• Daphne Spain, "Octavia Hill's Philosophy of Housing Reform: From British Roots to American Soil," *Journal of Planning History*, 5 (2, 2006): 106-125. NOTE: You have free electronic access to this journal as a UM student. You need to login with your unique name at the Library's web page and search for the journal while you are signed on. http://www.lib.umich.edu/. Go to upper right-hand corner of the page. It's possible to mark this journal as a favorite. • Margaret Garb, "Race, Housing, and Burnham's Plan: Why is there no Housing in the 1909 Plan of Chicago?" *Journal of Planning History*, 10 (2, 2010): 99-113. NOTE: On line via UM. See above.
Th	Sept. 20	Patrick Geddes and Regional Planning	• Phillip D'Anieri, "A 'Fruitful Hypothesis"? The Regional Planning Association of America's Hopes for Technology ," *Journal of Planning History*, 1 (4, 2002): 279-89. NOTE: On line via UM. See above • [NOTE: We will read about the RPAA and a contemporary group, RPA, again later in the term] Other optional resources: • Hall, *Cities of Tomorrow*, chapter 5, "The City in the Region."
Tu	Sept. 25 Week 4	Functional planning	• Joseph Heathcott, " 'The Whole City is Our Laboratory': Harland Bartholomew and the Production of Urban Knowledge," *Journal of Planning History* 4 (4, 2005): 322-355. JPH is on-line via UM; see above.
Th	Sept. 27	Modernism	• James Scott, "Authoritarian High Modernism," F & C, *Readings in PT,* pp. 54-71. Optional resources: Example 1 • Peter Hall, chapter 7, "The City of Towers," *Cities of Tomorrow,* pp.

			218-61. • [Reminder: you also read about Le Corbusier in part of the chapter by Fishman, "Urban Utopias," *Readings in PT.*]
Tu	Oct. 2 Week 5 Paper due	Modernism and social justice	Example 2: • Robert Caro, *The Power Broker: Robert Moses and the Fall of New York,* (New York: Vintage Books, 1975), chapter 37, "One Mile," pp. 850-884, and Video: "The World that Moses Built" all or part to be shown in class, and discussion. Optional reading: • Caro, *The Power Broker*, chapter 38, "One Mile Afterward," pp. 885-94. Paper #1 due--Which one or two of the historical ideas we have covered thus far seem most important for today's urban places, and why? Which one or two seem least relevant or important today, and why? Be sure to explain the context that informs your view. (E.g., where have you lived or worked?). Length: 4 to 6 pages, double-spaced, typed, short-essay format.
Th	Oct. 4	Anti-modernism	• Jane *Jacobs*, "The Use of Sidewalks: Safety," *The Death and Life of Great American Cities*, excerpt in *The City Reader*, pp. 114-118. • Jane Jacobs, "The Death and Life of Great American Cities," in F & C, *Readings in PT*, pp. 72-86. Optional but highly recommended: • A very short summary of her life and influence on urban planning, at http://www.pps.org/articles/jjacobs-2/
Tu	Oct. 9 Week 6	Planning Ideas that Matter: Livability 1	• Bish Sanyal, Lawrence Vale, and Christina Rosan, chapter 1, "Introduction," in Bish Sanyal, Lawrence Vale, and Christina Rosan, ed. *Planning Ideas that Matter* [hereafter known as *Planning Ideas*] (Cambridge: MIT Press, 2012), pp. 1-29 • Gary Hack, "Shaping Urban Form," in *Planning Ideas*, pp. 33-64.
Th	Oct. 11	Livability 2	• Robert Fishman, "New Urbanism," in *Planning Ideas*, pp. 65-90. • Timothy Beatley, "Sustainability in Planning," in *Planning Ideas*, pp. 91-124.
Tu	Oct. 16 Week 7	No class—study break	
Th	Oct. 18	Territoriality 1	• Michael Teitz, "Regional Development Planning," in *Planning Ideas*, pp. 127-152. • Required evening lecture—Majora Carter, 6 p.m., October 18, Hill Auditorium, central campus, or possibly we may allow instead some of the events of the URP conference October 18-20. More details to follow.
Tu	Oct. 23	Territoriality 2	• Robert Yaro, "Metropolitanism: . . . Regional Plan Association," in *Planning Ideas*, pp. 153-177.

	Week 8		• Neil Brenner and David Wachsmuth, "Territorial Competitiveness: Lineages, Practices, Ideologies," in *Planning Ideas*, pp. 179-204.
Th	Oct. 25 Paper due	Governance: 1st and 3rd world	• Mohammed A. Qadeer, "Urban Development," in *Planning Ideas*, pp. 207-232. • Peter Ward, "Self-help Housing Ideas and Practices in the Americas," in *Planning Ideas*, pp. 127-152. Paper #2 due—Offer your reflections on themes from Carter's talk (or other approved talks) and draw linkages between the lecture(s) and our class readings/ discussions on livability. What specific added value did the event(s) bring to your thinking? Length: 4 to 6 pages, double-spaced, short-essay format.
Tu	Oct. 30 Week 9	Professional Reflection	• Raphael Fischler, "Reflective Practice," in *Planning Ideas*, pp. 313-332. • Bent Flyvbjerg, "Bringing Power to Planning Research," F & C, *Readings in PT*, pp. 292-314
Th	Nov. 1	No Class—Thomas attending ACSP conference in Cincinnati	
Tu	Nov. 6 Week 10	Professional practice: Social justice 1	• Introduction and Iris M. Young, "Inclusion and Democracy," F & C, *Readings in PT*, pp. 317-19, 321-37. • Paul Davidoff, "Advocacy and Pluralism in Planning," F & C, *Readings PT*, pp. 191-205.
Th	Nov. 8	Professional practice: Social justice 2	• June Thomas, "Social Justice as Responsible Practice," in *Planning Ideas*, pp. 359-387 • Norman Krumholz, "A Retrospective Look at Equity Planning, 1969-79" *Journal of the American Planning Association*, 48 No. 2 (1982): 163-74.
Tu	Nov. 13 Week 11	Professional practice: Values and ethics	• John Friedmann, "The Good City: In Defense of Utopian Planning," F & C, *Readings PT*, pp. 87-104. • U. S. APA Ethical Principles in Planning, 1992 version, http://www.planning.org/ethics/ethicalprinciples.htm [Note: These principles are intended for anyone involved in APA or the planning process.] • U. S. AICP Code of Ethics, 2009 version, F & C, *Readings PT*, pp. 439-44. Also available on the web. http://www.planning.org/ethics/ethicscode.htm [Note: This Code is intended for AICP-certified planners or other "professional planners."]
Th	Nov. 15	Professional Practice: Rationality shaped by practicality	• Charles Lindblom, "The Science of 'Muddling Through,'" F & C, *Readings in PT*, pp. 176-190. [Originally 1959.] • Patsy Healey, "Traditions of Planning Thought," Ibid., pp. 214-231.
Tu	Nov. 20	Professional	• Lewis Hopkins, *Urban Development: The Logic of Making Plans*

	Week 12 Paper due	Practice: The Logic of Plans	(Washington: Island Press, 2001), chapters 1, 3 • Brent Ryan, "Reading Through a Plan," *Journal of the American Planning Association, 77* (2011), 4: 309-27. For Tuesday: use one of the frameworks in Hopkins and Ryan as you read for Tuesday by reviewing a small portion of New York's plan on line (see link and description below) with this framework in mind. Paper #3—Use the readings and your own thoughts to draw up your own statement of values and responsibilities. That is, if you became a practicing planner or related professional, (or based on your experience thus far,) what 4 or 5 main points would guide you most strongly, and why did you select these? What would make you most concerned about your list? As usual, 4 to 6 pages, short essay.
Th	Nov. 22	Thanksgiving holiday	,
Tu	Nov. 27 Week 13	In-class exercise continued	• Plans assessed • Reference/ Resource: Plan NYC: web pages on New York's plan http://www.nyc.gov/html/planyc2030/html/theplan/the-plan.shtml Pick one or two areas of emphasis (e.g. parks, housing, transportation, air quality, solid waste, etc.) and read about that before class BRING A LAPTOP if you have one, for small-group exercise.
Th	Nov. 29	Professional reflection: Communicative planning	• Patsy Healey, "Communicative Planning: . . . ", in *Planning Ideas*, pp. 333-57. • John Forester, "Challenges of Deliberation and Participation," F & C, *Readings PT,* pp. 206-213. Small group exercise in class
Tu	Dec 4 Week 14	Planning theory and the city	• Susan Fainstein, "Planning Theory and the City," F & C, *Readings PT*, pp. 159-75. Small group exercise cont'd if necessary
Th	Dec 6	Globalization revisited	• Peter Evans, "Political Strategies, . . . "F & C, *Readings PT,* pp. 499-517. • Oren Yiftachel, "Re-engaging Planning Theory? . . ." Ibid pp. 540-549.
Tu	Dec 11 Week 15	Review	
Th	Dec. 13	FINAL EXAM	1:30 to 3:30 In class

The University of Michigan

Urban and Regional Planning Program

A. Alfred Taubman College of Architecture and Urban Planning

Planning Theory

UP 540, Sect. 2 Fall Semester 2013

Professor June M. Thomas, Ph.D., FAICP; e-mail at thomasju@umich.edu
Graduate Student Instructor (GSI): Katy Ryan, e-mail at katyryan@umich.edu

CLASS: 9 a.m. to 10:30 a.m. Tuesday & Thursday, 2108 Art & Architecture Building
Optional DISCUSSION SESSION Tuesdays, 4 to 5 noon, 2108 Art and Architecture Building
June Thomas's office hours in building, 2208C: Tuesday 10:50 to 12:00; Wednesday 4 to 5 p.m., and by appointment, but appointments are always recommended; sign-up sheet is on her office door.
Katy Ryan's office hours in 2208 A & A Building, conference room: Monday 4 to 5 p.m.

Welcome to Planning Theory! The purpose of this course is to expose you to a basic background in the history and theory of urban and regional planning. This background will enable you to understand some pivotal aspects of the evolution of this profession, as well as to think about how to create effective, principle-centered planning for the built, natural, and social environment of the future. Such knowledge should assist you in your preparations to "be good" (gain concrete tangible training in professional basics) and to "do good" (learn to carry out action in a way that is informed by key positive values) in your chosen career path. The major questions that the course addresses:

1. **How have we planned?** The industrial city and planning thought, governance
2. **How can we create livable cities and regions?** Urban form and sustainability
3. **How does territoriality affect our habitats?** Regions and territories
4. **How should we plan?** Profession, social justice, ethics
5. **How should we plan?** Process and communication

One goal is to introduce you to these themes in a way that allows you, as an independent thinker, to *make tangible connections* between the concepts and current issues in the contemporary city. By the end of the course, in addition, another goal is that you should be able to *explain a number of key elements* of urban planning history and theory in a factual, narrative fashion. The basic components of these goals are summarized, below, as "learning objectives." Short papers and other course discussion/ activities will help you make "tangible connections."

1. You should be able to describe the nature of the industrial city, and some of the earliest thinking about how to reform cities in order to address the problems caused by nineteenth-century industrialization;
2. You should be able to describe and discuss key historical elements and contemporary implications of several historic movements: garden cities (Ebenezer Howard et al.), the City Beautiful (Daniel Burnham et al.), and housing reform.
3. You should explain functional planning and its importance in planning U. S. cities, with a focus on H. Bartholomew's work.

4. You should be able to discuss some characteristics/ implications of modernism, particularly "high modernism," and discuss reactions against modernism in urban planning.

5. You should be able to describe how urban form and new urbanism as discussed in the "livability" section of the course have affected cities and regions of the past and present, and suggest pathways to the future.

6. You should be able to describe historical and contemporary regional planning, explaining the concepts of key thinkers such as Patrick Geddes and organizations such as the Regional Plan Association.

7. You should also be able to explain how the related ideas of territoriality (especially territorial competitiveness) and governance affect thinking about urban areas, according to the text.

8. You will be able to explain the importance of the concept of social justice and discuss its implications for contemporary planning.

9. Concerning the topic of planning process, you should be able to explain several ways urban planning has addressed dilemmas of participation and power as well as the need for reflective practice.

10. You should be able to describe key features and implications of the AICP Code of Ethics/ other ethical principles and describe key values important for urban planning.

11. You should be able to define, describe, and present strengths and weaknesses of the rational and incremental planning process.

12. You should be able to explain the strengths and weaknesses of communicative planning, and participate in an exercise designed to illustrate some of its key principles.

13. You should be able to discuss the "logic" behind plan-making, as a pragmatic act described in particular by Hopkins and Ryan.

14. You should be able to explain some aspects of how different parts of the world have carried out urban planning theory and practice.

Everyone will need to read the articles or chapters before class and come prepared to discuss them. The texts, from which a substantial number of readings are required, are:

- Scott Campbell and Susan S. Fainstein, ed., *Readings in Planning Theory,* 3rd ed. (Malden, MA: Wiley-Blackwell Publishing, 2012). NOTE that this edition has significantly different readings than older editions.

- Bish Sanyal, Lawrence Vale, and Christina Rosan, ed. *Planning Ideas that Matter* (Cambridge: MIT Press, 2012).

Some other readings are posted at the CTools site and some journals are accessible via links to UM's library. We have some optional readings from Peter Hall, *Cities of Tomorrow*, but we did not order copies. You are free to order this, however, to offer more background on many of the topics covered in class. Used copies should be available.

The class will be a combination of lecture and in-class discussions. Each student will be expected to:

- As an overall principle, exhibit academic integrity. See one professor's view on what this is from UM Library's web page: http://www.lib.umich.edu/files/services/Bill_Talor.pdf
- Read all assigned readings, and become familiar with these through class discussions and GSI-led discussion sessions.
- View all videos, in class or independently.
- Participate in class discussions whenever possible.
- Attend at least one-half day of a forum Friday, November 1, on urban planning in a "post-racial society," or another approved and related activity. Write and submit a one-page memo on that experience.
- Prepare three short individual papers; bring the papers to class prepared to present or discuss them. See schedule for paper topics. These are five to six pages, typed, double-spaced. Double-sided (duplex) preferred.
- Submit all material at the appointed time, on time.
- Miss no more than four class sessions during the semester.
- Serve as a conscientious group member for any group assignment, making a concerted effort to carry out all assigned tasks and to work in harmony with the group.
- Take one in-class final exam related to the learning objectives covered in the class.

Grades

Final Exam	35 points
Papers	
1	15
2	15
3	15
Memo on symposium	5
Participation	15 points
Attendance (attentive) 5	
Engagement in class discussion 10	
Total	100 points

In general at least 90 points out of a total of 100 are necessary to receive an A or A-, 80 to receive some form of a B.

Other Policies:

- If your paper or any required component for your paper is late, late points will be subtracted. Late papers may not be accepted.
- No late adds after the second week of class.
- No makeup final exam without an official doctor's excuse
- All work must be the student's own unless the assignment is being shared in an approved group. Avoid plagiarism, which in part means using the words or work of another person without proper citation, but the concept is more complicated than that. For definitions of plagiarism and other important statements on **academic integrity** see http://www.lib.umich.edu/shapiro-undergraduate-library/understanding-plagiarism-and-academic-integrity
- ELECTRONIC DEVISES: DO NOT USE during class except to take class notes related to the class or to assist with group discussions. Do not use your laptops, cell phones, etc. to surf the web, read or

write e-mail, watch movies, et al. during class. Failure of even a few people to abide by this policy may lead to the banning of laptop use during class lectures and presentations.

Schedule as of 8/28/2013:

	Date	Topic	Readings/ Activity
Tu	Sept. 3, 2012 Week 1	Introduction; course overview	• Overview of concepts, approach of course, requirements • Individual introductions
Th	Sept. 5	**Introduction cont'd; The Dilemma of the Industrial City**	• Fainstein and Campbell, "Introduction: The Structure and Debates of Planning Theory," in Susan Fainstein and Scott Campbell, ed., *Readings in Planning Theory,* pp. 1-20 [course text, hereafter known as F & C, *Readings in PT.* This book is one of two required purchases.] • Frederich Engels, "The Great Towns," in Richard T. LeGates and Frederic Stout, ed., *The City Reader,* 3rd or 4th ed. (London: Routledge, 2003 or 2007), *pt. 1.* See pdf file in "Resources" at the course's CTools site, which is where we have posted most readings or links, except those readings contained in the text books.
Tu	Sept. 10 Week 2	**20th Century Cities--Foundational Planning History** Garden Cities and glimpses of modernism	• Introduction to section and Fishman, "Urban Utopias in the Twentieth Century: Ebenezer Howard, Frank Lloyd Wright, and Le Corbusier," *Readings in PT,* pp. 23-51. • Mervyn Miller, "Garden Cities and Suburbs: at Home and Abroad," *Journal of Planning History,* 1 (1, 2002): 6-27. Comment: "home" in this article is the UK. [NOTE: You have free electronic access to this journal as a UM student. We have posted a link to this journal at the CTools site under each appropriate week. When you use the link to access the web page for JPH, go to Electronic Resources for that journal and first click "available on line" and then click "all issues" to get to the point of being able to pick the correct year, in this case 2002. You can download the article, once you find it, to your own personal files. JPH editors asked for this use system in order to build up download readership for this rather "young" journal. For other more established journals' articles see PDFs posted at CTools] If desired, see the following additional resources: • Peter Hall, chapter 4, "The City in the Garden," *Cities of Tomorrow,* pp. 87-141 • Ruth Knack, "Garden Cities: Ebenezer Howard Has a Point," *Planning* magazine, June, 1998. • Some of Howard's original text and a better view of graphics for Howard's proposed city prototype are available at http://www.library.cornell.edu/Reps/DOCS/howard.htm Link is available at CTools.
Th	Sept. 12	Reform movements and the City Beautiful	• Daphne Spain, "Octavia Hill's Philosophy of Housing Reform: From British Roots to American Soil," *Journal of Planning History*, 5 (2, 2006): 106-125. NOTE: See above instructions for logging on to this journal at http://www.lib.umich.edu/. • Margaret Garb, "Race, Housing, and Burnham's Plan: Why is there no Housing in the 1909 Plan of Chicago?" *Journal of Planning History*, 10 (2, 2010): 99-113. NOTE: On line via UM. See above.
Tu	Sept. 17 Week 3	Patrick Geddes and Regional Planning	• Indra Munshi, "Patrick Geddes: Sociologist, Environmentalist and Town Planner," *Economic and Political Weekly* 35 (6, 2000), pp. 485-91. See PDF at Resources folder. Comment: A straightforward description from the perspective of an admirer from India.

			• Phillip D'Anieri, "A 'Fruitful Hypothesis"? The Regional Planning Association of America's Hopes for Technology ," *Journal of Planning History*, 1 (4, 2002): 279-89. NOTE: On line via UM. See above • [NOTE: We will read about the RPAA and a contemporary group, RPA, again later in the term] Other optional resources: Hall, *Cities of Tomorrow*, chapter 5, "The City in the Region."
Th	Sept. 19	NO formal class: Expanded Horizons trip for many MUPs	• Optional small-group discussion with the professor, in class, for students who are not enrolled in the MUP program or won't be traveling to Toronto.
Tu	Sept. 24 Week 4	Functional planning	• Joseph Heathcott, " 'The Whole City is Our Laboratory': Harland Bartholomew and the Production of Urban Knowledge," *Journal of Planning History* 4 (4, 2005): 322-355. JPH is on-line at Mirlyn via UM; see above. • Jeffrey Brown, "A Tale of Two Visions: Harland Bartholomew, Robert Moses, and the Development of the American Freeway," *Journal of Planning History* 4 (3, 2005): 3-32. JPH is on-line as above.
Th	Sept. 26	Modernism	• James Scott, "Authoritarian High Modernism," F & C, *Readings in PT,* pp. 54-71. • Robert Caro, *The Power Broker: Robert Moses and the Fall of New York,* (New York: Vintage Books, 1975), chapter 37, "One Mile," pp. 850-884 [or read part of this chapter for today and part for Oct. 3.] Optional resources: • Peter Hall, chapter 7, "The City of Towers," *Cities of Tomorrow,* pp. 218-61. • [Reminder: you also read about Le Corbusier in part of the chapter by Fishman, "Urban Utopias," *Readings in PT.*]
Tu	Oct. 1 Week 5 Paper due	Modernism discussion cont'd Open sharing/ discussion of papers: Planning history and its implications for today	• Hilary Ballon and Kenneth Jackson, "Introduction," and Kenneth Jackson, "Robert Moses and the Rise of New York," in Hilary Ballon and Kenneth Jackson, ed., *Robert Moses and the Rise of New York* (New York, W. W. Norton, 2007), pp. 65-66, 67-71. First paper due today, at the beginning of class. For this paper, you should undertake direct or memory-based exploration of some neighborhood or city in the Ann Arbor or greater Detroit area, or in a place you have visited recently (Toronto is OK) or know well (including your hometown, USA or your home country). First pick the place. Then pick **two** of the authors or historical figures covered thus far from the following list: **E. Howard, O. Hill, P. Geddes, H. Bartholomew.** How might each of these two people view this place, according to what we know about their perspective? What kinds of issues might he/she should look for, using what approaches? Then pick **one** of those two people; offer a preliminary analysis of your chosen place by looking at it from that perspective. What insights do you gain concerning present-day life? Write 5 to 6 pages, double-spaced, printed out and stapled; double-sided sheets preferred.
Th	Oct. 3	Modernism continued, and social justice	• Caro, *The Power Broker*, chapter 38, "One Mile Afterward," pp. 885-94. Video: "The World that Moses Built" all or part to be shown in class, and discussion.

Tu	Oct. 8 Week 6	Anti-modernism	• Jane *Jacobs*, "The Use of Sidewalks: Safety," *The Death and Life of Great American Cities*, excerpt in *The City Reader*, pp. 114-118. • Jane Jacobs, "The Death and Life of Great American Cities," in F & C, *Readings in PT*, pp. 72-86. Optional but highly recommended: • A very short summary of her life and influence on urban planning, at http://www.pps.org/articles/jjacobs-2/
Th	Oct. 10	Planning Ideas that Matter: Livability 1: urban form, containment	• Bish Sanyal, Lawrence Vale, and Christina Rosan, chapter 1, "Introduction," in Bish Sanyal, Lawrence Vale, and Christina Rosan, ed. *Planning Ideas that Matter* [Required text; hereafter known as *Planning Ideas*] (Cambridge: MIT Press, 2012), pp. 1-29 • Gary Hack, "Shaping Urban Form," in *Planning Ideas*, pp. 33-64.
Tu	Oct. 15 Week 7	No class—study break	
Th	Oct. 17	Livability 2: new urbanism, sustainability	• Robert Fishman, "New Urbanism," in *Planning Ideas*, pp. 65-90. • Timothy Beatley, "Sustainability in Planning," in *Planning Ideas*, pp. 91-124.
Tu	Oct. 22 Week 8	Territoriality 1: reg. planning evolution and accomplishments	• Michael Teitz, "Regional Development Planning," in *Planning Ideas*, pp. 127-152. • Robert Yaro, "Metropolitanism: . . . Regional Plan Association," in *Planning Ideas*, pp. 153-177.
Th	Oct. 24	Territoriality 2: barriers Governance	• Kathryn Foster, "A Region of One's Own," in Ethan Selzer and Armando Carbonell, ed., *Regional Planning in America* (Lincoln Institute Press, 2011), chapter 3. • Neil Brenner and David Wachsmuth, "Territorial Competitiveness: Lineages, Practices, Ideologies," in *Planning Ideas*, pp. 179-204. • Mohammed A. Qadeer, "Urban Development," in *Planning Ideas*, pp. 207-232.
Tu	Oct. 29 Week 9 Paper due	Governance cont'd Some sharing of papers in small groups	• Peter Ward, "Self-help Housing Ideas and Practices in the Americas," in *Planning Ideas*, pp. 127-152. Paper #2 due—Continue your thinking exercise, using a city or region in a place with which you are familiar, this country or another. (This can be the same place as for the first paper but you may have to think on a bigger scale than before.) Pick two of the ideas from the following themes we've covered in the last month: **modernism, high modernism, spatial containment of urban form, new urbanism, sustainability, regional planning,** or **some variation of these**. Briefly, what do you think are the implications of your two chosen themes for the historical evolution of your chosen place? Which one of these two themes do you think gives you the better set of tools for understanding either the problems or the potential of your chosen area, and why? How might you translate knowledge of that theme/ tradition into practical action, if you had the power to do so? 5 to 6 pages, double-spaced, short-essay format.
Th	Oct. 31	Professional practice: Social justice 1	• Introduction and Iris M. Young, "Inclusion and Democracy," F & C, *Readings in PT*, pp. 317-19, 321-37. • Paul Davidoff, "Advocacy and Pluralism in Planning," F & C, *Readings PT*, pp. 191-205. • Leonie Sandercock, "When Strangers Become Neighbours: Managing

			Cities of Difference," *Planning Theory & Practice* 1:1, 13-30.
Fri	Nov. 1	URP Symposium—Please attend either (a) the a.m. program with the keynote luncheon lecture or (b) keynote lecture + 2 follow-up p.m. panels, or (c) all!	• UMMA Auditorium or locale to be announced: "Planning in a Post-racial Society (?): New Challenges and Directions." Several visiting scholars present, including Leonie Sandercock as keynote. Required attendance for at least one-half of the day, or talk to professor if, for a compelling reason, you need to propose an alternative. Take notes in preparation for memo and next paper.
Tu	Nov. 5 Week 10 Memo	Professional practice: Social justice 2 SHORT MEMO due: Initial reactions to symposium	• June Thomas, "Social Justice as Responsible Practice," in *Planning Ideas*, pp. 359-387 • Norman Krumholz, "A Retrospective Look at Equity Planning, 1969-79" *Journal of the American Planning Association*, 48 No. 2 (1982): 163-74. Also short debrief on symposium One-page (two-page max) single-spaced memo due on initial reactions to symposium: focus on one or two points. What were the most crucial implications of the symposium for urban planning as a field or for your particular program of study?
Th	Nov. 7	Professional Reflection, action	• Raphael Fischler, "Reflective Practice," in *Planning Ideas*, pp. 313-332. • Bent Flyvbjerg, "Bringing Power to Planning Research," F & C, *Readings in PT*, pp. 292-314 • Leonie Sandercock, "Towards a Planning Imagination for the 21st Century," *Journal of the American Planning Association,* 70 (2004, 2): 133-41.
Tu	Nov. 12 Week 11	Professional practice: Values and ethics	• John Friedmann, "The Good City: In Defense of Utopian Planning," F & C, *Readings PT*, pp. 87-104. • U. S. APA Ethical Principles in Planning, 1992 version, http://www.planning.org/ethics/ethicalprinciples.htm [Note: These principles are intended for anyone involved in APA or the planning process.] • U. S. AICP Code of Ethics, 2009 version, F & C, *Readings PT*, pp. 439-44. Also available on the web. http://www.planning.org/ethics/ethicscode.htm [Note: This Code is intended for AICP-certified planners or other "professional planners."]
Th	Nov. 14	No formal class; Informal discussion	Thomas is at an ACSP conference in Ohio. Informal discussion in the regular classroom with GSI Katy about themes covered thus far. Start thinking about your next paper?
Tu	Nov. 19 Week 12	Professional Practice: Rationality shaped by practicality	• Charles Lindblom, "The Science of 'Muddling Through,'" F & C, *Readings in PT*, pp. 176-190. [Originally 1959.] • Patsy Healey, "Traditions of Planning Thought," Ibid., pp. 214-231.
Th	Nov. 21	Professional Practice: The Logic of Plans	• Lewis Hopkins, *Urban Development: The Logic of Making Plans* (Washington: Island Press, 2001), chapters 1, 3 • Brent Ryan, "Reading Through a Plan," *Journal of the American Planning Association, 77* (2011), 4: 309-27. For Tuesday: use one of the frameworks in Hopkins and Ryan as you read

			for Tuesday by reviewing a small portion of New York's plan on line (see link and description below) with this framework in mind. Also paper due.
Tu	Nov. 26 Week 13 Paper due	In-class exercise continued	• Plans assessed • Reference/ Resource: Plan NYC: web pages on New York's plan http://www.nyc.gov/html/planyc2030/html/theplan/the-plan.shtml Pick one or two areas of emphasis (e.g. parks, housing, transportation, air quality, solid waste, etc.) and read about that before class • BRING A LAPTOP if you have one, for small-group exercise. Paper #3—Use the symposium experience, the readings on social justice, and the other readings on professional values and practice to draw up a summary of the implications of these aspects of the course for the roles and responsibilities of the practicing urban planner. That is, if you became a practicing planner or related professional, (or based on your experience thus far,) what 4 or 5 main points would guide you most strongly, and why did you select these? Be sure to • indicate what perspective you are coming from (e.g. previous training, degrees, work or travel experience, upbringing, or other), • choose your points carefully and defend your selection, and • anchor your discussion in course/ symposium experiences. As usual, 5 to 6 pages, short essay.
Th	Nov. 28	Thanksgiving holiday	NO CLASS
Tu	Dec 3 Week 14	Professional reflection: Communicative planning	• Patsy Healey, "Communicative Planning: . . . ", in *Planning Ideas*, pp. 333-57. • John Forester, "Challenges of Deliberation and Participation," F & C, *Readings PT,* pp. 206-213. Small group exercise in class
Th	Dec 5	Planning theory and the city Start on brief review of course material	• Susan Fainstein, "Planning Theory and the City," F & C, *Readings PT*, pp. 159-75. Comment: This actually reviews a number of concepts covered in the course. Small group exercise cont'd if necessary
Tu	Dec 10 Week 15	Globalization revisited Brief Review of course material	• Peter Evans, "Political Strategies, . . . "F & C, *Readings PT,* pp. 499-517. • Oren Yiftachel, "Re-engaging Planning Theory? . . ." Ibid pp. 540-549.
M	Monday Dec. 16	FINAL EXAM	1:30 to 3:30 In class

CRP 500: PLANNING THEORY AND PROCESS FALL 2013

INSTRUCTOR: Claudia Isaac
277-5939, 243-3184, cisaac@unm.edu

TIME: Tuesday and Thursday 2:00 - 3:40 am

PLACE: Room P135

OFFICE HOURS: Wednesdays 4:00 – 5:00 pm, Thursdays 12:00 – 1:00 pm, or by appointment

COURSE OBJECTIVES:

The purpose of this course is to link key concepts in planning theory to the concrete practice of planning. In the context of studying planning history and theory, this course will help students to develop personal theories of planning action and to experience the feel of practice -- grappling with problems and competing interests, discerning and assessing complex patterns, developing viable solutions, and devising ways to make those solutions happen.

Planning Theory and Process is designed to introduce students to roles that planners play in practice and to the wide array of modes used in practice. Students will learn ways to apply theory to practice, assess planning effectiveness, and understand the settings in which planning is carried out. The course is designed to address key questions that surround ethical, historical, and theoretical issues in planning. The course also designed to direct students through the planning program and into their professional careers, helping to assess career goals, expectations, and educational needs.

Student learning objectives:

Students can expect to achieve the following learning objectives in this class:

- Familiarity with the intellectual history of planning theory
- Understanding of multiple planning paradigms and the historical context of their development
- Clarity about planning roles and praxis within those roles
- Initial understanding of your personal theory of action

COURSE PROCEDURES:

The class meets twice a week to discuss assigned readings and to consider exercises prepared for class presentation by groups of students. Assigned readings will provide historical and theoretical perspectives as well as information pertinent to specific exercises. Cases used in the exercises have been chosen to address central issues in planning practice in addition to introducing a range of issues of special interest to planners. Students will be expected to relate discussions of the analytical, theoretical, and ethical context of planning from the readings to the practice dilemmas we will find in the cases and our own experiences.

READINGS:

Weekly readings are listed in the syllabus. Students will also receive memos and other handouts in class. Though we will not be reading all of the chapters in all of the texts (between 33% and 63%), these texts are foundational, and often prove to be useful resources as you continue your course of study in the CRP program. The following texts are available at the UNM Bookstore. Alternately, you may want to consider sharing texts. AbeBooks.com sometimes has used copies at lower prices than the bookstore.

Scott Campbell and Susan Fainstein (Eds). Readings in Planning Theory, Blackwell Publishers, Cambridge Massachusetts: 2002, 3rd edition, (denoted in the syllabus as (Campbell and Fainstein)).

Seymour Mandelbaum, Luigi Mazza, and Robert W. Burchell (Eds). Explorations in Planning Theory, Center for Urban Policy Research, Rutgers, The State University, New Brunswick, NJ: 1996. (Denoted in the syllabus as (Mandelbaum)).

In addition to readings from the texts, additional readings are available on e-reserve at http://ereserves.unm.edu. You can find these readings by searching for "CRP 500" or "Isaac" on the e-reserves homepage. The password to access reserve readings is crp500.

REQUIREMENTS & OUTPUTS:

1) Each student is required to participate in two case study simulations. Students will have a choice among a total of six case study assignments, and are to work as a group with other students signed up for the case to produce a class presentation and a 20 - 25 page, collectively written briefing memo. Memoranda describing each case will be distributed to the class well before the case is to be presented in class. Presentation and written document dates are listed in the case memoranda. The first case memorandum will be handed out Thursday 8/22. The second case memorandum will be handed out Tuesday 10/15. Within 1 week after each presentation, **case study teams are expected to meet with the professor to debrief the team process and outcomes**. **Case presentation dates are listed below in the syllabus. The first case policy document will be due October 17. The second case policy document will be due November 27.** Teams are also responsible for conserving and building case materials for use by future students. Your two memos will count for 40% of your grade, and efficacy of your group process will count for 20% of your grade.

2) Students must complete all of the reading assignments in preparation for class discussion. Reflective listening, engaged discussion, and reasoned argument (in discussion of readings and in feedback on cases) count for 20% of your grade.

3) There will be a take home, open book, singularly written final examination. It will be **due electronically by 5 pm, December 6**, and will count for 20% of your final grade.

4) Each student is required to write a Personal Plan for Professional Development. The content of this paper will not be graded, but is **required** and is an important aspect of the Program's advisement and mentoring process. Use this document in collaboration with your advisor to assist in laying out your course through their graduate program. It will be **due electronically by 5 pm, December 9.**

SYLLABUS

Week One: Tuesday, August 20

INTRODUCTION TO THE CLASS

Overview, objectives and organization of the class.

Week One: Thursday, August 22

PLANNING THEORY AND HISTORY-- FOUNDATIONAL DEBATES

(Campbell and Fainstein) Scott Campbell and Susan Fainstein. "The Structure and Debates of Planning Theory", pp 1-18.

(Mandelbaum) Friedmann, John. "Two Centuries of Planning Theory: An Overview", pp 10-29.

(Campbell and Fainstein) Jane Jacobs, the Death and Life of Great American Cities, pp 61-74.

Hooper, Barbara, "Split at the Roots: A Critique of the Philosophical and Political Sources of Modern Planning Doctrine," Frontiers: A Journal of Women Studies, Vol. 13, # 1, 1992, pp. 45-81.

Recommended:

Fish, Stanley. "Pragmatism's Gift", New York Times, March 15, 2010

Levy, John, "Planning History I" and "Planning History II", Contemporary Urban Planning, Prentice Hall, 1991, pp. 29-63.

"Part One: Planning Context", in The Practice of Local Government Planning, edited by Charles J. Hoch, Linda C. Dalton and Frank S. So, pp. 1-60.

Week Two: Tuesday, August 27

PLANNING THEORY AND HISTORY -- CONTEMPORARY DEBATES

(Campbell and Fainstein) Susan Fainstein "New Directions in Planning Theory", pp. 173-195.

(Campbell and Fainstein) Patsy Healey "The Communicative Turn in Planning Theory and its Implications for Spatial Strategy Formation", pp 237-258.

(Campbell and Fainstein) David C. Perry. "Making Space: Planning as a Mode of Thought", pp. 142-165.

Bent Flyvbjerg & Tim Richardson. "Planning and Foucault: In Search of the Dark Side of Planning Theory", in Philip Allmendiger & Mark Tewdr-Jones, eds., Planning Futures: New Directions for Planning Theory, London & New York: Routledge, 2002, pp. 44-62. *(NB: This reading can be pretty rough going if you are not used to this branch of theory. Give it your best shot)*

Recommended

(Campbell and Fainstein) Robert Beauregard "Between Modernity and Postmodernity: The Ambiguous Position of US Planning" pp. 108-124.

Kanishka Goonewardena. "The Future of Planning at the 'End of History'", Planning Theory, Vol. 2, # 3. (2003), pp 183-224.

Week Two: Thursday, August 29

Case study assignments and task memos handed out

PLANNING THEORY AND HISTORY – DIFFERENCE AND REPRESENTATION

(Campbell and Fainstein) Iris Marion Young. "Democracy and Inclusion", in Campbell and Fainstein (third edition), pp. 321-337.

"FHA Underwriting Manual (1938)" & "The Urban Renewal Manual (1961)", in June Manning Thomas & Marsha Ritzdorf, Eds, Urban Planning and the African American Community: In the Shadows, Sage, 1997, pp 282 – 285.

Rob Mier et al. "Some Observations on Race and Planning", Journal of the American Planning Association, Volume 60, # 2, April 1994, pp. 235-240.

Petra L. Doan and Harrison Higgins. "The Demise of Queer Space? Resurgent Gentrification and the Assimilation of LGBT Neighborhoods", Journal of Planning Education and Research, Vol. 31, 2011, pp. 6-25.

Recommended:

Michael Frisch. "Planning as a Heterosexist Project", Journal of Planning Education and Research, Vol. 21, pp. 254-266. (also in Campbell and Fainstein, third edition).

Lugones, María. "Hablando Cara a Cara/ Speaking Face: An Exploration of Ethnocentric Racism" and "On the Logic of Pluralist Feminism", in *Peregrinajes: Theorizing Coalition against Multiple Oppressions.* Rowman & Littlefield Publishers Inc. New York. 2003.

Robert D. Putnam. “E Pluribus Unum: Diversity and Community in the Twenty-first Century -- The 2006 Johan Skytte Prize." Scandinavian Political Studies 30 (2), June 2007, pp 137-145.

Hibbard, Michael & Lane, Marcus B. “Doing it for Themselves: Transformative Planning by Indigenous Peoples”, Journal of Planning Education and Research, (2005), pp. 172-174.

Thomas Beatley, David J. Bower and William H. Lucy. "Representation in Comprehensive Planning: An Analysis of the Austinplan Process", Journal of the American Planning Association, Spring 1994, pp. 185-195.

Theodore William Allen. “Class Struggle And The Origin Of Racial Slavery: The Invention of the White Race”, Edited with an introduction by Jeffrey B. Perry, Second edition 2006 (first edition 1975, second printing 1976), access at Http://clogic.eserver.org/2006/allen.html.

Larry Adelman. “Affirmative Action for Whites: The House that Racism Built”, San Francisco Chronicle, June 29, 2003. Access at http://www.sfgate.com/cgi-bin/article.cgi?f=/c/a/2003/06/29/IN309191.DTL&hw=race+adelman&sn=001&sc=1000

Moira Rachel Kenney. “Remember Stonewall Was a Riot: Understanding Gay and Lesbian Experience in the City”, in Leonie Sandercock, ed. Making the Invisible Visible, University of California Press, 1998, pp. 120 – 134.

Michael Hibbard, Marcus B. Lane, & Kathleen Rasmussen. “The Split Personality of Planning: Indigenous Peoples and Planning for Land and Resource Management”. Journal of Planning Literature, Vol. 23, # 2, (November 2008), pp 136-151.

June Manning Thomas. “The Minority-Race Planner in the Quest for a Just City”, Planning Theory, Vol. 7, # 3, (2008), pp 227-247. (also in Campbell and Fainstein, third edition)

Week Three: Tuesday, September 3

BUILDING PERSONAL THEORIES OF ACTION – REFLECTIVE PROFESSIONAL PRACTICE

(Mandelbaum) John Forrester. "Argument, Power and Passion in Planning Practice", pp 241-263.

(Mandelbaum) Charles Hoch. “A Pragmatic Inquiry about Planning and Power”, pp 30-44.

Argyris, Chris, and Donald Schön, Theory in Practice: Increasing Professional Effectiveness, Jossy-Bass, 1975, pp. 3-34

Recommended:

Peter Reason. "Three Approaches to Participative Inquiry", in Handbook of Qualitative Methods, Sage, 1994, pp. 324-339. (Though this article is about qualitative research methodology, Reason has a very clear discussion of Argyris and Schön's conception of reflective practice. See, especially, the sections on Action Science and Action Research.

Deborah Willis. "Learning and Assessment: Exposing the Inconsistencies of Theory and Practice", Oxford Review of Education, Vol. 19, No. 3. (1993), pp. 383-402.

Week Three: Thursday, September 5

BUILDING PERSONAL THEORIES OF ACTION – THEORY AS SOCIAL ACTION

Mao Tse-tung, "On Practice", in Selected Readings of Mao Tse-tung: Volume I, Foreign Languages Press, 1967, pp. 295-309.

hooks, bell. "Theory as a Liberatory Practice", *Teaching to Transgress: Education as the Practice of Freedom*, New York: Routledge, 1994, pp. 59-75

Sandercock, Leonie. "Introduction: Framing Insurgent Historiographies for Planning", in Leonie Sandercock, ed. Making the Invisible Visible, University of California Press, 1998, pp. 1-36.

Week Four: Tuesday, September 10

GROUP PROCESS AND PLANNING TEAMWORK

Michael Avery, Brian Auvine, Barbara Steibel, & Lonnie Weiss. "Structuring Your Meeting", "The Role of the Facilitator", & "Communication Skills", in *Building United Judgment: A Handbook for Consensus Decision Making*, Rutledge, MO: Center for Conflict Resolution/ Fellowship for Intentional Community, 1999, pp. 39 – 60.

Week Four: Thursday, September 12

PLANNER AS REGULATOR

City of Palo Alto Planning Department. "Types of Zoning Codes and Formats: Discussion Paper", July, 2001, http://www.cityofpaloalto.org/knowzone/news/details.asp?NewsID=787&TargetID=239.

Peter Medoff and Holly Sklar. "Chapter 5: Controlling the Land through Eminent Domain" in Streets of Hope: The Fall and Rise of an Urban Neighborhood, South End Press, Boston: 1994, pp 115-144.

Claudia Isaac. "Planners Complicity in Structural Racism: Some Promising Theoretical Responses", Presented at the Hubert Humphrey Institute, University of Minnesota, January 23, 2001.

Seattle Planning Commission. "Incentive Zoning in Seattle: Enhancing Livability and Housing Affordability", Seattle: website at: http://www.seattle.gov/planningcommission/**,** 2007.

Week Five: Tuesday, September 17

PLANNER AS MANAGER

Sherry Arnstein. "The Ladder of Citizen Participation" in Jay M. Stein (Ed). Classic Readings in Urban Planning: An Introduction, McGraw Hill, Inc., New York, New York: 1995, pp. 358-374.

(Campbell and Fainstein) James C. Scott "Authoritarian High Modernism", pp. 125-141. (in the third edition: pp 54-71)

(Campbell and Fainstein) John Forrester. "Challenges of Deliberation and Participation", in Campbell and Fainstein, third edition, pp. 206 – 213.

Jana Carp. "Wit, Style and Substance: How Planners Shape Public Participation", Journal of Planning, Education, and Research, Vol. 23, 2004, pp. 242-254.

Kathryn S. Quick and Martha S. Feldman. "Distinguishing Participation and Inclusion", Journal of Planning Education and Research, Vol. 31, 2011, pp. 272-290.

Recommended

(Mandelbaum) Andreas Faludi "Rationality, Critical Rationalism, and Planning Doctrine", pp. 65-82.

Week Five: Thursday, September 19

PLANNER AS DESIGNER

Kevin Lynch. "What is the Form of a City, and How is it Made?" in Jay M. Stein (Ed). Classic Readings in Urban Planning: An Introduction, McGraw Hill, Inc., New York, New York: 1995, pp. 179-187.

Michael Pyatok et al. "Special Issue on New Urbanism". Planners Network: The Magazine of Progressive Planning. No. 150, Winter 2002, pp. 1-25.

Neil Leach. "Belonging: Towards a Theory of Identification with Space", in Habitus: A Sense of Place, edited by Jean Hillier and Emma Rooksby, Burlington: VT: Ashgate, 2005, pp. 297 – 311.

Richardson, Ric, Mikaela Renz & Lisa Gavioli. "Designing a Neighborhood Vision with Albuquerque's North Valley Improvement Coalition: Practice and Principles for Community-Based Citizen Participation", Proceedings of the 45th International Making Cities Livable Conference, Portland Oregon, June 2007.

Recommended

Maged Senbel and Sarah P. Church. "Design Empowerment: The Limits of Accessible Visualization Media in Neighborhood Densification", Journal of Planning Education and Research, Vol. 31, 2011, pp. 423-437.

Margaret Kohn. "The Mauling of Public Space", in Campbell and Fainstein, third edition, pp. 462-472.

Week Six: Tuesday, September 24

SYNTHETIC DISCUSSION OF THE FIRST THREE ROLES

No additional readings. Use the "Question X Role" Matrix on e-reserves and be prepared to discuss readings to date in a synthetic way.

Week Six: Thursday, September 26

GROUP PROCESS – MANAGING DISPUTES

Michael Avery, Brian Auvine, Barbara Steibel, & Lonnie Weiss. "Working With Emotions", "Conflict and Problem Solving", & "Techniques for Group Building", in *Building United Judgment: A Handbook for Consensus Decision Making*, Rutledge, MO: Center for Conflict Resolution/ Fellowship for Intentional Community, 1999, pp. 69-96.

"Beyond Promises: Making Public Participation and Democratic Deliberation Work", "Respecting Value Differences and Acting Practically Together Too", and "From Venting and Posturing to Learning and Proposing", Forester, John. Dealing with Differences: Dramas of Mediating Public Disputes, Oxford University Press, July, 2009, pp 19-36, and 59-129.

Week Seven: Tuesday, October 1

CASE PRESENTATION: FORM BASED CODES AND SECTOR PLANS: ARTICULATING LAND USE REGULATIONS FROM REGIONAL TO NEIGHBORHOOD SCALES.

Students who are not presenting should read the case memo (on e-reserves) in preparation.

Week Seven: Thursday, October 3

CASE PRESENTATION: LAND MANAGEMENT PLANNING FOR LA BAJADA HILL

Students who are not presenting should read the case memo (on e-reserves) in preparation.

Week Eight: Tuesday, October 8

CASE PRESENTATION: INFORMING DESIGN DECISIONS FOR THE SAWMILL COMMUNITY LAND TRUST

Students who are not presenting should read the case memo (on e-reserves) in preparation.

Week Eight: Thursday, October 10

NO CLASS FALL BREAK

Week Nine: Tuesday, October 15

DEBRIEF FIRST THREE ROLES

No additional readings. Use the "Role X Paradigm" Matrix on e-reserves to prepare to discuss readings to date in a synthetic way.

Please come to class prepared to address the following questions:

- ***What key theoretical themes and dilemmas emerged about the role through the case presentations?***
- ***What methodological issues emerged from the case presentations?***
- ***How do the readings on the roles inform your reflection on the case presentations?***
- ***Do you have any praxis-related questions for the case study teams?***

We will do an exercise based on the following reading:

Douglas Adams. *The Hitchhiker's Guide to the Galaxy",* New York: Pocket Books, 1979, pp 6-10, 13 & 34-36.

IF YOU WANT TO EXPLORE FURTHER: RECOMMENDED RESOURCES ON THE REGULATOR, MANAGER AND DESIGNER ROLES:

Regulator

City of Albuquerque. "Form Based Code", July 28, 2008. http://www.cabq.gov/council/current-projects-studies/form-based-code

City of Albuquerque Planning Department. "Planning Department Publications/Documents", http://www.cabq.gov/planning/publications/. This site gives you access to most of the City's planning regulatory documents, including the Zone Code Map and Sector Plans.

Richard C. Hula. "Market Strategies as Policy Tools: The Search for Alternative Approaches to Urban Revitalization" Journal of Public Policy, Vol. 4, No. 3 (Aug., 1984), pp. 181-207.

Theodore Jojola. "Indigenous Planning and Resource Management", in *Trusteeship in Change: Toward Tribal Autonomy in Resource Management*, edited by Richmond L. Clow & Imre Sutton, Boulder, CO: University Press of Colorado, 2001, pp. 303-314.

john powell and Katherine Graham. "Urban Fragmentation as a Barrier to Equal Opportunity", Rights at Risk: Equality in an Age of Terrorism, Citizens' Commission on Civil Rights, 2002, pp 79 – 97.

John Tibbetts, "Everybody's Taking the Fifth", Planning, 61(1) January 1995, pp 6-9.

"Incentive Zoning: Meeting Urban Design and Affordable Housing Objectives", Full Citation to follow.

Thomas D. Feldman & Andrew E.G. Jonas. "Sage Scrub Revolution? Property Rights, Political Fragmentation and Conservation Planning in Southern California under the Federal Endangered Species Act", Annals of the Association of American Geographers, Vol. 90, # 2, June, 2000, pp 256-292.

Jones, Gareth A. "The Latin American City as Contested Space", Latin American Research Review, Vol. 13, # 1, pp 1-12.

Emily Talin. "Design by the rules: The Historical Underpinnings of Form-Based Codes", Journal of the American Planning Association, Vol. 75, # 2, (Spring 2009), pp. 144 – 160.

Manager

(Campbell and Fainstein) Howie Baum. "Community and Consensus: Reality and Fantasy in Planning", pp. 275-295.

(Campbell and Fainstein) Tim Brindley, Yvonne Rydin, and Gerry Stoker. "Popular Planning: Coin Street, London", pp. 296-317.

(Campbell and Fainstein) Bent Flyvbjerg. "Bringing Power to Planning Research: One Researcher's Praxis Story", in Campbell and Fainstein, third edition, pp. 292-314.

Theodore Jojola. "Indigenous Planning: Clans, Intertribal Confederations, and the History of the All Indian Pueblo Council", in Leonie Sandercock, ed. Making the Invisible Visible, University of California Press, 1998, pp. 100-119.

(Campbell and Fainstein) Charles Lindblom "The Science of Muddling Through", pp. 196-209, in the third edition: pp 176-190.

(Mandelbaum) Bish Sanyal "Meaning Not Interest: Motivation for Progressive Planning", 134-150.

Carmen Malena, with Reiner Forster and Janmejay Singh. Social Accountability: An Introduction to the Concept and Emerging Practice, World Bank Social Development Papers: Participation and Civic Engagement, Paper # 76, 2004.

Designer

Congress of New Urbanism. Charter, available on the web at www.cnu.org/aboutcnu.

Kim Dovey. "The Silent Complicity of Architecture", in Habitus: A Sense of Place, edited by Jean Hillier and Emma Rooksby, Berlington: VT: Ashgate, 2005, pp. 283 – 296.

Andres Duany & Elisabeth Payter-Zyberk. "The Traditional Neighborhood & Suburban Sprawl", Chicago Conscious Choice, April, 2001, access at http://www.consciouschoice.com/2001/cc1404/neighborhoodvsprawl1404.html.

Dubrow, Gail Lee. "Feminist and Multicultural Perspectives on Preservation Planning", in Leonie Sandercock, ed. Making the Invisible Visible, University of California Press, 1998, pp. 57-77.

Patsy Healey. "Place, Identity and Governance: Transforming Discourses and Practices", in Habitus: A Sense of Place, edited by Jean Hillier and Emma Rooksby, Berlington: VT: Ashgate, 2005, pp. 189 – 218.

James Holsten. "Spaces of Insurgent Citizenship", in Leonie Sandercock, ed. Making the Invisible Visible, University of California Press, 1998, pp. 37-57.

Theodore S. Jojola, "Pueblo Indian and Spanish Town Planning in New Mexico: The Pueblo of Isleta" in Anasazi Architecture, edited by Morrow and Price, UNM Press 1997, pp. 171-185. This book can be read on line. Go to NetLibrary at http://libros.unm.edu/search/tAnasazi+Architecture/tanasazi+architecture/1,1,4,E/l856&FF=tanasazi+architecture+and+american+design&4,,4,1,0. You can browse on line or check it out. The web site has the instructions.

Wheeler, Stephen M. "Theory of Sustainability Planning", in Planning for Sustainability: Creating Livable, Equitable, and Ecological Communities, Routledge, New York, 2004, pp. 34-52

Anne Whiston Spirn "Urban Nature and Human Design: Renewing the Great Tradition" in Jay M. Stein (Ed). Classic Readings in Urban Planning: An Introduction, McGraw Hill, Inc., New York, New York: 1995, pp. 475-497.

Week Nine: Thursday, October 17

DEBRIEF FIRST THREE ROLES

Please come to class prepared to discuss Debrief Matrix # 2 (role/paradigm) available on e-reserves

Regulator, manager and designer briefing memos due electronically by 5:00 pm, October 19

Week Ten: Tuesday, October 22

ETHICAL ISSUES IN PLANNING

American Institute of Certified Planners/ American Planning Association "Ethical Principles in Planning (As Adopted May 1992)". This is available on line at http://www.planning.org/ethics/ethics.html**.**

American Institute of Certified Planners "Code of Ethics and Professional Conduct (Adopted March 19, 2005, Effective June 1, 2005)", this is available on line at http://www.planning.org/ethics/conduct.html. **Or** in Campbell and Fainstein, third edition, pp. 439-444.

UNM CRP Faculty. "Statement on Ethics of Planning Research and Practice", Adopted December 5, 2006. http://www.unm.edu/~crp/Ethics%20of%20Planning%20Research%20and%20Practice.pdf

Week Ten: Thursday, October 24

Please use the readings below to reflect on ethical dilemmas you have faced in your planning and/or community practice. We will use your examples as basis for discussion.

Flyvbjerg, Bent, 2013, How Planners Deal With Uncomfortable Knowledge: The Dubious Ethics of The American Planning Association, Cities, vol. 32, June, pp. 157-163

(Mandelbaum) Thomas Harper and Stanley Stein. "Post-modernist Planning Theory: The Incommensurability Premise", pp. 414-429.

(Campbell and Fainstein) "Public Policy as Discursive Construct: Social Meaning and Multiple Realities" in Campbell and Fainstein, third edition, pp. 445-462.

Allison Jaggar. "Globalizing Feminist Ethics", Hypatia, Vol. 13, # 2, Spring, 1998, pp. 7-31.

MID –SEMESTER CLASS EVALUATION AND SELF-ASSESSMENT

In addition to reflecting on what is and is not working well in the class as a whole, please come prepared to discuss the following questions:

- *What do you still need to learn about the paradigms?*
- *What do you know about pragmatic practice of the roles?*
- *Which roles and paradigms are most comfortable for you? Why? Be as specific as possible.*
- *Which roles and paradigms have you decided are not for you? Why?*
- *How are the roles (so far) and paradigms informing your thinking about your professional trajectory?*

Week Eleven: Tuesday, October 29

PLANNER AS PUBLIC SECTOR DEVELOPER

Ahlbrandt, Roger S. Jr. "Public-Private Partnerships for Neighborhood Renewal", Annals of the American Academic of Political and Social Science, Vol. 388, Revitalizing the Industrial City (Nov. 1986), pp. 120-134.

Danter Company. "Market Feasibility for the Real Estate Industry: About the Low Income Housing Tax Credit Program", http://www.danter.com/taxcredit/about.htm.

Leslie Riggin, Patrick Grasso, & Mary Westcott. "A Framework for Evaluating Housing and Community Development Partnership Projects", Public Administration Review, Vol. 52, # 1 (Jan-Feb 1992), pp 40-46.

Peter V. Schaeffer & Scott Loveridge. "Toward and Understanding of Types of Public-Private Cooperation", Public Performance and Management Review, Vol. 26, # 2, (Dec 2002), pp 169-189.

Harvey M. Jacobs & Kurt Paulsen. "Property Rights", Journal of the American Planning Association, Vol. 75, # 2 (Spring 2009), pp. 134-143.

Recommended

Birch, Eugenie. "Hopeful Signs: U.S. Urban Revitalization in the 21st Century", Paper presented at the Land Policies for Urban Development Conference, Lincoln Institute of Land Policy, Cambridge, Massachusetts, September 2006. (54 pages)

Matti Siemiatycki. “Implications of Private-Public Partnerships on the Development of Urban Public Transit Infrastructure: The Case of Vancouver, Canada”, in Campbell and Fainstein, third edition, pp. 241- 267.

Week Eleven: Thursday, October 31:

PLANNER AS ORGANIZER

Patricia Watkins Murphy and James V. Cunningham. Community Organizing: Principle Tool for Change and Reform”, *Organizing for Community Controlled Development: Renewing Civil Society*, Thousand Oaks, CA: Sage Publications, (2003), pp. 78-106.

(Campbell and Fainstein) Paul Davidoff. “Advocacy and Pluralism in Planning”, pp. 210-223, in the third edition, pp. 191-205.

Cathy J. Cohen, “Social Capital, Intervening Institutions, and Political Power”, in Mark R. Warren, J. Phillip Thompson, and Susan Saegert (Eds), *Social Capital and Poor Communities*, New York: Russell Sage, 2001, pp. 267-289.

Valerie Miller, Lisa VeneKlasen, Molly Reilly and Cindy Clark. “Making Change Happen 3: Power Concepts for Revisioning Power for Justice, Equality and Peace”, Comm-Org Papers 2007, Available on the web at http://comm-org.wisc.edu/papers2007/miller.htm

James Whelan. “Six Reasons Not to Engage: Compromise, Confrontation and the Commons”, Comm-Org Papers 2007, Available on the web at http://comm-org.wisc.edu/papers2007/whelan.htm.

“Power and Social Change”, Grassroots Policy Project, January 2006, pp. 1-5.

Recommended:

Barry Checkoway. "Paul Davidoff and Advocacy Planning in Retrospect", APA Journal, Spring, 1994, pp. 139-149.

Lugones, Maria. “Structure/Anti-structure and Agency under Oppression”, & “Boomerang Perception and the Colonizing Gaze: ginger reflections on horizontal hostility”, in Pilgrimages/ *Peregrinajes: Theorizing Coalition Against Multiple Oppressions.* Rowman & Littlefield Publishers Inc. New York. 2003

James deFilippis. “Collective Ownership and community Control and Development: The Long view”, in Campbell and Fainstein, third edition, pp. 268-291.

Week Twelve: Tuesday, November 5

PLANNER AS MEDIATOR

(Mandelbaum) Patsy Healey. "The Communicative Work of Development Plans", pp. 263-288.

James R. Richardson. "Negotiating Community Consensus in Preparing Environmental Impact Statements", in Environmental Mediation: Theory and Practice, Greenwood Press, 1994, pp 15 - 35.

Sally Engle Merry. "Going to Court: Strategies of Dispute Management in an American Urban Neighborhood", Law & Society Review, Vol. 13, No. 4 (Summer, 1979), pp. 891-925

Gold, Julia Ann. "Cultural Baggage When You 'Win as Much as You Can'", in Rethinking Negotiation Teaching: Innovation for Context and Culture, DRI Press, 2009.

Week Twelve: Thursday, November 7

SYNTHETIC DISCUSSION OF THE SECOND THREE ROLES

No additional readings. Please come prepared to discuss debrief matrix # 3 (question/role) available on e-reserves

Week Thirteen: Tuesday, November 12

CASE PRESENTATION: NEGOTIATING PUBLIC-PRIVATE DEVELOPMENT PARTNERSHIPS IN ALBUQUERQUE'S DOWNTOWN

Students who are not presenting should read the case memo (on e-reserves) in preparation.

Week Thirteen: Thursday, November 14

CASE PRESENTATION: ORGANIZING FOR COMMUNITY DEVELOPMENT IN BARELAS

Students who are not presenting should read the case memo (on e-reserves) in preparation.

Week Fourteen: Tuesday, November 19

CASE PRESENTATION: COMMUNITIES, LAND AND CONFLICT: THE LESSER PRAIRIE CHICKEN AND THE ENDANGERED SPECIES ACT

Students who are not presenting should read the case memo (on e-reserves) in preparation.

Week Fourteen: Thursday, November 21

DEBRIEF SECOND THREE ROLES

Please come to class prepared to address the following questions:

- ***What key theoretical themes and dilemmas emerged about the role through the case presentations?***
- ***What methodological issues emerged from the case presentations?***
- ***How do the readings on the roles inform your reflection on the case presentations?***
- ***Do you have any praxis-related questions for the case study teams?***

IF YOU WANT TO EXPLORE FURTHER: RECOMMENDED RESOURCES ON THE ORGANIZER, EVALUATOR AND MEDIATOR ROLES

Organizer

Iain Borden, Jane Rendell, and Helen Thomas. "Knowing Different Cities: Reflections on Recent European Writings on Cities and Planning History", in Leonie Sandercock, ed. Making the Invisible Visible, University of California Press, 1998, pp. 135 – 149.

(Campbell and Fainstein) June Manning Thomas "Educating Planners: Unified Diversity for Social Action" pp. 356-375.

Kristin Layng Szakos and Joe Szakos. We Make Change Community Organizers Talk About What They Do--and Why, Nashville: Vanderbilt University Press, 2007.

David Chavis. "Building Community Capacity: An Initial Inventory of Local Intermediary Organizations", Comm-Org Papers, 2005. Available on the web at http://comm-org.wisc.edu/papers.htm.

Cheryl Honey; "Community Weaving: Creative Solution for a New Century", Comm-Org Papers 2007, Available on the web at http://comm-org.wisc.edu/papers2007/honey2.htm.

Carolyn Egri & Susan Herman. "Leadership in the North American Environmental Sector: Values, Leadership Styles, and Contexts of Environmental Leaders and their Organizations", The Academy of Management Journal, vol. 43, # 4 (Aug 2000), pp 571-604.

Stanley Renshon. "Political Leadership as Social Capital: Governing in a Divided National Culture", Political Psychology, Vol. 21, # 1, (March 2000), p 199-226.

Developer

Abraham Bell & Gideon Parchomovsky. "Of Property and Federalism". The Yale Law Journal, Vol. 115, # 1 (Oct 2005), pp 72 – 115.

Judith De Neufville & Stephen Barton. "Myths and the Definition of Policy Problems: An Exploration of Home Ownerships and Public Private Partnerships", Policy Sciences, Vol. 20, # 3, (September 1987), pp 181 – 206.

Jan Narveson. "Libertarianism vs. Marxism: Reflections on G.A. Cohen's 'Self-Ownership, Freedom and Equality'", The Journal of Ethics, Vol. 2, # 1, 1998, pp 1-26.

Mediator

Lawrence Susskind, Sarah McKearnan, Jennifer Thomas-Larmer. The Consensus Builder's Handbook, Thousand Oaks, CA:
Sage Publications, 1999.

Center for Conflict Resolution. *Building United Judgment: A Handbook for Consensus Decision Making*, Rutledge, MO: Fellowship for Intentional Community, 1999.

Tom Melling. "Dispute Resolution within Legislative Institutions", *Stanford Law Review*, Vol. 46, No. 6 (Jul., 1994), pp. 1677-1715.

John Earman and Barbara Stinson. "Joint Fact Finding and the Use of Technical Experts" in The Consensus Building Handbook, Sage 1999, pp. 375-399.

Richard L. Abel. "A Comparative Theory of Dispute Institutions in Society", Law & Society *Review*, Vol. 8, No. 2 (Winter, 1974), pp. 217-347.

Week Fifteen: Tuesday, November 26

Organizer, Evaluator and Mediator Policy Documents due electronically by 5 pm November 27

DEBRIEF SECOND THREE ROLES

Please come to class prepared to discuss Debrief Matrix # 4 (role/paradigm)

Week Fifteen: Thursday, November 28

NO CLASS THANKSGIVING BREAK

Week Sixteen: Tuesday, December 3

MAPPING THE TERRAIN OF PLANNING THEORY AND PROCESS

Please come prepared to discuss the synthetic "cube" of the planning theory terrain: role x paradigm x reflective question matrices available on e-reserves. Take advantage of this matrix exercise to fill in the cells of the Rubik's cube, reflect back on the semester's readings, case studies, and personal experiences, and use that analysis to inform your final exam and professional plan. Use this exercise as an opportunity to review the semester's readings, case studies, personal experiences.

Week Sixteen: Thursday, December 5

REVIEW SESSION

No Additional Readings: This class is student driven. Please continue your collective review and synthesis of your learning in this class. Review of individual question/paradigm matrices for each role may be a useful base for your synthetic exercise. Choose the review process that works best for you, but please note that this is perhaps the most important section in the class – an opportunity to take all of the disparate pieces of insight from readings, case analysis, and your own experience discuss during the semester and map it in to a coherent schema that can guide you as you proceed through the program, and that you can refine and revise as your theoretical thinking changes over time.

Exam Week: December 9

Final Written Exam and Plan for Professional Development due by 5:00 PM

Please also schedule an advisement session with your academic advisor to review your plan for professional development.

UP501 / Planning History and Theory
Fall 2012

Professor Stacy Harwood
208M Temple Buell Hall
217-265-0874
Email: sharwood@illinois.edu

Tuesday / Thursday, 2:00-3:20pm
111 David Kinley Hall
Office Hours: 9:30-10:30 Tue & Thurs
and by appointment

Course Description
This course offers students a survey of classic and contemporary theories of planning. The field of planning emerged in the early 20th century during the industrial and urban development boom in western cities. The logic behind the ideas, concepts and actions that planning first adopted is continuously challenged as our views shift about the relationship between democracy, markets, science and practice. Students will gain a deeper appreciation for the profession's historical roots as well as be introduced to some of the "the theoretical tools" used to analyze planning. An important aspect of the course is intellectual dialogue through critical reading, informed discussion and writing assignments.

Classroom Learning Environment

Inclusivity and Professionalism
The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the responsibility of practicing planners to adhere to the highest standards of professionalism and integrity while serving the public interest. Students who contribute to a learning environment that is respectful and inclusive are preparing to excel in a culture of ethical behavior as professionals. Urban planning students develop the knowledge and skills of professional planners in the classroom and in community based projects, where they act as planners in training. Therefore, DURP expects all students to meet the goals outlined in the American Institute of Certified Planners (AICP) Code of Ethics and Professional Conduct for planners as well as standards in the University of Illinois Student Code. For more information, go to: http://www.urban.illinois.edu/about/inclusion.html

Written assignments and in-class writing
The writing assignments will involve extensive reflection and analysis about theoretical questions and application of those questions to practice. The specific requirements for each paper will be distributed later in the semester. The reading and class discussion will help prepare you to write the papers. In addition, we will do short "free" writing exercises to explore your ideas as well as review drafts.

Discussion Leaders
Everyone will be responsible for leading a discussion during the "THEORIES OF LOCAL PLANNING PRACTICE" portion of the semester. This entails assembling a set of questions/discussion topics about the required reading. The discussion leaders should expect that everyone in the class is fully prepared to summarize the major ideas in each assigned reading and give a brief critique of those readings as well. The discussion leaders MUST meet with the instructor in advance (ideally a week in advance) to discuss the lesson plan.

Participation
The emphasis on the course is dialogue. Learning is a social process and collective endeavor; therefore your primary responsibility is active participation. Because there will be much discussion among the members of the class, you must do the required readings assigned to specific days and come prepared to ask questions and make comments. Informed discussion is the point of a good seminar. The intellectual quality of the seminar depends on active participation by every member in the class. In addition, you are urged to keep notes in a systematic way on

the readings and class discussion. This is an important habit for you to develop as future researchers, scholars and policy makers. Please come to class with the required reading, your reading notes and something to write on. If you do not speak in class all semester, you will receive zero points for participation.

Grading

Paper 1	Sept 28	20 points
Discussion Leader		10 points
Paper 2	Nov 16	20 points
Take Home Exam	Dec 18	40 points
Participation/Attendance	29 classes	10 points
Total		100 points

A	100-94 pts	B-	83-80	D+	69-67
A-	93-90	C+	79-77	D	66-64
B+	89-87	C	76-74	D-	63-60
B	86-84	C-	73-70	F	59-0

Office Hours, Accessibility and Informal Learning
I invite students to visit, call my office, or e-mail me as often as they want or need. E-mail is an easy way to communicate with me, as I generally respond within 24 hours. Most course related problems can be resolved if they are jointly addressed by instructor and student early in the semester. Students with special needs–factors that might interfere/conflict with the successful completion of the course—shoul**d tell me as soon as possible. P**lease feel free to make suggestions to enrich this course.

Attendance
No absences are allowed except in the case of medical or family emergencies. Excused absences must be verified by a note from the emergency dean. I will make every effort to stick to the course schedule, but variations are inevitable (including assignment deadlines and requirements). If you miss class, it is your responsibility to find out what happened. Please do not send me an email asking if you missed anything, because my reaction will be, "Of course you did!" In other words, please stop by my office hours to discuss what happened in class, if you have the unfortunate luck of missing one.

Late Assignments
I do not accept late assignments (that means I will not grade late assignments). However, special arrangements (without penalty) may be warranted under certain circumstances. Make note of the announced office hours, as these are the best times to contact me. You may leave a message or send me e-mail, but that does not constitute consultation, nor does a note from the nurse by itself give permission to make up missed work due to illness.

Academic Dishonesty
Please be aware of the university guidelines regarding academic integrity in the Student Code (http://www.admin.uiuc.edu/policy/code/). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/materials, fabrication of information, plagiarism (presenting someone else's work from any source as your own), and so on. All forms of academic dishonesty will be considered a serious offense of university policy. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts, and to the Senate Committee on Student Discipline. Any student who violates the university academic integrity policy will receive a failing grade for this course.

Required Reading
A hard copy of the reader can be purchased at Notes & Quotes, 502 E John St # 107 Champaign, 344-4433. The required reading is also available in the UP501 folder under urban-courses.

Course Calendar, subject to change

JUSTIFICATIONS AND CRITIQUES (Why Plan?) Paper 1: Why do you want to become a planner? Due: Friday, September 28 by 5pm		
August 28	Why do I want to become a planner?	Kahane, Adam. 2004. Conclusion: An Open Way. In *Solving Tough Problems*. San Francisco: Berrett-Koehler Publisher, Inc (pages 129-132). Writing Strategies
August 30	What is planning theory?	Brooks, Michael. 2002. Planning practice and planning theory. Chapter 2 in *Planning Theory for Practioners*. Chicago: APA Planners Press, pages 21-32. Friedmann, John. 2008. The Uses of Planning Theory. *Journal of Planning Education and Research*, 28 (247-257).
September 4	Why allow planners to do what they do? Economic and Marxist Justifications	Moore, Terry. 1978. Why allow planners to do what they do? A Justification from Economic Theory. *Journal of the American Planning Association*, 44 (4): 387-398. Foglesong, Richard. 1986. Planning the Capitalist City, Chapter 5 in Susan Fainstein and Scott Campbell's *Readings in Planning Theory*, pages 102-107.
September 6	Why allow planners to do what they do? Modernist and Postmodernist Justifications	Beauregard, Robert. Between Modernity and Postemodernity: The Ambiguous Position of U.S. Planning, Chapter 6 in Susan Fainstein and Scott Campbell's *Readings in Planning Theory*, pages 108-124. Scott, James C. 1998. Authoritarian High Modernism. Chapter 3 in *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed.* New Haven: Yale University Press, pages 87-102, 376-381.
September 11	How is planning justified (or not)?	Klosterman, Richard. 1996. Arguments for and against planning. Chapter 4 in Susan Fainstein and Scott Campbell's *Readings in Planning Theory*, pages 86-10. Fainstein, Susan S., and Norman Fainstein. 1996. City Planning and Political Values: An Updated View. In Scott Campbell and Susan Fainstein eds. *Readings in Planning Theory*, Cambridge, MA: Basil Blackwell, pp. 265-287.
September 13	Who gets to be a planner? Justification?	Film: Brooklyn Matters Develop--Don't Destroy Brooklyn: http://dddb.net/php/aboutdddb.php
September 18	How do you justify planning?	Mad Draft
September 20	How is planning justified in different cultural contexts?	Friedmann, John. 2011. The many cultures of planning. Chapter 9 in *Insurgencies: Essays in Planning Theory* by John Friedmann. London: Routledge, pages164-206.
September 25	How is your view of planning intervention justified?	Feedback Tool

THEORIES OF LOCAL PLANNING PRACTICE (How) Paper 2: What is the relevance of theory to planning practice? Due: Friday November 16 by 5pm		
September 27	What kind of planner are you?	Hopkins. Lewis. 2001. Plan-Based Action in Natural Systems. In *Urban Development: The Logic of Making Plans*, Washington: Island Press, pages 16-17.
October 2	Rational Planning: What is rational planning? What's wrong with rational planning?	Brooks, Michael. 2002. Centralized rationality: The planner as applied scientist. Chapter 6 in *Planning Theory for Practioners*. Chicago: APA Planners Press, page 81-96. Black, Alan. 1990. The Chicago Area Transportation Study: A Cast Study of Rational Planning. Journal of Planning Education and Research, 10 (1): 27-37.
October 4	What is the relationship between rationality and power? What conceptions of rationality underlie planning practice and education?	Flyvbjerg, Bent. 1991. *Rationality & Power: Democracy in Practice*. Chapter 2, 20 and Appendices. Chicago: University of Chicago Press, pages 9-18, 225-236, 240-248. Dalton, Linda C. 1986. Why the Rational Model Persists—The Resistance of Professional Education and Practice to Alternative Forms of Planning. *Journal of Planning Education and Research*, 5: 147-153.
October 9	Incremental Planning: Can planning achieve rational outcomes?	Brooks, Michael. 2002. Centralized nonrationality: The planner confronts politics. Chapter 7 in *Planning Theory for Practioners*, pages 97-106. Lindblom, Charles. 1959. The Science of "Muddling Through." *Public Administration Review*, 19, 2: 79-88. Etzioni, Amitai. 1967. Mixed-Scanning: A "Third" Approach to Decision Making. *Public Administration Review*, December: 385-392.
October 11	How do we know incremental planning when we see it? What are the advantages/drawbacks?	Forester, John. 1989. The Politics of Muddling Through. Chapter 4 in *Planning in the Face of Power*. Berkeley University of California Press, pages 48-64. Fladager, Eric, Pollack Travis, Jean Robbins and Asadullah Knan Sumbal. 1995. Politics and Planning: The U.S. 15-501 Corridor. Planners' Case Book, Summer: 1-8.
October 16	Advocacy & Equity Planning: What is the relationship between rationality and equity?	Brooks, Michael. 2002. Decentralized rationality: the planner as political activist. Chapter 8 in *Planning Theory for Practioners*. Chicago: APA Planners Press, pages 107-118. Piven, Frances Fox. 1970. Whom Does the Advocate Planners Serve? *Social Policy,* May/June: 32-37.
October 18	Is advocacy as Davidoff imagined possible? How does advocacy and equity planning draw upon rational planning?	Davidoff, Paul. 1965. Advocacy and Pluralism in Planning. *Journal of the American Institute of Planners,* 31: 596-615. Krumholz, Normal. 1982. "A Retrospective View of Equity Planning." *Journal of the American Planning Association*, Spring: 163-180.
October 23	Communicative Action Planning: How do planners communicate?	Forester, John. 1989. Understanding Planning Practice. Chapter 9 in *Planning in the Face of Power*. Berkeley University of California Press, pages 137-162. Brooks, Michael. 2002. Decentralized nonrationality: The planner as Communicator. Chapter 9 in *Planning Theory for Practioners*. Chicago: APA Planners Press, pages 119-133.

October 25	How do planners mediate conflict? Is this an example of communicative planning?	Healey, Patsy. 1992. A Planner's Day: Knowledge and Action in Communicative Practice. *Journal of the American Planning Association*, 58 (1): 9-20. Forester, John. 1989. Planning in the Face of Conflict: Mediated Negotiation Strategies in Practice. Chapter 6 in *Planning in the Face of Power*. Berkeley University of California Press, pages 82-103.
October 30	Transactive Planning: What does transactive planning mean for Euclidian planning? How is transitive planning different/similar to communicative or advocacy planning?	Friedmann, John. 1993. Toward a Non-Euclidian Mode of Planning. Journal of the American Planning Association, 59 (4), 282-285. Example of Euclidian Planning: Types of Zoning. Downloaded from the Zoning Matters website: http://www.zoningmatters.org/facts/trends on August 13, 2010. Friedmann, John. 2011. The transitive style of planning. Chapter 1 in *Insurgencies: Essay in Planning Theory* by John Friedmann. London: Routledge, pages 15-30.
November 1	Radical & Insurgent Planning: Why do the grassroots plan? What is the role of non-profits and other community-based organization in planning?	Friedmann, John. 2011. The mediations of radical planning. Chapter 4 in *Insurgencies: Essay in Planning Theory* by John Friedmann. London: Routledge, pages 60-86. Beard, Victoria. 2003. Learning Radical Planning: The Power of Collective Action. *Planning Theory*, 2, 1: 13-35. Leavitt, Jacqueline, et al. 2009. The Right to the City Alliance: Time to Democratize Urban Governance. *Progressive Planning*, Fall: 4-10.
November 6	How does planning theory help planners understand planning practice?	Showing of documentary film: *Holding Ground* (1997) Produced by Mark Lipman & Leah Mahan.
November 8	What is the relevance of theory to planning practice?	
DILEMMAS IN PLANNING Take Home Final: What does it mean to be ethical in planning practice? Due: Friday Dec 14 by 5pm		
November 13	What does it mean to be ethical in planning practice?	Consider these questions: "How might we live with each other in the multicultural cities and regional of the next century? And how might we live well and sustainably on earth?" from Sandercock
November 15	What is in the public interest? Is there such a thing as a "common good"?	Grant, Judith. 2008. Rethinking the Public Interest as a Planning Concept. In *A Reader in Canadian Planning: Linking Theory and Practice*, edited by Jill Grant. Toronto: Nelson, pages 68-71. Friedmann, John. 2011. The good city: in defense of utopian thinking. Chapter 8 in *Insurgencies: Essay in Planning Theory* by John Friedmann. London: Routledge, pages 144-163. Barrett, Carol D. 2001. Are Wetlands an Ethical Issue? In *Everyday Ethics*, Chicago: American Planning Association, page 144-146.

November 27	Where do planners look for guidance?	Grant, Jill. 2008. Understanding Ethics and Values in Planning, In *A Reader in Canadian Planning: Linking Theory and Practice*, edited by Jill Grant. Toronto: Nelson, pages 75-79. *American Institute of Certified Planners Code of Ethics and Professional Conduct.* http://www.planning.org/ethics/conduct.html & *American Planning Association Ethical Principals* http://www.planning.org/ethics/ethics.html Hendler, Sue. 2005. Towards a Feminist Code of Planning Ethics. *Planning Theory & Practice*, 6 (1): 63. United Nations. 1948. *Universal Declaration of Human Rights*. http://www.un.org/Overview/rights.html (4 pages).
November 29	Should all plans be public?	Kaza, Nikhil and Lewis Hopkins. 2008. In what Circumstances Should Plans be Public? *Journal of Planning Education and Research*, 28: 491-502. Becker, Ralph. 1993. Wasatch Canyons Master Plan. Planner's Case Book, 8, pages 1-8.
December 4	What type of planning counts?	Jojola, Theodore. 1989. Indigenous Planning: Clans, Intertribal Confederations, and the History of the All Indian Pueblo Council. Chapter 4 in *Making the Invisible Visible: A Multicultural Planning History*, edited by Leonie Sandercock. Berkeley: University of California Press, pages 100-119. Ellis, Geraint and Catharine McWhirter. 2008. Land-use Planning and Traveller-Gypsies: Towards Non-prejudicial Practice. *Planning Practice and Research*, 23 (1): 77-99. Sandercock, Leonie. 1998. Insurgent Practices: 'A Thousand Tiny Empowerments. Chapter 6 in *Toward Cosmopolis: Planning for Multicultural Cities.* New York: John Wiley & Sons, pages 136-137, 139.
December 6	Is it possible to plan for multiple publics and competing voices?	Umemoto, Karen. 2001. Walking in Another's Shoes: Epistemological Challenges in Participatory Planning. *Journal of Planning Education and Research*, 21: 17-31. Woods, Clyde. 1998. Regional Blocs, Regional Planning, and the Blues epistemology in the Lower Mississippi Delta. In *Making the Invisible Visible*, edited by Leonie Sandercock. Pages 78-99.
December 11	How do planners navigate ethical dilemmas?	

UP501 / Planning History and Theory
Fall 2013

Professor Stacy Harwood
208M Temple Buell Hall
217-265-0874
Email: sharwood@illinois.edu

Tuesday / Thursday, 2:00-3:20pm
126 Wohlers Hall
Office Hours: 11:00-11:50 Tue & Thurs
and by appointment

Course Description
This course offers students a survey of classic and contemporary theories of planning. The field of planning emerged in the early 20th century during the industrial and urban development boom in western cities. The logic behind the ideas, concepts and actions that planning first adopted is continuously challenged as views shift about the relationship between democracy, markets, science and practice. Students will gain a deeper appreciation for the profession's historical roots as well as be introduced to some of the "theoretical tools" used to analyze planning. An important aspect of the course is intellectual dialogue through critical reading, informed discussion and writing assignments.

Assignments
This course will push you to critically analyze planning practice. The reading, refection and class discussion will guide you through this process. You will demonstrate your ability to conceptualize planning in the persuasive essays. The specific guidelines and grading criteria will be distributed later in the semester.

Persuasive Essays
This course is divided into three parts. Part I explores different theoretical justifications for planning intervention. Part II surveys different theories about planning practice. Part III considers different ethical issues in planning. The persuasive essays correspond to these three parts.

- Essay 1: Why allow planners to do what they do?
- Essay 2: How does theory contribute to our understanding about how planning practice works?
- Essay 3: What does it mean to be ethical in planning practice?

Short Reading Reflections
To prepare you to tackle the persuasive essays, you will write two-page reflection papers about each set of readings. There are 19 different sets of readings and you are required to do 17 reading reflections (that means you are allowed to skip two of them). These reading reflections are due at the beginning of class. The reflection paper consists of three parts:

- A brief summary of the reading. Summarize each reading in a paragraph (4 to 5 sentences). If there are two readings, then you will write a total of two paragraphs.
- Two or three paragraphs responding to the reflection questions listed next to the readings, look for the R#. Your response here should demonstrate that you understand the reading, and how the different readings "speak" to each other. Some of the questions ask you to take a position.
- Two or three paragraphs about how the reading relates to the essay question and how the reading relates to your own experiences. This part of the reflection will help you explore different possibilities for the essay.

Discussion Leaders
Everyone will be responsible for leading a class discussion during Part II: THEORIES OF LOCAL PLANNING PRACTICE. This entails assembling a set of questions, discussion topics and/or classroom activities about the required reading. The discussion leaders MUST meet with the instructor in advance (ideally a week in advance) to discuss the lesson plan.

Grading

Essay 1	Friday, September 27	10 points
Essay 2	Monday, November 11	20 points
Essay 3	Monday, December 16	30 points
Discussion Leader		10 points
Reflections		30 points
Total		100 points

A	100-94 pts	B-	83-80	D+	69-67
A-	93-90	C+	79-77	D	66-64
B+	89-87	C	76-74	D-	63-60
B	86-84	C-	73-70	F	59-0

Expectations

Inclusivity and Professionalism
The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the responsibility of practicing planners to adhere to the highest standards of professionalism and integrity while serving the public interest. Students who contribute to a learning environment that is respectful and inclusive are preparing to excel in a culture of ethical behavior as professionals. Urban planning students develop the knowledge and skills of professional planners in the classroom and in community based projects, where they act as planners in training. Therefore, DURP expects all students to meet the goals outlined in the American Institute of Certified Planners (AICP) Code of Ethics and Professional Conduct for planners as well as standards in the University of Illinois Student Code. For more information, go to: http://www.urban.illinois.edu/about/inclusion.html

Participation
Learning is a social process and collective endeavor; therefore your primary responsibility is active participation. Because there will be much discussion among the members of the class, you must do the required readings assigned to specific days and come prepared to ask questions and make comments. Informed discussion is the point of a good seminar. The intellectual quality of the seminar depends on active participation by every member in the class. Please come to class with the required reading, two copies of your reading reflection, and your reading notes.

Attendance
Attendance is required. If you miss class, it is your responsibility to find out what happened. Please do not send me an email asking if you missed anything, because my reaction will be, "Of course you did!" In other words, please stop by my office hours to discuss what happened in class, if you have the unfortunate luck of missing one.

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I do not accept late assignments (that means I will not grade late assignments). However, special arrangements (without penalty) may be warranted under certain circumstances. Make note of the announced office hours, as these are the best times to contact me. You may leave a message or send me e-mail, but that does not constitute consultation, nor does a note from the nurse by itself give permission to make up missed work due to illness.

Academic Dishonesty
Please be aware of the university guidelines regarding academic integrity in the Student Code (http://www.admin.uiuc.edu/policy/code/). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/materials, fabrication of information, plagiarism (presenting someone else's work from any source as your own), and so on. All forms of academic dishonesty will be considered a serious offense of university policy. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts, and to the Senate Committee on Student Discipline. Any student who violates the university academic integrity policy will receive a failing grade for this course.

Office Hours
I invite students to visit, call my office, or e-mail me as often as they want or need. E-mail is an easy way to communicate with me, as I generally respond within 24 hours. Most course related problems can be resolved if they are jointly addressed by instructor and student early in the semester. Students with special needs–factors that might interfere/conflict with the successful completion of the course—should tell me as soon as possible. Please feel free to make suggestions to enrich this course.

Required Reading
A hard copy of the reader can be purchased at Notes & Quotes, 502 E John St # 107 Champaign, 217-344-4433 ($47.36). The required reading is also available on Compass.

Course Calendar, subject to change

JUSTIFICATIONS AND CRITIQUES Essay 1: Why allow planners to do what they do? Due Friday, Sept 27		
August 27	Welcome and introduction	
August 29	R1: What is planning theory?	Brooks, Michael. 2002. Planning practice and planning theory. Chapter 2 in *Planning Theory for Practioners*. Chicago: APA Planners Press, pages 21-32. Friedmann, John. 2008. The Uses of Planning Theory. *Journal of Planning Education and Research*, 28 (247-257).
September 3	R2: Why allow planners to do what they do? (Modernist and Postmodernist Justifications)	Scott, James C. 1998. Authoritarian High Modernism. Chapter 3 in *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed.* New Haven: Yale University Press, pages 87-102, 376-381. Beauregard, Robert. Between Modernity and Postmodernity: The Ambiguous Position of U.S. Planning, Chapter 6 in Susan Fainstein and Scott Campbell's *Readings in Planning Theory*, pages 108-124.
September 5	R3: Why allow planners to do what they do? (Economic Justifications)	Moore, Terry. 1978. Why allow planners to do what they do? A Justification from Economic Theory. *Journal of the American Planning Association*, 44 (4): 387-398. Foglesong, Richard. 1986. Planning the Capitalist City, Chapter 5 in Susan Fainstein and Scott Campbell's *Readings in Planning Theory*, pages 102-107.
September 10	R4: Do the argument for planning outweigh the arguments against? Which argument works for you?	Klosterman, Richard. 1996. Arguments for and against planning. Chapter 4 in Susan Fainstein and Scott Campbell's *Readings in Planning Theory*, pages 86-10.
September 12	Why allow planners to do what they do?	Film: Brooklyn Matters Develop--Don't Destroy Brooklyn: http://dddb.net/php/aboutdddb.php
September 17	R5: How is planning justified in different cultural contexts?	Friedmann, John. 2011. The many cultures of planning. Chapter 9 in *Insurgencies: Essays in Planning Theory* by John Friedmann. London: Routledge, pages164-206. Jojola, Theodore. 1989. Indigenous Planning: Clans, Intertribal Confederations, and the History of the All Indian Pueblo Council. Chapter 4 in *Making the Invisible Visible: A Multicultural Planning History*, edited by Leonie Sandercock. Berkeley: University of California Press, pages 100-119.

September 19	Why allow planners to do what they do?	Bring page one of paper (include thesis statement)
September 24	Why allow planners to do what they do?	Bring revised page one of paper (include thesis statement)
THEORIES OF LOCAL PLANNING PRACTICE Essay 2: How does theory contribute to our understanding about how planning practice works? Due: Monday, Nov 11		
September 26	No Class	
October 1	R6: What kind of planner are you? How do you maneuver in the river?	Hopkins. Lewis. 2001. Plan-Based Action in Natural Systems. In *Urban Development: The Logic of Making Plans*, Washington: Island Press, pages 16-17.
October 3	R7: Rational Planning: What conceptions of rationality underlie planning practice? What is the relationship between rationality and power?	Brooks, Michael. 2002. Centralized rationality: The planner as applied scientist. Chapter 6 in *Planning Theory for Practioners*. Chicago: APA Planners Press, page 81-96. Flyvbjerg, Bent. 1991. *Rationality & Power: Democracy in Practice*. Chapter 2, 20 and Appendices. Chicago: University of Chicago Press, pages 9-18, 225-236, 240-248. Black, Alan. 1990. The Chicago Area Transportation Study: A Cast Study of Rational Planning. Journal of Planning Education and Research, 10 (1): 27-37.
October 8	R8: Incremental Planning: Can planning achieve rational outcomes? How do we know incremental planning when we see it? What are the advantages/drawbacks?	Brooks, Michael. 2002. Centralized nonrationality: The planner confronts politics. Chapter 7 in *Planning Theory for Practioners*, pages 97-106. Lindblom, Charles. 1959. The Science of "Muddling Through." *Public Administration Review*, 19, 2: 79-88. Etzioni, Amitai. 1967. Mixed-Scanning: A "Third" Approach to Decision Making. *Public Administration Review*, December: 385-392. Fladager, Eric, Pollack Travis, Jean Robbins and Asadullah Knan Sumbal. 1995. Politics and Planning: The U.S. 15-501 Corridor. Planners' Case Book, Summer: 1-8.
October 10	R9: Communicative Action Planning: What is communicative planning? How do planners communicate and deal with conflict?	Brooks, Michael. 2002. Decentralized nonrationality: The planner as Communicator. Chapter 9 in *Planning Theory for Practioners*. Chicago: APA Planners Press, pages 119-133. Healey, Patsy. 1992. A Planner's Day: Knowledge and Action in Communicative Practice. *Journal of the American Planning Association*, 58 (1): 9-20. Throgmorton, J. A. 2000. On the Virtues of Skillful Meandering. *Journal of the American Planning Association,* 66 (4): 367-383.
October 15	R10: Transactive Planning: What is transactive planning? How is transitive planning different or similar to communicative planning?	Friedmann, John. 2011. The transitive style of planning. Chapter 1 in *Insurgencies: Essays in Planning Theory*. New York: Routledge. Friedmann, John. 1993. Toward a Non-Euclidian Mode of Planning. Journal of the American Planning Association, 59 (4), 282-285.
October 17	No Class	
October 22	R11: Advocacy & Equity Planning: What is the difference between equity and advocacy planning? Is	Brooks, Michael. 2002. Decentralized rationality: the planner as political activist. Chapter 8 in *Planning Theory for Practioners*. Chicago: APA Planners Press, pages 107-118.

	advocacy planning possible as Davidoff imagined?	Davidoff, Paul. 1965. Advocacy and Pluralism in Planning. *Journal of the American Institute of Planners,* 31: 596-615. Krumholz, Normal. 1982. "A Retrospective View of Equity Planning." *Journal of the American Planning Association*, Spring: 163-180.
October 24	R13: Radical Planning: What is the role of non-profits and other community-based organization in planning?	Friedmann, John. 2011. The mediations of radical planning. Chapter 4 in *Insurgencies: Essays in Planning Theory* by John Friedmann. London: Routledge, pages 60-86. Beard, Victoria. 2003. Learning Radical Planning: The Power of Collective Action. *Planning Theory*, 2, 1: 13-35.
October 29	R14: Insurgent Planning: What is insurgent citizenship? How does it differ from radical planning? Does insurgent citizenship count as planning?	Holston, James. 1995. Spaces of Insurgent Citizenship. Planning Theory, 13 (summer): 35-51. Wekerle, Gerda R. 1999. Gender Planning as Insurgent Citizenship: Stories from Toronto. *Plurimondi*, I (2): 105-126. Leavitt, Jacqueline, et al. 2009. The Right to the City Alliance: Time to Democratize Urban Governance. *Progressive Planning*, Fall: 4-10.
October 31	How does planning theory help us understand Dudley Street?	Showing of documentary film: *Holding Ground* (1997) Produced by Mark Lipman & Leah Mahan.
November 5	How does theory contribute to our understanding about how planning practice works?	Bring page one of paper (include thesis statement)
November 7	How does theory contribute to our understanding about how planning practice works?	Bring revised page one of paper (include thesis statement)
DILEMMAS IN PLANNING Essay 3: What does it mean to be ethical in planning practice? Due: Mon, Dec 16		
November 12	R15: What is in the public interest? Is there such a thing as a "common good"?	Grant, Judith. 2008. Rethinking the Public Interest as a Planning Concept. In *A Reader in Canadian Planning: Linking Theory and Practice*, edited by Jill Grant. Toronto: Nelson, pages 68-71. Friedmann, John. 2011. The good city: in defense of utopian thinking. Chapter 8 in *Insurgencies: Essays in Planning Theory* by John Friedmann. London: Routledge, pages 144-163.
November 14	R16: Is it possible to plan for multiple publics and competing voices?	Umemoto, Karen. 2001. Walking in Another's Shoes: Epistemological Challenges in Participatory Planning. *Journal of Planning Education and Research*, 21: 17-31. Woods, Clyde. 1998. Regional Blocs, Regional Planning, and the Blues epistemology in the Lower Mississippi Delta. In *Making the Invisible Visible*, edited by Leonie Sandercock. Pages 78-99.
November 19	R17: What type of planning counts? Should all plans be public?	Kaza, Nikhil and Lewis Hopkins. 2008. In what Circumstances Should Plans be Public? *Journal of Planning Education and Research*, 28: 491-502. Ellis, Geraint and Catharine McWhirter. 2008. Land-use Planning and Traveller-Gypsies: Towards Non-prejudicial Practice. *Planning Practice and Research*, 23 (1): 77-99.
November 21	R18: What drives planning, bureaucracy or community participation? How does this tension	Chaskin, Robert J. 2005. Democracy and Bureaucracy in a Community Planning Process. *Journal of Planning Education and Research*, 24: 408-419.

	create an ethical dilemma?	Hou, Jeffrey and Isami Kinoshita. 2007. Community Differences through Informal Processes: Reexamining Participatory Planning in Seattle and Matsudo. *Journal of Planning Education and Research,* 26: 301-314.
December 3	R19: What purpose do different types of codes serve? Are these codes adequate to navigate ethical dilemmas?	Grant, Jill. 2008. Understanding Ethics and Values in Planning, In *A Reader in Canadian Planning: Linking Theory and Practice*, edited by Jill Grant. Toronto: Nelson, pages 75-79. *American Institute of Certified Planners Code of Ethics and Professional Conduct.* http://www.planning.org/ethics/conduct.html *American Planning Association Ethical Principals* http://www.planning.org/ethics/ethics.html Hendler, Sue. 2005. Towards a Feminist Code of Planning Ethics. *Planning Theory & Practice*, 6 (1): 63. United Nations. 1948. *Universal Declaration of Human Rights*. http://www.un.org/Overview/rights.html (4 pages).
December 5	What does it mean to be ethical in planning practice?	Bring page one of paper (include thesis statement)
December 10	What does it mean to be ethical in planning practice?	Bring revised page one of paper (include thesis statement)

Wayne State University **Urban Studies and Planning**

UP 7010 – Planning and Decision Theory **Fall 2010**

Classroom location: 324 State Hall

Time: Wednesdays, 5:30 to 8:15 PM

Instructor: Dr. Kami Pothukuchi **Office: 3207 FAB**

Phone: (313) 577-4296 **k.pothukuchi@wayne.edu**

Office Hours: By appointment

Note: E-mail is the most effective way to reach me; I respond to e-mails promptly.

Course Overview and Objectives

This course will introduce graduate planning students to the political, ethical, and professional dimensions of planning. Professional planners working in the public, private, and nonprofit sectors regularly encounter situations, problems, issues, and decisions whose resolutions require planners to rely on more than their customary collection of technical skills and expert knowledge. Among the fundamental, non-technical questions that all planners must address are *why do we plan? for whom do we plan? how should we plan*? Furthermore, in practice planners assume a wide variety of professional roles and may employ numerous frameworks for defining and justifying their professional actions. During this semester, students will engage in critical examination of the normative issues that underlie planning with the goal of providing them the opportunities to evaluate different conceptions of planning and to develop their own understanding and interpretation of professional values and ethics, as well as their own approach to planning. The course is designed to highlight US public planning contexts, but is open to discussing issues in a global and comparative frame.

Course Requirements

Each class session is associated with a set of required readings. Students are expected to complete these readings and write logs on them **before** class, and to come to class prepared to discuss the readings. Classroom participation, including contributions to discussions, accounts for 15% of the course grade. Students are expected to attend every class session as part of their course obligations, with grade penalties for more than one absence (with or without prior notification). Most of the required readings will come from two texts and a reader that has been assembled for this class. The required textbooks, available at Marwils Book Store (313-832-3078), are:

Fisher, Roger and William Ury. 1991. *Getting to Yes*. New York: Penguin.

Hoch, Charles. 1994. *What Planners Do: Power, Politics, and Persuasion*. Chicago: American Planning Association.

In addition, following are books recommended for this class. Some likely have a chapter included in the reader and are highly recommended for purchase to add to a professional planning bookshelf.

Benveniste, G. 1989. *Mastering the Politics of Planning*. San Francisco: Jossey-Bass.
Briggs, X. D. 2008. *Democracy as Problem-Solving: Civic Capacity in Communities Across the Globe*. Cambridge, MA: MIT Press.
Brooks, M. P. 2002. *Planning Theory for Practitioners*. Chicago: Planners Press.
Campbell, S and S Fainstein. 2003. *Readings in Planning Theory*. Boston: Blackwell.
Cullingworth, J B. 1993. *The Political Culture of Planning: American land use planning in comparative perspective*. New York : Routledge, 1993.
Forester, J. 2000 (2nd Edition). *The Deliberative Practitioner*. Cambridge, Mass: MIT Press.
Friedmann, J. 1987. *Planning in the Public Domain*. Princeton: Princeton University Press.
Hendler, S. (Ed). 1995. *Planning Ethics: A reader in planning theory, practice, and education*. New Brunswick, NJ: Rutgers University Center for Urban Policy Research.
Howe, E. 1994. *Acting on Ethics in City Planning*. New Brunswick, NJ: Center for Urban Policy Research.
Innes, J. and D. Booher. 2010. *Planning with Complexity: An introduction to collaborative rationality for public policy*. New York: Routledge.
Krumholz, N. and Forester, J. 1990. *Making Equity Planning Work*. Philadelphia: Temple University Press.
Mandelbaum, S J, L Mazza, and R W Burchell. 1996. *Explorations in Planning Theory*. New Brunswick, NJ: Rutgers University Center for Urban Policy Research.
McClendon, B.W. and Quay, R. 1988. *Mastering Change: Winning Strategies for Effective City Planning*. Chicago: American Planning Association.
Stein, Jay. 1995. *Classic Readings in Urban Planning*. New York: McGraw-Hill.

Grading

Grades will be determined largely through reading logs and papers in which the students will prepare critical analyses of the required readings, their own experiences, and other readings or research, and wherever relevant, classroom discussions. In addition to the written work, all students are required to lead class discussion on selected weeks. Absence in more than one class will result in a penalty of 5 points per class; additionally, late logs will be similarly penalized. Two class absences and related late logs can result in an A- for a student who otherwise turns in A level work. In assigning final grades, logs, papers and other requirements will be weighted as follows:

Reading logs	50% (12 logs due, last log due December 2)
Final paper	30%
Class Participation	15%
Discussion facilitation	5 %

Reading logs

Starting the second week of classes, students will be required to turn in at start of class, weekly reading logs of no more than 2 pages, typed, single spaced (with 1 inch margins on all sides, 12 point font). Logs should contain (1) a brief summary of the key points raised by the readings for the week (not by individual paper or chapter), (2) a discussion of similarities and contrasts in the concepts or views presented within this week's readings or when compared with previous weeks' readings, and (3) a brief reflection on the key issues from the perspective of the

goals of the class, or based on your own personal work experiences. Key issues that might be reflected on include:

- Rationales and goals of planning—what is public interest?
- Who planners are, who "clients" are,
- The sources of influences on planning; particularly the relationship of market structures, democratic processes, and politics, to planning
- Questions about "right" and "wrong" and the "good" and "bad" in terms of the process and the ends of planning
- The roles of technical expertise and citizen participation in planning
- What professionalism might mean in planning

Final Synthesis Paper

Students will also be required to write a final synthesis paper, due on December 9, at start of class. Instructions on topics, length, and other requirements will be given in class. Papers must be typed (double-spaced, normal margins) and submitted on time. Papers will be graded for content, organization, and writing quality (e.g., grammar, style). Late papers will be assessed a penalty.

Discussion facilitation

To encourage critical reading and effective classroom participation, students will also be asked to select one or more week (depending on enrollment) to be responsible for the facilitation of the readings along with the instructor. Facilitators will help the class summarize key points in the readings and raise key questions for discussion. Appointments in person or on the phone with the instructor in advance of the selected class session are highly recommended to help design a facilitation outline and identify discussion questions.

Questions, concerns, suggestions

Students are strongly encouraged to contact me at k.pothukuchi@wayne.edu, or at (313) 577-4296 if they have questions, concerns, or comments/suggestions on readings, classroom dynamics, time management, or anything else related to the class—especially if these cannot be brought up in class.

Fall 2010
UP 7010: Planning and Decision Theory
Reading Schedule

Required books:

Fisher, Roger and William Ury. 1991. *Getting to Yes*. New York: Penguin. Available at Marwils, Cass and Warren, ph: 832-3078

Hoch, Charles. 1994. *What Planners Do: Power, Politics, and Persuasion*. Chicago: American Planning Association. Available at Marwils.

Date **Topic and Assigned Readings**

Please note that readings other than those from the required books are available for downloading from the course website (blackboard.wayne.edu); many are also available from the library's electronic-journal collections.

I. Planning in Context: Is there a general theory of planning?

W1, 9/1 First day of class, introductions
Brief overview of course content, classroom discussion

W2, 9/8 What is Planning? What are planning problems? (First log due)

- Rittel, Horst W J and Melvin M Webber. 1973. Dilemmas in a general theory of planning. In *Policy Sciences*, 4: 155-69.
- **Hoch**, Charles. 1994. What planners do: power, politics, and persuasion. Chicago: Planners Press. Chapter 1. (From here on, this book will be referred to simply as **Hoch**)
- Klosterman, Richard E. 2003 (2nd ed.). Arguments for and against planning. In Campbell, S and S Fainstein, eds. *Readings in Planning Theory*. Boston: Blackwell.

W3, 9/15 A brief history of planning; the dilemma of rationalism

- Schon, Donald. 1983. *The Reflective Practitioner*. New York: Basic Books. Chapters 6 and 7. Read the first part of Chapter 6 generally; from 187 on, read more carefully.
- **Hoch**, chapters 2 and 3

II. Models and issues in professional practice

W4, 9/22 What planners do

- **Hoch**, chapters 4,5, and 6

W5, 9/29 How planners plan: Incrementalism, advocacy, strategic planning

- Lindblom, Charles E. 1995. The science of 'muddling through.' In Jay Stein (ed), *Classic Readings in Urban Planning*. New York: McGraw Hill.

- Davidoff, Paul. 1995. Advocacy and pluralism in planning. In Jay Stein (ed), *Classic Readings in Urban Planning*. New York: McGraw Hill.
- Kaufman, Jerome L and Harvey M Jacobs. 1987. A public planning perspective on strategic planning. *Journal of American Planning Association*, 53(1): 23-33.

W6, 10/6 Confronting gender, race, and ethnicity issues in planning

- Sandercock, Leonie and Ann Forsyth. 1992. A gender agenda: New directions for planning theory. *Journal of American Planning Association*, 58(1): 49-59.
- **Hoch**, Chapter 9 (Racism and Planning)
- Pader, Ellen-J. 1994. Spatial relations and housing policy: Regulations that discriminate against Mexican-origin households. *Journal of Planning Education and Research*, 13: 119-35.

III. Revisiting power and politics

W7, 10/13 Power, politics, and equity I

- Bollens, Scott A. 2002. Urban planning and intergroup conflict: Confronting a fractured public interest. *Journal of the American Planning Association*, 68(1): 22-42.
- Arnstein, Sherry R. 1995. A Ladder of Citizen Participation. In Jay Stein, ed, *Classic Readings in Planning Theory*. New York: McGraw-Hill.
- Forester, John. 1988. *Planning in the Face of Power*. Berkeley: University of California Press. Chapter3.

W8, 10/20 Power, politics, and equity II

- Krumholz, Norman and John Forester. 1995. To be professionally effective, be politically articulate: Making equity planning work. In Jay Stein, ed, *Classic Readings in Planning Theory*. New York: McGraw-Hill.
- Burby, Raymond J. 2003. Making plans that matter: Citizen involvement and Government action. *Journal of the American Planning Association*, 69(1): 33-47.
- Innes Judith E. and David E. Booher. 2010. Planning with Complexity (Chapter 5). New York: Routledge.

IV. Communicative action, Negotiation, and Conflict Resolution

W9, 10/28 Communicative action in planning

Halloween Week: Native Garb Day—come dressed in your ancestral or native dress; kilts, lederhosen, and dashikis welcome! Student winner will be selected by majority vote.

- **Hoch**, Chapter 7: Negotiation and the bottom line.
- Throgmorton, James A. 1996. Impeaching research: Planning as persuasive and constitutive discourse. In Mandelbaum, Seymour J, Luigi Mazza, and Robert W Burchell (eds). *Explorations in Planning Theory*. New Brunswick, NJ: Rutgers University Center for Urban Policy Research.
- Innes, Judith E. 1996. Group processes and the social construction of growth

management. In **Mandelbaum et al**.

W10, 11/3 Negotiation and conflict resolution

- Fisher, Roger and William Ury. 1991. *Getting to Yes*. New York: Penguin.

W11, 11/10 Negotiation and conflict resolution

- Dorius, Noah. 1993. Land use negotiation. *Journal of the American Planning Association*, 59(1): 101-6.
- Innes Judith E. and David E. Booher. 2010. Planning with Complexity (Chapter 6). New York: Routledge.

V. Planning Ethics

W12, 11/17 Planning ethics

- Barrett, Carol D. 1989. Four perspectives on ethics. *Journal of the American Planning Association*, 55(4): 474-76.
- Howe, Elizabeth. 1994. Chapter 2: The nature of ethical issues. *Acting on Ethics in City Planning*. New Brunswick, NJ: Rutgers, CUPR.
- Flyvberg, B, M Skamris-Holm, and S Buhl. 2002. Underestimating costs in public works projects. *Journal of the American Planning Association*. 68(3): 279-295.
- Marcuse, Peter. 1976. Professional Ethics and beyond: Values in planning. *Journal of the American Institute of Planners*. 42: 264-74.

VI. Conclusion: the scope of planning revisited.

W13, 12/1 Some final comments about planning goals, contexts (last log due, papers accepted any time this week)

- Myers, D. and T. Banerjee. 2005. Toward greater heights for planning: Reconciling the differences between the profession, practice, and academic field. *Journal of the American Planning Association*, 71(2): 121-29.
- Innes Judith E. and David E. Booher. 2010. Planning with Complexity (Chapter 8). New York: Routledge.

- **Hoch**, Chapter 12: Professional Authority: Craft, Character, and Community.

W14, 12/8 No class: final papers due at 5:30 PM.

UP 7010: Planning and Decision Theory

Student information form:

Name

Year of study in planning program

Do you have professional planning experience?
If yes, where and in what capacity (also please describe 2-3 responsibilities)

Do you have experience working within other (non-planning related) organizations?
If yes, what kinds of organizations, and what kind of work do/did you do?

What aspects of the organizations with which you were associated (work, volunteer, etc) did you like?

And dislike?

What do you see yourself doing 5 years from now? (be as general or specific as you want; use the back of the sheet if needed)

Planning Theory and Practice - UPEP 801
Fall 2013

Instructor: Jeffrey S. Lowe, Ph.D.
Class Time: Wednesdays 5:30-8:00 p.m.
Class Room: PAB 412
Office Hours: Wednesdays 3:00 - 5:00 p.m., Thursdays 3:00 - 5:00 p.m., and by appointment.
Office: PAB 402D
Phone: 713-313-7304
E-mail: lowejs@tsu.edu

Course Description
This course introduces students to contemporary approaches for understanding planning practice. Primarily contextualized through historical and intellectual strands in planning, this course presents a number of different theories undergirding the work of planning practitioners and planning processes, including rational comprehensive planning, communicative action, advocacy and equity planning, and radical planning. Each theory receives particular attention to its rise, fall or continuity, underlying values, and influence. Consequently, the course emphasizes 1) the conflicting nature of planning, and 2) the importance of planner' reflection on one's own values, in addition to the ethical, social, and political consequences respective of the approach to planning practice.

Learning Outcomes
By the end of the semester, each student will:

- Explain the planning theories most relevant to contemporary planning practice;
- Describe the historical and social contexts giving rise to each theory
- Compare in detail the differences and similarities between theories
- Recognize values, ethics and consequences associated with different planning approaches
- Understand the importance of reflective practice

Textbooks and Other Course Materials
The following required text is available at the TSU Bookstore:

> Fainstein, Susan and Scott Campbell. 2011. *Readings in Planning Theory, 3rd Edition,* Cambridge: Blackwell, ISBN: 978-1-4443-30809.

The following texts (also found in the TSU Bookstore) are highly recommended because they complement the assigned readings:

> Brooks, Michael P. 2002. *Planning Theory for Practitioners*. Chicago: American Planning Association. ISBN: 978-1-884829-59-8.
>
> Barrett, Carol D. 2002. *Everyday Ethics for Practicing Planners.* Chicago: American Planning Association. ISBN: 978-1-884829-61-1.

Other readings are made available on-line, through Blackboard and as indicated.

1) In addition to participating in the weekly in-class discussion of the material, participation includes the following two additional other items:

a) Weekly Written Interpretation of Readings: Write a weekly one-page, double-spaced *interpretation* (not summary) of the week's readings. It is suggested that you use your weekly interpretation as a guide for your in-class contributions. To reiterate, the weekly written interpretation should not be a summary of the readings. Instead, this written interpretation should synthesize and reflect on the readings, linking the weekly readings to one another and to the topic of the class session.

Due: This assignment must be emailed to the instructor (in a Word or PDF file) no later than 12:00 noon CT on the day of the class session. Please state on the subject line of the email "Interpretation of Readings".

Note: Be sure to bring a copy of this assignment with you to the class session as it will serve as the basis for your in-class contribution.

b) Organization Presentation: research and prepare a 1-page summary handout (bring enough copies for the instructor and all students) and make a maximum 10-minute in-class presentation on a professional organization in which planners traditionally have been active. In your presentation, you should use the classroom web access to visit the organization's website, and provide details about such things as (but not limited to): mission and purpose; history; board membership; publications including content and types of issues covered; meetings and conferences; dues and membership; chapters or divisions; services to planners or the profession; special services for students; awards, scholarships, funding; relevance to planners; etc. Some of this information may not be available on the organization's website, so do not wait until the last minute to prepare your presentation; do allow yourself time to contact the organization, or visit the library, to obtain additional information or materials. You must rehearse your presentation ahead of time (do not waste class time by navigating the website for the first or second time during your presentation). **Due: according to date on sign-up sheet.**

3) Midterm Examination: In class on **October 16.**

4) Final Term Paper and Presentation: This research paper, to be completed over the course of the semester, requires three deliverables:

a) Write a one-page term paper proposal memo. In the memo, identify the following: i) a paper topic; ii) at least two selected planning theories from among those discussed in class; iii) two selected case studies with one each representing the two selected planning theories; and iv) an initial bibliography (properly formatted). This memo serves as the proposal for the term paper. **Due: beginning of class on September 25.**

b) Give an oral presentation of the term paper: present via power-point (no more than 15 minutes) the paper to the class **Due: December 4, 2013.**

c) Complete the term paper. The paper should compare and contrast two different planning theories pertaining to the chosen topic, and present two different case studies as examples that illuminate the two different planning theories in practice. The point of the paper is to explore planning theories discussed during the semester in detail, in order to further understand how these theories have influenced planning practice. The body of the paper should be between 18 to 23 double-spaced pages with 1 inch margins on all sides in 12 point font. In addition, the paper must include page numbers and a properly-formatted bibliography. Suggested outline for term papers is as follows:

i) Introduction: state the topic and the two paradigms, and give a brief overview of the paper. Note: do not use this section to describe your topic in detail. Instead, use section (iii) to show the different ways of understanding your topic via each paradigm (half a page to one full page).

ii) Discussion of the two paradigms: articulate in writing each paradigm in general terms. That is, discuss your paradigms in terms of the assigned readings rather than specifically as they relate to your topic and case studies (this latter is done in section (iii)). In your discussion, be sure to include the historical and social contexts in which the paradigms arose, as well as the underlying values of each paradigm. Base your discussion on the assigned readings and in-class discussion, as well as additional relevant references (approximately 6-7 pages).

iii) Presentation of topic and case studies: describe the paper topic, and distinguish how it is understood within each paradigm. Next, summarize the two case studies *as examples of* the two paradigms discussed in section (ii). Do not discuss the paper topic and case studies independently of the two paradigms. Use the case studies as examples through which to illustrate the paradigms discussed in section (ii). In particular, provide details about the *process* (rather than the substance) that was followed in the case studies (that is, focus on the "who" and the "how" rather than the "what"). To focus on the *process*, you need to look behind-the-scenes of the plan. Some plans have a section stating the process that was followed in developing the plan. Others do not.

Whether they do or not, you will need to dig deeper than what the plan says about itself to find details about what process was followed, how the process unfolded, the role of citizens, the role of the planner, how decisions were made, the "politics" involved, inclusion (or exclusion) of "stakeholders," intended and unintended outcomes, and implicit or explicit values embedded in each approach (roughly 6-7 pages).

iv) Compare and contrast the two case studies: focus on how the two case studies, as examples of the two approaches, are different (or similar) in their process, roles of citizens and planners and "stakeholders," decision-making, planning outcomes and values embedded in each approach. Do not give your opinion about which approach is "better" or more effective; instead, simply comment on the differences (and similarities) between the two approaches (approximately 4-6 pages).

v) Conclusion and Recommendations: summarize the paper and offer suggestions or implications for planning practice (1-2 pages).

Before submitting the term paper, be sure to run it through the SafeAssign feature of Blackboard for plagiarism detection, and generate a clean report (see the **Academic Integrity** section of this syllabus for more information). **Due: Term papers (with SafeAssign report) at the beginning of the class session on December 11.**
Grading: Grades for the course will be earned according to the following weights:

Class Participation 15%

In-Class Discussion	5%
Written Interpretations	5%
Organization Presentation	5%

Midterm Examination 30%

Term Paper: 55%

Term Paper Proposal Memo.	5%
Term Paper Presentation	10%
Final Term Paper	40%

Accommodations for Students with Disabilities

If any members of the class feel that they have a disability for which they wish to receive accommodation from the instructor, please contact the Office of Disability Services at 713-313-4210 or 713-313-7691by the end of the first week of class. In order to receive accommodations, a student must have a documented mental or physical disability that substantially limits a major life activity. The office is located in the Student Health Center, Room 140 and business hours are Monday through Friday from 8:00 a.m. to 5:00 p.m.

Note: During the course of the semester, I may make changes to the schedule. I will attempt to give you plenty of lead-time to accommodate any major changes (such as a due date). However, the reading schedule and class sessions may adjust as frequently as needed.**Course Assignments and Due Dates**

COURSE SCHEDULE:

08/28: Course Introduction and Overview of Syllibus: What is Theory?

09/04: The Historical Contexts and Conditions Giving Rise to Planning?

Read:

Fishman, Robert, 2012. Urban Utopias: Ebenezer Howard, Frank Lloyd Wright and LeCorbusier. Pgs. 27-53. In Scott Campbell and Susan Fainstein, eds. *Readings in Planning Theory, 3rd edition.* Malden, MA: Blackwell Publishers.

Birch, Eugenie 1994. From Civic Worker to City Planner: Women in Planning, 1890-1990. Pgs. 469-506. In Donald Krueckeberg, ed. *The American Planner: Biographies and Recollections, 2nd Edition.* New Brunswick, NJ: Center for Urban Policy Research Press, Rutgers University.

Jacobs, Jane, 2012. The Death and Life of Great American Cities. Pgs. 72-86. In Scott Campbell and Susan Fainstein, eds. *Readings in Planning Theory, 3rd edition.* Malden, MA: Blackwell Publishers.

Friedmann, John, 2012. The Good City: In Defense of Utopian Thinking. Pgs. 87-104. In Scott Campbell and Susan Fainstein, eds. *Readings in Planning Theory, 2nd edition.* Malden, MA: Blackwell Publishers.

Supplemental Readings:
Mumford, Lewis. 2011. What is a City. Pgs. 91-96. In LeGates, Richard and Frederic Stout, eds., *The City Reader, 5th edition,* New York, NY: Routledge.

DuBois, W.E.B. 2011. The Negro Problems of Philadelphia:" the Question of Earning a Living and Color Prejudice. Pgs. 110-117. In LeGates, Richard and Frederic Stout, eds. *The City Reader, 5th edition,* New York, NY: Routledge.

Peterson, Jon A. 1983. The Impact of Sanitary Reform Upon American Urban Planning, 1840-1890. Pgs. ??-?? In Donald A. Krueckeberg, ed. *Introduction to Planning History in the United States*. New Brunswick, NJ: Center for Urban Policy Research, Rutgers University.

Peterson, Jon A. 2009. The Birth of Organized City Planning in the United States, 1909-1910. *Journal of the American Planning Association* 75:2:123-133.

09/11: Reflection, Critiques and Justifications for Planning
Read:
Klosterman, Richard E. 2011. The Arguments For and Against Planning. Pgs. 86-101. In Scott Campbell and Susan Fainstein, eds. *Readings in Planning Theory, 2nd edition.* Malden, MA: Blackwell Publishers.

Foglesong, Richard E. 2012. Planning the Capitalist City. Pgs. 132-138. In Scott Campbell and Susan Fainstein, eds. *Readings in Planning Theory, 3rd edition.* Malden, MA: Blackwell Publishers.

Schőn, Don. 1983. *The Reflective Practitioner.* New York, NY: Basic Books (Ch. 1: The Crisis in Confidence of Professional Knowledge. Pgs. 3-20).

Guest Speaker

09/18: Somewhere Between the Comprehensive and Incremental: Acceptance and Critique of the Rational Model
Read:
Lindblom, Charles E. 2012. The Science of "Muddling Through". Pgs. 176-190. In Scott Campbell and Susan Fainstein, eds. *Readings in Planning Theory, 2nd edition.* Malden, MA: Blackwell Publishers.

Faludi, A. 1973. Towards Comprehensive Planning? Introduction,"Pgs. 113-126. In A. Faludi, ed. *A Reader in Planning Theory*. Oxford, UK: Pergamon Press.

Etzioni, A. 1973. Mixed Scanning: A 'Third' Approach to Decision-making, Pgs. 217-229. In A. Faludi, ed. *A Reader in Planning Theory*. Oxford, UK: Pergamon Press.

Baum, Howell S. 1996. Why the Rational Paradigm Persists: Tales from the Field. *Journal of Planning Education and Research* 15:2:127-135.

Innes, Judith. 1996. Planning Through Consensus Building: A New View of the Comprehensive Planning Ideal. *Journal of the American Planning Association* 62:4:460-472.

Supplemental Readings:
Altschuler, A. 1973. The Goals of Comprehensive Planning. Pgs. 193-210. In A. Faludi. ed. *A Reader in Planning Theory.* Oxford, UK: Pergamon Press.

Hostovsky, Charles. 2006. The Paradox of the Rational Comprehensive Model of Planning: Tales from Waste Management Planning in Ontario. *Journal of Planning, Education and Research* 25:382-395.

09/25: Planning and (versus) Market (Failures): Which One Can It Be?
Read:
Stanley, S and L. Scarlett. 1998. Market-Oriented Planning: Principals and Tools for the 21st Century. *Planning and Markets* 1:1.

Alexander, Ernest R. 2001. Why Planning Vs. Markets Is An Oxymoron: Asking the Right Question. *Planning and Markets* 4:1.

_____. 2004. Capturing the Public Interest: Promoting Planning in Conservative Times. *Journal of Planning Education and Research* 24:102.

Moore, Terry. 1978. Why Allow Planners To Do What They Do? A Justification from Economic Theory. *Journal of the American Planning Association* 44:387-398.

Rhodes, Edwardo Lao. 2003. *Environmental Justice in America: A New Paradigm.* Bloomington, IN: Indiana University Press. (Environmental Justice Through the Lens of Policy Analysis: Why Should Government Get Involved? Pgs. 105-117).

Warner, Mildred E. 2008. Reversing Privatization, Rebalancing Government Reform: Markets, Deliberation and Planning. *Policy and Society* 27:2:163-174.

Due—Term Paper Proposal Memo

10/02: Advocacy and Equity Planning: Alternative Paradigms or Accommodation of the Rational Comprehensive Planning and Market Failure?

Read:

Davidoff, Paul. 2012. Advocacy and Pluralism in Planning. Pgs. 191-205. In Scott Campbell and Susan Fainstein, eds. *Readings in Planning Theory, 2nd edition.* Malden, MA: Blackwell Publishers.

Arnstein, Sherry. 1969. "Ladder of Citizen Participation." *Journal of the American Planning Association*, 35:4: 216-224.

Checkoway, Barry. 1994. "Paul Davidoff and Advocacy Planning in Retrospect." *Journal of the American Planning Association* 60:2: 139-143.

Angotti, Tom. 2007. Advocacy and Community Planning: Past, Present and Future. *Progressive Planning Magazine* 171 (Spring):21-24.

Krumholz, Norman. 1982. A Retrospective View of Equity Planning. *Journal of the American Planning Association* 48:2:163-174.

Krumholz, Norman. 1994. Advocacy Planning: Can It Move the Center? *Journal of the American Planning Association* 60:2:150-51.

10/09: Criticisms of Advocacy Planning and the Rise of Radical Planning
3rd Case Study Presentation

Read:

Mazziotti, Donald F. 1982. The Underlying Assumptions of Advocacy Planning: Pluralism and Reform. Pgs. 207-225. In C. Paris, ed. *Critical Readings in Planning Theory*. Oxford, UK: Pergamon Press.

Harvey, David. 1984. On Planning the Ideology of Planning. Pgs. 213-234. In Robert Burchell and George Sternlieb, eds. *Planning Theory in the 1980s: A Search for Future Directions*. New Brunswick, NJ: Center for Urban Policy Research, Rutgers University.

Kraushaar, Robert. 1988. "Outside the Whale: Progressive Planning and the Dilemmas of Radical Reform. *Journal of the American Planning Association* 54:1:91-100.

Supplemental Readings:

Piven, Frances Fox. 1970. Whom Does the Advocate Planner Serve? *Social Policy.* May/June: 32-35.

Grabow, Stephen and Alan Heskin. 1973. Foundations for a Radical Concept of Planning. *Journal of the American Institute of Planners*, 39:2:106-114.

10/16: Midterm Examination

10/23: Planning in the Postmodern Era: Diversity and Communicative Action
Read:
Goodchild, Barry. 1990. Planning and the Modern/Postmodern Debate. *Town Planning Review* 61:2:119-137.

Healy, Patsy. 2012. Traditions of Planning Thought. Pgs. 214-234. In Scott Campbell and Susan Fainstein, eds. *Readings in Planning Theory, 3rd edition.* Malden, MA: Blackwell Publishers.

Umemoto, Karen. 2001. Walking in Another's Shoes: Epistemological Challenges in Participatory Planning. *Journal of Planning Education and Research*, 21:17-31.

Woods, Clyde. 1998. Regional Blocs, Regional Planning, and the Blues Epistemology in the Lower Mississippi Delta. Pgs. 78-99. In Leonie Sandercock, ed. *Making the Invisible Visible.* Berkeley, CA: University of California Press.

Thomas, June Manning. 2004. Neighborhood Planning: Uses of Oral Histories. *Journal of Planning History* 2:1:50-70.

Young, Iris Marion. 2012. Inclusion and Democracy. Pgs. 321-337. In Scott Campbell and Susan Fainstein, eds. *Readings in Planning Theory, 2nd edition.* Malden, MA: Blackwell Publishers.

10/30: Place-making, New Urbanism and Neotraditionalism
Read:
Bond, S and M. Thompson-Fawcett. 2007. "Public Participation and New Urbanism: A Conflicting Agenda?" *Planning Theory & Practice*, 8:4:449-472.

Harvey, David. 1997. "The New Urbanism and the Communitarian Trap." *Harvard Design Magazine*, Winter/Spring:1.

Roble, F. 1999. "Who Benefits From Smart Growth?" *Planners Network Magazine*, November/December.

Pyatok, Michael. 2002. "The Narrow Base of the New Urbanists." *Planners Network Magazine*, Spring.

Guest Speaker

11/06: The Environment and Strategy for Social Justice and Sustainable Development
Read:
Sandercock, Leonie. 2003. Dreaming the Sustainability City: Organizing Hope, Negotiating Fear, Mediating Memory. Pgs. 143-166. In Barbara Eckstein and James A. Throgmorton, eds. *Story and Sustainability: Planning, Practice, and Possibility for American Cities.* Cambridge, MA: Massachusetts Institute of Technology Press.

Hollander, Justin B. and Jeremy Nemeth. 2011. The Bounds of Smart Decline: A Foundational Theory for Planning Shrinking Cities. *Housing Policy Debate* 21:3:349-367.

john a. powell. 2009. Reinterpreting Metropolitan Space as a Strategy for Social Justice. Pgs. 23-32. In M. Paloma Pavel and Carl Anthony, eds. *Breakthrough Communities: Sustainability and Justice in the Next American Metropolis.*

Campbell, Scott. 2013. Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development. Pgs. 413-438. In Scott Campbell and Susan Fainstein, eds. *Readings in Planning Theory, 2nd edition.* Malden, MA: Blackwell Publishers.

Marcuse, Peter. 1998. Sustainability is Not Enough. *Progressive Planning Magazine* 129:1-10.

Supplemental Readings:
Reardon, Kenneth M. 2003. Ceola's Vision, Our Blessing: The Story of an Evolving Community-University Partnership in East St. Louis. Pgs. 113-142. In Barbara Eckstein and James A. Throgmorton, eds. *Story and Sustainability: Planning, Practice, and Possibility for American Cities.* Cambridge, MA: Massachusetts Institute of Technology Press.

11/13: Race, Difference and Politics of Change
Read:
Mier, Robert. 1994. Some Observations On Race in Planning. *Journal of the American Planning Association* 60:2:235-240.

Thomas, June Manning. 1998. Racial Inequality and Empowerment: Necessary Theoretical Constructs for Understanding US Planning History. Pgs. 78-99. In Leonie Sandercock, ed. *Making the Invisible Visible.* Berkeley, CA: University of California Press.

Hayden, Deloris. 2012. Nurturing: Home, Mom and Apple Pie. Pgs. 388-383. In Scott Campbell and Susan Fainstein, eds. *Readings in Planning Theory,3rd edition.* Malden, MA: Blackwell Publishers.

Sandercock, Leonie. 2000. When Strangers Become Neighbors: Managing Cities of Difference *Planning Theory and Practice* 1:1:13-30.

Betancur, John J. 2012. Critical Considerations and New Challenges in Black-Latino Relations. Pgs. 23-42. In John J. Betancur and Cedric Herring, eds. *Reinventing Race, Reinventing Racism.* Leiden, The Netherlands: Brill.

Frisch, Michael. 2012. Planning as a Heterosexist Project. Pgs. 384-406. In Scott Campbell and Susan Fainstein, eds. *Readings in Planning Theory, 3rd edition.* Malden, MA: Blackwell Publishers.

Moore, Mignon. 2010. Black and Gay in LA: The Relationships Black Lesbians and Gay Men Have to Their Racial and Religious Communities. Pgs. 188-211. In Darnell Hunt and Ana-Christina Ramon eds. *Black Los Angeles: American Dreams and Racial Realities.* New York, NY: New York University Press.

Supplemental Readings:
hooks, bell. 2013. *Writing Beyond Race: Living Theory and Practice.* New York, NY: Routledge (Ch1: Introduction, and Ch2: Racism, Pgs. 1-25).

Johnson, Kecia R and Jacqueline Johnson. 2012. Racial Disadvantage and Incarceration: Sources of Wage Inequality Among African American, Latino and White Men. Pgs. 271-298. In John J. Betancur and Cedric Herring, eds. *Reinventing Race, Reinventing Racism.* Leiden, The Netherlands: Brill.

Leonhardt, David. 2013. Geography Seen as Barrier to Climbing Class Ladder. A1, A12. *New York Times* (July 22). http://www.nytimes.com/2013/07/22/business/in-climbing-income-ladder-location-matters.html?hp.

11/20: Planning Ethics and Reflective Practice Revisited
Read:
American Planning Association. 1992. Ethical Principles in Planning. http://www.planning.org/ethics/ethicalprinciples.htm (please download and read APA/AICP Code of Ethics and Professional Conduct).

Lucy, William H. 1996. APA's Ethical Principals Include Simplistic Planning Theories. Pgs. 479-484. In Scott Campbell and Susan Fainstein, eds. *Readings in Planning Theory, 2nd edition.* Malden, MA: Blackwell Publishers.

Rafäel Fischler. 2012. Reflective Practice. Pgs. 313-332 In Bishwapriya Sanyal, Lawrence J. Vale and Christina D. Rosan, eds. *Planning Ideas that Matter: Livability, Territoriality, Governance and Reflective Practice.* Boston, MA: Massachusetts Institution of Technology Press.

Guest Lecturer

11/27: Values and Vision for the Future of Planning
Read:
Thomas, June Manning. 2008. The Minority Race Planning in the Quest for the Just City. *Planning Theory* 7:3:227-247.

Innes, Judith and David Booher. 2004. Reframing Public Participation: Strategies for the 21st Century. *Planning Theory & Practice* 5:4:419-436.

Beauregard, Robert. 2001. The Multiplicities of Planning. *Journal of Planning Education and Research* 20:437-439.

12/04: Tying It All Together

Term Paper Presentations
Theoretical Synthesis

12/11: Term Papers due by 3:00 p.m.

CEP 303: Social Structures and Processes
Spring 2012

Class meeting times:	MW 8:30 – 10:20am Gould 114	
Course website:	https://catalyst.uw.edu/workspace/abramson/28278/	
Instructors:	Dan Abramson	Marty Curry
Email:	abramson@uw.edu	currym2@uw.edu
Phone:	Tel: 3-2089	Tel. 206-525-0465
Office Hours:	Tuesdays 3-5pm, Gould 448F	Mondays & Wednesdays 10:30-12, Gould 410

Introduction

The title of this course, *Social Structures and Processes*, refers to the entire range of topics covered by all the social sciences combined. That's obviously too much to cover in ten weeks. To make the class more manageable, we have narrowed our focus to one particular form of social structure: the urban neighborhood. Neighborhoods are both products of social structures and processes and sites in which many different kinds of social structures and processes occur. Because of this, as well as their relatively small geographic size, they are useful microcosms for us to study. They are also appropriate subjects of study for a major rooted in planning.

In some respects, this course brings together the two themes addressed in CEP 301 and 302: Community, and Environment. Neighborhoods are both communities and environments. Our investigations this quarter will be focused around some basic but surprisingly complex questions: What is a neighborhood? How is a neighborhood formed, maintained, and changed? What is the relationship between neighborhood and community? And, to return to a central theme raised in CEP 301, what is a *Good* neighborhood, and who defines it?

Much of our examination of these questions will be done through readings and in-class discussions, but we will also draw on a more experiential way of knowing, through direct engagement with people and spaces in an actual neighborhood in Seattle: Lake City. This empirical work is meant to ground the more general or theoretical readings and discussions by giving you a chance to observe, apply, and test the issues and lessons first hand. You will also learn and practice methods and skills of research and engagement that you will use in your senior year. Note, however, that these are introductions to the methods, enough to get you started with your field evaluations, but not meant as substitutes for more rigorous methods courses.

Overall, our broader goal is to introduce you to some foundational concepts and techniques that you can take with you beyond this course. In this manner, just as with 301, the ideas we explore in this class are meant to "travel". Though there is inherent value in learning about and contributing to the Lake City neighborhood, we recognize that for most students the value of the course will be in its 'generalizability' – that is, in its ability to equip you with knowledge, conceptual frameworks, and ways of doing that can be extended well beyond the limits of this single class.

Course Goals

We have several specific goals for this course:

- Develop a deeper understanding of the substantive course subjects, including the concept of "neighborhood" and its common constitutive parts - form, place, community, culture, institutions, and collective action – and how these parts are inter-related.

- Develop an understanding of a Seattle neighborhood and the city, including its history, form, social structure, political processes, and relationship to the course subjects.

- Develop skills in observation, directed inquiry, and data analysis; improve analytical, critical, and comparative thinking; strengthen reading, writing, listening, visual presentation and speaking ability.

- Continue to produce a viable and sustainable learning community by further developing effective deliberation, decision-making, and leadership skills in a variety of contexts.

Student Responsibilities

Your responsibilities mirror those of fall quarter. Among your responsibilities, one general one stands out:

- Students have a responsibility to one another and to one another's education. In this class and this major, you and your classmates will generate knowledge through discussion and deliberation. In order for the class to be successful, *you* must be an active participant in both teaching *and* learning. In class, each of you will participate by discussing and analyzing the material. Outside of class, each of you will participate by reading the material and preparing assignments carefully.

To meet this responsibility, you must meet several more specific expectations:

1. Contribute thoughtfully to each day's discussion and work;

2. Complete all individual and group assignments in a timely manner while ensuring that the work is of a consistently superior standard. No late work will be accepted;

3. Meet the agreed upon obligations of assigned work groups, insure that these groups function smoothly, and make real efforts to resolve internal disputes and differences among members;

4. Help facilitate class discussions and provide constructive feedback on peer work;

5. Write a narrative evaluation of your performance and progress in the course at the quarter's end and meet with the instructor to discuss it;

6. Meet the CEP Attendance Requirement: **Students may have a maximum of 3 unexcused absences from regularly scheduled (Mon & Wed) classes. Attendance will be taken at all scheduled meeting times; late arrivals will result in a loss of participation points. Students must also meet the CEP governance attendance requirements to get credit for this course.**

Instructor Responsibilities

Instructors play several vital roles in the class and can be relied upon to provide the following:

i. A safe and effective learning context: The instructor's first job is to set the learning context for the course, which includes developing the structure of the course, and putting in place the basic elements (calendar, assignments, readings) that will help students learn. Equally important, instructors will also insure that the learning environment is a safe and respectful environment for all CEP students. As a community, the class should maintain these standards by regulating itself, but if a student feels that these standards are not being met then he or she is strongly encouraged to speak with one of the instructors so that ways can be found to resolve the problem.

ii. Timely feedback, advice, and instruction on course assignments and other course requirements: Students should expect instructors to provide timely and considered feedback on course assignments and projects. Instructors will also be available to answer questions, provide advice and information, and otherwise aid students in their learning in ways that are pedagogically appropriate.

iii. Assigning final credit for the course: Instructors are responsible for assigning final course credit and determining whether or not a student has met the course requirements. As part of the final assessment process, the instructor will provide final evaluation of each student's performance and progress for the quarter.

Course Readings

Readings for this course are provided online as noted in the syllabus class schedule. In addition, the instructor or facilitating students may elect to assign additional readings as appropriate.

Assessment

Your final assessment in this course will be based on the following assignments. Full descriptions of these assignments are found later in this syllabus and will be discussed in more depth during class time:

Item	***Percent/Weight***	***Date due***
Participation	10%	
Discussion Facilitation	10%	Two sessions
Reading Assignments	20%	3/26, 3/28, 4/4, 4/9, 4/16, 4/23, 4/30, 5/7, 5/14, 5/21
Group Field Reports (4 + Final Report)	60%	4/11, 4/18, 5/9, 5/23 (10 pts. each) 5/30 (20 points)
Total	100%	

To pass this course you need a minimum score of 80%.

Academic honesty

The University takes the offenses of cheating and plagiarism very seriously, and so do we. Cheating is taking advantage of the work of others. Plagiarism is representing the work of others as your own, without giving appropriate credit. If you are unsure what is OK or not OK, make sure to ask!

Participation
You are expected to attend all classes and participate fully in class discussions and exercises and in field research teams. See Student Responsibilities for more information. Participation counts toward 15% of your final assessment.

Weekly Reading Assignments
Though there are fewer weekly readings in this course than past CEP classes, the readings are still important and will form the basis of our Wednesday discussions and introduction to core neighborhood concepts. Consequently, it is very important that you complete all of the readings and be prepared to discuss them in class. To help with this, we are requiring short reading assignments almost every week. These assignments will be posted on the Catalyst Website.

The short reading assignments count toward 20% of your final assessment.

Field Research
One of our goals this quarter is to provide you with the opportunity to work in/with a neighborhood, learning about that neighborhood and exploring key components and issues that relate to its social structures, physical environment and community dynamics. The neighborhood we have selected is Lake City.

Students will examine the neighborhood through several different "lenses" providing insight into the social structures, issues and initiatives of the community that inhabits, uses, or identifies with this neighborhood. Weekly assignments, beginning in week 2, outline the types of tasks and specific products expected for each week. We will discuss these projects more in class. Detailed instructions for each assignment will be distributed prior to undertaking the work.

The field research is a core element of the course and a primary source of learning for the class. The tasks will come rapidly and require considerable planning on your part to pull off successfully. We expect that they will stretch you, but by the end of the quarter we also hope you will have gained several new research tools, improved your ability to collectively complete significant work rapidly and professionally, and built a deeper understanding of the intricacies of neighborhoods and, more broadly, the social structures and processes that constitute them.

Collectively, the field research, including field task assignments and a final report and presentation at the end of the quarter, count toward 60% of your final assessment.

Discussion Facilitation
As always, student facilitation is part of the structure of this course. Beginning week 2, class sessions will be facilitated by teams of two students who will be responsible for leading discussions around class readings, weekly field work presentations, and guest panels. On days when the two cohorts meet together (most Mondays), the facilitation teams from each cohort will have to coordinate to organize the joint discussion. A facilitation sign-up sheet will be distributed week 1.

Remember, the more prepared a facilitator is the better the discussion goes. NOBODY (not even your instructors) can successfully lead a class without lots of preparation. Facilitation will count towards 10% of your final assessment.

The Rest of You
The existence of the class facilitators is in **no way** an opportunity for the rest of the class to take it easy. The facilitators will guide the discussion, but they should by no means do most of the talking. Their role is to stimulate *you* to engage in an insightful discussion. Thus the rest of the class should digest the readings as usual and come prepared to participate fully along the lines laid out by the facilitating group. Your active participation factors into your participation grade in the class.

Bibliography and Additional Readings and Resources

Week 1 Mon: Social structures

Lemert. 1997. "The Mysterious Power of Social Structures," chapter 8 in *Social Things.* Pp123-145.

Week 1 Weds: The concept of "neighborhood"

Jacobs, Jane. 1961. "The uses of city neighborhoods," chapter 6 in *The Death and Life of Great American Cities* (Vintage Books, New York). Pp 112-139.

Kallus, Rachel and Hubert Law-Yone. 2000. "What is a neighborhood? The structure and function of an idea," *Environment and Planning B: Planning and Design.* 27: 815-826.

Mumford, Lewis. 1954. "The neighborhood and the neighborhood unit" *Town Planning Review* 24:250–270.

Week 2 Mon: Going Local: Observing Physical Traces

Allan B. Jacobs, *Looking at Cities* (Cambridge, Mass.: Harvard University Press, 1985), "Clues," pp.30-83; "Seeing Change" and "Observing the Unknown," pp.99-132.

Zeisel, John, *Inquiry By Design* (New York: Cambridge University Press), Chapter 7.

Week 2 Wed: Evolving and Critical Interpretations of Neighborhoods

Perry, Clarence. 1974 (1929). "The neighborhood unit," in *Neighborhood and Community Planning* (Arno Press, New York). Pp 34-60.

Zorbaugh, Harvey. 1926. "The natural areas of the city,"pp 45-49. Reprinted from *Publications of the American Sociological Society*. XX:188-97.

Biddulph, Mike. 2000. "Villages don't make a city," *Journal of Urban Design,* vol. 5, No 1, 65- 82.

Gibs, Jonathan. 1998. "The problematic nature of neighborhoods as urban social spaces," *Middle States Geographer,* 31: 123-131.

Optional:
Alexander, Christopher. 1966. "A City is not a Tree." Reprint from the magazine *Design,* London: Council of Industrial Design, N° 206.

Sucher, David. *City Comforts: How to Build an Urban Village*. Pp 6-17.

Webber, Melvin. 1963. "Order in Diversity; Community Without Propinquity," In Wingo, Jr., Lowdon, *Cities and Space*. Baltimore: The Johns Hopkins Press. [NEED TO SCAN]

Week 3 Mon Imageability Analysis and Neighborhood Mapping

Lynch, Kevin. 1960. "The city image and its elements," chapter 3 in *The Image of the City* (The MIT Press, Cambridge, MA). Pp 46-90. Also, Appendix B, "The Use of the Method".

Hawkes, Amber and Georgia Sheridan. August, 2009. "Rethinking the street space: evolving life in the streets," *Planetizen*. Pp. 1-7. http://planetizen.com/node/40066. (March 2010)

Week 3 Wed: Field Report due

No readings due this date

Week 4 Mon: Neighborhood Planning

Manshel, Andrew M. 2009. "A place is better than a plan," *City Journal*, http://www.city-journal.org/printable.php?id=5505 (October, 2009)

Seattle Comp Plan, Neighborhood Plan
http://www.cityofseattle.net/dpd/planning/comprehensive/overview

Sirianni, Carmen, 2007. "Neighborhood planning as collaborative democratic design: the case of Seattle," *Journal of the American Planning Association*, Autumn. Pp.373–386

Week 4 Wed: Field Report due

No readings due this date

Week 5 Mon: Neighborhood as Social Spaces: Environmental Behavior Observation

Whyte, William H. 1989. "The social life of the street," chapter 5 in *City*, (Doubleday). Pp 188-203.

Jacobs, Jane. 1961. "The uses of sidewalks: safety," chapter 2 in *The Death and Life of Great American Cities* (Vintage Books, New York). Pp 29-54.

Du Toit, Lorinne, Ester Cerin, Evie Leslie and Neville Owen. 2007. "Does walking in the neighborhood enhance local sociability?" *Urban Studies*, Vol. 44, No. 9: 1677-1695. August.

Week 5 Wed: E-B Observation continued

Zeisel, John, *Inquiry By Design* (New York: Cambridge University Press), Chapter 8.

Week 6 Mon: Neighborhood Demography

Abramson, Dan, Jeff Hou and Lynne Manzo. 2006. "From ethnic enclave to multi-ethnic translocal community: contested identities and urban design in Seattle's Chinatown-International District," *Journal of the American Planning Research*, Vol. 23, No. 4 (Winter). Pp 341-360.

Berrey, Ellen C. 2005. "Divided over diversity: political discourse in a Chicago neighborhood" *City & Community*, 4:2 June. Pp 143-170.

Moore, Kesha S. 2005. "What's class got to do with it? Community development and racial identity," *Journal of Urban Affairs*, vol. 27, no. 1: 437-451.

Week 6 Wed: Local Neighborhoods and Issues

Neighborhoods for People, Seattle Toolkit 2010, Gehl Architects (Joint publication between Scan Design Foundation and UW Green Futures Lab)

Seattle Planning Commission, Seattle Transit Communities, 2010

Others to be announced as appropriate.

Week 7 Mon: Community Development Models, Players and Methods

Mathie, Alison and Gord Cunningham. January 2002. "From clients to citizens: asset-based community development as a strategy for community-driven development," *Occasional Paper Series, No. 4.* St. Francis Xavier University.

Kubisch, Anne C.

Week 7 Wed: Field Report Due

No readings due this date.

Week 8 Mon: Planning Policies – Crosscutting Issues

Short, Anne, Julie Guthman, and Samuel Raskin. 2007. "Food deserts, oases, or mirages? Small markets and community food security in the San Francisco Bay area," *Journal of Planning Education and Research*, 26: 352-364.

Wooten, Heather, "Healthy Planning in Action", Planning, February 2010 (mapping food retailers)

Hawkes, Amber, "Rethinking the Street Space: Evolving Life in the Streets", Planetizen, 10 August 2009

Project for Public Spaces (Placemaking 101)

SDOT Pedestrian Plan, 2009
http://www.seattle.gov/transportation/pedestrian_masterplan/

Others to be announced as appropriate.

Week 8 Wed: Observing Public Meetings and Community Engagement

Zeisel, John, Inquiry By Design (New York: Cambridge University Press), Chapter 8, "Observing Environmental Behavior," pp.111-136.

Bernard, H. R. Research Methods in Cultural Anthropology (Newbury Park, California: Sage, 1988), Chapter 7, "Participant Observation," pp. 148-179. [NEED TO SCAN]

Week 9 Mon: Neighborhood Planning as Social Action

Readings to be announced as appropriate.

College of Architecture and Urban Planning Winter, 2012

URBDP 564 A
Planning History, Theory, Ethics

Instructor: Bob Mugerauer
Time: Monday, 10:30-1:20
Place: Gould 110

Educational Objective:

The course is an advanced lecture/seminar for graduate students, focusing on foundational issues. It is intended to engage students in the "big questions" concerning the goals, values, and strategies which shape our social and physical environments and the activities and roles of professional planners. The course provides an opportunity to focus on what usually remains in the background as taken for granted or unchallenged: the discourse and historical-cultural practices which delimit and shape the outcomes of our activities and which constitute the identity of planners. The project amounts to becoming conscious of the structural possibilities and limitations of planning and more responsible for our personal contributions.

Educational Approach:
The course will be a classical lecture/seminar, with the instructor providing some lecture material, but mainly the faculty member and students together analyzing the subject matter by focusing on readings and problems through discussions and written exercises. Both written and oral skills will be developed.

Course Content:
The course will consider major historical, theoretical, and ethical alternatives. As to the historical development of planning, we will consider the major landmark projects, persons, and institutions since the Civil War, as well as the ideas of capital development, tensions among the public and private spheres, social control, professionalism, and the desired forms for society, including the troubled issues of environmental well-being in relation to economic development. Major theoretical models and world views considered will include the background of rationalism, pluralism and advocacy, critical theory, action communicative action; but the major focus will be on exploring the increasingly important complexity theory. We will treat ethical issues such as distributive justice, value hierarchies, and principles of professional conduct (such as professional-client relationships, deception, confidentiality, consent). The course will include synthetic exercises focusing on current social-planning problems.

Texts:

- Leonie Sandercock: *Cosmopolis II: Mongrel Cities in the 21st Century*
- Boyd Gibbons, *Wye Island*
  (the economic-community-environmental story of an attempted Rouse development; which we also will consider in terms of the ethics/politics of multi-cultural planning, and using Lenore Sandercock, *Cosmopolis II: The Mongrel City in the 21st Century*

- (a Reader on Planning History will be on reserve in the AUP Library for consultation for the class presentations on planning history, but does not need to be read for the course.)

Assignments:
There will be regular reading assignments and two writing projects (one an essay examination on the history of planning; the other a 9-12 page paper engaging complexity theory that will be **due on Monday, March 12** (the first day of exams)—more will be explained about these). It is expected that students will come to class prepared to discuss the assigned material and ideas, and to participate actively. Students will make short presentations analyzing and debating the landmarks of planning history and do some minor role-playing in the ethics exercises built around the Wye Island case. There is almost no other outside work for the course. The focus will be on reading, interpretation, analysis, and decision making.

Evaluations:
Course grades will be determined by:

- Mastery of the historical subject matter as demonstrated in a written essay examination covering a major theme that winds through the last 150 years of planning (there will be an individual option of take-home or in-classroom examination), due on Monday, March 12 (the first day of exams)—40%.
- Engagement and exploration of the theoretical subject matter as demonstrated in a written paper thinking about the built environment and experience in the mode of complexity theory (the 9-12 page paper will be due on Monday, March 12 (the first day of exams)—40%.
- Class presentation analyzing/debating one planning history landmark—10 %
- Participation on a regular basis in the course discussions and minor role playing in the ethics exercises built around the Wye Island case—10%.

Planning History, Theory, Ethics
URBDP 564 A
Monday, 10:30-1:20

Winter, 2012
Bob Mugerauer
Gould 208 J

Assignment for Feb. 25: Sandercock, Chs. 4 & 8

Discussion questions:

1. America: E pluribus unum—Out of many, one.
But what should the emphasis be: Many or One?

Two alternative views of what a nation of immigrants should have as a goal (how individuals and groups should behave:

- Striving towards assimilation: coming to belong, learning the new language and customs, fitting in, subordinating or even losing the old identity
- Retaining-asserting independent identity: emphasizing distinctive language and customs, subordinating new-common identity to the distinctive one

What do you think made the most sense in earlier times? Why?
What do you think makes the most sense now? Why?

2. What difference does difference make? Why?
Sandercock stresses differences of race, ethnicity, gender, sexual-orientation, age, class (we could add others, e.g. religion, physical ability, …)

Would difference make no difference if everyone was equal and treated the same way?

If differences are important, which ones are and why? Which ones are not and why? Would there be a distinction between what you say in regard to individuals and to social groups? In regard to what matters privately and what matters publicly? What are the implications of your view?

What difference does it make if a city/region has genuinely separated (or segregated) areas/populations?

Planning History, Theory, Ethics — Winter, 2012
URBDP 564 A — Bob Mugerauer

Planning Theory and Ethics Paper

Is Storytelling a Legitimate Mode of Knowledge and Basis for Planners' Actions? (using the story of Wye Island as the case material in regard to our land use & environmental planning and decision making)

All you need to use are the course lectures on theory and ethics, Sandercock's *Cosmopolis II: The Mongrel City in the 21st Century* (where she argues that there are multiple modes of knowledge, including storytelling), *Wye Island*, and class discussions. The paper, 9-12 pages long, is due **Monday, March 14**, 4:45 p.m. Hard copy only.

Write an essay defending one or the other side of the question: **"Does storytelling provide a distinctive mode of knowing and valid basis for planners' action?"**—specifically in contrast to the dominant model of rational planning. Explain and defend a position using ideas, arguments, supporting evidence, convincing examples, etc. drawn from 1) theories presented in lecture and Sandercock and 2) case material on issues of land use, environment, and decision making in the book *Wye Island* (as the empirical dimension, so the realm of the project remains finite, not too abstract and general**). Be sure to explicitly consider the difference in your judgment between the story of Wye Island before the dramatic revelation of the racial background and current continuation of racism; does the "rest of the story" lead you to reinterpret what you had though up until then or what happens in the continuation of the events, or not? Try to explain.**

First give a definition of rational planning using course lectures and Sandercock. Then discuss storytelling, and argue **whether or not it is/provides** a) a valid kind of knowing (clarify what kind of knowledge, how it does/does not come about, etc.) and b) an enlarged legitimate approach for planning decision making and action (what sort insights or lessons, how such different approaches might work—or not, etc.)—e.g. understanding why people do what they do.

If you decide to argue that story telling provides another mode of knowledge and basis for action, your task is straightforward. Or, if you decide to argue that story telling does not provide knowledge and an additional basis for legitimate action, note that you can't just say that you don't find it; you have to give arguments and evidence that it does not occur (does not happen or that something else happens, for example, through the book)—in other words, just as much analysis and argument as the positive side would have to provide.

As with any paper, the criteria for success are the same as they have been since the 1st grade: the degree to which your presentation is correct, complete, and persuasive—including making explicit and dealing with major relevant assumptions and implications.

ETHICS AND THE WYE ISLAND CONSTITUENCIES **Winter, 2012**

For each group make a running list of what comes into play as a potential

	harm*	**good**	**autonomy****	**Justice**
The area's ordinary farmers and waterman, poorer residents, employees of wealthy-owners				
Small local merchants, business owners/operators				
Richer residents & owners, including the Bryans				
Those oriented to land/real estate development: (Frank and Bill Hardy, Lester Leonard)				
Post-1950s subdivision newcomers				
Poorer visitors from the city--"chickenneckers" (= its racist coding)				
James Rouse (his own self)				
Rouse's staff and consultants in all varieties (including scientists, data gatherers, engineers)				
Queen Anne County Commissioners (Grollman, Smith, Ashley)				
County staff: (Planning Administrator, George Aldridge; Robin Wood-planning and zoning; Andy Bristow—engineering and public works				
Conservationist Dickson Preston & Bennett Point-Piney Neck Citizens Association (Carl Blakely, Jerome Gebhardt, and group)				

*** (degree of likelihood, severity, etc)**
**** rules = informed consent & note, Justice includes but is not limited to**
Veracity distributive justice
confidentiality
fidelity

URBDP 565A
AMERICAN URBAN HISTORY
Spring 2011

Instructor: Manish Chalana, Dept. of Urban Design and Planning
Meeting time: Th, 3:30-6:20 pm
Meeting place: Gould, 208 J
Credits: 3
Format: Graduate seminar
Course Website: https://catalyst.uw.edu/workspace/chalana/19639/116879
Instructor contact info: 448C Gould, chalana@u.washington.edu, 206-616-6051
Office hours: by appointment only

Course Description

This course is designed as an intensive graduate-level seminar in American Urban History. Its purpose is to provide students with the opportunity for immersion in historical scholarship that addresses the social, economic, political, technological, and cultural forces that have shaped the development of American cities. As a seminar, this course emphasizes reading and discussion as the primary modes of learning. To promote engagement with the course and content, students will be actively involved by taking turns as presenters and discussion leaders.

Required readings

Core Textbook

The Evolution of American Urban Society, **7th Edition**, Howard P. Chudacoff, Judith E. Smith, and Peter C. Baldwin. **SBN-13:** 978-0136015710

Course Readings

Bender, Thomas. Toward an Urban Vision: Ideas and Institutions in 19th-Century America. Baltimore: Johns Hopkins University Press, 1982.

Chauncey, George. Gay New York: Gender, Urban Culture, and the Making of a Gay Male World, 1890-1940. New York: W.W. Norton, 1992.

Goings, Kenneth and Raymond Mohl, eds. The New African-American Urban History. Thousand Oaks: Sage, 1996.

Jackson, Kenneth T. Crabgrass Frontier : the Suburbanization of the United States. New York: Oxford University Press, 1985.

Thrush, Coll. Native Seattle: Histories from the Crossing-Over Place: University of Washington, 2007.

Spain, Daphne. How Women Saved the City. Minneapolis: University of Minnesota Press, 2001.

Wade, Richard. The Urban Frontier: The Rise of Western Cities, 1790-1830: University of Illinois Press. 1996.

Warner, Sam Bass. *Streetcar Suburbs: the Process of Growth in Boston, 1870-1900. Cambridge: Harvard University Press, 1978.*

Course Readings

Copies of the books used in the course are being held on reserve at the Architecture Library on the third floor of Gould Hall.

Course Organization

The class meets Thursday. Ordinarily the first 75 minutes of the class will be centered on a discussion of the core text, led by the instructor. The remaining 100 minutes will be led by students, and will focus on the books. Teams of class members, on a rotating basis, will be responsible for making a presentation on the books and leading the discussion sessions on them. Needless to say, everyone is required to read the books in preparation for the discussion sessions.

Seminar requirements

Requirements for a **seminar-style course** are rather straightforward: do the readings, show up, pay attention, and engage in discussion that is rooted in the readings. Look for emerging patterns among and between the works we cover from week to week.

Book Presentations

You will be expected to participate in leading discussions of TWO books during the quarter as a member of the team, with shared responsibilities and prepare—in writing—the following:

1) intellectual biography for the author(s)
2) critical reception of the work (review at least four published reviews in reputable journals)
3) contextualizing the work in historical/contemporary scholarship (incl. contributions to the field of urban history)
4) book review/summary/think piece/outline of the book including critique of the contents (thesis, research method and writing style)
5) discussion catalyst/questions/pointers (about five)

You will make these presentations in **teams of 2-3** with other class members. This means reading the book thoroughly, meeting in advance with other team members, and preparing a group presentation lasting no more than **30 minutes** total. Your responsibility is to bring the class to a shared understanding of the kinds of sources and research methods used by the author, the arguments and evidence presented in the works, and its overall contribution to

the field of American urban history. You may want to discuss in advance with the instructor, to get some feedback on your approach and to build confidence in your planned presentation.

When it is your turn to make a presentation on the reading, you will:

- develop a written book report covering all areas of the assignment
- post the book reports on the assigned boards at least **24-hrs before** the presentation
- make a visual presentation, then help facilitate the discussions that follows.

During the discussion section, facilitators' roles involve a number of objectives:

- ensuring that discussion probes into the major critical issues raised by the reading in relation to the knowledge and experience of the group
- ensuring that discussion does not wander repeatedly into unproductive territory while still allowing for spontaneous exploration
- ensuring that dialogue remains respectful while still allowing for critical disagreement
- ensuring that all voices are heard

Short & Final Paper

You will write an original research paper applying any of the themes of American urban history that we have been discussing in class to the case of Seattle. A more detailed description of the assignment is available on the course webpage. Due dates:

May 5 Short Paper (1000-words) due in Class.
June 9 by 5 pm: Final paper (3500 words)

Note: Student presentations will start in Week 6; 3-4 students will present weekly until the end of the quarter.

Grading

30% book reports & presentation
20% (midterm) short paper and presentation
30% final paper
20% in-class participation

Deadlines

There is a penalty of 10% grade reduction in case of late submission that is within three days of the due date; from day 4-7 you will lose 25% of your grade; submissions after day 7 do not earn any credit. Standard exceptions for major medical situations apply; such situations should be discussed with the instructor.

Other Policies

This class is of course governed by all of the university's student policies, including those on plagiarism and multiple submissions. It is your responsibility to be familiar with these. More information is available on this website:
http://depts.washington.edu/grading/issue1/honesty.htm

Resources for American Urban History

The Architecture Library on the third floor of Gould Hall holds an extensive collection of scholarly works on American urban history. You may also wish to explore some online resources. The major online discussion list for those in the field of Urban History is H-urban, a link to which is provided on the course webpage. I suggest that you join this list, if only for the quarter, as it is a critical source of information on the subject.

In addition there are innumerable web sites devoted to various aspects of urban history and you may wish to visit some of them. Flagship periodicals in the field include the *Journal of Urban History*, and the *Journal of Planning History,* where you will find current scholarship as well as reviews of recent publications. Scholarly meetings include the Urban History Association and the Society for American City and Regional Planning History, which meet regularly.

Schedule
Spring 2011

WEEK 1/March 31
INTRODUCTION and BROAD OVERVIEWS OF AMERICAN URBAN HISTORY

Introductions; Syllabus Review; Sign-Up for Books
Discussion

Read:
Chudacoff and Smith, Chapter 10, pp. 247-281

WEEK 2/April 7
INTELLECTUAL AND CULTURAL HISTORIES OF URBANIZATION

Read:
Chudacoff and Smith, Chapters 1-2, pp. 1-56

Book Discussion:
Bender, Thomas. Toward an Urban Vision: Ideas and Institutions in 19th-Century America. Baltimore: Johns Hopkins University Press, 1982.

WEEK3/April 14
CLASSIC STUDIES OF THE URBANIZATION PROCESS

Read:
Chudacoff and Smith, Chapters 3, pp. 57-75

Book Discussion:
Wade, Richard. The Urban Frontier: The Rise of Western Cities, 1790-1830. University of Illinois Press, 1996

WEEK 4/April 21
CLASSIC STUDIES OF THE URBANIZATION PROCESS

Read:
Chudacoff and Smith, Chapters 4, pp.76-101

Book Discussion:
Warner, Sam Bass. Streetcar Suburbs: the Process of Growth in Boston, 1870-1900. Cambridge: Harvard University Press, 1978.

WEEK 5/April 28
CLASSIC STUDIES OF THE URBANIZATION PROCESS

Read:
Chudacoff and Smith, Chapters 5, pp. 102-131

Book Discussion:
Schuyler, David. The New Urban Landscape: The Redefinition of City form in Nineteenth-Century America. The Johns Hopkins University Press, 1988.

WEEK 6/May 5
TOWARD AN URBAN HISTORY INCLUSIVE OFAMERICAN INDIAN EXPERIENCE

Read:
Chudacoff and Smith, Chapter 6, pp. 132-151

Book Discussion:
Thrush, Coll. Native Seattle: Histories from the Crossing-Over Place. University of Washington Press, 2007

WEEK7/May 12/ Student Presentations
TOWARD AN URBAN HISTORY INCLUSIVE OF AFRICAN-AMERICAN/AMERICAN INDIAN EXPERIENCE

Read:
Chudacoff and Smith, Chapter 7, pp. 152-174

Book Discussion:
Goings, Kenneth and Raymond Mohl, eds. The New African-American Urban History. Thousand Oaks: Sage, 1996.

WEEK8/May 19/ Student Presentations
URBAN SOCIAL REFORM AND SOCIAL RELATIONS OF GENDER IN AMERICAN URBAN HISTORY

Read:
Chudacoff and Smith, Chapter 8, pp. 175-214

Book Discussion:
Spain, Daphne. How Women Saved the City. Minneapolis: University of Minnesota Press, 2001.

WEEK9/May 26/ Student Presentations
THE DISCOVERY OF A GAY URBAN HISTORY

Read:
Chudacoff and Smith, Chapter 9, pp. 215-246

Book Discussion:
Chauncey, George. Gay New York: Gender, Urban Culture, and the Making of a Gay Male World, 1890-1940. New York: W.W. Norton, 1992.

WEEK10/June 2/ Student Presentations
SUBURBANIZATION

Book Discussion:
Jackson, Kenneth T. Crabgrass Frontier : the Suburbanization of the United States. New York: Oxford University Press, 1985.

FINALS WEEK

May 5: Short Paper due in class
June 9: Final paper due by 5pm

The syllabus is based on an earlier version of the course developed by Prof. Gail Dubrow.

URBDP 592
ADVANCED PLANNING THEORY
Winter 2013

Mark Purcell
Gould 410F
mpurcell@uw.edu
Tel. 253-987-6332

Office hours: by appointment (just e-mail me!)

Class meeting times and location:
Tuesday 2:30-5:20, Gould 142

Introduction

"The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed the world is ruled by little else. Practical men, who believe themselves to be quite exempt from any intellectual influence, are usually the slaves of some defunct economist. Madmen in authority who hear voices in the air, are distilling their frenzy from some academic scribbler of a few years back. I am sure that the power of vested interests is vastly exaggerated compared with the gradual encroachment of ideas."

--John Maynard Keynes, 1936

"Society's course will be changed only by a change in ideas. First you must reach the intellectuals, the teachers and writers, with reasoned argument. It will be their influence on society which will prevail, and the politicians will follow."

--Friedrich Hayek, 1954

Planning theory concerns itself with the *ideas* of planning. If, as Keynes and Hayek argue, ideas are indispensable to action, if every plan or action is underlain—and even driven by—ideas, then it is essential for all planners to be *critically literate* in planning theory. Being literate involves seriously examining and understanding the arguments of important theorists. Being critical means subjecting those arguments to sustained scrutiny, both from your own perspective, and from the perspectives of other planning theorists. The principal goal of this course is to develop your critical literacy in planning theory.

Course Goals

This course is a graduate seminar. Its goal is to provide you with the opportunity to read, engage, and critically question planning theory. To that end, we will read about, discuss, and write about past and contemporary ideas, debates, and initiatives. The course is not designed to impart applied techniques that you can use to fill your "toolbox" for professional practice. It is designed instead to give you the intellectual tools to make informed and wise judgments about planning theory and practice. Therefore, the course goals are to develop:

- Critical literacy in past and current debates in planning theory
- Developing your academic reading, writing, and discussion skills

Student Responsibilities

In thinking about how I am going to evaluate you, you need only to understand clearly what I expect from you in this class. For me the most important responsibility is to take your own education seriously. This means sincerely engaging the readings and reliably completing each assignment. It means attending each class, prepared and on time. It means impressing me with a sincere intellectual curiosity. Secondary to that, but only by just a little, is the quality of the work you produce.

Professor Responsibilities

My responsibilities mirror yours: to take the class, the material, and your work seriously. That means ensuring a safe and respectful classroom, providing timely feedback, and being present, prepared, and engaged at each class.

Course Readings

In the Course Reader, available at Rams Copy Center, 4144 University Way NE, (206) 632-6630.

Assessment

Your final assessment in this course will be based on your performance on the following:

Item	*Percent*	*Date due*
Participation	33	Every class
Reading Assignments	34	Every class
Final Paper/Project	33	March 19

Academic honesty

The University takes the offenses of cheating and plagiarism very seriously, and so do I. Cheating is taking advantage of the work of others. Plagiarism is representing the work of others as your own, without giving appropriate credit. If you are unsure what is OK or not OK, make sure to ask!

CLASS SCHEDULE

WEEK 1
Tuesday, January 8

Topic: Introduction to Course

WEEK 2
Tuesday, January 15

Topic: Introduction to Planning Theory

Readings:

- Friedmann, J. (2003) Why Do Planning Theory? *Planning Theory* 2(1): 7-10.
- Friedmann, J. (1987) *Planning in the Public Domain: From Knowledge to Action*, Princeton, Princeton University Press, pp. 3-85.
- Hall, P. (2002) *Cities of Tomorrow*, Malden, MA, Blackwell, pp. 353-377.

Read all three, but we will focus our time relatively more on the second two.

Assignments:
Reading Assignment #1

WEEK 3
Tuesday, January 22

Topic: Planning Theory in Context

Readings:

- Campbell, S. and S. Fainstein (2003) Introduction: The Structure and Debates of Planning Theory. *Readings in Planning Theory*. S. Campbell and S. Fainstein, Eds. Malden, MA, Blackwell**:** 1-16.
- Klosterman, R. (2003[1985]) Arguments for and against Planning. *Readings in Planning Theory*. S. Campbell and S. Fainstein, Eds. Malden, MA, Blackwell**:** 86-101.
- Perry, D. (2003[1995]) Making Space: Planning as a Mode of Thought. *Readings in Planning Theory*. S. Campbell and S. Fainstein, Eds. Malden, MA, Blackwell**:** 142-165.

Read all three, but we will focus our time relatively more on the first two.

Assignments:
Reading Assignment #2

WEEK 4
Tuesday, January 29

Topic: Rational/Systems/Comprehensive Planning

Readings:
- Allmendinger, P. (2002) *Planning Theory*, New York, Palgrave, Chapter 3, pp. 41-67.
- Faludi, A. (1973) *Planning Theory*, New York, Pergamon, pp. 1-53.
- Lindblom, C. (2003[1959]) The Science of 'Muddling through'. *Readings in Planning Theory*. S. Campbell and S. Fainstein, Eds. Malden, MA, Blackwell**:** 196-209.

Assignments:
Reading Assignment #3

WEEK 5
Tuesday, February 5

Topic: Marxism/Critical Theory

Readings:
- Allmendinger, P. (2002) *Planning Theory*, New York, Palgrave, Chapter 4, pp. 68-91.
- Fogelsong, R. (2003[1986]) Planning the Capitalist City. *Readings in Planning Theory*. S. Campbell and S. Fainstein, Eds. Malden, MA, Blackwell**:** 102-107.
- Harvey, D. (1978) On Planning the Ideology of Planning. *Planning Theory in the 1980s*. R. Burchell and G. Sternlieb, Eds. New Brunswick, Center for Urban Policy Research, Rutgers University**:** 213-233.

Assignments:
Reading Assignment #4

WEEK 6
Tuesday, February 12

Topic: Advocacy and Equity

Readings:
- Checkoway, B. (1994) Paul Davidoff and Advocacy Planning in Retrospect. *Journal of the American Planning Association* 60(2): 139-143.
- Davidoff, P. (1965) Advocacy and Pluralism in Planning. *Journal of the American Institute of Planners* 31(4): 331-338.
- Davidoff, P. (1978) The Redistributive Function in Planning: Creating Greater Equity among Citizens of Communities. *Planning Theory in the 1980's*. R. Burchell and G. Sternlieb, Eds. New Brunswick, The Center for Urban Policy Research, Rutgers University**:** 69-72.
- Allmendinger, P. (2002) *Planning Theory*, New York, Palgrave, Chapter 7, pp. 133-154.
- Krumholz, N. (1999) Equitable Approaches to Local Economic Development. *Policy Studies Journal* 27(1): 83-95.

Assignments:
Reading Assignment #5

WEEK 7
Tuesday, February 19

Topic: Pragmatism

Readings:
- Harrison, P. (2002) A Pragmatic Attitude to Planning. *Planning Futures: New Directions in Planning Theory*. P. Allmendinger and M. Tewdwr-Jones, Eds. New York, Routledge**:** 157-171.
- Hoch, C. (1996[1988]) A Pragmatic Inquiry About Planning and Power. *Explorations in Planning Theory*. S. Mandelbaum, L. Mazza and R. Burchell, Eds. New Brunswick, Center for Urban Policy Research, Rutgers University**:** 30-44.
- Allmendinger, P. (2002) *Planning Theory*, New York, Palgrave, Chapter 6, pp. 114-132.

Assignments:
Reading Assignment #6

WEEK 8
Tuesday, February 26

Topic: Communicative/Collaborative Planning

Readings:

- Harris, N. (2002) Collaborative Planning. *Planning Futures: New Directions for Planning Theory*. P. Allmendinger and M. Tewdwr-Jones, Eds. London, Routledge**:** 21-43.
- Healey, P. (2003[1996]) The Communicative Turn in Planning Theory and Its Implications for Spatial Strategy Formation. *Readings in Planning Theory*. S. Campbell and S. Fainstein, Eds. Malden, MA, Blackwell**:** 237-255.
- Forester, J. (1999) Dealing with Deep Value Differences. *The Consensus Building Handbook*. L. Susskind, S. McKearnan and J. Thomas-Larmer, Eds. Thousand Oaks, Sage**:** 463-493.
- Forester, J. (2006) Making Participation Work When Interests Conflict. *Journal of the American Planning Association* 72(4): 447-456.

Read all four, but we will focus our time relatively more on the first three.

Assignments:
Reading Assignment #7

WEEK 9
Tuesday, March 5

Topic: Communicative/Collaborative Planning and the Critics

Reading:

- Innes, J. (1995) Planning Theory's Emerging Paradigm. *Journal of Planning Education and Research* 14(3): 183-189.
- Innes, J. (2004) Consensus Building: Clarifications for the Critics. *Planning Theory* 3(1): 5-20.
- Sandercock, L. (1998) The Death of Modernist Planning: Radical Praxis for a Postmodern Age. *Cities for Citizens: Planning and the Rise of Civil Society in a Global Age*. M. Douglass and J. Friedmann, eds. New York, Wiley, pp. 163-184.
- Hillier, J. (2003) 'Agon'izing over Consensus: Why Habermasian Ideals Cannot Be 'Real'. *Planning Theory* 2(1): 37-59.
- Hillier, J. (2002) Direct Action and Agonism in Democratic Planning Practice. *Planning Futures: New Directions for Planning Theory*. P. Allmendinger and M. Tewdwr-Jones, Eds. New York, Routledge**:** 110-135.

Read all 5, but we will focus our time relatively more on the first three.

Assignments:
Reading Assignment #8

WEEK 10
Tuesday, March 12

Topic: Non-communicative and postmodern approaches

Reading:

- Flyvbjerg, B. (1998) Empowering Civil Society: Habermas, Foucault and the Question of Conflict. *Cities for Citizens: Planning and the Rise of Civil Society in a Global Age*. M. Douglass and J. Friedmann, Eds. New York, Wiley**:** 185-211.
- Purcell, M. (2008) Resisting Neoliberalization: Communicative Planning or Counter-Hegemonic Movements? *Planning Theory* 8(2): 140-165 .
- Allmendinger, P. (2002) *Planning Theory*, New York, Palgrave, Chapter 8, 155-181.

Assignments:
Reading Assignment #9

EXAM WEEK
Tuesday, March 19, 4:30-6:20, Same room

Topics:
- Retrospective/Class Desire

Reading:
- TBD

Assignments:
Reading Assignment # 10
Final Paper is due during this period

Reading Assignments

Overview

For each discussion, you will prepare a reading assignment. This exercise provides you with an opportunity to develop your critical understanding of the topic at hand. It also helps you process the ideas in the readings so you will be prepared to discuss them when we meet. There are two elements to this assignment:

Understanding: For each reading, you will articulate the author's main *argument* in one or two sentences. You should not *summarize* the reading (e.g. "first the author talked about x, then she talked about y, etc."). Rather you should distill and articulate the main argument the author is wanting to convince you of (e.g. "Purcell contends that democracy, properly understood, is the best political idea for guiding contemporary struggles for an alternative political economy.").

Note: For some readings, the author is mainly reporting the arguments of other writers (e.g. when Allmendinger is writing about rational planning), so for those readings state the main argument of the tradition the author is reporting on.
Maximum 100 words for each reading

Reflection: you will write your reaction to the readings as a whole. This can be a critique of the arguments, a deconstruction of it, a related new idea that you are excited about, an application of the ideas to a particular case…there are a range of appropriate ways to reflect on the reading. Use this exercise to do something useful for you and your work.
Optional Maximum 300 words

There will be a reading assignment for every class. They are worth 34% of your course grade. Each reading assignment will be graded on a scale of 0 to 10. They should be entirely your own work.

Format

The assignment should be typed and single-spaced. Make sure your name is on the page.

The assignment for a particular set of readings are due the day we discuss the readings. See the syllabus for specific dates.

You should do the understanding exercise for each reading. You can pick one or more or all readings for the reflection exercise.

Participation

Participation makes up 33% of your course grade. It is important. And there is no way around participating. In a discussion format, each of you has a *responsibility* to others in the class to share your ideas and insights. The way this happens is by you speaking during class. If you do not share your questions and ideas with everyone, they can't benefit from what you have to offer. Each of you has important questions and ideas to share that we can all learn from. Therefore, since you all have something important to contribute, you all have a responsibility to contribute it. The intellectual value of this class (and any seminar) depends on the active and engaged participation of its members. Such participation depends on a sincere desire to learn more and learn from others. Hence the quality of class discussions rests on how well everyone meets their responsibility to participate.

You will be graded on participation class-by-class. Effective participation is not measured by sheer amount. If you consistently share your ideas and questions and concerns in an honest effort to explore the material in the spirit of intellectual curiosity, you will receive a good grade for participation.

So, the strategy for participation is this: do not hesitate to share your thoughts. Do not think that they have to be fully formed and 100% defensible before you offer them. Do not think that they have to be brilliant or dazzling. Do not think that you can't contribute until you've read the book that intimidating guy in the corner referred to obliquely. Do not think you should remain quiet because you have different ideas about a topic than most others in the class. And do not think that you have to *know* before you speak. *Honest questions and true struggles within yourself that you have not yet resolved are the best way to contribute.*

Remember also that *listening* is as important as talking. Asking *genuine* questions (for which you have not already decided on an answer) is a good way to listen. If you ask a question that you do not already have an answer for, you will genuinely want to hear what others have to say. What we are shooting for are true *dialogues* in which you engage the comments and questions of others rather than following them up with unrelated comments and questions. We want to steer clear (more or less) of a series of unrelated monologues. Be *curious* about what others have to say.

I understand that oral participation may be a struggle for some. I am willing to explore any and all ways to help you participate. If you feel uncomfortable with speaking in class, you should come see or e-mail me so we can think of ways to make it more comfortable. I stand ready to help you find ways to speak, but the responsibility for participating is yours. Again, the structure of the class means there is no way around participation. The quality of learning in the class depends on it, and a large portion of your grade depends on it.

Final Paper/Project

The goal of the final paper is to bring your own work into sustained and productive engagement with the ideas of the course. I encourage you *not* to undertake new research for this paper. Rather, it is better to draw on existing research projects or ideas. Use these as the subject matter that you bring into dialogue with the ideas and arguments from the course. The framework of this project is deliberately vague, because there are many ways this exercise can be carried out. It depends greatly on your topic and how you choose to bring it into conversation with the course ideas. So, the way this works best is an iterative process where you come up with an idea, I give you feedback, you come up with a refined idea, I give you more feedback, etc. On each step, below, I encourage you to go through this iterative process with me (and with your peers).

Step 1: select a topic (feedback, refinement, feedback, etc.)
Step 2: formulate a thesis (feedback, refinement, feedback, etc.)
Step 3: lay out a work plan (feedback, refinement, feedback, etc.)
Step 4: come up with an outline (feedback, refinement, feedback, etc.)
Step 5: write it (& I evaluate it)

The paper should have *at least* 15 pages of text. Ideally, you should think about this project as a potential working paper, conference paper, journal article, or other career-relevant product. The length of these products varies by format and discipline, so let your vision for what the paper will become guide you as to length (with the minimum of 15 pages as a baseline).

CRP 573X/ ARCH 573X: CONTEMPORARY ISSUES IN GLOBAL HOUSING
FALL 2012, TR 9:30 - 10:50, TOWN 206

Instructor:	Jane Rongerude, PhD	**Instructor:**	Kimberly Elman Zarecor, PhD
Office hours:	Tues. and Thurs., 11 - 12 (or by appointment)	**Office hours:**	Mon. 11-1, Tues & Thurs. 11-12 (or by appointment)
Office:	477 Design	**Office:**	587 Design
Office Phone:	(515) 294-5289	**Office Phone:**	(515) 294-5026
Email:	jrong@iastate.edu	**Email:**	zarecor@iastate.edu

COURSE DESCRIPTION

This seminar course is an advanced-level introduction to the interdisciplinary domain of housing studies and housing issues. In this course, housing becomes a lens through which we can investigate broader social and economic processes around the globe. We will use shelter struggles – and the various policy and design responses related to them – as a means of understanding a range of issues important to urban systems including poverty, development, urbanization, migration, state intervention, and citizenship. The course is open to students in all departments and has no prerequisites. However, it is an intense course with a significant reading load and assignments that require critical analysis. Readings will challenge students to think critically about housing issues and to consider the questions at hand across different contexts and scales and from different disciplinary perspectives.

The class will be taught using a team-based learning (TBL) methodology. Throughout the semester, students will be accountable for their own work, as well as their work as part of a team. Sessions will be divided between traditional seminar and lecture formats and in-class team application exercises when students will be asked to apply knowledge presented in the readings and lectures to critical questions and contemporary problems related to housing and shelter struggles. To be successful in this class, students must arrive to class having completed the assigned readings and ready to participate in active discussion and in-class team application exercises. All readings will be posted on Blackboard.

GOALS AND OBJECTIVES

Upon completion of this class, students will be able to:

- Identify key issues regarding housing within the disciplines of architecture, planning, and the social sciences more generally.
- Ask critical questions, evaluate scholarly arguments, and apply knowledge relevant to issues of housing and housing theory.
- Express ideas more confidently in written and verbal forms.
- Work effectively within a team setting.
- Write a 3,000-word research paper with citations.

COURSE REQUIREMENTS

Grades will be based on both individual and team work. An environment of mutual respect and collaboration among team members and classmates is expected at all times.

1. Readiness Assessment Tests (RATs): These tests are closed book and based on the assigned readings for the class session. At the start of class, students will each take a readiness assessment quizz to assess their mastery of the material. After the individual tests have been handed in, students will retake the tests with their team. Both individual and team scores will count towards students' final grades.

- ***Individual RAT (IRAT)*** - This assessment process requires that you complete a 10-point, multiple choice test. Students will have 5 minutes to complete the test from the time that the first test is handed in. The test is taken individually.
- ***Team RAT (TRAT)*** - Following the IRAT, the same multiple choice test is re-taken with your team. Again, teams have five minutes from the time that the first team completes their test.
- ***Appeals Process*** - Once you have completed a RAT, you have the opportunity to fill out an appeals form. The purpose of the appeals process is to allow you to identify questions where you disagree with the wording of the question or the information in the readings. Students have 24 hours after a RAT to file an appeal with the instructors. The instructors will review the appeals outside class time and report the outcome of your appeal at the next class meeting.
- ***Feedback and Discussion*** - Following the tests and appeals the instructor will answer any further questions on the reading material.

NOTE: Students who miss a Readiness Assessment Test ***for any reason*** will be unable to make it up.

2. In-class Team Application Exercises. Selected class sessions will be spent engaged in team application exercises that draw from the weekly course materials. While these exercises are designed to be completed in class, there will be times when students will be asked to do work outside of class to prepare for the exercise. Please note that these exercises cannot be made up. The only exception will be for required class fieldtrips. **Please notify the instructors by Week 2 if you have a required class fieldtrip.** In those cases, students will be assigned a similar alternative exercise, with a specific due date to earn points for that week.

3. Reading Reflection Assignments. Over the course of the semester, there will be four writing assignments where students are asked to write a 1 – 2 page essay (500 – 1000 words) where they critically reflect on the readings for the week. The submitted writing assignment should be structured as an essay. It should show an engagement with one or more concepts presented in the reading(s) and a thoughtful challenge or agreement with the author(s), and the reasons for your own position. The writing should be done individually. Due dates are listed in the course outline below.

4. Final paper. Each student will write a final 3,000-word research paper with citations that explores an aspect of one of the themes from the course. Each student will be required to meet with one of the instructors during Week 7 or 8 to discuss the paper topic and relevant bibliographic resources (books, articles, websites, films, blogs, etc.). The final paper will be due at 9:00 am on November 29. A handout with more information about this project will be distributed in class.

5. Team presentation. As a final project for the course, each team will do a final presentation that further investigates one of the four organizing themes from the course: home, infrastructure, boundaries, and crisis and change. The presentations will be made during final exam week. A handout with more information about this project will be distributed in class.

6. Peer Assessment. At the end of the semester, each student in the class will be asked to assess the performance of his/her team members. This assessment will figure into individual final grades. The assessments are an integral part of TBL and must be approached with seriousness and integrity. The instructors reserve the right to adjust peer scores when individuals and/or teams give uniform and/or unsubstantiated high scores to their peers or when scores vary significantly from the observed performance of an individual.

GRADING STRUCTURE

The exact weighting of the grading rubric will be decided collectively by the class on the first day. It will include each of the following components and no single component can be worth more than 50% or less than 5% of the final grade. The individual final paper must be worth at least 10%.

1. Individual performance (___%)
- ____ Readiness Assessment Tests (10)
- ____ Reading reflection papers (4)
- ____ Final paper

2. Team performance (___%)
- ____ Readiness Assessment Tests (10)
- ____ Team exercises
- ____ Team final presentation

3. Peer Assessment (___%)

Letter Grade:	Point Range:
A	94 to 100
A-	90 to 93
B+	87 to 89
B	84 to 86
B-	80 to 83
C+	77 to 79
C	74 to 76
C-	70 to 73
D	≤69
F	≤60

Please address any special needs or special accommodations with the instructors at the beginning of the semester or as soon as you become aware of your needs. Those seeking accommodations based on disabilities should obtain a Student Academic Accommodation Request (SAAR) form from the Disability Resources (DR) office (515-294-7220). SDR is located on the main floor of the Students Services Building, Room 1076. All students are expected to adhere to Iowa State University policies related to discrimination based on ethnicity, gender, religion, and sexual orientation.

ACADEMIC INTEGRITY

All students are responsible for knowing the University policy on academic honesty. All academic work submitted in this course must be your own. It is our responsibility to uphold the University academic honesty policy and report any dishonesty to the Dean of Student's Office.

Academic Misconduct in any form is in violation of Iowa State University *Student Disciplinary Regulations* and will not be tolerated. This includes, but is not limited to: copying or sharing answers on tests or assignments, plagiarism, and having someone else do your academic work. Depending on the act, a student could receive an F grade on the test/assignment, F grade for the course, and could be suspended or expelled from the University. See the Conduct Code at www.dso.iastate.edu/ja for more details and a full explanation of the Academic Misconduct policies.

CRP 573X/ ARCH 573X: CONTEMPORARY ISSUES IN GLOBAL HOUSING
FALL 2012, TR 9:30 - 10:50, TOWN 206

CITATION RECOMMENDATIONS:
The Department of Community and Regional Planning provides this Style Sheet for References and Citations using a format common in the Social Sciences:
http://archive.design.iastate.edu/CRP/FILEDIR/reference_stylesheet.doc

Students can also choose Turabian, MLA, or Chicago Manual of Style reference and citation formats common in humanities disciplines. The ISU library has compiled this guide to help explain citations:
http://instr.iastate.libguides.com/content.php?pid=2804&hs=a

An excellent resource for help with any aspect of writing (including citations) is the Purdue Online Writing Lab (OWL). This is a free-online resource with a fast collection of writing resources relevant for almost any type of writing project you may encounter as a student. http://owl.english.purdue.edu/owl/.

The most important part of citations and references is consistency. Choose one format and use it consistently throughout a paper or assignment. Please discuss any questions with the instructors.

COURSE OUTLINE (Subject to Change)

**Complete assigned readings for the Tuesday session each week (except Week 1).*

WEEK 1 – Introduction

August 21

- Course overview

August 23

Boyer, Peter J. "Eviction: The Day They Came for Addie Polk's House." In *The New Yorker.* Nov. 24, 2008. http://www.newyorker.com/reporting/2008/11/24/081124fa_fact_boyer#ixzz22JzdSKSu

- Readiness Assessment Test #1
- Introduction: Home, infrastructure, boundary and the struggle for shelter

PART I: HOME

WEEK 2 – Dwelling

Readings

Jackson, Kenneth. (1985) "Home Sweet Home: The House and the Yard," in *Crabgrass Frontier: The Suburbanization of the United States.* Oxford: Oxford University Press, pp. 45-72.

Cooper, Clare. (1974) "The House as Symbol of the Self," in *Designing for Human Behavior: Architecture and the Behavioral Sciences*. New York: Halstead Press. pp. 130 – 146.

Bachelard, Gaston. (1964) "The House. From Cellar to Garret. The Significance of the Hut," In *The Poetics of Space.* Translated from the French by Maria Jolas, Orion Press. pp. 40 – 50.

August 28

- Readiness Assessment Test #2

August 30

- Team Exercise

WEEK 3 – Space and Place

Readings

Easthope, Hazel (2004) "A place called home," In *Housing, Theory and Society*, 21(3): 128-138.

Hayden, Dolores. (1995) "Urban Landscape History: The Sense of Place and the Politics of Space," In *The Power of Place: Urban Landscapes as Public History.* Cambridge, MA: MIT Press, pp. 14-43.

September 4

- Readiness Assessment Test #3

September 6

- Team Exercise
- Hand out research paper assignment

WEEK 4 – Identity

Readings

Wise, J. MacGregor. (2000) "Home: Territory and Identity," In *Cultural Studies*, 14(2): 295-310.

Botticello, Julie. (2007) "Lagos in London: Finding the Space of Home," *Home Cultures* 4(1): 7-24.

September 11

- Reading reflection essay due 9:00 am

September 13

- Team Exercise

PART II: INFRASTRUCTURE

WEEK 5 – City-Making and the Rise of Housing Interventions

Readings

Boyer, Christine. (1990) "The Rupture of a Rural Order" & "The Quest for Disciplinary Control," in *Dreaming the Rational City: The Myth of American City Planning,* Cambridge: MIT Press, pp.3-32.

Daniel Bluestone. (1998) "Chicago's Mecca Flat Blues," *Society of Architectural Historians* 57(4): 382-403.

September 18

- Readiness Assessment Test #4

September 20

- Team Exercise

WEEK 6 – Nation-Building/State-Building

Readings

Zarecor, Kimberly. (2011) "Phoenix Rising: Housing in the Debates on Socialist Modernity" In *Manufacturing a Socialist Modernity: Housing in Czechoslovakia, 1945-1960*. Pittsburgh: University of Pittsburgh Press, pp. 13-68.

Caldeira, T. and Holston, J. (2005) "State and Urban Space in Brazil: From Modernist Planning to Democratic Interventions," In Ong, A. and S. Collier, eds. *Global Assemblages: Technology, Politics and Ethics as Anthropological Problems.* Malden, MA: Blackwell, pp. 394 – 412.

September 25

- Readiness Assessment Test #5

September 27

- Team Exercise

WEEK 7 – Suburbanization

Readings

Hayden, Dolores. (2000) Model Houses for the Millions: The Making of the American Suburban Landscape, 1820-2000. Working paper # WP00DH2. Cambridge, MA: Lincoln Institute of Land Policy. https://www.lincolninst.edu/pubs/dl/94_Hayden00.pdf.

Fleischer, Friederike. (2007) "'To Choose a House Means to Choose a Lifestyle.' The Consumption of Housing and Class-Structuration in Urban China." *City & Society.* 19(2): 287-311.

October 2

- Reading reflection essay due 9:00 am

October 4

- Team Exercise

PART III: BOUNDARY

WEEK 8 – Ghettos and Slums: Theory or Spaces of Stigma?

Readings

Casteñeda, Ernesto. (2012) "Places of Stigma: Ghettos, Barrios, and Banlieues", In *The Ghetto*. Boulder, Co: Westview Press. pp. 159 – 190.

McGrath, Brian and Grahame Shane/Vyjayanthi Rao. (2012) "Introduction: Metropolis, Megalopolis, and Metacity," and "Slum as Theory: Mega-Cities and Urban Models," in Crysler, C. G., S. Cairns, and H. Heynen, eds. *The SAGE Handbook of Architectural Theory*. London: SAGE Publications, pp. 641-656, 671-686.

October 9

- Readiness Assessment Test #6

October 11

- Team Exercise

WEEK 9 – In/formality

Readings

Roy, Ananya (2005) "Urban Informality: Toward an Epistemology of Planning," In *Journal of the American Planning Association*, 71(2): 147-158.

Chalana, Manish (2010) "Slumdogs vs. Millionaires: Balancing Urban Informality and Global Modernity in Mumbai, India," *Journal of Architectural Education* 63(2): 25-37.

Perlman, Janice. (2006) "The Metamorphosis of Marginality: Four Generations of the Favelas of Rio de Janeiro." *The Annals of the American Academy of Political and Social Science* 606(1): 154-177.

October 16

- Readiness Assessment Test #7

October 18

- Guest lecture: Prof. Silvina Lopez-Barrera, Department of Architecture

WEEK 10 – Precarious Tenure and the Right to Remain

Readings

Mitchell, Don. (2003). "No Right to the City: Anti-Homeless Campaigns, Public Space Zoning and the Problem of Necessity" in *The Right to the City: Social Justice and the Fight for Public Space.* New York: Guilford Press, pp. 195-226.

Neuwirth, Robert. (2005) "Istanbul: The Promise of Squatter Self-Government" In *Shadow Cities: A Billion Squatters, a New Urban World*. London: Routledge, pp 67-100.

October 23

- Reading reflection essay due 9:00 am

October 25

- Team Exercise

PART IV: CRISES AND CHANGE

WEEK 11 – Whose Space? Strategies of Sociospatial Containment and Control

Readings

Durington, Matthew. (2009) "Suburban Fear, Media, and Gated Communities in Durban, South Africa," *Home Cultures* 6(1): 71-88.

Yiftachel, Oren and Yakobi, H. (2005). "Control, Resistance, and Informality: Urban Ethnocracy in Beer-Sheva, Israel," in Roy, A and N. AlSayyad, eds. *Urban Informality: Transnational Perspectives from the Middle East, South Asia, and Latin America.* Lanham: Lexington Press, pp. 209-239.

October 30

- Readiness Assessment Test #8

November 1

- Team Exercise

WEEK 12 – Redevelopment, Gentrification, and Displacement

Readings

Rongerude, Jane. (2009) "From the Fillmore to Hope SF: Three Moments of Redevelopment in the Progressive City" in *The Sorted City: San Francisco, Hope SF, and the Redevelopment of Public Housing*. Dissertation, University of California: Berkeley, pp. 26 – 55.

Smith, Neil. (2002) "New Globalism, New Urbanism: Gentrification as Global Urban Strategy." *Antipode,* 34(3): 427-450.

November 6

- Readiness Assessment Test #9

November 8

- Team Exercise

WEEK 13 – A Time of Crisis: Revisiting the American Dream

Readings

Immergluck, D., Aalbers, M., and Marcuse, P. (2009). "A Symposium on the Subprime Crisis." *City and Community,* 8(3): 341-356.

Keil, Roger. (2010) "Real Estate, the City and Place: The Crisis Unfolds." *International Journal of Urban and Regional Research*, 34(3): 647-651.

Glaeser, Edward L. (2011) "Rethinking the Federal Bias toward Homeownership," *Cityscape* 13(2): 5-37.

November 13

- Reading reflection essay due 9:00 am

November 15

- Team exercise

CONCLUSION

WEEK 14 – THANKSGIVING VACATION WEEK (November 20 and 22)

WEEK 15 – Wrap Up: A Return to the Struggle for Shelter

Readings

Verderber, Stephen. (2010) "Five Years After – Three New Orleans Neighborhoods," *Journal of Architectural Education* 64(1): 107-120.

Simone, AbdouMaliq. (2012) "Demonstrations at Work: Some Notes from Urban Africa" in Hutchinson, R. and B. Haynes, eds. *The Ghetto*. Boulder, CO: Westview Press. pp. 1 – 32.

November 27

- Readiness Assessment Test #10

November 29

- **Final papers due by 9:00 am, submission through SafeAssign via Blackboard.**
- Attendance required with laptop
- Course evaluations

WEEK 16 – Team meetings

December 4 and 6 (Dead Week, final reviews in College of Design)

- Each team will meet with the course instructors once this week during scheduled class time to discuss their final presentation.

30-minute team presentations
Monday, December 10 (tentative finals date)
9:45-11:45am
****peer evaluations due by 5pm**

URBAN HOUSING ANALYSIS

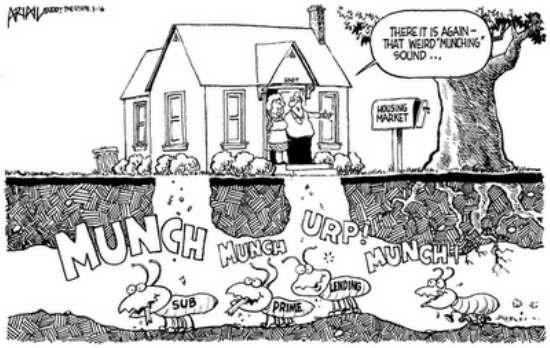
PUP 425/525
Tuesdays 9:00a – 12:00p
STAUF A221

Instructor: Prof. Deirdre Pfeiffer
deirdre.pfeiffer@asu.edu

TA: Maggie Soffel
msoffel@asu.edu

Housing planning and policymaking is at a turning point in the United States. We are currently recovering from one of the biggest foreclosure crises in our country's history, a product of risky lending and the long-term promotion of homeownership as the "American dream." Meanwhile, rental housing markets in high cost regions like New York and Los Angeles have become increasingly unaffordable to working professionals like teachers and firefighters, let alone the poor, who risk overcrowding and homelessness. In turn, decades of single family home development in sprawling neighborhoods far from grocery stores, schools, parks, employment centers and other needs has contributed to epidemics of obesity, particularly among children, and unsustainable energy use.





This course will use these three housing crises—rental housing affordability, foreclosures, and sprawl—as frames to understand the history and function of housing planning and policymaking in the U.S. and explore promising new directions. First, we will address how housing is a unique good, an item that is bought and sold on the market and a place where life is played out, as well as a point of access to opportunities in a broader neighborhood, city and region. We will explore current housing trends and the workings of the free market, along with problems of racial discrimination and segregation in housing, which funnel many Americans into substandard homes in concentrated poverty communities. Next we will address the causes and effects of current crises of rental housing affordability, foreclosures, and sprawl, with a focus on the planning and policy decisions that brought us to this point, outcomes on social welfare, and possible responses, drawing from the insights of case studies and Phoenix area housing practitioners. We will finish by examining recent



proposals to rethink U.S. housing policy. By the end of the class, you will have the theoretical and historical context, as well as the writing and policy analysis skills, to begin to tackle the most pressing housing issues of our time.

Readings

We have two required books for the course:

Schwartz, Alex F. 2010. *Housing Policy in the United States*, Second Edition. New York, NY: Routledge.

Mueller, Elizabeth and J. Rosie Tighe, eds. 2012. *The Affordable Housing Reader*. New York, NY: Routledge.

The *Affordable Housing Reader* is available in the bookstore. *Housing Policy in the United States* must be ordered online. Additional required readings will be posted on Blackboard.

Assignments & Grading:

You will complete two types of assignments for the course: responses to discussion questions and short position papers that address the context of and a solution to each of the housing crises explored.

Discussion Question Responses

You will write a short response to a question derived from class topics during Weeks 2, 4, 6, 9, 11, and 15 of the course and post it on the class discussion board for that week on Blackboard. There are two components to your response: an original short entry and a reaction to a classmate's entry. The original entry should have an informative, catchy title, cite at least one of the week's readings, make an argument, and provide at least one piece of evidence to back up the argument (statistics or facts, examples, personal experiences, expert judgments, etc.). The reaction should identify a strength or weakness in the entry's argument, also providing at least one piece of evidence to back up a claim. Aim to write about 300 to 500 words for the entry and 200 to 300 words for the reaction. Both should be written in a publicly accessible, grammatically correct way—like an editorial and a letter to the editor in the *Arizona Republic* (http://www.azcentral.com/arizonarepublic/opinions/). Points are given as follows:

Original entry

- Includes at least one citation from week's readings: 2 points
- Makes an argument: 5 points
- Provides evidence for argument: 5 points
- Grammatical correctness and clarity of writing: 3 points
- Total: 15 points

Reaction

- Identifies a strength or weakness: 4 points
- Provides evidence for claims: 4 points
- Grammatical correctness and clarity of writing: 2 point
- Total: 10 points

Total 25 points

Questions are listed in the syllabus under the week that they are due and must be posted on Blackboard by Tuesday at 9:00a to receive full credit. Three extra points are given if your entry receives three or more reactions. Examples of exemplary responses written by past students are posted on Blackboard.

Position Papers

For each of the housing crises explored, affordable rental housing, foreclosures, and sprawl, you will write a short position paper that 1) addresses the context for the crisis, specifically by highlighting the planning and policy decisions as well as social trends that got us to this point, 2) proposes one strategy to help ameliorate the crisis, 3) identifies possible barriers to implementing this strategy and 4) suggests how these barriers could be overcome. References to at least three different required class readings and three different resources from outside the class must be made. Resources from outside the class can include non-required chapters in *The Affordable Housing Reader* and *Housing Policy in the United States*. All ideas and facts drawn from outside sources must be fully cited in footnotes, including the author's first and last name, date and title of the publication, and the publisher, if available. The paper should be written in a publicly accessible style, such as a guest article in a newspaper or online magazine, and have a catchy, informative title. Aim to write between five and seven double-spaced pages in Times New Roman 12 point font, Microsoft Word format. Position papers will be due by 9am on February 19st, March 19th, and April 16th to deirdre.pfeiffer@asu.edu. Points for these assignments are given as follows:

Position Paper

- Includes at least six citations: 10 points
- Addresses the context for the crisis: 20 points
- Proposes one remedial strategy: 20 points
- Identifies barriers to implementation: 20 points
- Suggests how to overcome barriers: 20 points
- Grammatical correctness and clarity: 10 points

Total 100 points

Class Participation

Much of your learning will happen through taking part in discussions and group activities and responding to guest speakers and in-class multimedia material. Thus, participating in class is also an important component of your grade. Active participation includes suggesting ideas and building on those of your classmates, asking questions, and giving your reactions or opinions, among other behaviors. Remaining silent or actively participating but leaving or arriving halfway through the class constitute inactive participation. Attendance will be taken through a sign in sheet at every class. Following the last week of class, you will have the opportunity to provide evidence of your active participation in class through a survey on Blackboard. Both your class attendance, the evidence given on your evaluation, and my observations of your participation will factor into your participation grade. Absences due to illness, childcare, conflicts with other classes or ASU-related activities, or planning profession or religious events are excused; simply provide evidence (ex. note from doctor, daycare provider, coach or professor, etc), and no points will be deducted.

Participation

- Class attendance 50 points
- Evidence of participation in class 50 points

Total: 100 points

Submission of Assignments

To be considered for the full amount of points, assignments must be completed by class time (Tuesday at 9:00a) on the week that they are due. Responses should be posted on the Blackboard discussion forum. Position papers should be submitted electronically to deirdre.pfeiffer@asu.edu. Assignments will be accepted up to three days past the due date, with one grade deducted for each day late. No assignments will be accepted on the fourth day after the due date. If you experience an illness or death in the family and can present a doctor's note or evidence that you attended a funeral, you can qualify for an extension. Unfortunately, I am unable to make exceptions to this rule.

Academic Dishonesty

Be careful to fully reference material that you draw from other sources in your assignments. Quoting or drawing from the ideas or images of a source without referencing it is plagiarism. In turn, double counting assignments already submitted for credit in other classes or working collaboratively on an assignment that should be completed alone also constitute academic dishonesty. Students who engage in academic dishonesty will receive zero points and may be reported to the university.

Disabilities and English as a Second Language

If you have a disability that may affect your performance or ability to learn in this class, please let me know, and I will accommodate it. If you speak English as a second language, let me know, and I will take this into account in grading the grammatical correctness and clarity of your writing.

Summary of Grading

Position papers:	300 points (55%)
Responses:	150 points (27%)
Participation:	100 points (18%)
Total:	550 points (100%)
Extra credit:	18 points (3%)

Grading scale: 97-100 (A+), 93-96 (A), 90-92 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 77-79 (C+), 73-76 (C), 70-72 (C+), 60-69 (D), <60 (E)

Office Hours:

Don't hesitate to email me or come speak with me in office hours if you have questions about the class or assignments or would like to discuss anything further. My office hours will be on Tuesdays from 1:00p – 3:00p in COOR 5646, or by appointment. You are welcome to drop by during this period but students that email me for an appointment will be given priority.

Week 1, 1/8: Why Housing Matters

Topics covered:

- Review of syllabus
- Use vs. exchange values of housing
- Economic effects of housing
- Environmental effects of housing

Readings:

No readings for this week.

Assignments:

No assignments for this week.

Week 2, 1/15: Current Trends

Topics covered:

- Trends in housing cost, affordability, vacancy, and foreclosure
- Trends in housing type and location
- Demographic trends that affect housing provision

Readings:

- Schwartz, "Introduction" and "Trends, Patterns, Problems," pp. 1-26, 48-50.
- Spivak, Jeffrey. 2012. "Making Room for Mom and Dad." *Planning* October: 8-13.
- Leinberger, Christopher B. 2011. "Death of the Fringe Suburb." *New York Times* November 25.

Assignments:

Response Question: Which of the statistics explored in the readings is most surprising to you and why? Speculate on what a short- and long-term effect of this trend might be.

Week 3, 1/22: The Housing Market

Topics covered:

- Housing as a unique commodity
- Components of housing markets and submarkets
- Dynamics among households demographics and housing demand and supply
- Housing filtering

Readings:

- Green, Richard K. and Stephen Malpezzi. 2003. "Introduction" and "The Market for Housing Services." In *A Primer on U.S. Housing Markets and Housing Policy,* Washington, D.C.: The Urban Institute, pp. 1-84.

Assignments:

No assignments for this week.

Week 4, 1/29: Housing Discrimination

Topics covered:
- Housing discrimination and segregation
- Causes and consequences of these trends
- Remedial policies

Readings:

- The Affordable Housing Reader. "The Dynamics of Racial Residential Segregation" and "The Future of Fair Housing," pp. 499-527 and 540-546.
- Schwartz, "Fair Housing and Community Reinvestment," pp. 253-289.

Assignments:

Response Question: Given the evidence in this week's reading, what role should housing planners take in remedying housing market discrimination and racial segregation, if any?

Week 5, 2/5: The Low-Income Rental Housing Crisis

Topics covered:
- Defining affordability
- Low-income rental housing trends
- Causes and consequences of these trends

Readings:

- Schwartz, "Trends, Patterns, Problems," pp. 26-45.
- The Affordable Housing Reader. "What Is Housing Affordability" and "How Do We Know When Housing Is 'Affordable,'" pp. 95-115.
- National Low Income Housing Coalition, *Out of Reach 2012*, pp. 1- 13, 21-22.

Assignments:

No assignments for this week.

Week 6, 2/12: The History of Public Involvement in Low-Income Rental Housing

Topics covered:
- Public housing program

- Section 8 program
- Poverty deconcentration

Readings:

- Schwartz, “Trends, Patterns, Problems,” “Public Housing,” “Privately Owned Rental Housing Built with Federal Subsidy,” “Vouchers,” “Home Ownership and Income Integration,” pp. 45-47, 125-207, 303-310.

Assignments:

Response Question: U.S. housing policy has increasingly focused on programs that disperse poor people into higher income, more integrated neighborhoods rather than investing in the communities where they currently live. Do you agree with this strategy? Why or why not?

Week 7, 2/19: Current Directions in Low-Income Rental Housing

Topics covered:
- Devolution of provision to states, localities, and non-profits
- CDBG, HOME, and LIHTC programs
- State and local strategies

Readings:

- Schwartz, “Taxes and Housing,” “The Low-Income Housing Tax Credit,” “State and Local Housing Policy and the Nonprofit Sector,” pp. 96-101, 103-124, 209-238.
- The Affordable Housing Reader. “Federal Policy and the Rise of Nonprofit Housing Providers," pp. 257-271.

Assignments:

Submit position paper on low-income rental housing.

Week 8, 2/26: The Foreclosure Crisis

Topics covered:
- Extent of the crisis
- Causes of the crisis
- Effects on families and communities

Readings:

- NBC News Archives. 2009. *House of Cards: America’s Mortgage Meltdown*. Watch the movie through ASU Film on Demand: http://library.lib.asu.edu/record=b5928215~S3 (90 min).
- Kingsley, G. Thomas, Robin Smith, and David Price. 2009. *The Impacts of Foreclosures on Families and Communities*. Washington, D.C.: The Urban Institute, pp. 6-21.
- Hagerty, James R. 2009. “In Maricopa, Ariz., A Paradise Found and Lost.” *Wall Street Journal* February 24.

Assignments:

No assignments for this week.

Week 9, 3/5: The History of Public Involvement in Homeownership

Topics covered:

- Pros and cons of homeownership
- History of public polices supporting homeownership

Readings:

- The Affordable Housing Reader. "The Social Benefits and Costs of Homeownership," pp.196-213.
- Schwartz, "Housing Finance," "Taxes and Housing," and "Homeownership and Income Integration," pp. 51-80, 84-87, 89-96, 291–303.

Assignments:

Response Question: Is the federal government's deep support for homeownership justified in light of the benefits that are produced? Why or why not?

Week 10, 3/19: Promising Directions in Fulfilling "The American Dream"

Topics covered:

- Policy responses to the foreclosure crisis
- Shared equity housing
- Social financing

Readings:

- Schwartz, "Conclusions," pp. 312-317
- Williams, Roger L., Mark Weinheimer, and James A. Brooks. 2011. *Resilience in the Face of Foreclosures: Six Case Studies on Neighborhood Stabilization*. Washington, D.C.: National League of Cities, pp. 3-10, 27-32.
- The Affordable Housing Reader. "More Than Money: What Is *Shared* in Shared Equity Homeownership," pp. 187-195.
- Swak, Michael. 2006. "Social Financing." In *A Right to Housing*, edited by Bratt et al, pp. 261-278. Read sections pertaining to homeownership.

Assignments:

Submit position paper on the foreclosure crisis.

Week 11, 3/26: The Sprawl Crisis

Topics covered:

- Defining urban sprawl
- Extent of urban sprawl

- Causes and consequences of urban sprawl

Readings:

- Squires, Gregory D. 2002. "Urban Sprawl and the Uneven Development of Metropolitan America." In *Urban Sprawl: Causes Consequences and Policy Responses*, edited by Gregory D. Squires. Washington, D.C.: Urban Institute Press, pp. 1-22.
- Leinberger, Christopher B. 2008. "The Next Slum?" *The Atlantic* March.
- Kotkin, Joel. 2011. "Is Suburbia Doomed? Not So Fast." *Forbes* November 30.
- Pfeiffer, Deirdre. 2012. "Moving to Opportunity: African Americans' Safety Outcomes in the Los Angeles Exurbs." *Journal of Planning Education and Research*. Published online ahead of print September 19, pp. 1-17.

Assignments:

Response Question: There has long been a consensus among urban planners that sprawl is a net cost to society. Yet, there is evidence that households gain benefits from urban fringe housing development, particularly the opportunity to become a homeowner, build wealth, and raise one's children in a safer environment. Given the evidence for and against sprawl from this week's readings, take a stand on whether sprawl is a net benefit or a net cost to society, and why.

Week 12, 4/2: The History of the Single Family Home Subdivision

Topics covered:
- History of sprawl enabling public polices
- Zoning and other local conditions that encourage sprawl
- Growth control measures

Readings:

- powell, john a. 2002. "Sprawl, Fragmentation, and the Persistence of Racial Inequality." In *Urban Sprawl: Causes Consequences and Policy Responses*, edited by Gregory D. Squires. Washington, D.C.: Urban Institute Press, pp. 73-117.
- Savitch, H. V. 2002. "Encourage, Then Cope." In *Urban Sprawl: Causes Consequences and Policy Responses*, edited by Gregory D. Squires. Washington, D.C.: Urban Institute Press, pp. 141-164.
- The Affordable Housing Reader. "Growth Management and Affordable Housing Policy," pp. 452-462.

Assignments:

No assignments for this week.

Week 13, 4/9: No class, Prof. Pfeiffer out of town at conference

Assignments:

No assignments for this week.

Week 14, 4/16: Promising New Directions in Combating Sprawl

Topics covered:

- New urbanism
- Retrofitting suburbia
- Market-based approaches

Readings:

- Danielson, Karen A., Robert E. Lang, and William Fulton. 1999. "Retracting Suburbia: Smart Growth and the Future of Housing." *Housing Policy Debate* 10(3): pp. 513-540.
- Easterbrook, Greg. 1999. "Comment on Karen A. Danielsen, Robert E. Lang, and William Fulton's 'Retracting Suburbia: Smart Growth and the Future of Housing'." *Housing Policy Debate* 10(3): pp. 541-547.
- The Affordable Housing Reader. "Counterpoint: The 'Housing + Transportation Index' and Fair Housing," pp. 116-121. Explore the H & T affordability index at: http://www.htaindex.org/.
- Dunham-Jones, Ellen and June Williamson. 2011. "Introduction" and "Retrofitting Garden Apartments and Residential Subdivisions to Address Density and the New Demographics." In *Retrofitting Suburbia: Urban Design Solutions for Redesigning Suburbs*. Hoboken, NJ: John Wiley and Sons, pp. xxv-xxx, 16-43.

Assignments:

Submit position paper on sprawl.

Week 15, 4/23: Rethinking U.S. Housing Planning and Policymaking

Topics covered:

- Persistent issues
- Proposals to rethink housing planning and policymaking

Readings:

- Landis, John, and Kirk McClure. 2010. "Longer View: Rethinking Federal Housing Policy." *Journal of the American Planning Association* 76(3): pp. 319-348.
- The Affordable Housing Reader. "Why a Right to Housing Is Needed and Makes Sense: Editors' Introduction," pp. 53-71.
- Pastor, Manuel Jr., Chris Brenner, and Martha Matsuoka. 2009. "Something's Happening Here." In *This Could Be The Start of Something Big*. Ithaca, NY: Cornell University Press, pp. 1-21.
- Schwartz, "Conclusions," pp. 317-319

Assignments:

Response Question: Which of the ideas presented in the readings do you find most attractive for rethinking housing planning and policymaking and why?

COURSE SYLLABUS

I. BASIC COURSE INFORMATION

Course Title: **Special Needs Housing**

Course No.: PLAN 712C Course Section: 1

School: Architecture Department: Graduate Center for Planning and the Environment Program: City and Regional Planning

Days: varies Time: Varies Place of class meetings: Higgins Hall

Credit hours: 1

Course Coordinator or Chairperson (where applicable): John Shapiro

Prerequisite courses/skills/other restrictions: none

II. INSTRUCTOR CONTACT INFORMATION

Name: Joe Weisbord Academic Title: Visiting Assistant Professors

Sara Wick

Office Location:

Contact Information:

Office hours:	By appointment		
Phone no(s):	Weisbord: 917-322-8966 Wick: 917-952-3890	Appropriate times to call:	business hours
Email address:	joseph_weisbord@fanniemae.com swick@rosecompanies.com	Class listserv:	
Special Instructions:			

III. COURSE DESCRIPTION

Bulletin Description:

Housing is a universal social necessity that at once plays a critical role in our built environment and acts as a major force in our economy. This mini course will expand students' understanding of affordable housing development by focusing on housing for people with special needs and the supportive housing model. Topics covered include evolution and history of supportive housing, current policy implications, and the design and financing of supportive housing, as well as how to adequately and equitably plan for supportive housing in cities and communities. Students should have a basic knowledge of affordable housing development and finance before taking this course.

Detailed Description:

The housing needs of a growing segment of the population are not met by what is generally considered standard housing. People living with mental illness, and other disabling health conditions, people with

physical disabilities, the frail elderly and homeless people; those leaving a wide range of institutional settings such as foster care or prison and jail need housing that is adapted and augmented with services to support their stability, health, and maximum autonomy.

The class will investigate how we define special needs as social and cultural categories, and the policies and practices necessary to address special needs in the housing market. The course will be taught through reading, discussion, case studies, and guest speakers with the goal of students coming to understand special needs housing as an integral component of inclusive, sustainable and vibrant communities.

Course Goal(s):

- Engage students in an exploration of the meaning of disability and special needs in society and the role of planners and developers in addressing them.
- Guide students to develop an understanding of how supportive housing is similar to and different than conventional affordable and market rate housing.
- Provide students with an framework for understanding the unique planning, design, development, finance, and operational challenges of supportive housing.
- Provide students with an understanding of planning strategies and issues for integration of people with special needs in communities.

Student Learning Objectives:

- Demonstrate an understanding of the history and policy context for supportive housing in the US
- Demonstrate a working knowledge of the unique challenges posed by supportive housing development and the elements of successful projects.
- Demonstrate an understanding of how conventional development and finance tools and strategies are adapted to create supportive housing.
- Generate enthusiasm and build commitment to increasing quality affordable housing opportunities for people with special needs.

Course Calendar/Schedule:

<u>Week One: History, Evolution and Theory of Supportive Housing Movement</u>

- What is supportive housing (physical and social adaptations)?
- History and policy evolution of independent living movement for people with disabilities; select topics including de-institutionalization; ADA/504; universal design and supportive housing
- Assignment: Students to research a recent policy issue and make 20-minute presentations to the class.

<u>Week Two: Policy Issues</u>

- Student Presentations on a select policy issue:
  - Not in My Back Yard - Olmstead Supreme Court Decision
  - The Legacy of De-institutionalization - New York State Adult Homes
  - Replicating Success in an Age of Austerity - New York/New York Initiative

<u>Week Three: Finance & Design of Supportive Housing</u>

- What design elements make supportive housing different from conventional affordable or market rate housing developments?
- How is the design, financing and development of supportive housing project different - from concept through operations?
- Guest Speaker: [To be confirmed]
- Assignment: Prepare questions for Case Study panel discussion.

<u>Week Four: Case Study</u>

- Fortune Castle Project Panel Discussion - Guest speakers: Whitney Foutz (Jonathan Rose); Mark Ginsberg (Curtis + Ginsberg); JoAnne Page (Fortune Society)
- Assignment: Begin research on local supportive housing development project (list of projects and contacts to be provided by Joe Weisbord and Sarah Wick)

Week Five: Supportive Housing in a Planning Context
- Social equity and inclusion in sustainable communities
- Planning and land use issues
- Community opposition and community support
- Assignment: 5-page paper on BK supportive housing project

In addition to the schedule of classroom sessions indicated above, there will also be a 1.5 hour review session, to take place outside scheduled class time.

IV. COURSE REQUIREMENTS

Textbooks, Readings, and Materials:

Constructing the Idea of Disability and Special Needs

1. Selected excerpts from: Foucalt, Michael. "Madness and Civilization." Tavistock Publications (United Kingdom) 1967.

2. Illich, Ivan. "Hospitality and Pain" www.davidtinapple.com/**illich**/1987_**hospitality_and_pain**.PDF

3. Adkins, William. "The Social Construction of Disability: A Theoretical Perspective" Paper presented at the annual meeting of the American Sociological Association, Atlanta Hilton Hotel, Atlanta, GA August 16, 2003.

4. **Kirkpatrick, Patricia. "Triple Jeopardy: Disability, Race and Poverty in America." Poverty & Race, May / June 1994. http://www.prrac.org/full_text.php?text_id=528&item_id=5255&newsletter_id=14&header=Search%20Results

History and Policy

5. O'Hara, Ann and Stephen Day. "Olmstead and Supportive Housing: A Vision for the Future." Center for Health Care Strategies, December 2001.

Levy, Clifford. "Broken Homes". The New York Times. 2002.
http://www.nytimes.com/ref/nyregion/BROKEN_HOMES.html

Decision in Disability Advocates vs. State of New York. March 1, 2010.
http://www.nyed.uscourts.gov/pub/rulings/cv/2010/03cv3209roj.pdf

"Housing First: A Special Report." National Public Radio. 2002
http://www.npr.org/news/specials/housingfirst/index.html

O'Hara, Ann. Housing for People With Mental Illness: Update of a Report to the President's New Freedom Commission. Psychiatric Services. July 2007, Vol. 58 No. 7.
http://psychservices.psychiatryonline.org/cgi/reprint/58/7/907

**Ahrentzen, Sherry, et. al. Opening Doors: A Discussion Of Residential Options For Adults Living With Autism And Related Disorders. Urban Land Institute Arizona, Southwest Autism Research & Resource Center and Arizona State University. 2009.
http://www.autismcenter.org/documents/openingdoorsprint.pdf

**THE PRINCIPLES OF UNIVERSAL DESIGN. THE CENTER FOR UNIVERSAL DESIGN, North Carolina State University College of Design, 1997.
http://www.ncsu.edu/ncsu/design/cud/pubs_p/docs/poster.pdf

National Commission on Fair Housing & Equal Opportunity. The Future of Fair Housing. December 2008.
http://www.nationalfairhousing.org/Portals/33/reports/Future_of_Fair_Housing_executive_summary.PDF

Houghton, Ted. The New York/New York Agreement Cost Study: The Impact of Supportive Housing on Services Use for Homeless Mentally Ill Individuals. Corporation for Supportive Housing. May 2001
http://www.csh.org/html/NYNYSummary.pdf

http://www.hhs.gov/od/topics/community/keyadvances.html

Lamb, H. Richard, M.D. and Bachrach, Ph.D., Leona L. "Some Perspectives on Deinstitutionalization" Psychiatric Services, August 2001 Vol. 52 No. 8.
http://ps.psychiatryonline.org/cgi/reprint/52/8/1039

Wiseman, Frederick. Titicut Follies. 1967. (Documentary film not in regular distribution)
http://www.reverseshot.com/article/titicut_follies

Fisher, Jack. Unforgotten: Twenty-Five Years After Willowbrook. 2008. (Documentary film available for view on demand through Amazon:
http://www.amazon.com/dp/B001CC7PVM?tag=willstatscho-20&camp=14573&creative=327641&linkCode=as1&creativeASIN=B001CC7PVM&adid=1PV7KNP1CB88C8ZGC3FX&

How Supportive Housing Works

**Hannigan, Tony and Suzanne Wagner. Developing the "Support" in Supportive Housing: A Guide to Providing Services in Housing. Corporation for Supportive Housing. 2003.
http://documents.csh.org/documents/pubs/DevelopingSupport-full.pdf

Shoultz, Bonnie. "A Home of One's Own." Center on Human Policy. School of Education, Syracuse University.
http://thechp.syr.edu/housing.htm

**O'Brien, John. "Supported Living: What's the Difference?" Center on Human Policy. School of Education, Syracuse University. 1993.
http://thechp.syr.edu/!slwhatd.pdf

Project(s), paper(s), assignment(s):

Students will be responsible for smaller weekly assignments and one 5-page paper. Details on assignments will be handed out during the class.

Assessment and Grading:

Attendance:	10%
Participation:	20%

Weekly Assignments and Reading:	30%
Final Paper:	40%

V. POLICIES

Community Standards:

All students must adhere to Institute-wide policies in the student handbook and Institute Bulletin under “Community Standards.” These include policies on attendance, computer, and network use.

Academic Integrity:
Absolute integrity is expected of every member of the Pratt Community in all academic matters, particularly with regard to academic honesty. The latter includes plagiarism and cheating. All work must be your own. If it is not, the source should be cited and documented appropriately.

Policy on students with disabilities:

Students who require special accommodations for disabilities must register with the Office of Disability Services at the beginning of the semester. They should contact the Disability Services Director, first floor Willoughby Hall, adjacent to Health and Counseling Services, 718-636-3711.

Institute-Wide Policies
Irregular class attendance, neglect of work, failure to comply with Institute rules and official notices or conduct not consistent with general good order are regarded as sufficient reasons for dismissal unless subject to the policies pertaining to religious beliefs. Students by law are guaranteed rights to privacy relating to certain types of personal information and access to personal records.

Safety: All students are expected to adhere to the specific Health & Safety and Environmental Protection Guidelines of Pratt Institute.

A full description of all of these policies and procedures may be found in the Student Handbook and the Bulletin.

Housing and Sustainability: Equity, Economy and Environment



Via Verde, Bronx, NY





Lower 9th Ward, New Orleans

Topics in Planning (PLN 485/PLN 585)

Tuesdays & Thursdays, 2:45-4:05pm, Arts & Sciences 121

Instructor: Corianne P. Scally, Ph.D., Department of Geography & Planning
Office: Arts & Sciences 227
Email: cscally@albany.edu
Phone: 591-8561
Office Hours: Tuesdays 1-2:30pm & 4:15-5pm; Thursdays 6-7pm; and by appointment

COURSE OVERVIEW

> ***"In order to be sustainable, housing initiatives must be economically viable, socially acceptable, technically feasible and environmentally compatible."***
>
> *Choguill, 2007, p.145*

Housing plays a major role in personal quality of life, household opportunities and choices, local and regional land use and environmental impacts, and economic markets from local to global. This seminar will explore a variety of challenges to making housing more sustainable by delving into contemporary issues of ***equity*** (tenure, affordability, distribution, & choice), ***economy*** (efficiency, feasibility, links to jobs & transportation) and ***environment*** (health, energy efficiency, development impacts, environmental justice) both in the U.S. and abroad. We will examine how personal preferences, public policies, and private market actions work together to affect housing sustainability by influencing what type of housing is demanded, where it gets built, how much it costs, who can access it, and how it is designed.

Housing that is socially sustainable means ensuring equitable access for all people. This requires taking a hard look at barriers to housing access that might exist, particularly as it relates to specific groups of people and housing types and designs allowed. Additionally, some housing may be too expensive and out of reach to lower-income households. Histories of residential segregation, often the result of active discrimination and exclusionary zoning, may have placed entire neighborhoods off-limits to people of modest means, certain racial and ethnic groups,

families with children, persons with disabilities, aging households, and others. Internationally, growing urban slums highlight extreme social disparities in housing access, in addition to unsustainable land use.

Housing that contributes to economic well-being extends beyond being affordable to tenants and owners. It includes development that is financially feasible and viable, and providing housing close to transportation, jobs, and amenities that is affordable to a range of incomes. Not only does this encourage equal access, but it reduces time spent traveling, combats urban sprawl, preserves land, and reduces pollution.

Housing that is environmentally-sustainable reduces negative impacts on human health and the natural environment. This means using materials and housing design that maximize indoor air quality and eliminate hazardous materials. This means a construction process that respects that natural environment: that reuses and retrofits existing buildings or carefully deconstructs them, and uses materials and designs that minimize environmental impacts of both the construction and long-term operation of the housing.

OBJECTIVES

The goal of this course is to introduce students to a variety of tools to help implement socially, economically, and environmentally sustainable housing solutions. Readings, videos, class activities, assignments, guest speakers, and project tours have been strategically selected to meet this goal, so that, by the end of this course, students will be able to:

- Debate the merits of different housing sustainability goals and value potential conflicts and tradeoffs between goals;
- Compare and contrast various cases of sustainable housing to assess strengths and weaknesses of different tools;
- Identify, evaluate, and professionally present a quality case study in written and oral formats.
- Perform reflective, quality hands-on service or research in an area of housing & sustainability of personal interest, and share their learning with colleagues through online and in-class discussions and presentations.

COURSE MATERIALS

There is **one** required book for this course, which can be found at Mary Jane Books and on reserve at the University Library:

Briggs, X. d. S. (Ed.). (2005). *The Geography of Opportunity: Race and Housing Choice in Metropolitan America*. Washington, D.C.: Brookings Institution Press.

Other assigned readings will be posted on **Electronic Reserves**: https://ereserves.albany.edu/. You will need to enter your NetID and password to gain access. The course password is housingandsustainability, all lowercase.

This course uses an online course management system**, Blackboard 9.1**, to deliver additional course content, post online assignments, and stream videos,. You can access Blackboard here: https://blackboard.albany.edu/webapps/login/. You will need to enter your NetID and password to gain access. Check the site frequently for announcements, resources, and instructions.

To watch some videos, you must have the free **Real Player©** installed on your computer. It is available for free download here: http://www.real.com/realplayer/search.

ASSIGNMENTS & GRADING

Participation: This is an upper-division seminar structured for full participation of all students. We will also have guest speakers on quite a few occasions to share their expertise, as well as a couple of scheduled tours of housing developments. Your attendance is expected at each class, and will be taken. Periodic, unannounced quizzes will also test your level of preparedness for class and ask you to synthesize information from course readings and materials. You are allowed 2 absences and 1 missed quiz without penalty.

Case Studies (2 due): Pick 2 class sessions of interest and sign-up via Blackboard to present a case study on that day; no more than 3 case studies will be allowed on a single day. Find and research a case study that illustrates our topic for that day. Write a 3-4 page (double-spaced) paper providing basic information on your case and comparing it to other course materials for that class session as well as relevant prior materials, and submit via Blackboard before your scheduled presentation. Present your case concisely (approx. 5-10 min) during class– including visuals – and be prepared to field questions on it.

Final project: You have the option of completing either a service learning project OR a research paper.

1. ***Service learning***: Perform at least 12 hours of volunteer work for a single organization/agency engaged in issues of housing & sustainability. Write 4 blog posts reflecting on your service and connecting it to what you have learned in this course. Develop a final learning portfolio online and make a final presentation to the class. More detailed instructions regarding content of blog posts and portfolio will be provided.

2. ***Research paper:*** Choose a topic regarding housing & sustainability to research more thoroughly. Write 4 intermediate blog posts and a final research paper (20 pages), and make a final presentation to the class. More detailed instructions regarding the content of blog posts and paper will be provided.

GRADING POLICY

Assignments are weighted as detailed below in calculating the final course grade:

Assignment	% of Final Grade
Case Studies (2)	25%
Participation	25%
Final Project	50%
Blog posts (4)	*15%*
Learning Portfolio/ Research Paper	*25%*
Presentation	*10%*
TOTAL	100%

The following grading scale is used to translate final grades to letter grades:

Letter Grade	Percent Range	Letter Grade	Percent Range
A	93-100%	C	73-77%
A-	90-92%	C-	70-72%
B+	88-89%	D+	68-69%
B	83-87%	D	63-67%
B-	80-82%	D-	60-62%
C+	78-79%	E	Less than 60%

Late Assignments: There should be no late assignments, as there is great flexibility offered in scheduling your case studies and final presentations, and in submitting blog posts. In the case of extraordinary circumstances (for which documentation is required), please contact me in advance, if possible, so we can work out an alternative.

ACADEMIC INTEGRITY

The consequences for violating UAlbany's policies on academic integrity range from rewriting the assignment in question to expulsion from the university. Please familiarize yourself with the details of this policy, which will be enforced in this class: http://www.albany.edu/eas/104/penalty.htm.

ACCOMMODATIONS FOR DISABILITIES

Every effort will be made to accommodate those with special learning needs. Please notify me of any documented needs you may have within the first two weeks of class so we can work together to assure satisfactory arrangements. Assistance is available through Disabled Student Services: http://www.albany.edu/studentlife/DSS/index.html (website), (518) 442-5490 (phone), (518) 442-3366 (TTY).

TENTATIVE COURSE SCHEDULE

Date	Topic	Class preparation	DUE
1/19	Overview, topic & project selection	N/A	
1/24	What is sustainable housing?	**Read** Winston & Eastaway 2008; Priemus 2005 **Watch** *Affordable Green Housing*	
EQUITY: Affordability, Access, Distribution, Quality of Life			
1/26	The geography of opportunity	**Read** Briggs 1,2	
1/31	Discrimination & fair housing	**Read** Briggs 4; Fair Housing Center of Southeast Michigan, 2007	
2/2	Residential segregation	**Read** Briggs 3, Denton 2006	
2/7	Fair lending & access to credit **CLASS CANCELLED; READINGS & BLOG POST STILL DUE**	**Read** Briggs 5 **Watch** *Bill Moyers Journal* (7/18/08)	Blog Post #1 Due
2/9	Creating communities of choice: HOPE VI	**Read** Briggs 8, 9 **Watch** *Imagining Home*	
2/14	Moving to opportunities: MTO & Gautreaux	**Read** Briggs 6,7	
2/16	Housing for aging households ***Dr. Vera Prosper, NYS Office for the Aging***	**Read** New York State Office for the Aging 2011 (Skim Section 3: Housing – be familiar with each type)	
ECONOMY: Financial Viability, Locational Efficiency			
2/21	Jobs-housing spatial mismatch & Transit-oriented development	**Read** Center for Neighborhood Technology 2011 (pp.7-27); Malekafzali & Bergstrom 2011 (pp. 60-74).	
2/23	Smart growth, inclusionary zoning & fair share housing ***Paul Beyer, NYS Director of Smart Growth***	**Read** Briggs 10, 11	
2/28	Financing & developing affordable housing	**Read** NCSHA 2010 (pp.10-33); Enterprise Community Partners 2008 (pp.60-65); New Ecology 2005, pp.15-25); Axel-Lute 2010 **Watch** *The Greening of Southie*	Blog Post #2 Due
3/1	Green affordable housing ***Mike Jacobson, Capital District Habitat for Humanity***	**Read** Enterprise Community Partners 2008 (pp.7-56); New Ecology 2005 (pp.120-126; 151-160)	
ENVIRONMENT: Health, Design, Materials, Waste, Energy			
3/6	Healthy homes: indoor air quality; environmental justice	**Read** National Center for Healthy Housing 2009 (pp.7-64)	
3/8	Healthy homes: hazardous materials	**Read** National Center for Healthy Housing 2007 (pp.1-32) **Watch** *Wheeler Terrace Renovation*	

3/13-3/15	**WINTER BREAK**		
3/20	Green building standards & certification	**Read** Boughan & Gilland 2007; Kelly 2010 **Watch** *Benefits of a LEED Home; LEED for Homes Certification Process*	
3/22	Materials & life cycle assessment ***Dan Farrell , NYSERDA Green Residential Building Program***	**Read** State of Oregon Department of Environmental Quality 2010 (SKIM pp.50-136; Read pp.137-154)	
3/27	Waste & water	**Read** Chini & Bruening 2003; Muthukumaran et al. 2011	Blog Post #3 Due
3/29	Residential energy consumption & conservation	**Read** Croucher 2011, U.S. Energy Information Administration 2011	
4/3	Alternative residential energy sources	**Read** Parker 2009; Sherwin et al. 2010 **Watch** *Solar Decathalon 2011 Virtual Tours*	
4/5	Rehab & deep energy retrofitting ***Greg Pedrick, NYSERDA Buildings Research & Development***	**Read** Sullivan & Ward 2012; Pettit 2009	
SUSTAINABILITY: Tying it All Together			
4/10	***Tentative tour date***	N/A	
4/12	Case study: High Point, Seattle (HOPE VI)	**Read** Bruner Foundation 2007	
4/17	***Tentative tour date***	N/A	
4/19	Case study: Castle Square Deep Energy Retrofit (affordable multi-family)	**Read** Castle Square Tenant Organization 2010	Blog Post #4 Due
4/24	Case study: Cleveland EcoVillage (single-family TOD)	**Read** Kellogg & Keating 2011	
4/26	Presentations	N/A	Portfolios
5/1	Presentations	N/A	Portfolios
5/3	Presentations	N/A	Portfolios
5/8	Presentations	N/A	Portfolios/ Paper

ADDITIONAL READINGS

Axel-Lute, M. (2010). Green Jobs with Roots. *Shelterforce, Summer*, 40-43.

Boughan, T., & Gilland, L. (2007). Green Building for Housing comparing NAHB and LEED guidelines. *Universal & Sustainable Design Committee, 1,* 1-6.

Bruner Foundation. (2007). *Rudy Bruner Award for Urban Excellence Silver Medal Winner: High Point Redevelopmant Project, West Seattle, Washington*. New York: Author.

Castle Square Tenants Organization. (2010). Castle Square Deep Energy Retrofit. Retrieved February 3, 2012, from http://www.castledeepenergy.com/

Center for Neighborhood Technology. (2011). *Housing + Transportation Affordability in Washington, DC*. Chicago, IL: Author.

Chini, A. R., & Bruening, S. F. (2003). Deconstruction and Materials Reuse in the United States. *IeJC*, 1-22.

Croucher, M. (2011). Potential problems and limitations of energy conservation and energy efficiency. *Energy Policy, 39*, 5795-5799.

Denton, N. A. (2006). Segregation and Discrimination in Housing. In R. G. Bratt, M. E. Stone & C. Hartman (Eds.), *A Right to Housing: Foundation for a New Social Agenda* (pp. 61-81). Philadelphia: Temple University Press.

Enterprise Community Partners. (2008). *Sustainable, Affordable, Doable: Demystifying the Process of Green Affordable Housing*. Columbia, MD: Author.

Fair Housing Center of Southeast Michigan. (2007). *Sexual Orientation and Housing Discrimination in Michigan*. Ann Arbor: Author.

Kellogg, W. A., & Keating, W. D. (2011). Cleveland's EcoVillage: green and affordable housing through a network alliance. *Housing Policy Debate, 21*(1), 69-91.

Kelly, D. (2010, February 1). A Custom Builder's Journey to Green: Parts 1 through 5. http://www.greenbuildingadvisor.com/blogs/dept/guest-blogs/custom-builder-s-journey-green

Malekafzali, S., & Bergstrom, D. (2011). *Healthy Corridor For All: A Community Health Impact Assessment of Transit-Oriented Development Policy in Saint Paul, Minnesota*. Oakland, CA: PolicyLink.

Muthukumaran, S., Baskaran, K., & Sexton, N. (2011). Quantification of potable water savings by residential water conservation and reuse - a case study. *Resources, Conservation and Recycling, 55*, 945-952.

National Center for Healthy Housing. (2009). *Housing Interventions and Health: A Review of the Evidence*. Columbia, MD: Author.

National Center for Healthy Housing. (2007). *Analysis of Lead-Safe Weatherization Practices and the Presence of Lead in Weatherized Homes*. Columbia, MD: Author.

National Council of State Housing Agencies (NCSHA). (2010). *Report of the NCSHA's Housing Credit Task Force on Recommended Practices in Housing Credit Allocation and Underwriting*. Washington, D.C.: NCSHA. Pp. 10-33

New Ecology Inc. (2005). *The Costs & Benefits of Green Affordable Housing*. Boston: Author.

New York State Office for the Aging. (2011). *Livable New York: Sustainable Communities for All Ages*. Albany, NY: Author. *Selected portions.*

Parker, D. S. (2009). Very low energy homes in the United States: Perspectives on performance from measured data. *Energy and Buildings, 41*, 512-520.

Pettit, B. (2009). Deep Energy Retrofit of a Sears Roebuck House: A Home for the Next 100 Years. *High Performance Buildings, 2*(Spring), 50-63.

Priemus, H. (2005). How to make housing sustainable? The Dutch experience. *Environment and Planning B: Planning and Design, 32*(1), 5-19.

Sherwin, J., Colon, C., Parker, D., & Martin, E. (2010). Performance of Four Near Zero Energy Homes: Lessons Learned. *High Performing Buildings, XI*, 1-15.

State of Oregon Department of Environmental Quality. (2010). *A Life Cycle Approach to Prioritizing Methods of Preventing Waste from the Residential Construction Sector in the State of Oregon*: Author.

Sullivan, E., & Ward, P. M. (2012). Sustainable housing applications and policies for low-income self-build and housing rehab. *Habitat International, 36*, 312-323.

U.S. Energy Information Administration. (2011). Residential Energy Consumption Survey, 2009. Retrieved February 1, 2012, from http://www.eia.gov/consumption/residential/reports/2009overview.cfm (Review summaries and released 2009 data under “Learn More” section).

Winston, N., & Eastaway, M. P. (2008). Sustainable Housing in the Urban Context: International Sustainable Development Indicator Sets and Housing. *Social Indicators Research, 87*, 211-221.

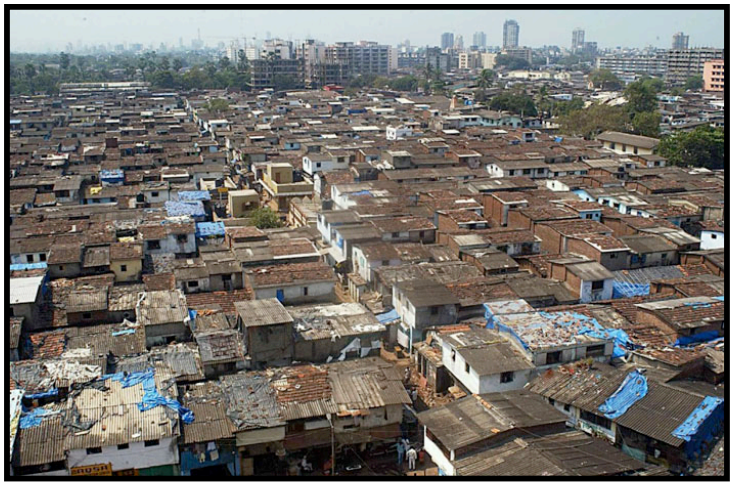
Planning for Jobs, Housing & Community Services in Third World Cities

(PLN 485; PLN 529; LCS 529; PUB 531)

Tuesdays & Thursdays 2:45-4:05, AS 121

Instructor: Corianne Scally, Ph.D.
Office: AS 227
Email: cscally@albany.edu
Phone: 591-8561
Office Hours: Tuesdays 9:00-11:00am; Thursdays 6-7pm; and by appointment

COURSE OVERVIEW



Residents from rural areas in developing countries have inundated their urban centers in search of economic opportunity, often ending up in the informal sector. This huge population influx has placed severe pressures on already inadequate urban systems and infrastructures. Severe housing shortages have led to the development of massive informal urban settlements, and even officially-designated slums, many of which lack adequate housing and sanitary living conditions, including basic services such as water, sewer, waste management and electricity. These unplanned developments often occur on environmentally-sensitive or -unsuitable lands, and can result in further environmental degradation.

A variety of international, national, and sub-national actors have issued policies, developed plans, and implemented projects in an attempt to improve national economies and quality of life in Third World cities. Multilateral agencies have encouraged national governments to reorganize and reprioritize in the name of "structural adjustment", often attaching onerous rules to new capital investment, including privatization and the reduction of existing social safety nets, in addition to the adoption of 'good government' policies. Such foreign investment has created new problems of its own, including crippling national debt burden.

There have been successes, however. Various aid programs, nongovernmental organizations, and national and local governments have worked together to upgrade informal settlements, provide

safe housing and basic services, create jobs, and improve the living conditions of hundreds of thousands of urban poor throughout the world.

This course will consider different perspectives on answers to foundational questions driving urban planning for Third World cities, including (1) who provides, (2) who decides, and (3) who benefits from various strategies tried to improve quality-of-life for the urban poor. We will consider issues of housing, land tenure, public infrastructure, employment, and other topics of interest, including gender and development, and environmental sustainability.



COURSE OBJECTIVES

After completing this course, students will be able to:

- Evaluate the roles of key players in international aid and development planning;
- Interpret popular indicators of "development" and "progress" in third world countries and cities;
- Analyze development plans and projects in terms of their goals, strategies and outcomes;
- Debate different perspectives on how the urban poor are best housed, and by whom;
- Compare a range of options for supplying critical infrastructure and services to urban areas in the third world;
- Critique microenterprise and microfinance as vehicles for poverty alleviation and economic development; and
- Assess the differential impact that development planning and projects may have on vulnerable populations – such as the poor and women – and places – such as environmentally fragile areas.

COURSE MATERIALS

There are **three books required** for this course. Two are available for purchase at the University Bookstore, and on reserve at the University Library. The third is out-of-print and can be purchased online used in limited quantities. These books will be supplemented by additional readings available via Electronic Reserves. The password is "worldcities" (no quotations).

1) **Davis, M.** (2007). *Planet of Slums*. New York, NY: Verso. ISBN: 1844671607 (Note: Amazon Kindle Edition Available for purchase)

2) **Durand-Lasserve, A., & Royston, L.** (2002). Holding Their Ground: Secure Land Tenure for the Urban Poor in Developing Countries. London: Earthscan. ISBN: 1853838918 (Note: Amazon Kindle Edition Available for rent or purchase)

3) **Turner, John F.C.** (1976; 2000). Housing By People: Towards Autonomy in Building Environments. London: Marion Boyars. ISBN: 0714525693 (Note: Out Of Print; used copies of both paperback and hardback versions are available through online booksellers such as Amazon)

Blackboard is used to post announcements and course materials, and for submitting assignments. Check frequently for updates.

ASSIGNMENTS

Country and City Profile Project
Select a developing country and one city within it to focus your assignments on over the course of the semester. A list of recommended countries & cities can be found on Blackboard. Please contact me to propose other alternatives.

Blog Posts (6 Due) –Approx. 2-3 pgs each

1. *Country Profile – Indicators (Due February 5th)*: Report national indicators on "growth" and "progress" of this country, including the Human Development Index (http://hdr.undp.org/en/statistics/); measures of national debt and revenues (GDP) (http://www.economist.com/content/global_debt_clock); and advancement toward Millennial Development Goals 1,7 & 8 (http://www.devinfo.info/mdginfo/).
2. *Country Profile – Plans (Due February 19th)*: What types of national plans have been developed within recent years to guide development? What are the goals and strategies that they suggest? How do they address Indicators you discussed in Blog #1?
3. *Country Profile – International Development Assistance (Due March 5th)* – Summarize the role of various international organizations in assisting with housing, jobs, and infrastructure planning and development in this country. Specifically, what types of housing practices are promoted? How do they compare and contrast with the perspectives offered by Turner and Davis?
4. *City Profile – Plans & Projects (Due March 26th):* What types of regional or local plans and development projects have been adopted and/or implemented regarding land tenure, housing, infrastructure & service, and jobs? Who are the major international aid and development partners? How successful do these endeavors appear to be?
5. *City Profile –Project Profile #1 (Due April 9th):* Describe and analyze one particular city project addressing a topical area covered by this course. What were the goals pursued? What strategies were used to pursue them? Who decided, and who provided which parts of the project? What were the outcomes? How successful do you consider this project? What would you suggest to improve it?
6. *City Profile – Project Profile #2 (Due April 23rd):* Describe and analyze one particular project addressing a **different** topical area covered by this course than you covered in Blog #5. What were the goals pursued? What strategies were used to pursue them? Who decided,

and who provided which parts of the project? What were the outcomes? How successful do you consider this project? What would you suggest to improve it?

Final Paper (Due 5/14) – Approx. 25 pgs
Complete your country and city profile by placing your analysis within the broader social, economic, and political history of both the country and the city. Combine and revise your blog posts into a cohesive paper that analyzes national indicators, development plans and strategies, along with city development plans and projects. What do you think is going well? Where do you recommend changes in the goals or process in order to achieve better outcomes?

Final Presentation (5/2 or 5/14) – Approx. 10 minutes
Present your major findings and analysis of your country and city to the class in a concise presentation via PowerPoint, a wiki, or some other medium in consultation with the instructor.

International Organization Wiki or PowerPoint (4 credit students only) – Approx. 10 minutes
Select one international aid organization (IMF, World Bank, USAID, Asian Development Bank, UN-HABITAT, etc.) involved in planning & development in third world cities. Develop a wiki or PowerPoint presentation that describes this organization (its history and functions), its development paradigm (what theories, ideologies, and assumptions does this organization employ in its development work?) and its processes (how does this organization actually "do" development?). What are some of the pros and cons to the way the organization approaches and practices development in third world cities? Please include a reference list containing your sources of information.

General Assignment Guidelines
All written assignments must be typed in Times New Roman 12pt font, double-spaced, with 1" margins all around. Assignments must be submitted by the date and time due, or they will be docked one full letter grade for each day they are counted as late (e.g. from an A to a B). Timely completion is necessary for follow-up in-class activities around your research.

All material borrowed from another source - which you summarize or quote directly - must be properly referenced both within the text and at the end of the paper in a complete list of references. See the section below on Academic Integrity for the consequences of plagiarism, or failing to acknowledge the sources you use in your research and writing. Please follow a consistent format such as MLA, APA, or the Chicago Style.

The Writing Center is available to help you hone your writing skills to produce a quality paper from conception to completion. Contact them at 518-442-4061 or writing@albany.edu for assistance.

GRADING POLICY

This class is structured as an interactive dialog. Discussion and activities, both in the classroom and online, are designed to unpack complex ideologies and policies, engage in debates, and prepare you for further assignments. Everyone is expected to attend regularly and actively

participate for the benefit of us all. Course readings have been strategically selected to maximize student exposure to critical substantive content. They will play a key role in our discussions, activities and assignments. Students are expected to come to class prepared, and to participate thoughtfully in class discussions and activities.

Requirements	Due Date(s)	Percentage of Final Grade (3-credit)	Percentage of Final Grade (4-credit)
International Organization Wiki (4 credit students only	1/31	N/A	10%
Blog Posts (6)	Various	60%	55%
Final Paper	5/14	30%	25%
Final Presentation	5/2 or 5/14	10%	10%
Total		**100%**	**100%**

The following grading scale is used to translate final grades to letter grades.

Letter Grade	Percent Range	Letter Grade	Percent Range
A	93-100%	C	73-77%
A-	90-92%	C-	70-72%
B+	88-89%	D+	68-69%
B	83-87%	D	63-67%
B-	80-82%	D-	60-62%
C+	78-79%	E	Less than 60%

ACADEMIC INTEGRITY

The consequences for violating UAlbany's policies on academic integrity range from rewriting the assignment in question to expulsion from the university. Please familiarize yourself with the details of this policy, which will be enforced in this class: http://www.albany.edu/eas/104/penalty.htm. To better understand what plagiarism is and how to avoid it, take the free Library tutorial **Plagiarism 101**: http://library.albany.edu/usered/ncplaga/index.html. If you ever have a question about properly referencing the work of others within your writing and presentations, please ask me *before* you submit or present them.

ACCOMMODATIONS FOR DISABILITIES

Every effort will be made to accommodate those with special learning needs. Please notify me of any documented needs you may have within the first two weeks of class so we can work together to assure satisfactory arrangements. Assistance is available through Disabled Student Services: http://www.albany.edu/studentlife/DSS/index.html (website), (518) 442-5490 (phone), (518) 442-3366 (TTY).

COURSE SCHEDULE

Date	Topic	Readings	Due
Setting the Context			
1/24	The State of Third World Cities	N/A	
1/29	Planning and Development in Third World Cities	(UNHABITAT, 2009), **pp.3-19 ONLY**	
1/31	International Aid & Development Indicators	(United Nations, 2008; World Bank, 2008)	International Org Presentations (4 credit students)
Housing Perspectives			
2/5	Who Decides, and with What Consequences?	Turner 1-2	Blog #1
2/7	The Social & Economic Value of Housing	Turner 3-4	
2/12	What Housing By People Looks Like	Turner 5-7	
2/14	Who Participates, and How?	Turner 8; (Parfitt, 2004)	
2/19	Slums Today	Davis1-2	Blog #2
2/21	Critiquing the State & Self-help	Davis 3-4	
2/26	(Un)Natural Catastrophes	Davis 5-6	
2/28	Global Restructuring & Slums	Davis 7-9	
Housing in Practice			
3/5	India	D&R 2-5	Blog #3
3/7	Brazil	D&R 6-9	
3/12	China *Invited: Dr. Youqin Huang*	(Yeqin, 2013; Zhang, 2011)	
3/14	**TBD**	**TBD**	
3/15-3/22 Spring Break			
Infrastructure & Services			
3/26	Water & Sanitation	(Akbar, Minnery, van Horen, & Smith, 2007; Berg & Mugisha, 2010; Halla & Majani, 1999; Nzeadibe, 2009)	Blog #4
3/28	Energy	(Kaygusuz, 2012; World Energy Council, 2006) **pp.5-27 ONLY**	
4/2	Transportation	(Cervero & Golub, 2007) (Tiwari, 2003)	
4/4	**Guest Instructor**	**TBD**	
4/9	Communication	(Aker & Mbiti, 2010; Odendal, 2011)	Blog #5
Jobs & Finance			
4/11	Microfinance & Microenterprise	(Dalglish, 2008; Merrill, 2009)	

Date	Topic	Readings	Due
4/16	Microfinance & Microenterprise	(Belwal, Tamiru, & Singh, 2012; Roy & Wheeler, 2006)	
4/18	Street Vending & Home-Based Enterprises	(Bromley, 2000)(Gough, Tipple, & Napier, 2003)	
Contemporary Issues			
4/23	Gender & Development	(Lee-Smith & Trujillo, 2006; Phadke, 2013)	Blog #6
4/25	Disaster Planning & Recovery *Invited: Dr. Loretta Pyles*	**TBD**	
4/30	Environmental Sustainability	**TBD**	
5/2	**PRESENTATIONS**		Presentations
5/14	**EXAM PERIOD, 10:30-12:30AM**		Presentations & Final Paper

Additional Readings available via ERes:

Akbar, H. M. D., Minnery, J. R., van Horen, B., & Smith, P. (2007). Community water supply for the urban poor in developing countries: The case of Dhaka, Bangladesh. *Habitat International, 31*(1), 24-35.

Aker, J. C., & Mbiti, I. M. (2010). Mobile Phones and Economic Development in Africa. *Journal of Economic Perspectives, 24*(3), 207-232.

Belwal, R., Tamiru, M., & Singh, G. (2012). Microfinance and Sustained Economic Improvement: Women Small-Scale Entrepreneurs in Ethiopia. *Journal of International Development, 24*(Supplement), S84-S99.

Berg, S. V., & Mugisha, S. (2010). Pro-poor water service strategies in developing countries: promoting justice in Uganda's urban project. *Water Policy, 12*(4), 589-601.

Bromley, R. (2000). Street Vending and Public Policy: A Global Review. *International Journal of Sociology and Social Policy, 20*(1), 1-28.

Cervero, R., & Golub, A. (2007). Informal transport: A global perspective. *Transport Policy, 14*(6), 445-457.

Dalglish, C. (2008). From adject poverty to aspiring middleclass - micro-enterpreneurship in urban Mozambique. *Journal of Asia Entrepreneurship and Sustainability, 4*(3), 55-71.

Gough, K. V., Tipple, A. G., & Napier, M. (2003). Making a Living in African Cities: The Role of Home-based Enterprises in Accra and Pretoria. *International Planning Studies, 8*(4), 253-277.

Halla, F., & Majani, B. (1999). Innovative Ways for Solid Waste Management in Dar-Es-Salaam: Toward Stakeholder Partnerships. *Habitat International, 23*(3), 351-361.

Kaygusuz, K. (2012). Energy for sustainable development: A case of developing countries. *Renewal and Sustainable Energy Reviews, 16*(2), 1116-1126.

Lee-Smith, D., & Trujillo, C. H. (2006). Unequal Rights: Women and Property. In J. S. Jaquette & G. Summerfield (Eds.), *Women and Gender Equity in Development Theory and Practice: Institutions, Resources, and Mobilization* (pp. 159-172). Durham, N.C.: Duke University Press.

Merrill, S. R. (2009). Microfinance for Housing: Assisting the "Bottom Billion" and the "Missing Middle". Washington, D.C.: Urban Institute Center of International Development and Governance.

Nzeadibe, T. C. (2009). Solid waste reforms and informal recycline in Enugu urban area, Nigeria. *Habitat International, 33*, 93-99.

Odendal, N. (2011). Splintering Urbanism or Split Agendas: Examining the Spatial Distribution of Technology Access in Relation to ICT Policy in Durban, South Africa. *Urban Studies, 48*(11), 2375-2397.

Parfitt, T. (2004). The ambiguity of participation: a qualified defence of participatory development. *Third World Quarterly, 25*(3), 537-555.

Phadke, S. (2013). Traversing the City: Some Gendered Questions of Access in Mumbai. In N. Perera & W.-S. Tang (Eds.), *Transforming Asian Cities: Intellectual Impasse, Asianizing Space, and Emerging Translocalities* (pp. 177-189). New York, NY: Routledge.

Roy, M.-A., & Wheeler, D. (2006). A survey of micro-enterprise in urban West Africa: drivers shaping the sector. *Development in Practice, 16*(5), 452-464.

Tiwari, G. (2003). Transport and land-use policies in Delhi. *Bulletin of the World Health Organization, 81*(6), 444-450.

UNHABITAT. (2009). Planning Sustainable Cities: Global Report on Human Settlements 2009 - Chapter 1, pp. 3-19. London: UNHABITAT.

United Nations. (2008). Millennium Development Goals 2008 Report. New York: United Nations.

World Bank. (2008). Aid Architecture: An Overview of the Main Trends in Official Development Assistance Flows. Washington, D.C.: The World Bank Group, Concessional Finance and Global Partnerships Vice Presidency.

World Energy Council. (2006). Alleviating Urban Energy Poverty in Latin America. London: World Energy Council.

Yeqin, Z. (2013). Housing and citizenship rights of rural migrants in urban China: The case of Yuanhenong, Shanghai. In N. Perera & W.-S. Tang (Eds.), *Tranforming Asian Cities: Intellectual Impasse, Asianizing Space, and Emerging Translocalities* (pp. 94-111). New York, NY: Routledge.

Zhang, L. (2011). The political economy of informal settlements in post-socialist China: The case of *chengzhongcun(s)*. *Geoforum, 42*(4), 473-483.



U.S. HOUSING POLICY
(PLN/POS/PAD 528)

Instructor: Corianne P. Scally, Ph.D., Department of Geography & Planning
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COURSE DESCRIPTION & OVERVIEW

Housing occupies a unique and complicated position in U.S. history and policy. Since housing simultaneously represents the need for basic shelter, a major source of household assets, and a powerful economic engine, balancing its supply and demand has preoccupied the public sector for almost a century. The federal government has had a large hand in shaping housing finance and production through mortgage market restructuring, mortgage interest tax deductions for homeowners, public housing and voucher programs, and other supply-side programs designed to encourage affordable housing development. Many of these programs, whether they target homeownership or rental housing, require the participation of many partners, including state and local governments, lenders, investors, private and nonprofit developers, advocates, and social service providers.

While housing quality and safety in the U.S. has greatly improved over time, issues of affordability, equity, and access have reached crisis proportions across the nation. Residential segregation is self-perpetuated through active discrimination and individual preferences, leaving some without many housing options and limiting their access to quality neighborhoods and amenities. Meanwhile, distortions in the home mortgage finance system have negatively affected home owners throughout the country. Financial deregulation, exotic loan products, unscrupulous predatory lending practices, and global securitization and credit default swap markets have coalesced into the country's highest foreclosure rates. Indeed, America's housing crisis destabilized the entire global financial system.

To make matters worse, the supply of affordable rental housing has dwindled over time. The publicly-assisted housing supply has been shrinking due to demolition, "revitalization," and expiring subsidies, often replaced with mixed-income development. At the same time, households receiving rental assistance through vouchers can be priced out of and discriminated

against in the private market. Whether assisted households are involuntarily displaced or choose to move into the private market, they tend to locate in poor neighborhoods rather than communities offering better opportunities.

In addition to offering solutions to the present-day foreclosure crisis - including stabilizing the mortgage market for future homeowners, helping households retain and regain their homes, protecting renters living in foreclosed properties, and caring for the homeless - future reforms must target the roots of the crisis to prevent its reoccurrence. Can homeownership continue to be the privileged policy, or will the current crisis revolutionize rental housing? What other options are there for increasing the supply of affordable rental housing? What roles do policy and planning have in creating opportunities for that is equitably distributed and targets those with the greatest need? Finally, what role should federal, state, and local governments, private sector, and nonprofit interests respectively have in facilitating the National Housing Goal, stated in the Housing Act of 1949, of "a decent home and a suitable living environment for every American" through sound policy and practice?

OBJECTIVES

The purpose of this course is to provide an overview of the evolution of U.S. housing policy and planning; to underscore the key agents and structures within the U.S. housing system; to critically question and evaluate existing policies and plans; and propose alternative ways forward in light of past housing policy conundrums.

Upon completing this course, students will be able to:

- Assess shifts in U.S. housing policies over time, including changes in motivations, paradigms, partners, and strategies;
- Debate the pros and cons of different housing tenures and the various policies that promote them;
- Evaluate contemporary mixed-income housing strategies;
- Analyze the strengths and weaknesses of various housing policies, programs, and plans as it relates to both objective program goals and subjective standards of equity;
- Recommend specific housing policy changes based on extensive research and analysis of housing policies, programs, and plans of a single local municipality.

COURSE MATERIALS

One book is required for this course, and another book is recommended. They are available for purchase at the University Bookstore, and on reserve at the University Library. All additional readings are available through Electronic Reserves: https://ereserves.albany.edu/.

Required: Tighe, J. Rosie & Mueller, Elizabeth J. (Eds.) 2012. The Affordable Housing Reader. Routledge. ISBN: 978-0415669382

Recommended: Schwartz, A. (2010). *Housing Policy in the United States* ***(2nd Edition)***. New York: Routledge. ISBN: 978-0415802345

This course uses **Blackboard** for online posting, submitting assignments, watching streaming videos, and general course communication. You can access it at https://blackboard.albany.edu/webapps/login/. Check the site frequently for announcements, resources, and instructions.

To watch videos, you must have the free **Real Player©** installed on your computer. It is available for free download here: http://www.real.com/realplayer/search.

ASSIGNMENTS

All written assignments must be typed in Times New Roman 12pt font, double-spaced, with 1" margins all around. Spelling and grammar should be thoroughly checked. All material borrowed from another source - which you summarize or quote directly - must be properly referenced both within the text and at the end of the paper in a complete list of references utilizing the provided style guide. See the section below on **Academic Integrity** for the consequences of plagiarism, or failing to acknowledge the sources you use in your research and writing.

Housing Policy Analysis

Pick a major U.S. city whose housing policies and programs you desire to analyze over the course of the semester. It should be a municipality that prepares plans for federal housing funding and has a public housing authority that manages units (not just vouchers). A recommended list will be posted to Blackboard. Each city may only be selected by one student. There will be four (4) policy research memos, one (1) final policy analysis memo, and one (1) final presentation to the class. Research must include local and state policy documents and plans, in addition to academic and professional literature on the topical area in general, as well as studies pertaining to your specific city and its state. These should be referenced both in the text, and in a complete list at the end of each paper.

The topics and deadlines for each assignment are as follows:

Assignment (Due Date; Approx length)	**Topics**
Policy Research Memo #1 (Due 2/21; 4-5 pgs)	Discrimination, Segregation & Fair Housing
Policy Research Memo #2 (Due 3/14; 4-5 pgs)	Public Housing, HOPE VI, and LIHTC
Policy Research Memo #3 (Due 4/11; 4-5 pgs)	State Policies, Plans & Programs
Policy Research Memo #4 (Due 5/2; 4-5 pgs)	Local Policies, Plans & Programs
Policy Analysis Memo (Due 5/16; 5-7 pgs)	Policy recommendations addressed to mayor
Presentation (Due 5/2 & 5/16; 10-12 minutes)	Highlights of research and policy recommendations

HOPE VI Case Study Presentation (Due 3/7; 10-15 min; *4-credit students only*)
Select a HOPE VI project to review and present to the class. Answering the following questions about the project to the best of your ability: How many units were demolished? How many and what type of units were rebuilt? How much did the project cost, and who were the major partners? What alternatives were given to existing residents? What have been the outcomes so far? What is your overall assessment of the success of this project? To answer these questions, refer to the housing authority's website, as well as any academic studies and professional reports on the project. Develop a wiki, PowerPoint, or some other media presentation (upon approval) to share your findings with the class during a 10-15 minute presentation. Make sure you list the references you used at the end of the presentation.

New Columbia Analysis (Due 4/4; 3-4pgs)
Using course readings and the case of HOPE VI redevelopment of the former Columbia Villa housing development in Portland, Oregon, now named New Columbia, debate the merits of place-based redevelopment through mixed income housing versus dispersal. Consider both individual and neighborhood-level outcomes.

GRADING POLICY

Attendance: Attendance is critical to your success in this course. In-class activities further cumulative learning, as well as prepare you for and debrief you from assignments. Last minute changes in topics, readings, speakers, etc. are sometimes unavoidable. If you miss class, it is your responsibility to find out what happened by checking Blackboard for announcements and/or asking a classmate. Missing class is no excuse for being unaware of future deadlines and instructions for completing assignments.

Late Assignments: Submitting assignments on time reflects respect for your instructor and classmates, as well as the effort expected from graduate students. I will deduct one **FULL** letter grade (i.e. from B+ to C+) for each day an assignment is late—unless there are extraordinary circumstances that caused the delay (for which documentation is required). Please notify me in advance, if at all possible, if you know that you are going to be late in submitting an assignment.

Assignments are weighted as detailed below in calculating the final course grade.

Assignment	Due Date	% of Final Grade (3-credits)	% of Final Grade (4-credits)
Housing Policy Analysis		**90%**	**75%**
Policy Research Memos (4)	*Various*	*15% each*	*12.5% each*
Final Presentation	*5/2 or 5/16*	*10%*	*10%*
Policy Analysis Memo	*5/16*	*20%*	*15%*
HOPE VI Case Study *(4 credit students only)*	3/7	**N/A**	**15%**
New Columbia Analysis		**10%**	**10%**
TOTAL		**100%**	**100%**

The following grading scale is used to translate final grades to letter grades.

Letter Grade	Percent Range	Letter Grade	Percent Range
A	93-100%	C	73-77%
A-	90-92%	C-	70-72%
B+	88-89%	D+	68-69%
B	83-87%	D	63-67%
B-	80-82%	D-	60-62%
C+	78-79%	E	Less than 60%

ACADEMIC INTEGRITY

The consequences for violating UAlbany's policies on academic integrity range from rewriting the assignment in question to expulsion from the university. Please familiarize yourself with the details of this policy, which will be enforced in this class: http://www.albany.edu/eas/104/penalty.htm. To better understand what plagiarism is and how to avoid it, take the free Library tutorial **Plagiarism 101**: http://library.albany.edu/usered/ncplaga/index.html. If you ever have a question about properly referencing the work of others within your writing and presentations, please ask me *before* you submit or present them.

ACCOMMODATIONS FOR DISABILITIES

Every effort will be made to accommodate those with special learning needs. Please notify me of any documented needs you may have within the first two weeks of class so we can work together to assure satisfactory arrangements. Assistance is available through Disabled Student Services: http://www.albany.edu/studentlife/DSS/index.html (website), (518) 442-5490 (phone), (518) 442-3366 (TTY).

COURSE SCHEDULE			
DATE	**TOPIC**	**CLASS PREPARATION**	**DUE**
1/24	The State of the Nation's Housing	**Read** JCHS 2012	
1/31	What Motivates U.S. Housing Policy?	**Read** T&M 1-6	
2/7	What is the Housing Problem, Who is Solving It, and How?	**Read** T&M 7-11 & 17-18 *(Schwartz 1-2)*	
2/14	Housing Segregation & Discrimination I*nvited: Nancy Denton*	**Read** T&M 33-34; City of Albany 2010 *(Schwartz 11)*	
2/21	Which Tenure: Own, Rent, or In Between?	**Read** T&M 12-15; Santiago et al. 2011 *(Schwartz 12)*	Policy Research Memo #1
2/28	Housing Finance & the Foreclosure Crisis	**Read** Schwartz 2010 (Chpt. 3); Immergluck 2009a (Chpt. 4), 2009b **Watch** American Casino	
3/7	Place-based Policies: From Public Housing to HOPE VI & Mixed Income Housing	**Read** Goetz 2010, 2011; Joseph & Chaskin 2012 *(Schwartz 6)* **Watch** The Pruitt-Igoe Myth	HOPE VI Case Studies *(4 credit students only)*
3/14	Place-based Policies: Privately-owned, Publicly-subsidized Rental Housing *Invited: Darren Scott, Albany Housing Authority*	**Read** T&M 19; Khadduri & Wilkins 2008; Scally & Koenig 2012 *(Schwartz 5&7)*	Policy Research Memo #2
3/21	**SPRING BREAK**		
3/28	People-based Policies: Mobility, Dispersal, or Displacement?	**Read** T&M 20, 24; Imbroscio 2008a,2008b; Briggs 2008; Goering & Feins 2008 *(Schwartz 8)*	
4/4	**NO CLASS; INSTRUCTOR AT CONFERENCE**	**Read** Kleit 2005; T&M 27 **Watch** Imagining Home	New Columbia Analysis
4/11	State Approaches to Housing	**Read** Basolo and Scally 2008; Scally 2009; Illinois Housing Development Authority 2011	Policy Research Memo #3
4/18	Local Approaches to Housing *Invited: Susan Cotner, Affordable Housing Partnership*	**Read** T&M 28-29, 31-32; Pendall 2008; Scally 2012; *(Schwartz 9)*	
4/25	Housing for Special Populations	**Read** Culhane & Metraux 2008; Pynoos & Nishita 2006	

DATE	TOPIC	CLASS PREPARATION	DUE
5/2	Housing & Sustainability	**Read** Enterprise Community Partners 2008; Bruner Foundation 2007 **Watch** The Greening of Southie	Policy Research Memo #4; Final Presentations
5/16	Exam Period, 8-10PM: Policy Analysis Memo Due & Final Presentations		

ADDITIONAL READINGS ON ELECTRONIC RESERVE

Basolo, V., & Scally, C. P. (2008). State Innovations in Affordable Housing Policy: Lessons from California and New Jersey. *Housing Policy Debate, 19*(4), 741-774.

Briggs, X. d. S. (2008). Maximum Feasible Misdirection: A Reply to Imbroscio. *Journal of Urban Affairs, 30*(2), 131-137.

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Graduate School of Architecture, Planning and Preservation
Program in Urban Planning
Professor: Clara Irazábal
Collaborating Professor: Alejandro de Castro
TA: Claudia Huerta

Columbia University
6 credits
201 Fayerwheather
Spring 2012

PORTO MARAVILHA:
Planning/ Housing Strategies for the Revitalization of Rio de Janeiro's Port Area

Collaborators in NY
Tom Trebat
Tom Bassett
Jennifer Graeff
Julia Tierney
Shawn Amsler
Jesse Keenan
Jeffrey Yuen
Vanessa Smith
Andrew Scherer

Collaborators in Rio
CLIENT: Antonio Veríssimo, Bruno Queiroz, Secretaría de Habitação
ACADEMIC PARTNER: UFF: Clarissa Moreira, Fernanda Furtado, Fernanda Sanchez, Regina Bienenstein, and other colleagues and mentees (Vinicius Netto, Flora Passos);
Pedro Rivera, Daniela Getlinger and Carlos Leite, Ana Laura Gamboggi, Pedro da Luz Moreira, Marcelo Lopes, Nilton Santos, Emilio Haddad;
IPPUR: Carlos Vainer, Luis Cesar Quiroz;
PROURB: Rachel Coutinho, Denise Pinheiro, Rodrigo Cury Paraizo, Roberto Segre;
GSAPP: Raul Correa & Keith Kaseman, Richard Plunz and/or collaborators, other Rio Studio participants

BACKGROUND

The existing wharves and warehouses in Rio de Janeiro's port were built in the 1910s and at that time they were the most modern in Latin America and among the best in the world. Nowadays, with the changes in transport, particularly the development of containerized shipping, the port area is obsolete and deteriorated. Very few cargo operations remain in the area and it has underutilized or abandoned buildings and areas. There are, however, a few vital *comunidades* (informal settlements) in the area with rich cultural heritage risking displacement due to gentrification.

The "Porto Maravilha Revitalization Plan" is a comprehensive plan to revitalize the entire port district of Rio de Janeiro city, a trend of revitalization of old industrial waterfront districts that has been followed in many other cities in the world, including London, Barcelona, and Baltimore; and in Latin America, including Buenos Aires and Guayaquil. In Rio, the revitalization is been propelled by the real estate pressures of the incoming mega-events—the 2014 World Cup and the 2016 Olympics. The area of the Port project covers about five million square meters and is located in downtown Rio close to major transport routes (*Linha Vermelha* freeway and the main thoroughfares *Avenida Brasil* and *Avenida Francisco Bicalho*). To enable this process of redevelopment and revitalization in the port region, a special consortium operation was designed—Operação Urbana Consorciada da Região do Porto do Rio de Janeiro.

PROBLEM STATEMENT

Course Description and Objectives

This Planning Studio course will contribute to the efforts that the Housing Department (Secretaría de Habitação) of the Municipality of Rio de Janeiro is making to conserve, restore, and promote affordable housing in the Revitalization Plan. In particular, the course will evaluate the plans and projects developed and considered by this institution and other stakeholders and propose alternatives for the future of the area. This studio project will be conducted in collaboration with the Housing Department as well as the Universidade Federal Fluminense's (UFF) School of Architecture and Urbanism.

Conceptual Framework

The overall goal of the port area plan is to improve the urbanization pattern and quality of life in the region, to stimulate social and economic development of the port region, and revitalize the historical and environmental heritage of the area.

This studio project will focus on the challenges and opportunities that the district presents for the restoration, maintenance, and development of affordable housing. Studio members will perform analysis of the current conditions of housing in the area and make proposals to improve them in the context of the Port's revitalization process. Focusing on housing, the studio aims to contribute to the vision of a mixed-use, mixed-income neighborhood with multi-modal transit connections within and to the rest of the Rio fabric. We'll also make proposals to maximize the area's potential as a community/economic development engine, given that the district is a central hub that the city is focusing on in its capital-investment planning for Rio's recently held and expected mega-events (Eco-Conference in 2012, World Cup in 2014, and Olympic Games in 2016). The project also intends to recommend strategies for social inclusion—through employment, improvement in living conditions, more access to cultural opportunities, and improvements to neighborhoods' connectivity.

METHODOLOGY AND CALENDAR

The semester-long course is divided in three consecutive phases:

1. STUDIO PRELIMINARY RESEARCH – NEW YORK

The project will be developed through an urban planning studio course at the Graduate School of Architecture, Planning and Preservation (GSAPP) at Columbia University. Students in the second semester of the masters of Urban Planning program, plus an instructor, her assistant, and other collaborators will work during one semester in a project to assess how the Rio Housing Department is engaged in active planning for the revitalization of Porto Maravilha, and to develop effective planning strategies to ensure equitable and sustainable outcomes in the realm of housing.

The first few weeks of the semester will be devoted to data gathering and analysis of the planning and housing institutions and instruments in Brazil and Rio de Janeiro, as well as the Porto Maravilha Revitalization Plan and any relevant data in existence connected to the plan or the port area. The multiple stakeholders involved in the revitalization efforts will also be analyzed. During this period, a logistical plan for an intense fieldwork visit to Rio will be prepared.

Students will be divided in 4 groups. Each group will be responsible for 2 class activities before the trip to Rio, as follows:

GROUP 1

Activity 1. Jan 30: 30-minute ppt presentation on federal planning institutions and instruments

- Ministerio das Cidades: What issues does it address? What is the role of the Secretarias Nacionais?
- Estatuto das Cidades: What is it? What is its relation to the Ministerio das Ciudades? How does it affect the development of the Plano Nacional de Habitação?
- Conselho das Cidades: What is it? What role does it have in the Ministerio das Cidades?
- Plano Nacional de Habitação

Activity 2. Feb 13: 30-minute ppt presentation of chapters 6 & 7 of Calavita & Mallach's book, followed by leading class discussion on the topic and its implications for Porto Maravilha

GROUP 2

Activity 1. Feb 06: 30-minute ppt presentation on housing and financial institutions and programs

- Secretaria Nacional da Habitação: Understand the departments within. What are their functions? How does the Departamento de Urbanização de Assentamentos Precários work? How do these Departments relate to the municipalities (prefeituras)?

- PAC (Programa de Aceleração do Crescimento): What are PACs and what is their role in housing and urbanization? Give examples in Rio
- CAIXA and Central Bank of Brazil (Banco Central do Brasil): What are CAIXA and BCB: how do they factor in housing?
- Minha Casa Minha Vida: What is it and how does it work?

Activity 2. Feb 20: 30-minute ppt presentation of chapters 8 & 9 of Calavita & Mallach's book, followed by leading class discussion on the topic and its implications for Porto Maravilha

GROUP 3

Activity 1. Jan 30: 30-minute ppt presentation of chapters 2 & 3 of Calavita & Mallach's book, followed by leading class discussion on the topic and its implications for Porto Maravilha

Activity 2. Feb 13: 30-minute ppt presentation on municipal planning/housing institutions and instruments

- Prefeitura do Rio de Janeiro: Research within the Prefeitura the Secretaria Municipal de Obras, Secretaria Municipal de Urbanismo, and Secretaria Municipal de Habitaçao and how they relate to each other.
- Morar Carioca: What is Morar Carioca and what other programs does the Secretaria Municipal de Habitação have concerning housing?
- CDURP: What is the CDURP (Companhia de Desenvolvimento Urbano da Região do Porto do Rio de Janeiro) and its function?
- Plans: Introduce Plano Diretor do Município do Rio de Janeiro and Plano Municipal de Habitação de Interesse Social da Cidade do Rio de Janeiro.

GROUP 4

Activity 1. Feb 20: 30-minute ppt presentation on Port history and current urban interventions

- Megaevents: How are the urban plans and interventions for the 2014 Word Cup and Rio 2016 Olympics affecting the Porto and the informal settlements that occupy this area?
- Communities: What projects have been planned for the favelas and specially Morro Povidença? Identify the social organizations involved in Porto Maravilha and their actions.
- Preservation: What is being done for the protection of historic areas?
- Urban Operation for Porto Maravilha (Operação Urbana Consorciada da Região do Porto do Rio de Janeiro): What is it? How can it affect new zoning, especial projects and infrastructure?
- CEPAC (Certificado de Potencial Adicional de Construção): What are they?
- Fundo de Investimento Imobiliário Porto Maravilha, from the Brazilian Federal Savings Bank (Caixa Econômica Federal - CEF).

Activity 2. Feb 06: 30-minute ppt presentation of chapters 4 & 5 of Calavita & Mallach's book, followed by leading class discussion on the topic and its implications for Porto Maravilha

Film/Documentary Discussion and Notes

Critical film/documentary watching and discussing are productive ways of learning about urban and cultural conditions in a different context as they allow sensorial-intensive experiences of immersion. Students are expected to watch at least 1 film/documentary per week during the first 6 weeks of the semester, as follows:

1. *Brazilian history and culture:* Brazil: An Inconvenient History; Optional: Brazil Revealed, Destination Brazil
2. *Cultural NGOs and music:* Favela Rising; Optional: The Sound of Rio: Brasileirinho, Moro no Brasil, Saudade do Futuro

3. *Entrepreneurship, creativity, and gender:* Antônia; Optional: Morrinho: A História (Portuguese, English subtitles)
4. *Violence, crime, and masculinity:* City of God; Optional: Almost Brothers, City of Men, Elite Squad, Bus 174
5. *Contrasts between the formal and informal city:* Once Upon a Time in Rio; Optional: Black Orpheus
6. *Poverty and immigration:* Waste Land; Optional: Central Station; The Middle of the World

Students will write a short commentary (minimum 100 words) on something that impacted them about the film/documentary that they feel is helpful to consider as they prepare to travel and do work in Brazil/Rio. Upload comments to the folder Film Notes in Courseworks (name the file YourFirstName-FilmName, e.g., Clara-Inconvenient History) before class and bring a hard copy to class. Classes will start with a round of your comments on the films/documentaries.

2. FIELD RESEARCH – RIO DE JANEIRO

A group of students and the instructors will travel to Rio de Janeiro during the spring break and the following one, March 09-23, 2012, in order to carry out an intense fieldwork plan and establish a comprehensive dialogue with all the agents and about all dimensions related to the project. The Secretaría de Habitação will act as the studio "client" and provide information for the elaboration of the work, explain its expectations, and give feedback to the efforts of the studio during the semester. At the end of the process, the client will receive a report with the analyses and proposals of the study.

The students will work in collaboration with the Secretaría de Habitação and a team from Universidade Federal Fluminense which has developed projects related to the revitalization of Porto Maravilha. The students will work collaboratively with master of planning and urbanism students from UFF in intense *charrette*-styled format.

The Studio group will offer a 1-day, intensive mini-course on International Perspectives on Inclusionary Housing for interested parties in Rio as a value-added contribution to the knowledge exchange with our collaborators in Brazil.

The goals to accomplish at the visit to Rio de Janeiro include:

- Developing greater understanding of Brazil's general history and socio-economic conditions
- Developing greater understanding of recent tendencies in urban development in the region of Rio de Janeiro
- Exploring of port area and its historical and current relation with the city-region
- Developing greater understanding of planning and urban design ideas already proposed for the port area
- Performing social, political, cultural, economic and environmental analyses relevant to the project
- Making specific proposals for the site with the intention to promote viable, equitable and sustainable development and housing, along with corresponding evaluations systems
- Working collaborative with international partners
- Learning to act ethically while maintaining a balance between independent and critical professional work and responsiveness to the client

3. URBAN PLANNING/HOUSING PROPOSAL – NEW YORK

During the last part of the term, students will continue elaborating on alternative urban housing policies and plans that can foster appropriate development in the area studied. The overall goals to accomplish during the semester will be:

- To facilitate to the students the exploration and understanding of the planning challenges raised by large-scale revitalization projects, particularly in port areas

- To expose the students to planning contexts outside the United States—specifically in Brazil, and in Rio de Janeiro in particular
- To facilitate an understanding of the challenges of working for and with a client and the accomplishment of this work
- To facilitate an understanding of the characteristics of excellence in professional work and the accomplishment of such work
- To facilitate in the students the development of skills and attitudes necessary to productively work in groups
- To produce analyses and proposals of urban planning/housing of utility for the client.

EXPECTED RESULTS, APPLICATION, AND DISSEMINATION STRATEGY

The studio team will be responsible for producing three deliverables: a preliminary powerpoint presentation at midterm about site and problem analysis, sketched in New York and revised during fieldwork in Rio; a final powerpoint presentation that will be delivered to the client; and a written report produced for the client based on the analyses and planning proposals developed by the studio team. The emphasis of these presentations and report will be on empirical findings and pragmatic recommendations for public and land use/housing policy. The intent will be to provide useful analysis and feedback that can serve the client in its own processes of monitoring, evaluating, and reforming its plans, programs, and policies for the Porto Maravilha area.

The results of this study will also be submitted for publication in a refereed journal of urban planning. Aspects of this study (empirical, historical, theoretical, and propositional) will be shared in relevant academic conferences for urban planning students (such as at the American Planning Association's NYC Metro Chapter Urban Planning Studio Presentations) and at relevant scholarly conferences such as the American Planning Association National Conference 2012, Association of Collegiate Schools of Planning Conference 2012, and/or the Latin American Studies Association Conference 2012.

Preparation for 1st class session, Jan 23

Read:
- Ball, Anna Marie, Ball, Jennifer S., Caldwell, Wayne J. and Parkinson, Sarah (2008). "Questions and Reflections for the Practice of International Planning and Development," *Planning Practice and Research* 23:4, 559 – 567.
- Calavita & Mallach's Foreword, Preface, Ch. 1.

Watch: Film 1 (see list of films and documentaries)

Class	Session	Theme	Class Activities	Special participants	Tasks for next week
1	Mon, Jan 23	INTRODUCTION: BRAZIL, RIO, PORTO MARAVILHA	Introduction Students Introduce themselves Online Meeting: The Porto Maravilha's Housing Problem Presentation Rio Studio 2011 Class discussion and creation of groups	(9:30) Antonio Veríssimo (10) Clarissa Moreira (11) Jeffrey Yuen	Read: Rolnik; Cities Alliance and Ministry of Cities Read: Calavita & Mallach's Ch. 2 & 3 Prepare presentations: G1(A1) & G3(A1) Watch: Film 2
2	Mon, Jan 30	FEDERAL PLANNING INSTITUTIONS AND INSTRUMENTS INCLUSIONARY HOUSING: US & Canada	Presentation: NYC 2011 studio Presentation: House Building Industries in Latin America Online Meeting Students present: G1(A1) & G3(A1)	(9) Claudia Huerta (10) Alejandro de Castro (11) Clarissa Moreira & Fernanda Furtado (12) Jeffrey Yuen	Read: Aragão; Christovão; Sandroni Read: Calavita & Mallach's Ch. 4 & 5 Prepare presentations: G2(A1) & G4(A1) Watch: Film 3
3	Mon, Feb 6	HOUSING AND FINANCIAL INSTITUTIONS AND PROGRAMS IH: England & Ireland	Discussion on previous readings Online Meeting Students present: G2(A1) & G4(A1)	Pedro Rivera, person from CDURP (11) Thomas Trebat Flora Passos	Read: Vainer; Ferreira Read: Calavita & Mallach's Ch. 6 & 7 Prepare presentations: G3(A2) & G1(A2) Watch: Film 4
4	Mon, Feb 13	MUNICIPAL PLANNING/HOUSING INSTITUTIONS AND INSTRUMENTS IH: France & Spain	Presentations: Real Estate in Brazil/Porto Urban violence in Rio Students present: G3(A2) & G1(A2)	(10) Shawn Amsler & Jesse Keenan (12) Julia Tierney, MIT	Read: Moreira; Castro Coma Read: Calavita & Mallach's Ch. 8 & 9 Prepare presentations: G4(A2) & G2(A2) Watch: Film 5
5	Mon, Feb 20	PORT HISTORY AND CURRENT URBAN INTERVENTIONS	Planning in Porto Maravilha Students present: G4(A2) & G2(A2)	Andrew Scherer	Prepare midterm presentation draft

		IH: Italy & others			Watch: Film 6
6	Mon, Feb 27	MIDTERM REVIEW PREPARATION	Presentation: Barra de Tijuca Student presentation of midterm presentation – full draft	Vanessa Smith (11) Jennifer Graeff	Improve/rehearse midterm presentation
7	Mon, Mar 5	**MIDTERM REVIEW**	Student presentations Debriefing		Make notes of reviews
8	Fri, Mar 9	Flight to RIO			
	Sun, Mar 11	Gathering in Rio	Field trip - Port Area Night: Overview of the field trip activities	Flora Passos	
	Mon, Mar 12	Workshop I- Presentation	(9:30-13): Workshop at IPPUR/ETTERN (Carlos Vainer *et al*.) PM: Welcoming remarks, UFF (Clarissa, Flora, et al.) presents their work; students present their work so far and start a dialogue with local partners and stakeholders	IPPUR/ETTERN UFF, SMH, CDURP, UN-Habitat	
	Tue, Mar 13	Workshop II	AM: Field trip - Port Area, meeting with communities PM: Visit to SMH		
	Wed, Mar 14	Workshop III	AM: Field trip - Morro da Providencia, meeting with communities PM: Studio work at Studio-X	SMH, Clarissa Moreira	
	Thu, Mar 15	Workshop IV	AM: Field trip – Other communities in Port area, Escola de Samba, piers PM: Visit to CDURP	CDURP	
	Fri, Mar 16	Workshop V	Group work with students/professors of UFF	UFF / Studio-X	
	Sat, Mar 17		Sightseeing in Rio	Vinicius Netto, Rosane Araujo	
	Sun, Mar 18		Free day		

9	Mon, Mar 19	Workshop VI	AM: Visit to UFRJ: PROURB & IPPUR PM: Studio work at Studio-X	Denise Pinheiro, Rachel Coutinho, Denise Pinheiro, Rodrigo Cury Paraizo, Roberto Segre; Carlos Balsas, Luis Cesar Queiroz	
	Tue, Mar 20	Workshop VII	AM: Selective meeting for some class members AM-PM: Group work with UFF		
	Wed, Mar 21	Workshop VIII	AM: Selective meeting for some class members AM-PM: Group work with UFF	Emilio Haddad (USP)	
	Thu, Mar 22	Workshop IX **REVIEW**	AM: Group work with UFF PM: Presentation and dialogue with partners and stakeholders at Studio-X	Antonio Verissimo, UFF, UFRJ, SMH, CDURP, UN-Habitat, Emilio Haddad (USP), etc.	
	Fri, Mar 23	Flight to NYC			
	Sat, Mar 24	Arrival to NYC			
10	Mon, Mar 26	NO CLASS		Read: Whatever is required to complete presentation & report Read: Calavita & Mallach's Ch. 10 Write: reflective essay on your international experience Bring studio proposals for discussion in class	
11	Mon, Apr 2	DISCUSSION & DEFINITION OF PROPOSALS IH: Comparative Analysis	Trip debriefing Student presentations of personal essays and class drafts of final presentation Discussion of studio proposals & projects		Preparation of final ppt presentation, written report, and End-of-Year exhibit
12	Mon, Apr 9	ELABORATION OF FINAL PRESENTATION	Student presentations Discussion & elaboration of studio projects		Preparation of final ppt presentation, written report, and End-of-Year exhibit
13	Mon, Apr 16	FINAL REVIEW REHEARSAL	Student presentations Discussion & elaboration of studio projects		Preparation of final ppt presentation, written report, and End-of-Year exhibit
14	Mon, Apr 23		Exhibit and report preparation Present Final ppt – full draft		Preparation of final ppt presentation, written report, and End-of-Year exhibit
15	Mon, Apr 26-27	**FINAL REVIEW**	Student presentations Debriefing		Make notes of reviews Exhibit and report preparation

16	Mon, Apr 30	FINAL CLASS	Studio debriefing Exhibit and report preparation
17	Mon, May 07	**REPORT** (Deadline)	
	Thu, May 10		END OF YEAR SHOW - PIN UP
	Sat, May 12	**END OF YEAR SHOW**	

RESOURCES FOR THE ASSIGNMENTS

Group 1. Federal planning institutions and instruments

Articles

- Rolnik, Raquel (2011). Democracy on the Edge: Limits and Possibilities in the Implementation of an Urban Reform Agenda in Brazil.
- Cities Alliance and Ministry of Cities (2010). The City Statute of Brazil A commentary. Original in Portuguese.

Links

- Ministerio das Cidades http://www.cidades.gov.br/
- Conselho das Cidades http://www.cidades.gov.br/index.php?option=com_content&view=section&layout=blog&id=10&Itemid=161
- Plano Nacional de Habitaçao http://www.cidades.gov.br/index.php?option=com_content&view=category&layout=blog&id=132&Itemid=159

Group 2. Housing and financial institutions and programs

Articles

- Aragão, Thêmis Amorim. A Produção Social da Moradia e o Programa Minha Casa Minha Vida. In Alves dos Santos *et al.* (2011). Políticas Públicas e Direito à Cidade: Programa Interdisciplinar de Formação de Agentes Sociais e Conselheiros Municipais. Original in Portuguese, separate excerpts translated into English.
- Christovão, Ana Carolina. A Baixada Fluminense e o PAC: reflexões na perspectiva do direito à cidade. In Alves dos Santos *et al.* (2011). Políticas Públicas e Direito à Cidade: Programa Interdisciplinar de Formação de Agentes Sociais e Conselheiros Municipais. Original in Portuguese, separate excerpts translated into English.
- Sandroni, Paulo (2008). CEPACs (in English) O Cepac (Certificado de Potencial Adicional de Construção) como Instrumento de Captação de Mais Valias Urbanas e Financiamento de Grandes Projetos Urbanos.

Links:

- Secretararia Nacional da Habitação http://www.cidades.gov.br/index.php?option=com_content&view=category&layout=blog&id=137&Itemid=55
- Departamento de Urbanização de Assentamentos Precários http://www.cidades.gov.br/index.php?option=com_content&view=category&layout=blog&id=87&Itemid=116
- Minha Casa Minha Vida http://www.cidades.gov.br/index.php?option=com_content&view=article&id=1131&Itemid=200
- CAIXA http://www.caixa.gov.br/

Group 3. Municipal planning/housing institutions and instruments

Articles

- Vainer, Carlos. City of Exception: Reflections from Rio de Janeiro. Original in Portuguese, separate excerpts translated into English.
- Ferreira, Regina Fátima. The Urban Reform, the City Statute and Master Plans. In Alves dos Santos *et al.* (2011). Políticas Públicas e Direito à Cidade: Programa Interdisciplinar de Formação de Agentes Sociais e Conselheiros Municipais. Original in Portuguese, separate excerpts translated into English.

Links

- Portal da Prefeitura da Cidade do Rio de Janeiro http://www.rio.rj.gov.br/web/guest;jsessionid=056157677E233E6B8785D1A52476DFE1.liferay-inst6

- Plano Diretor do Município do Rio de Janeiro http://www.camara.rj.gov.br/controle.php?m1=legislacao&m2=plandircid&url=http://www.camara.rj.gov.br/planodiretor/indexplano.php
- What is a Plano Diretor? http://urbanidades.arq.br/2008/06/o-que-e-plano-diretor/
- CDURP (Companhia de Desenvolvimento Urbano da Região do Porto do Rio de Janeiro) http://www.portomaravilha.com.br/web/esq/cdurpMissao.aspx
- Morar Carioca en Morro de Providencia video teleférico. A series of articles and videos that explain the planned projects from the program Morar Carioca in Morro Providencia. http://www.cidadeolimpica.com/es/morar-carioca-3/ http://www.cidadeolimpica.com/es/video/en-providencia-cartero-suena-con-nueva-vivienda/

Group 4. Porto Maravilha

Articles

- Castro Coma, Mauro. From the Olympic dream to the Porto Maravilha project: the 'eventism' as a catalyzer for regeneration through large urban projects (in Spanish). *urbe. Revista Brasileira de Gestão Urbana* (Brazilian Journal of Urban Management), v. 3, n. 2, p. 211-227, jul./dez. 2011.
- Moreira, Clarissa (2004) *A cidade contemporânea entre a tabula rasa e a preservação: Cenários para o Porto do Rio de Janeiro.* Original in Portuguese, separate excerpts translated into English.
- Rio Prefeitura, Projecto Porto Maravilha (Presentation)
- Município do Rio de Janeiro. Operação Urbana Consorciada Da Região Do Porto Do Rio de Janeiro. Original in Portuguese, separate excerpts translated into English.

Links

- CEPAC and Fundo de Investimento Imobiliário Porto Maravilha, from the Brazilian Federal Savings Bank (Caixa Econômica Federal - CEF) http://www.portal2014.org.br/en/news/7238/THE+SECOND+PHASE+OF+THE+PORTO+MARAVILHA+WORK+STARTS+THIS+MONTH.html
- Urban Operation for Porto Maravilha (Operação Urbana Consorciada da Região do Porto do Rio de Janeiro) http://www.camara.rj.gov.br/controle.php?m1=legislacao&m2=plandircid&url=http://www.camara.rj.gov.br/planodiretor/indexplano.php
- Plano Diretor-Pacto Habitação (Housing) http://www.camara.rj.gov.br/planodiretor/pd2009/pactocarioca/Anexos/anexo9_apresent_pactohabitacao.pdf
- CDURP (Companhia de Desenvolvimento Urbano da Região do Porto do Rio de Janeiro) http://www.portomaravilha.com.br/web/esq/cdurpMissao.aspx
- Loosing Providence (Morro da Providença). A perspective from the inhabitants of Morro Providencia and the massive transformation that is happening to this community http://rioonwatch.org/?p=2322
- Proyecto de Porto Maravilha. The oficial site for the interventions due to the olimpics http://www.cidadeolimpica.com/en/rio%E2%80%99s-port-of-entry-will-be-transformed-for-2016/
- Porto Maravilha: rescuing the history of Rio de Janeiro in Cais do Valongo: A video about the preservation of historic parts of Porto Maravilha http://www.youtube.com/watch?v=83oH2VX1_zk
- Carlos, A. A critical look at the port area of Rio de Janeiro city: An article with a critical view of the history and interventions done to Porto Maravilha over the years http://redalyc.uaemex.mx/redalyc/html/748/74816991003/74816991003_1.html
- Videos related to the relocation of families on private property that is to be used for urban renovation http://filmeatrasdaporta.blogspot.com/2010/01/tve-globo.html
- Paulo Sandroni CEPACS: Certificates of Additional Construction Potential http://sandroni.com.br/?page_id=310
- Megaeventos: Comunidades Cariocas sofrem com proceso de espolacion urbana.- An article debating the effects of massive events and urban intervention on the communities

http://web.observatoriodasmetropoles.net/index.php?option=com_content&view=article&id=1706%3Aentrevista-comunidades-cariocas-sofrem-com-o-processo-de-espoliacao-urbana&catid=43%3Anoticias&Itemid=114&lang=pt

- Loosing Providence (Morro da Providencia). A perspective from the inhabitants of Morro Providencia and the massive transformation that is happening to this community http://rioonwatch.org/?p=2322
- Proyecto de Porto Maravilha. The oficial site for the interventions due to the olimpics, including the winning Project for Porto Maravilha http://www.cidadeolimpica.com/en/rio%E2%80%99s-port-of-entry-will-be-transformed-for-2016/
- Copa: Paixão, Esporte e Negócio. A series of events concerning the Olympics in Rio http://web.observatoriodasmetropoles.net/index.php?option=com_k2&view=item&id=93%3Acopa-paix%C3%A3o-esporte-e-neg%C3%B3cio&Itemid=163&lang=pt
- Videos related to the relocation of families on private property that is to be used for urban renovation http://filmeatrasdaporta.blogspot.com/2010/01/tve-globo.html
- Favela issues, a site that publishes articles about the repercussions of the urban reforms and Olympics on informal settlements. http://favelissues.com/2011/12/03/the-olympic-juggernaut-hits-rio-de-janeiro-is-there-a-compelling-new-story/
- 3 projects in Favelas. An article explaining briefly the development of three project of “Favela-Barrio” in Rio de Janeiro
- http://translate.google.com/translate?sl=es&tl=en&u=http%3A%2F%2Fwww.scielo.cl%2Fscielo.php%3Fscript%3Dsci_arttext%26pid%3DS0717-69962003005500008%26lng%3Des%26nrm%3Diso%26tlng%3Des&skpa=on
- Porto Maravilha: rescuing the history of Rio de Janeiro in Cais do Valongo: A video about the preservation of historic parts of Porto Maravilha http://www.youtube.com/watch?v=83oH2VX1_zk
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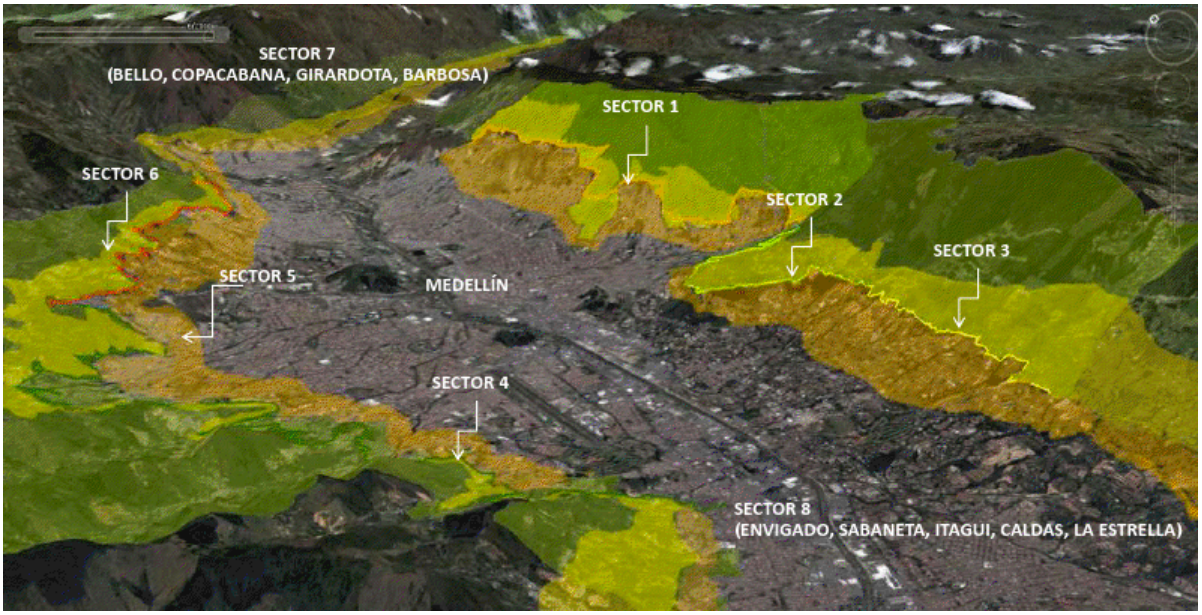
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INTERNATIONAL PLANNING STUDIO

The Green Metropolitan Belt in Medellin, Colombia:
Growth Management and Barrio Upgrading Strategies

Instructor: Clara Irazábal **TA:** Nicole Buchholz
Studio Client: Consejo de Planeación y Gestión del Desarrollo Local (CPGDL, CPG for short) de la Comuna 8 (Planning and Management Council of Commune 8—a community organization)
Institutional Collaborator: Municipality of Medellin—Administrative Planning Department (DAP)
Academic Partners: COLOMBIA: Main: National University of Colombia in Medellin. Others: Universidad Pontificia Bolivariana, National University of Colombia in Bogota, Universidad del Rosario, Universidad de Los Andes, Universidad Javerian, Taller de la Ciudad. SPAIN: International University of Cataluña.

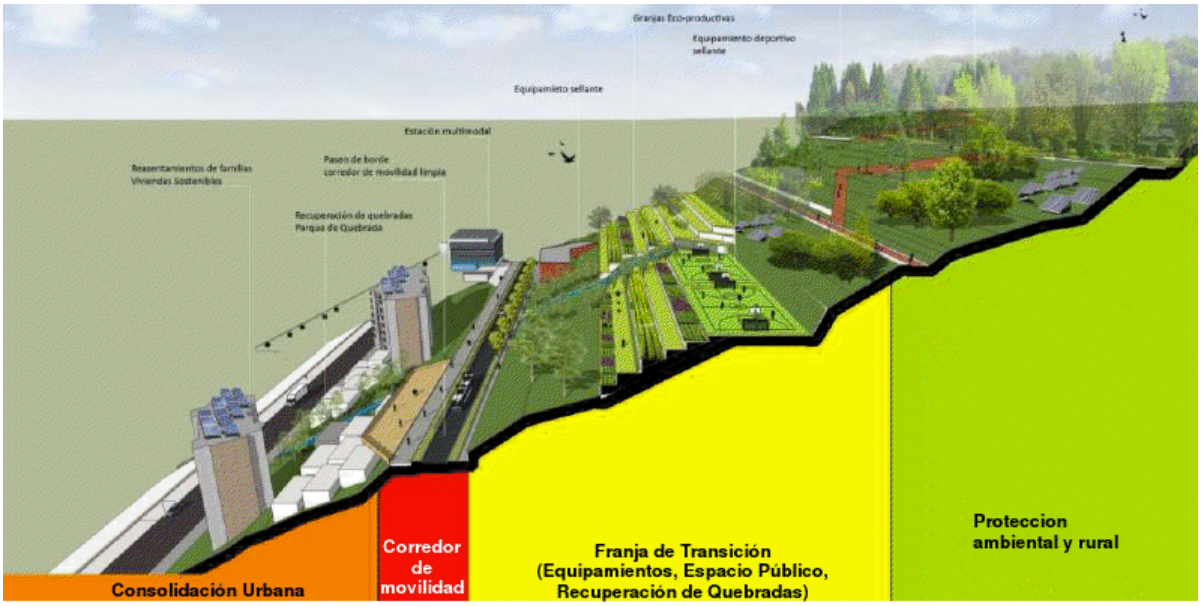


Source: Overview of Green Metropolitan Belt in Medellin. Alcaldia de Medellin - EDU, 2012.

Over the last decade, Medellin has pioneered “Integral Barrio Rehabilitation,” the upgrading of informal settlements through massive public investment on high quality public amenities, alternative transit, public space, and supportive social and community development infrastructure. The city has gained recognition as “best practice” and remains on the international spotlight. However, the challenges of growth management and barrio upgrading remain as some of the most salient for planning in the region. In this context, the current municipal administration is embracing a two-fold strategy of growth management: redensification of central areas and containment of border expansion. While these initiatives are important strategies in and of themselves, they are not been considered in tandem to both understand and fruitfully model their interaction. This studio wants to look at the challenges of growth management and barrio upgrading in Medellin in a systemic way, to then focus on the particularities of growth and upgrading dynamics in an area of its hilly border—Commune 8.

In Medellin, occupation of its hilly fringes has advanced unchecked for decades, and is compounded by a rural-urban migration of people trying to escape rural violence and lack of opportunities. The convergence of steep landscapes, environmental fragility, self-help housing, tenure insecurity, urban violence, deficient services, compromised accessibility, and territorial disputes make conventional urban upgrading and resettlement challenging. Therefore, the city urges innovative responses that build on its momentum of renown planning interventions.

For decades, planning agents considered the implementation of a green belt as a suitable strategy to prevent the process of border expansion. This administration, in particular, is offering the Green Metropolitan Belt (*Cinturón Verde Metropolitano*, CVM) as a strategic planning project to overcome the environmental and socio-spatial problems derived from unplanned urban expansion.



Source: Section of Green Metropolitan Belt. Alcaldia de Medellin - EDU, 2012.

The studio will examine current planning institutions and instruments in Medellin and Colombia, specifically revising the Green Metropolitan Belt (CVM) proposal and site/community conditions in the border area of study. The project will focus on analyzing the challenges and opportunities of different growth management and neighborhood upgrading alternatives for the development of a sustainable and affordable mixed-use strip in the east border of Medellin and make proposals for land management and risk mitigation and adaptation. Attention to housing and other physical, economic, and socio-cultural interventions will also be considered as strategies for community development, especially poverty reduction and social integration.

This planning studio will have as its client the Planning and Management Council of Commune 8 (CPG)—a community-based organization representing Commune 8 in the Municipality of Medellin. The studio will analyze and make proposals related to the planning done by the Municipality of Medellin—Administrative Planning Department (DAP, the studio's institutional partner) and Corporation of Urban Development (EDU)—and the Metropolitan Area Planning Authority (AMVA) for environmental protection and urbanization in fragile urban borders. The National University of Colombia and International University of Cataluña will be our international academic partners.

METHODOLOGY AND CALENDAR

The semester-long course is divided in three consecutive phases:

1. STUDIO PRELIMINARY RESEARCH – NEW YORK

The first few weeks of the semester will be devoted to data gathering and analysis of the planning instruments used in Colombia at different levels: national, regional, and local. This knowledge will be supplemented with case study research from various parts of the world on neighborhood upgrading. These case studies will help guide inquiry into land use and redevelopment options available in the planning of Commune 8. The multiple stakeholders involved in the upgrading efforts, their interaction, and

respective agendas, will also be analyzed. During this period, a logistical plan for an intense fieldwork visit to Colombia will be prepared. Learning will also involve skype conversations with people in Colombia, movie screenings, small group discussion, and other knowledge sharing activities. The result of this phase is a midterm presentation that synthesizes the analysis performed and proposes tentative proposals to solve the redevelopment challenges found in the studio site in Medellin.

Students are divided in 3 groups. Each group is responsible for 3 class activities before the trip to Colombia, as follows:

GROUP 1 LISSA BARROWS, LINGJUN (ROGER) BU, GILLIAN SOLLENBERGER
Activity 1. National Planning in Colombia
Activity 2. Case Study 1
Activity 3. Case Study 2

GROUP 2 ANNE KRASSNER, YIYUN PENG, ELLIS CALVIN
Activity 1. Regional and Metropolitan Planning in Antioquia and Medellin (Area Metropolitana)
Activity 2. Case Study 3
Activity 3. Case Study 4

GROUP 3 JET RICHARDSON, NATALIE QUINN
Activity 1. Local Planning in Medellin's Borders and Commune 8
Activity 2. Case Study 5
Activity 3. Case Study 6

2. FIELD RESEARCH – Bogota / Medellin

The students and the instructors will travel to Bogota and Medellin, Colombia during March 9-23, 2013 in order to carry out an intense fieldwork plan and establish a comprehensive dialogue with all the agents and about all dimensions related to the project.

The goals to accomplish during the visit to Colombia include:

- Present midterm presentations and proposals to client, academic partner, and others to assess and tune the level of pertinence of analysis and proposals
- Develop greater understanding of Colombia's and Medellin's general history and socio-economic conditions
- Develop greater understanding of recent tendencies in urban development in the Commune 8 region
- Perform spatial, social, political, cultural, economic and environmental analyses relevant to the project
- Evaluate planning work that has been done, and what is scheduled
- Make specific proposals for the site with the intention to promote viable, equitable, and sustainable development
- Gather information and collaborate with international partners via field visits, workshops, focus groups, interviews, etc.
- Learn to act ethically while maintaining a balance between independent and critical professional work and responsiveness to the client
- Offer an intensive symposium on case studies in Medellin, serving as a multi-stakeholder focus group to discuss the viability of adapting case study lessons to the Commune 8 context

3. URBAN PLANNING PROPOSALS – NEW YORK

After the trip, the students will be expected to write a short reflective paper. During the last part of the term, students will continue elaborating on alternative policies, programs, and plans that can foster appropriate development in the area studied. The overall goals to accomplish during the semester will be:

- To explore and understand of the urban challenges raised by fringe areas

- To be exposed to planning contexts outside the United States—specifically in Colombia
- To understand the challenges of working for and with a client and the accomplishment of this work
- To develop skills and attitudes necessary to productively work in groups
- To produce analyses and proposals of use for the client

After the trip, the students need to synthesize their data and insights and produce a final powerpoint presentation, final report, and a poster elaborating their recommendations. They also need to present an exhibit for the End of the Year Show at GSAPP, and host its public opening.

REQUIRED READINGS

G1 LISSA BARROWS, LINGJUN (ROGER) BU, GILLIAN SOLLENBERGER

A1. National Planning in Colombia

- IDB-Las Ciudades del Mañana: Gestión del Suelo Urbano en Colombia (Spanish)
- Lincoln Land Institute-Planes parciales, gestión asociada y mecanismos de distribución equitativa de cargas y beneficios en el sistema urbanístico colombiano (Spanish)

A2. Case Study 1

DHARAVI, MUMBAI, India

Dharavi slum redevelopment project & Recycling Program, 2000s-Present

- Abhijit Roy, Mousumi Roy. "Reengineering an urban slum: a case study of Dharavi, India." International Journal of Sustainable Society. 2010.
- The Frontlines of Contested Urbanism : Mega-projects and Mega-resistances in Dharavi Camillo Boano, Melissa Garcia Lamarca and William Hunter. Journal of Developing Societies. 2011.
- A soul-searching business: The slum-dwellers of Dharavi are green. The Economist. http://www.economist.com/node/10311257

A3. Case Study 2

KIBERA, NAIROBI. Kenya

Kibera-Soweto pilot project, Kenyan Slum Upgrading Programme, 2004-Present

- Kenya Slum Upgrading Project (KENSUP). UN Habitat. http://www.unhabitat.org/content.asp?cid=668&catid=206&typeid=13
- Marie Huchzermeyer. "Slum Upgrading in Nairobi within the Housing and Basic Services Market: A Housing Rights Concern." Journal of Asian and African Studies. 2008.
- Michelle Mulcahy, Ming-Ru Chu. "Kibera soweto east: a case study in slum upgrading." UPenn. http://www.design.upenn.edu/new/cplan/02b_KiberaMulcahy.pdf

G2 ANNE KRASSNER, YIYUN PENG, ELLIS CALVIN

A1. Regional and Metropolitan Planning in Antioquia and Medellin (Area Metropolitana)

- The Metropolitan Area Planning Authority (Area Metropolitana del Valle de Aburrá, AMVA)
- Ortiz-Chapters 4 & 6
- Laboratorio Medellín Catálogo de diez prácticas vivas (Spanish)
- Reducing Violence by Transforming Neighborhoods: A Natural Experiment in Medellín, Colombia

A2. Case Study 3

JAKARTA, Indonesia

Kampung Improvement Programme (KIP I, II, and III), 1969-1998

- Devas, Nick. Indonesia's Kampung Improvement Program: An Evaluative Case Study. Ekistics 286: pp 19-36, 1981.
- Enhancing the Quality of Life in Urban Indonesia: The Legacy of Kampung Improvement Program. World Bank, 1995. http://www-

wds.worldbank.org/external/default/WDSContentServer/WDSP/IB/1999/07/28/000009265_3961029220705/Rendered/PDF/multi_page.pdf

A3. Case Study 4

RIO DE JANEIRO, Brazil

Favela Bairro Program, 1993-2005?

- Riley, Elizabeth, Fiori, Jorge, and Ramirez, Ronaldo. Favela Bairro and a New Generation of Urban Programs for the Urban Poor. Geoforum 32 (2001)
- Duarte, C. and Magalhaes F (2009).“Upgrading Squatter Settlements into City Neighborhoods. The Favela –Bairro Program in Rio de Janeiro’ . In Del Rio V. and Siembieda (eds) Contemporary Urbanism in Brazil. Beyond Brasilia. University Press of Florida. Gainesville. 266-290.

G3 JET RICHARDSON, NATALIE QUINN

A1. Local Planning in Medellin’s Borders and Commune 8

- Municipality of Medellin:
  - Administrative Planning Department (Departamento Administrativo de Planeación, DAP, the studio’s institutional partner); and
  - Corporation of Urban Development (Empresa de Desarrollo Urbano, EDU)
- Cinturón Verde Metropolitano
- Alcaldia de Medellín y EDU-Diagnóstico Borde Centroriental Final
- Comuna 8-Declaración Final Encuentro
- Ecoparques
- Plan Maestro Borde Centroriental and Plan Maestro Borde Resumen
- Presentación CVM_Cinturones Verdes para ciudades sostenibles

A2. Case Study 5

SÃO PAULO, Brazil

Programa Mananciais, 2005-Present

- “Sao Paulo: A Tale of Two Cities.” Cities and Citizens Series: Bridging the Urban Divide. UN Habitat. 2012
- “Programas: Programa Mananciais.” Secretaria Municipal de Habitação. http://www.prefeitura.sp.gov.br/cidade/secretarias/habitacao/programas/index.php?p=3377. 2012
- “Guarapiranga: Jardim Iporanga.” FavelIssues Blog. http://favelissues.com/?s=Guarapiranga
- Magalhães, Fernanda, and Di Vilarosa, Francisco (Eds.). Slum upgrading: Lessons learned from Brazil.
- Fernandes, Edésio. Regularization of Informal Settlements in Latin America. LILP, 2011. UN-Habitat. Affordable Land and Housing in Latin America, 2011
- Imparato, IVO, and Ruster, Jeff. Slum Upgrading and Participation: Lessons from Latin America

A3. Case Study 6

- LILP-Regularization of Informal Settlements in Latin America

Other Case Studies

SAN JOSÉ, Costa Rica

FUPROVI’s Habitat Popular Urbano Program, 1988-Present

- Imparato, Ivo, and Ruster, Jeff. Slum Upgrading and Participation: Lessons from Latin America. The World Bank.

TIJUANA, Mexico

Community Upgrading Programs, 1993-1998

- Imparato, Ivo, and Ruster, Jeff. Slum Upgrading and Participation: Lessons from Latin America. The World Bank.

LIMA, Peru

VES Project, 1972-2004

- Imparato, Ivo, and Ruster, Jeff. Slum Upgrading and Participation: Lessons from Latin America. The World Bank.

FILM/DOCUMENTARY DISCUSSION AND NOTES

Critical film/documentary watching and discussing are productive ways of learning about urban and cultural conditions in a different context as they allow sensorial-intensive experiences of immersion. Students are expected to watch at least 1 film/documentary per week during the first 4 weeks of the semester, as follows:

REQUIRED:

1. La Sierra (2004): documentary, violence, Medellin barrio.
2. La Primera Noche (2003): culture, paramilitaries, rural to urban migration
3. Los Colores de la Montaña (2011): rural life, violence
4. Maria, Full of Grace (2004): drugs, poverty, migration

OPTIONAL:

1. Rosario Tijeras (2005): thriller, class, violence
2. Choco (2012): Afro-Colombian, rural, violence
3. La Vendedora de Rosas (1998): violence, poverty, children
4. Perder es Cuestión de Metodo (2005): Thriller, violence, corruption
5. La Sirga (2012): rural, violence, cinematography
6. Plan Colombia: Cashing in on the Drug War Failure (2003): documentary, drug, history, politics
7. Confesión a Laura (1991): historical, romance
8. Bolívar Soy Yo: historical satire.

Students will write a short commentary (minimum 100 words) on something that impacted them about the film/documentary that they feel is helpful to consider as they prepare to travel and do work in Medellin, Colombia. Upload comments to the folder Film Notes in CourseWorks (name the file YourFirstName-FilmName, e.g., Clara-La Sierra) before class and bring a hard copy to class. Classes will start with a round of your comments on the films/documentaries.

EXPECTED RESULTS, APPLICATION, AND DISSEMINATION STRATEGY

The studio team will be responsible for producing five deliverables: a preliminary powerpoint presentation at midterm about site and theme analysis, sketched in New York and presented/revised during fieldwork in Colombia; presentations on case studies for public discussion in Colombia; a final powerpoint presentation that will be delivered to the client; a written report produced for the client based on the analyses and proposals developed; and a poster/exhibit. The emphasis of these presentations and report will be on empirical findings and pragmatic recommendations for neighborhood upgrading strategies. The intent will be to provide useful analysis and feedback that can serve the client in its own processes of monitoring, evaluating, reforming, and innovating its plans, programs, policies, and/or projects for the Commune 8 area. The results of this study will also be shown in a poster format for exhibits in New York and Colombia, and shared in relevant academic/professional conferences.

WEEKLY PROGRAM

Class	Session	Theme	Class Activities	Special participants	Tasks for next week
1	Mon, Jan. 28th	INTRODUCTION: Colombia, Antioquia, Medellin	Introduction	Nicole Buchholz May Yu	Prepare presentations: G1(A1) & G3(A1) Watch: Film 1
2	Mon, Feb. 4th		Students present: G1(A1) & G3(A1)	Catalina Ortiz and Carmen Mendoza	Prepare presentations: G2(A1), G3(A2) Watch: Film 2
3	Mon, Feb. 11th		Students present: G2(A1), G3(A2) Skype conversations: Catalina Ortiz, DAP, CPG	Academic partner and client,	Prepare presentations: G1(A2) & G2(A2) Watch: Film 3
4	Mon, Feb. 18th		Students present: G2(A2) & G1(A2)	Marcela Tovar	Prepare presentations: G1(A3), G3(A3), G2(A3) Prepare midterm outline, materials, ideas Watch: Film 4
5	Mon, Feb. 25th		Students present: G1(A3), G3(A3), G2(A3)	Alejandro de Castro	Prepare midterm presentation draft
5	Mon, March 4	MIDTERM REVIEW PREPARATION	Discuss analysis and tentative proposals for midterm presentation		Prepare midterm presentation
	Thu & Fri 7 & 8	**MIDTERM REVIEWS**	Student midterm presentations Debriefing		Improve midterm presentation Make notes of reviews
	Sat, March 9	Flight to Bogota			
	Sun, March 10		Group visit to Bogota border areas and upgrading projects		
6	Mon, March 11		Universidad Nacional de Colombia, Bogota Universidad del Rosario		

	Tu, March 12		Universidad de Los Andes Universidad Javeriana	
	Wed, March 13	Flight to Medellin	Taller de la Ciudad Trip to Medellin, Columbia group	
	Thu, March 14		Universidad Pontificia Bolivariana Centro de Estudios Urbanos	
	Fri, March 15		EAFIT Arrival in Medellin, Barcelona group	
	Sat, March 16		Group visit to Comuna 8 Communitary lunch and activity	
	Sun, March 17		Group visit to Medellín urban upgrading projects	)
7	Mon, March 18		OPEN EVENT Presentations Columbia and ESARQ-UIC	
	Tu, March 19		Columbia and ESARQ-UIC Meeting with Consejo de Planeación y Gestión Local Comuna 8 Joint workshop	
	Wed, March 20		Columbia and ESARQ-UIC Meeting with Metropolitan Area Planning Authority (AREA) Joint workshop	
	Thu, March 21		Columbia and ESARQ-UIC Meeting with Corporation of Urban Development (EDU) Joint workshop	
	Fri, March 22		Joint debriefing Presentations and Discussion	
	Sat, March 23	Flight to NYC	Travel to NYC	

8	Mon, April 1	NO CLASS	Work on reflection paper (due April 8 in class)		
9	Mon, April 8	TRIP DEBRIEFING & PLANNING REST OF SEMESTER	Trip debriefing Student presentations of personal essays and class drafts of final presentation	Preparation of studio proposals & projects	
10	Mon, April 15	PIN-UP REVIEW OF PROJECTS	Student presentations		Preparation of final ppt presentation, written report, exhibit
11	Mon, April 22	PIN-UP REVIEW OF PROJECTS & ELABORATION OF FINAL PRESENTATION	Student presentations Break out session		Preparation of final ppt presentation, written report, exhibit
12	Mon, April 29	FINAL REVIEW REHEARSAL	Student presentations Discussion & elaboration of studio projects Present Final ppt – full draft		Preparation of final ppt presentation, written report, exhibit
13	Th & Fr, May 2/3	**FINAL REVIEWS**	Student presentations		Make notes of reviews
14	Mon, May 6	FINAL CLASS	Debriefing Exhibit, poster and report preparation		Preparation of written report, End of Year exhibit
	Fri, May 17	REPORT (deadline)			Preparation of final ppt presentation for client
	Sat 18, 5-7pm	End of Year Show			
	Thu, May 23	VIDEOCONFERENCE	Presentation to client and partners via skype		

Urban Policy in the United States
PLN/POS/SOC 540; PAD 566



Detroit, July 1967



Chicago, Present



New Orleans, August 2005

Thursdays 7:15-10:05PM, AS 121

Instructor: Corianne P. Scally, Ph.D. **Email**: cscally@albany.edu
Office: AS 227 **Phone**: 591-8561
Office Hours: Tuesdays, 1-2:30PM & 4:15-5PM; Thursdays 6-7PM

INTRODUCTION

Cities in the United States represent a microcosm of stark dichotomies that riddle American history and culture. Our cities have been hated for their filth, poverty, corruption, and oppression, and loved for their vibrancy, diversity, wealth, and opportunity. They have incubated the entrepreneur while housing the swelling ranks of the jobless and the homeless. They offer economic opportunity to the immigrant, while serving as sites of continuing racial and ethnic segregation and discrimination.

The love-hate relationship between cities and those who govern them has borne itself out through decades of contradictory, cyclical policy-making. We have bulldozed blight and "gilded the ghetto." We have drained cities of their residents and jobs through federally-subsidized roads and housing, while seeking to lure and retain urban employers through place-based incentives. In the name of increasing urban competitiveness, we have homogenized space through megaprojects, festival marketplaces, and cultural venues. We are making room for a new "creative class" – highly educated and highly innovative – by displacing long-time residents whom our housing programs, education system, and economy have left behind. We have deinstitutionalized vulnerable populations, yet criminalize them by privatizing and over-policing public space.

Today U.S. cities are facing the potential limits of growth in the face of multiple challenges. Policies based on neoliberal economic ideologies have led to uneven spatial development across the U.S., fostering 'thick injustice' and inequalities within our diverse urban core. While many urban regimes continue to pursue policies focused on harnessing creative, economic engines to revitalize downtowns and re-attract people and jobs, more and more are confronting decline. Is urban 'renaissance' a zero-sum game? Do some cities 'come back' at the expense of others? Is there a way back for cities riddled by decades of economic and population decline, especially those affected by increasing abandonment and foreclosures? Or is planning for 'smart decline' the most viable option? What about cities struck by natural and manmade disasters: hurricanes, earthquakes, tornados, terrorist attacks, riots? How can urban policy learn from past mistakes to shape future cities that are more just, resilient, and sustainable?

COURSE OBJECTIVES

The objective of this course is to review the theories, policies, and programs - past and present - that have shaped U.S. cities, so that students can make informed choices and recommendations in their professional careers as planners, policymakers, politicians, educators, and the like.

After completing this course, students will be able to:

- Reimagine U.S. cities by deconstructing the discourses of urban growth, decline, resiliency, and sustainability, and evaluating the impact these discourses have on public policy;
- Analyze how competing theoretical understandings have guided (or failed to guide) U.S. urban policy, and assess their strengths and weaknesses, similarities and fundamental conflicts;
- Compare and contrast a broad range of policies affecting urban development, including those concerning housing, economic & workforce development, transportation, education, and immigration.
- Debate the merits of various solutions to contemporary urban issues such as diversity and multiculturalism, gentrification, sprawl & suburbanization, economic and cultural competitiveness, safety & crime, urban decline, and urban resilience in the face of natural and man-made disasters.

COURSE MATERIALS

There are **four** required books for this course, available for purchase at Mary Jane Bookstore, and on reserve at the University Library. Please pay attention to the **edition** of the book.

1) **Fainstein, S. (2011)**. *The Just City*. Ithaca, NY: Cornell University Press. Paperback ISBN: 0-8014-7690-9
2) **Hackworth, J. (2007)**. *The Neoliberal City: Governance, Ideology, and Development in American Urbanism*. Ithaca, NY: Cornell University Press. Paperback ISBN: 0-8014-7303-9
3) **Hollander, J. (2011)**. *Sunburnt Cities: The Great Recession, Depopulation, and Urban Planning in the American Sunbelt*. New Jersey: Routledge. Paperback ISBN: 0-415-59212-3
4) **Judd, D. R., & Swanstrom, T. (2010)**. *City Politics: The Political Economy of Urban America* **(7th ed.)**. New York: Pearson Longman. Paperback ISBN:0-205-73697-1

Additional readings are available through the University Library's **Electronic Reserves**.

This course uses **Blackboard 9.1** for submitting assignments, watching streaming videos, accessing general course information, and general course communication. You can access it at https://blackboard.albany.edu/webapps/login/. Check the site frequently for announcements, resources, and instructions.

To watch some videos, you must have the free **Real Player©** installed on your computer. It is available for free download here: http://www.real.com/realplayer/search.

ASSIGNMENTS

Response Papers (3 Due): Choose three class sessions covering topics in which you have particular interest and write a response (approx. 4 pages, double-spaced) to the assigned readings and videos (where applicable). Your response should not simply summarize the materials, but should critically explore and analyze them based upon your own informed interpretation. You may find it helpful to consider the following questions: What do you agree with most about the ideas, policies, and programs presented, and why? What do you disagree with, and why? What suggestions do you have for improving upon the ideas, policies, and programs discussed? Additional research and references beyond course materials are not required, but making connections with materials from other courses or your own research is strongly encouraged, where applicable.

While each response has a final deadline for submission, there is no penalty for responding early (e.g. you may choose to submit response papers 3 weeks in a row early in the semester and complete your entire obligation). Submit your paper via Blackboard before the relevant class session; response papers will not be accepted beyond the class in which the readings/videos were discussed.

International Urban Policy Comparison (4 credit students only): Choose a course topic we discuss on March 8th or beyond. Research a comparable urban policy in a non-U.S. city. Present your comparison in class – visually & verbally – including some background on the non-U.S. urban policy, and an analysis of the major similarities and differences between the policies you are comparing. You must notify me of your selection in advance, so that I can accommodate your presentation during the appropriate class, and give you feedback on the comparison you have chosen. Additional guidance will be provided to students closer to the date.

Research Paper & Presentation: Choose a single U.S. city through which to explore at least 2 urban policy issues of your choice OR a single urban policy to examine through the lens of at least 2 different U.S. cities. Write an independent research paper (20-25 pgs) drawing on at least 10 academic references beyond course readings.

Key due dates:

- ***By 3/1***: Topic & Conference – Submit a one-paragraph description via Blackboard of what you will explore in your paper. Include a list of at least 3 academic references you have already found on the topic. Schedule a meeting with me outside of class to discuss my feedback.

- ***By 4/26***: OPTIONAL Rough Draft – If you would like feedback on both substance and format off your final paper, you must submit a rough draft via Blackboard by this date for my review.

- ***5/3 & 5/10****:* Class Presentations

- ***5/10***: Final Paper due via Blackboard and one hard copy in class.

GRADING

Attendance: While attendance is not recorded, it is critical to the success of this participatory seminar and your success in this course. In-class dialog, debate, and collaboration deepen learning. Last minute

changes in topics, readings, speakers, etc. are sometimes unavoidable. If you miss class, check with Blackboard and your classmates for any changes you may have missed.

Late Assignments: There should not be any late assignments, except under extraordinary circumstances (for which documentation is required). The deadlines for each response paper are firm, but you have great flexibility in meeting this requirement. There are also no penalties for submitting any work earlier than required. Do not wait until the last minute, but plan ahead. In the case of extraordinary circumstances, please **notify me in advance**, if at all possible, and we can work out alternative arrangements.

Assignments are weighted as detailed below in calculating the final course grade:

Assignment	Due Date	% of Final Grade (3 credits)	% of Final Grade (4 credits)
Response Paper #1	By 2/16	15%	10%
Response Paper #2	By 3/22	15%	10%
Response Paper #3	By 5/3	15%	10%
Policy Comparison (4 credit only)	By 5/3	N/A	20%
Paper Topic & Conference	By 3/1	5%	5%
Final Paper	5/10	40%	35%
Final Presentation	5/3 & 5/10	10%	10%

Grading Scale: The following grading scale is used to translate final grades to letter grades:

Letter Grade	Percent Range	Letter Grade	Percent Range
A	93-100%	C	73-77%
A-	90-92%	C-	70-72%
B+	88-89%	D+	68-69%
B	83-87%	D	63-67%
B-	80-82%	D-	60-62%
C+	78-79%	E	Less than 60%

ACADEMIC INTEGRITY

The consequences for violating UAlbany's policies on academic integrity range from rewriting the assignment in question to expulsion from the university. Please familiarize yourself with the details of this policy, which will be enforced in this class: http://www.albany.edu/eas/104/penalty.htm. If you ever have a question about properly referencing the work of others within your papers, please ask me *before* you submit them.

ACCOMMODATIONS FOR DISABILITIES

Every effort will be made to accommodate those with special learning needs. Please notify me of any documented needs you may have within the first two weeks of class so we can work together to assure satisfactory arrangements. Assistance is available through Disabled Student Services: http://www.albany.edu/studentlife/DSS/index.html (website), (518) 442-5490 (phone), (518) 442-3366 (TTY).

COURSE SCHEDULE

Date	Topic	Class Preparation	DUE
1/19	What is a City? Discourses of Decline	**Read** Savitch 2010; Katz 2010	
Theoretical Underpinnings of U.S. Urban Policy			
1/26	The Neoliberal City	**Read**; Hackworth 1; Brenner & Theodor 2002; Jessop 1999 **Watch** *(Optional) Crisis of Capitalism*	
2/2	Machine Politics, Growth Machines & Urban Regimes	**Read** Logan & Molotch 1987; Judd & Swanstrom 3; Hackworth 4	
2/9	The Just City	**Read** Fainstein 1-3, 6 ONLY **Watch** *(Optional) The Just City*	
In Search of a National Urban Policy			
2/16	Great Depression, WWII & New Deal	**Read** Judd & Swanstrom 5, 7; Connerly 2005 **Watch** *FDR Inaugural Speech, 1933*	**Response #1: Last Submission Date**
2/23	The Urban Crisis & Growing Urban/Suburban Divide	**Read** Judd & Swanstrom 6, 10; Abu-Lughod, 2007; National Advisory Commission on Civil Disorders 1968 **Watch** *Building the American Dream: Levittown, NY*	
3/1	From the War on Poverty to Obama	**Read** Judd & Swanstrom 8; Glickman & Wilson 2008; Stegman 1996; Turner 2010; Wilson 2010 **Watch** *President Johnson State of the Union Address, 1964*; *President Obama on Urban Policy, 2010*	**Paper Topic & Conference: Last Submission**
Local Urban Policy: Pursuing Growth			
3/8	The Entrepreneurial City	**Read** Hackworth 2, 3; Judd & Swanstrom 12; Wolf 2006	
3/15	**WINTER BREAK – NO CLASS**		
3/22	The Revalorized City	**Read** Hackworth 7, 8 **Watch** *The Atlanta Way (Rough Cut); City Creek Center*	
3/29	The Creative, Entertaining City	**Read** Judd & Swanstrom 13; Florida 2004; Peck 2005	**Response #2: Last Submission Date**
4/5	The Policed City of Difference	**Read** Davis 1992; Mitchell 2003; Gaffikin & Morrissey 2011	
Dealing with Decline: Urban Resiliency & Sustainability			
4/12	The Planned City	**Read** Judd & Swanstrom 11; Deitrick & Ellis, 2004 **Watch** *Portland: Quest for the Livable City*	
4/19	The Shrinking	**Read** Hollander 2011	

	City		
4/26	The Resilient City	**Read** Vale & Campanella 2005; Greater New Orleans Community Data Center 2011; Thompson 2009 **Watch** *If God is Willing and the Creek Don't Rise* (portions)	****Optional** Final Paper Draft**
5/3	The Sustainable City & Beyond	**Read** Campbell 1996; Hackworth 9-10 Judd & Swanstrom 14-15	**Response #3 – Last Submission Date; Presentations**
5/10	**FINAL EXAM PERIOD, 8-10PM**		**Presentations; Final Paper Due**

Additional readings (available via ERes):

Abu-Lughod, J. L. (2007). Chapter 3: The Black Uprising after Kings' Assassination in 1968 (pp.79-128) In *Race, Space, and Riots in Chicago, New York, and Los Angeles*: Oxford University Press.

Brenner, N., & Theodore, N. (2002). Cities and the Geographies of "Actually Existing Neoliberalism". *Antipode, 34*(3), 349-379.

Campbell, S. (1996). Green cities, growing cities, just cities? *Journal of the American Planning Association, 62*(3), 296-312.

Connerly, C. E. (2005). Chapter 5: Urban Renewal & Highways (pp. 129-166) In *"The Most Segregated City in America": City Planning and Civil Rights in Birmingham, 1920-1980*. Charlottesville: University of Virginia Press.

Davis, M. (1992). Fortress Los Angeles: The Militarization of Urban Space. In M. Sorkin (Ed.), *Variations on a Theme Park: The New American City and the End of Public Space* (pp. 154-180). New York: Wang and Hill.

Deitrick, S., & Ellis, C. (2004). New Urbanism in the Inner City. *Journal of the American Planning Association, 50*(4), 426-442.

Florida, R. (2004). Chapter 2: Cities and the Creative Class (pp.27-48) and Chapter 3: Competing in the Age of Talent (pp.49-86) In *Cities and the Creative Class*. New York: Routledge.

Gaffikin, F., & Morrissey, M. (2011). Chapter 7: Development Amidst Division in US Cities – The Cases of Pittsburgh, Cleveland, and Chicago (pp.143-198) in *Planning in Divided Cities: Collaborative Shaping of Contested Cities*. Ames, IA: Wiley-Blackwell.

Glickman, N. J., & Wilson, R. H. (2008). *Urban Policy in the Twenty-first Century: Legacies of the Johnson Administration.* Paper presented at the LBJ Centennial Symposium, Austin, TX.

Greater New Orleans Community Data Center. (2011). The New Orleans Index at Six: Measuring Greater New Orleans' Progress Toward Prosperity. New Orleans: Author.

Jessop, B. 1999. The Changing Governance of Welfare: Recent Trends in its Primary Functions, Scale, and Modes of Coordination. *Social Policy & Administration* 33(4): 348-359.

Katz, M.B. 2010. Narratives of Failure? Historical Interpretations of Federal Urban Policy. *City & Community* 9(1):13-22.

Logan, J., & Molotch, H. (1987). *Urban Fortunes: The Political Economy of Place*. Berkeley: University of California Press.

Mitchell, D. (2003). Chapter 6: No Right to the City: Anti-Homeless Campaigns, Public Space Zoning, and the Problem of Necessity (pp.195-226) In *The Right to the City: Social Justice and the Fight for Public Space*. New York: Guilford.

National Advisory Commission on Civil Disorders. (1968). Executive Summary: *Report of the National Advisory Commission on Civil Disorders*. Washington, D.C.: Author.

Peck, J. (2005). Struggling with the Creative Class. *International Journal of Urban and Regional Research, 29*(4), 740-770.

Savitch, H.V. (2010) What makes a great city great? An American perspective. *Cities* 27: 42-49.

Stegman, M. A. (1996). National Urban Policy Revisited: Policy Options for the Clinton Administration. In J. C. Boger & J. W. Wegner (Eds.), *Race, Poverty, and American Cities* (pp. 228-269). Chapel Hill, NC: University of North Carolina Press.

Thompson, J. P. (2009). Race in New Orleans since Katrina. In P. Marcuse, J. Connolly, J. Novy, I. Olivo, C. Potter & J. Steil (Eds.), *Searching for the Just City: Debates in Urban Theory and Practice* (pp. 214-228). New York: Routledge.

Vale, L. J., & Campanella, T. J. (2005). Introduction: The Cities Rise Again (pp. 3-23) & Conclusion: Axioms of Resilience (pp.335-356) In L. J. Vale & T. J. Campanella (Eds.), *The Resilient City: How Modern Cities Recover from Disaster*. Oxford: Oxford University Press.

Wilson, W.J. 2010. The Obama Administration's Proposals for Addressing Concentrated Urban Poverty. *City & Community* 9(1): 41-49.

Wolf, J. F. (2006). Urban Governance and Business Improvement Districts: The Washington, DC BIDs. *International Journal of Public Administration, 29*(1-3), 53-75.

COURSE SYLLABUS

I. BASIC COURSE INFORMATION

Course Title: Social Planning

Course No.: PLAN 714 Course Section: Not Applicable

School: Architecture Department: Graduate Center for Planning and the Environment Program: City and Regional Planning

Days: Varied Time: Varied Place of class meetings: Generally Higgins Hall

Credit hours: 3

Course Coordinator or Chairperson (where applicable): John Shapiro

Prerequisite courses/skills/other restrictions:

II. INSTRUCTOR CONTACT INFORMATION

Name: Ron Shiffman Academic Title: Professor

Office Location:

Contact Information:

Office hours: By appointment

Phone no(s): Appropriate times to call: Monday through Friday, 9AM-6PM

Email address: ronyvette@mac.com Class listserv:

Special Instructions:

III. COURSE DESCRIPTION

Bulletin Description:

This course utilizes planning techniques in the investigation of social problems facing communities. The major foci are cross-cutting themes, such as the social role of government, poverty, privatization, race, class, gender and ethnicity. Topical issues on the public agenda are also analyzed, incorporating issues like welfare reform and homelessness. Specific topics, however, are selected according to students' backgrounds and interests.

Detailed Description:

Social Planning, advocacy planning, participatory planning /participatory architecture have been major forces in community, city and regional decision-making, community development and community-based architecture and design. The evolution, current status and projected role of the planner/designer working with community leaders, low and moderate-income families in a real context to help formulate public planning policies beneficial to the interests of low and moderate income communities and /or addressing sustainable development and

climate change will be the focus of this course. Topics will include citizen engagement in development activities/policies, including addressing climate change, food security, environmental justice issues, community economic development, and related city, state and federal policies. The impacts of these actions and programs will be explored in relation to job and enterprise generation, gentrification, residential and business displacement, mitigation and adaptation to climate change and other environmental and quality of life issues. Emphasis will be placed on planning and environmental initiatives ranging from programs such as PlaNYC2030 and other comparable local initiatives to new federal climate change and carbon reduction initiatives. Students will be given the option to work with established and under-represented community groups – particularly groups that have been traditionally excluded from decision-making processes or to develop their own position papers on related issues. They will be exposed to holistically thinking about these issues and to the ideological premises of advocacy and social action, and the relationship of the planner to society and societal concerns. The course, depending on the number of students enrolled, will incorporate lectures and one-on-one consultations, seminar discussions and guest presentations. The class will be focused on place-based and field-related experiential initiatives.

Course Goal(s):

The purpose of this course is to provide an experiential learning environment and to provide students with an opportunity to openly exchange and debate their ideas and concepts with other graduate students and practitioners in their own and related professional fields – including but not limited to Urban Planning, Environmental Management, Urban Design, Construction Management and the arts. The course seeks to expose the graduate students to issues of social, economic and environmental concern with a concentration on the principles of equity, social justice and community empowerment. The course is an opportunity for students to explore the integration of community planning, social change, environmental justice, social and economic justice and the implications for the preservation, environmental, design and urban planning practitioner in a setting unencumbered by normal academic constraints.

The students and faculty will discuss, explore and engage in the following:

- Theory and practice of social planning, community and participatory design processes.
- The relationship of “social planning,” “advocacy,” “pluralism,” and participatory practices
- “Value oriented planning and design” versus “objectivity” and “impartiality”
- Concepts of “community empowerment” – its use and misuse and it’s relationship to social, economic and environmental planning and related issues.
- Participatory design and planning processes

Student Learning Objectives:

- Recognize critical social problems facing communities.
- Assess the impact of social issues on community development.
- Demonstrate how planning can address critical social issues.

Course Calendar/Schedule:

Week 1: January 20, 2010
In depth introductions and discussions by each participant of the their particular education/learning objectives, area of interest and concentration. This will be preceded by a group exercise designed to introduce course participants to each other and to highlight each

participant's strengths, interests and potential contribution to development of a trans-disciplinary approach to planning and sustainability.

Week 2: January 27, 2010
Context from Global to Local: the role of Puralism and its relationship to advocacy and trans-disciplinary planning.
Read prior to class [all readings will be posted on the LMS].

1. Millennium Ecosystem Assessment, 2005, *Ecosystems and Human Well-Being: Synthesis.[peruse Foreword, read Preface and Summary for Decision Makers and any of the other sections of interest to you.*
2. Conservation Ecology*: Visions of Alternative (Unpredictable)Futures and Their Use in Policy Analysis by Robert Costanza,*
3. Development Dialogue, What Next, Volume II. The Case for Pluralism, no. 52 August 2009*, From Knowledge to Understanding by Manfred Max-Neef and The Practice of Earth Democracy: Looking Ahead – Experiences from 30 years of participatory research and community action by Vandana Shiva*
4. Dag Hammarskjöld Foundation, Development Dialogue*, 1989, Human Scale Development, Manfred Max- Neef – peruse and read sections on Transdisciplinary planning and human scale development.*
5. Journal of the American Institute of Planners, 1965, Paul Davidoff
   Advocacy and Pluralism in Planning

Week 3: February 3, 2010
Discussions re: Pluralism and transdisciplinary planning to be continued and introduction to El Puente and the Proposal for a Green Light District to commence. Discussion, assignment and development of individual work programs to achieve the goals of the plan will be made at this time and discussion of weeks 4 through 15 will begin.

Week 4: February 10, 2010
The weekly assignments and schedule of lectures through the end of the semester will be discussed and posted at this point based on first three weeks of discussion, group priorities and skills as per the course syllabus. Additional readings and research assignments to be made at this time.

IV. COURSE REQUIREMENTS

Textbooks, Readings, and Materials:

- Handouts re: selected topics
- Newspapers and periodicals; The New York Times [http://www.nytimes.com] is required.
- Various assigned web sites as they pertain to the course and the student's area of interest.
- Other readings based on project selected and/or assigned.

Project(s), paper(s), assignment(s):

See below.

Assessment and Grading:

- Participation in on-line and email contact : 20 % of grade
- Term project: self selected placement or self-assigned Project: 30 % of grade
- Development of briefing papers and short term commentaries: 30 % of Grade
- Digital diary summarizing their readings: 20 % of grade

IV. POLICIES

Institute-wide policies listed in the "Community Standards" section of the bulletin:
All students must adhere to Institute-wide policies in the student handbook and Institute Bulletin under "Community Standards." These include policies on attendance, computer, and network use.

Academic Integrity: All work must be your own. If it is not, the source should be cited and documented appropriately.

Policy on students with disabilities:
Students who require special accommodations for disabilities must register with the Office of Disability Services at the beginning of the semester. They should contact the Disability Services Director, first floor Willoughby Hall, adjacent to Health and Counseling Services, 718-636-3711.

Any additional applicable school, departmental, or personal course policies:
Safety: All students are expected to adhere to the specific Health & Safety and Environmental Protection Guidelines of Pratt Institute.

U.S. Social Welfare (Fall 2013)
Tufts University / Urban and Environmental Policy and Planning (UEP 240)
Prof. James Jennings / james.jennings@tufts.edu / 617- 627-4625
Scheduled Time: Monday 1:30 – 4:20pm
Classroom Location: Anderson 210

The primary aim of this graduate course is to introduce students to the U.S. social welfare state and related social policies. The course readings and discussions cover basic questions about U.S. social welfare:

- *What are the key characteristics of the U.S. social welfare state?* And, *what are some of the major debates about social policy?*
- *What kinds of social and demographic factors mold social welfare policies?* And, in particular, *how has race and gender interacted with the making and implementation of social policies?*
- *What kinds of social welfare initiatives have been implemented by national administrations?*
- *How do U. S. courts influence social policies?*
- *What is, or should be the role of the "free market" or "privatization", or the faith-based sector, in the production or distribution of social goods?*
- *What are characteristics and debates about poverty, and how should this challenge be addressed?*

The course provides students with a number of 'competencies' adopted by UEP in 2008. In addition to an introduction to "specific policy or planning content-based knowledge related to professional interests," competencies include an understanding of the following:

- the history, theory and processes of both policymaking and planning…with implementation…;
- the role(s) of government, governance…;
- the administrative, legal, and political aspects of policy…
- "…relationship between the market and polis…;

The course is organized into four parts: historical context; political contexts; tools for implementation of social welfare; and an in-depth look at poverty. Students will have opportunities to explore specific social policies of interest via readings and completion of course requirements. I will use select presentations throughout the course to highlight policies in the areas of public health, social security, poverty, welfare reform, and other areas. The assessing of

how these policies and related politics touch upon race and gender will reflect a discussion stream throughout the course.

Course requirements include:

1. completion of all required readings;

2. presentations based on course readings, but I will also assign short articles or news reports about developments relevant to social policy;

3. completion of written assignment (s) (18-22 pages), will be discussed in class;

4. attendance/participation at one public forum addressing a social policy or issue, and brief presentation in class

Required readings in pdf will be emailed to students, or available online.

Please note: since this is an interactive/discussion course please refrain from using pc/mac computers/ipads, etc. in this class – would greatly appreciate your cooperation.

Session 1 (9/9): **Introduction** (overview of the course and readings; expectations regarding readings and class participation; discussion about written assignments

Presentation: Introductory remarks about systemic contexts molding U.S. social welfare: demography; political economy; and globalization.

Part One: Historical Context

Session 2 (9/16): **U.S. Social Welfare From the 'New Deal' to Present**
(the New Deal period; approaches and key policies of national administrations and presidents towards a range of social policies)

Read: C. Noble, "The New Deal", *Welfare As We Knew It: A Political History of the American Welfare State* (London: Oxford University Press, 1997)

J. O'Connor, US Social Welfare Policy: The Reagan Record and Legacy, *Journal of Social Policy*, 27,1 (1998)

B.T. Dill, et al., "Race, Family Values, and Welfare Reform" in L. Kushnick and J. Jennings, *A New Introduction to Poverty*... (New York: NYU Press, 2002)

Session 3: (9/23): **Impact of Civil Rights Movement on U.S. Social Welfare**
(historical dynamics shaping race in U.S. society, and how such might impact social policies today)

Read: M. Katz, "Reframing the Underclass Debate" *The Underclass Debate: Views from History* (Princeton, NJ: Princeton University Press, 1992)

"White Veterans" in I. Katznelson, *When Affirmative Action was White* (New York: W.W. Norton, 2005)

President Lyndon B. Johnson:

-- *Annual Message to Congress on State of the Union* (Jan 8, 1964)
-- *Special Message to Congress: The American Promise* (Mar 15, 1965)
-- *Remarks at Signing of Medicare Bill* (Jul. 30, 1965)
-- *To Fulfill These Rights: Howard University Commencement Address* (Jun 4, 1965)

Part Two: Political Context

Session 4 (9/30): **Key Characteristics and Debates Associated with U.S. Social Welfare** (major components or ideas molding the U.S. social welfare state; key political and policy debates, especially regarding race and gender)

Read:

J.E. Schwarz, "How False Images Become Accepted Doctrine" *America's Hidden Success: A Reassessment of Public Policy from Kennedy to Reagan* (New York: W.W. Norton and Co., 1988)

M. Ali, et al., *State of the Dream: Austerity for Whom*? United for a Fair Economy, Boston, Ma. (January 2011)

Highlights of Women's Earnings in 2010, U.S. Bureau of Labor Statistics, Report 1031 (July 2011), pp. 1- 9; 36-45

H. L. Ginsburg and M.G. Rosenthal, "The Ups and Downs of the Swedish Welfare State" *New Politics* (Summer 2006) ***OR:***
E.S. Einhorn and J. Logue, "Can Welfare States Be Sustained in a Global Economy? Lessons from Scandinavia" *Political Science Quarterly*, vol. 125, no.1 (2010)

Session 5 (10/7): **Role and Impact of Courts on US Social Policies**
(U.S. judiciary as maker, arbiter, implementer, and evaluator of social policy)

Read:

The Federalist Papers, No. 10 and No. 51 - packet

C. R. Sunstein, "Why Does American Constitution Lack Social and Economic Guarantees?" Chicago – Public Law and Legal Theory Working Paper No. 36, Law School, University of Chicago (January 2003)

D. Butt, *The Courts and Social Policy in the U.S.,* The Foundation for Law, Justice and Society and The Aspen Institute (July 2007)

Session 6 (10/14): **Special Class Assignment** (this will be in place of the substitute day – will explain details in class)

Part Three: 'Tools' for Implementation of Social Welfare

Session 7 (10/21): **The Free Market as Social Policy**
(essential features of the free market as mechanism for delivering social policies; debates about free market versus government / civic arena for delivery of social welfare; pro's and con's privatization of social security; national health insurance)

Read:

M. Friedman, "Relation between Economic Freedom and Political Freedom" and "Role of Government..." *Capitalism and Freedom* (Chicago: University of Chicago Press, 1962)

J.S. Hacker and N. Loewentheil, *Prosperity Economics: Building an Economy for All* (Creative Commons, 2012), pp. 1- 35

H. Fuller, "Educational Choice, a Core Freedom"
The Journal of Negro Education, vol.71, no.1/2 (Winter 2002)

Session 8 (10/28): **Government as Response to Free Market: Module on Fair Housing**
(Role of government in the area of fair housing; significance in terms of current issues/problems)

Read:

Fair Housing Act - Sec.800 [42 U.S. C. 3601 note] Short Title

S. Goodloe, "Fair Housing Report Demonstrates HUD's Efforts to End Housing Discrimination" – Press Release HUD no.11-179 (August 29, 2011)

History of Fair Housing, http://portal.hud.gov/hudportal/HUD

D.S. Massey and G. Lundy, "Housing and Black English: Racial Discrimination in Urban Housing Markets," *Urban Affairs Review*, 36, (2001)

Session 9 (11/4): **The Nonprofit Sector** (taxonomy of nonprofit sector; challenges and contributions; role of smaller and community-based nonprofits)

Read:

A. Blackwood, *The Nonprofit Sector in Brief*, The Urban Institute, Washington D.C. (2008)

P. Eisenberg, "Looking Ahead: What is the Future for the Nonprofit World?" in S. Palmer, *Challenges for Nonprofits and Philanthropy* (Medford, Ma.: Tufts University Press, 2005)

N. Folbre, "Demanding Quality: Worker/Consumer Coalitions and 'High Road' Strategies in the Care Sector" *Politics and Society,* vol. 34, no. 1 (March 2006)

"Exploring the Delegated State" in K.J. Morgan and A.L. Campbell, *The Delegated Welfare State: Medicare, Markets, and Governance of Social Policy* (New York: Oxford University Press, 2011)

11/11: University Holiday

Session 10 (11/18): **The Faith-based Sector**
(overview of history and contemporary impact of faith-based organizations in social welfare; pro's and con's re: faith based sector as key for delivery of social welfare)

Read:

R. J. Kissane, "How Do Faith-Based Organizations Compare to Secular Providers? *Journal of Poverty*, vol. 11, no.4 (2008)

D.J. Wright, *Taking Stock: The Bush Faith-Based Initiative and What Lies Ahead*, The Nelson A. Rockefeller Institute of Government at State University of New York at Albany, pp. 1-57

S.B. Stritt, Estimating Value of Social Services Provided by Faith-Based Organizations in the United States" *Nonprofit and Voluntary Sector Quarterly*, vol. 37, Num. 4 (December 2008)

Session 11 (11/25): **Criminal Justice Systems as Social Policy**

Read:

B. Western, "Reentry: Reversing mass imprisonment" *Boston Review* (July/August 2008)

L. Bobo and V. Thompson, "Unfair by Design: The War on Drugs, Race, and the Legitimacy of the Criminal Justice System" *Social Research* vol. 73, no.2 (2006)

Too Little Too Late: President Clinton's Prison Legacy, Justice Policy Institute, Washington DC (Feb. 2001)

Julia S. Jordan-Zachery, "The Female Bogeyman: Political Implications of Criminalizing Black Women" *Souls: Journal of Black Culture*, vol. 5, no. 2 (Spring 2003)

Part Four: Poverty

Session 12: (12/2): **Poverty I: Key Characteristics and Developments**

Read:

C. DeNavas-Walt, et al., U.S. Census Bureau, Current Population Reports P60-238, *Income, Poverty, and Health Insurance Coverage in the US: 2010* (U.S. Government Printing Office: Washington D.C., 2011)

Poverty in America: Consequences for Individuals and the Economy, U.S. Governmental Accountability Office, GAO-07-343T (Jan. 24, 2007)

F.F. Piven and R.A. Cloward, "Relief, Labor, and Civil Disorder" *Regulating the Poor: The Functions of Public Welfare* (New York: Vintage Press, 1993)

R. Asen, "Women, Work, Welfare: Rhetorical History of Images and Women in Welfare Policy Debates" *Rhetoric & Public Affairs*, vol. 6, no. 2 (2003)

Session 13 (12/9): **Poverty II: Key Policy and Political Debates** (civic and ideological debates about nature/causes and responses to poverty; welfare reform)

Read:

L. Mead, "Introduction" and "Crisis of Reform" *The New Politics of Poverty: The Nonworking Poor in America* (Basic Books, 1993)

P. Cohen, "Culture of Poverty Makes a Comeback" *The New York Times* (Oct. 17, 2010)

S. Steinberg, "Poor Reason: Culture still doesn't explain poverty" *Boston Review*, ONLINE JANUARY 13, 2011

P. Edelman, Welfare and the Poorest of the Poor" *Dissent Magazine* (Nov 19, 2009)

S.F. Schram & J. Soss, "Success Stories: Welfare Reform, Policy Discourse, and Politics of Research" *Annals, AAPSS*, 577 (September 2001)

UP 239 – Special Topics in Regional and International Development: Global Labor Markets and Public Policy

4/15/11 syllabus revision

Professor Tilly
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Office hours: In PA 5358, Tues.2-4, Weds.2-4 or by appointment

Course meeting time and location
The course will meet on Wednesdays, 9:00-11:50 in Public Affairs 4371B

When I was about 11, I attended a talk by a linguist at the University of Toronto. In front of the audience, he was introduced to a young man who spoke an undisclosed language. With the help of a few props—a stick, a rock, a leaf—he set about learning the young man's language. By the end of the hour, the linguist was able to hold a rudimentary conversation with the young man, and was able to narrow down the language to a relatively small area (as I recall, it was part of Indonesia). The audience was very impressed!

To some extent, this course is designed to help you develop that linguist's capacity, except with regard to labor markets. There is not enough material in this course for you to become an expert in labor for any one country or part of the world. The idea is for you to be able to look at *any* country's or large region's labor market and:

- recognize similarities and differences with other labor markets around the world
- understand in general how labor markets, institutions, and policies interact to generate varied labor outcomes
- be able to connect this understanding with key debates in the planning and public policy literature on labor
- and, based on all this, have tools to formulate effective policies, programs, and strategies to improve labor outcomes

We will look at 5 main types of policy/strategy approaches: migration policy, training, regulation and standard-setting, labor organizing, and social welfare/safety net. The focus is on compensated work and self-employment, with only a bit of attention to unpaid household labor. The focus is also urban, with not much about agricultural or resource-extraction jobs. Preoccupations throughout include tradeoffs between quantity and quality of jobs, between upgrading informal jobs and regulating formal jobs.

The course content reflects a particular set of priorities: there is not a lot here about small-scale economic development projects (microenterprise programs, coops) that are staples of development work. Instead, we are looking at lot at the potential for larger-scale structural changes, through public policy and organizing. (Students are welcome to bring smaller scale options into discussion or take them as paper topics.)

Overall, there is a somewhat greater focus on poor and middle income countries (especially Latin America), but the course also spends a lot of time looking at empirical realities and policies in the United States and Western Europe. The idea is to construct a broad comparative context for thinking about labor market analysis and policy, as well as to keep in mind both ends of the labor flows (migration), capital flows (investment), and goods flows (trade) that characterize the global economy.

Course requirements

Important note: This syllabus is your guide to readings and assignments. I will do my best to remind you of upcoming due dates, but you are responsible for keeping track of what is due when.

This is a fairly reading-intensive class. To keep the reading manageable, I will suggest priorities for reading each week. The requirements are:

- Students are expected to do the readings, come prepared for discussion, and participate in discussion.
- A weekly one-page commentary commenting on the readings is required for seven out of weeks 2-10 (students can take two "free passes").
- A short (4-6 page) paper half-way through the course, reflecting on the readings from weeks 1-4
- A 10-15 page policy memo on some issue in urban labor markets, which can be completed individually or in groups (group papers are expected to be longer and richer). Students may write a paper based purely on library research if they choose, although I encourage you to incorporate field research as well. *There are a number of checkpoints on this paper throughout the quarter, when you are expected to report on the state of your work.*

The requirements will contribute approximately the following percentages to your final grade:

25% Short paper
40% Policy memo (includes oral presentation)
20% Weekly one-page commentariess on readings
15% Class participation

Assignments turned in late will be graded down severely. More on each of the assignments below. *Please turn in all assignments on the course CCLE/Moodle site.*

The commentaries

Again, you are required to post commentaries for 7 out of the 9 weeks from 2-10. The purpose of the commentaries is not to summarize the readings, but to react to them.

- What did you find interesting? What was hard to understand? What touched you, and what annoyed you? You can compare and contrast the readings, or just comment on how well they fit together (or not).
- In addition to these general comments, at the end of your write-up please suggest 1 question that *links together two or more of the readings*. (This is not always easy!) If you simply must pose more than one question, that's OK, but the assignment is to do one.

Your note should just be a page or so. I prefer to get the posts by early Tuesday morning so I can take them into account in preparing for class, but will accept them up till Wednesday.

The short paper

Reflect on the policy debates in the readings from weeks 1-4. Pick either the Week 1 readings (and presentation) on the job quality-quantity tradeoff; the Week 2 readings on the Dominican Republic, or the Week 4 readings on migration. You are *not* expected to do additional reading or research; this is just a reflection piece. Please address some or all of the following:

- What are the main explicit or implicit debates the readings tell us about? Identify 1-3 such debates. (The readings do *not* consistently represent all sides in the debates, so in some cases you may need to infer what the debate is.) To what extent are the debates about positive issues (what is the reality?), to what extent about normative issues (what should we value as a society or as a world community?)?
- What is at stake in these debates, from a policy perspective? What difference does your side in the debate make, for what policies you will advocate?
- Choose one of the debates. What position in the debate do you find most compelling? (If you find that you don't agree with any of the main viewpoints and want to lay out your own view, that's fine.) Explain your choice.
- What added information do you feel like is needed for you to make up your mind more definitively about the debate, or is needed to move forward in this debate?

900-1500 words (4-6 pages double-spaced). Due Week 5 (April 27).

The policy memo

This should go to a hypothetical manager or client—for example, a government agency, community-based organization, business association, or union. In most cases, I would expect the memo to focus on a particular country or small set of countries. The exception would be policies that are by their nature global

It should provide full references like a research paper, but it should be written like a policy memo giving advice to the manager or client. You can draw on course readings, but should go beyond them to draw on other published and/or online sources (including some quantitative background information as described below). I encourage you to also conduct one or more interviews (voice or email) with practitioners familiar with this issue, though it is not required. You can also do a group paper with up to four students total; again, I expect group papers to be longer and richer. Your memo should:

- Identify the intended recipient of the memo
- Describe and provide some summary evidence for an urban labor market problem, including some quant background information, as described below
- Discuss a range of possible policy or strategy solutions, saying something about the pluses and minuses of each.
- Make a recommendation in one of two ways: EITHER Make a case for one particular policy or strategy, OR present the tradeoffs between two or three possible policies or strategies
- As appropriate, point to next steps.

I've mentioned that you should include some quantitative background information (first report on this due in Week 7). In some cases you will be able to get data speaking directly to the issue you are discussing; in other cases you will only be able to give broader background data on a country or region. Some useful sources are (let me know if any of these links has stopped being active!):

- International Labour Organization data page = http://www.ilo.org/global/statistics-and-databases/lang--en/index.htm
- World Bank data page = http://data.worldbank.org/
- UN databases = http://www.un.org/en/development/progareas/statistics.shtml
- On migration, again, World Bank = http://go.worldbank.org/2A0W36D4H0 or http://go.worldbank.org/QGUCPJTOR0 ; UN = http://www.un.org/esa/population/migration/ (scroll down to Publications, Presentations)
- Most countries have online databases of varying scope and quality (in some cases, not surprisingly, little or nothing is available in English)

The **due dates** for the paper are:

- **Topic prospectus, due Week 4 (April 20)**. Your prospectus should identify your topic, the "audience" the memo will be addressed to, and what types of sources you plan to use. If you are planning to conduct one or more interviews, describe your strategy for obtaining interviews. About 250-500 words.
- **Preliminary data report, due Week 7 (May 11).** Your report should include one or two tables or figures and a short paragraph describing what they tell you.
- **Paper, due Week 10 (June 1)**. 2500-3750 words, 10-15 pages double-spaced.
- **Presentation, to be scheduled in Week 11**. 3 minutes per student, with PowerPoint

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In all written work, we expect you to identify all sources of data, information, and ideas. When quoting or paraphrasing someone else's work, cite the source. My preferred form of citation is the author-date form. For example:

> The data on firm size indicate that small business's contributions to U.S. growth are actually relatively modest (Harrison 1994, Chapter 2).

Then at the end of the paper, have a complete list of references. For example:

Bennett Harrison. 1994. *Lean and Mean: The Changing Landscape of Corporate Power in the Age of Flexibility*. New York: Basic Books.

NOTE: Using someone else's information or ideas without citing the source is misleading, prevents a reader from following up on interesting ideas, and defeats the educational purpose of the assignments (which is to build on other people's work to come up with your own ideas and conclusions). Also, the university forbids it, and stipulates serious penalties if a student is caught at it. Please don't do it. Guidelines for academic honesty are posted at http://www.deanofstudents.ucla.edu/StudentGuide.pdf, with a more complete code of conduct at http://www.deanofstudents.ucla.edu/studentconductcode.pdf. In brief, to adhere to academic honesty, you should:

- Again, provide citations for information, except for information that is general knowledge or that you learned from direct observation.
- When you use a direct quotation, "put it in quotation marks." (For direct quotes, give the page number.) It is not OK to use a close paraphrase as an alternative to a direct quotation—if it's close, we expect you to just use the direct quote.
- Most of a paper should be your own work. It is fine to summarize, critique, or build on other people's ideas. But if a paper is mostly a string of quotations or descriptions of statements from others, that is a bad sign. We want you to develop your own synthesis and ideas.

Readings

Readings for the seminar will be available on the course website and/or through URLs in the syllabus.

Discussion questions and guidance on how to read (what to skip, what to skim, what to read closely) will be handed out and/or posted in advance of classes after the first class.

Course outline

Week 1: Introduction and the job quality vs. quantity debate
An influential viewpoint says that to get employment growth we must reduce labor regulations and accept lower quality jobs. True?
March 30

- Organization for Economic Cooperation and Development, *OECD Jobs Study*, 1994, http://www.oecd.org/dataoecd/42/51/1941679.pdf . *Here's what to read in each of the parts:* ***I. Key Facts****, pp.7-10 (Picture of Unemployment, 5 Country Experiences);* ***II. Analysis****, 23-26 (Historical Perspective), 30-38 (Jobs, People);* ***III. Strategy****, 45-53*
- David H. Bradley and John D. Stephens, "Employment Performance in OECD Countries: A Test of Neo-Liberal and Institutionalist Hypotheses" *Comparative Political Studies* 40 (12): 1486-1510, 2007. *Read the whole thing, except 1497-1500 on data and methods, which you can skim or skip.*
- David R. Howell, Dean Baker, Andrew Glyn, and John Schmitt, "Are Protective Labor Market Institutions at the Root of Unemployment? A Critical Review of the Evidence," *Capitalism and Society* (Vol. 2, Issue 1): 2007, pp. 1-71. *What to read (read for main points, not the details of evidence): Read Abstract and 1-2; skim 3-14; read 15-20; read 21-22 and look at Table 3 on p.24 (see note on the table at the end of this list of pages); skim 23-31; read 32-34; skim 35-45; read 46-47; skim 48-49; read 50-60. If you have trouble following some technical aspects of the discussion, just read lightly over them. The abbreviations in Table 3 are: EPL = index of employment protection laws; UB RR = unemployment benefit replacement ratio (% of your previous salary that you receive from unemployment insurance); UB Dur = unemployment benefits duration index; Union den = union density (% of workers who are members of unions); Union cov = union coverage (% of workers who are covered by a union contract); Co-ord = index of coordination of collective bargaining (e.g. national, sectoral, or individual company bargaining); Taxes = index of tax level. All of these measures are shown as the estimated impact of an increase, mostly measured in percentage points (PP).*
- Paulo Baltar *et al.*, "Moving toward decent work – Labour in the Lula government: Reflections on recent Brazilian experience." Global Labour University, Working Paper #9, May 2010 (35pp.) http://www.global-labour-university.org/fileadmin/GLU_Working_Papers/GLU_WP_No.9.pdf *Read the whole paper for main points; you can pass lightly over the macroeconomic analysis and the quantitative details.*

Week 2: From analysis to strategy: A Dominican Republic case study
(Class will include an online meeting and "virtual tour," via Skype, with workers of the unionized Alta Gracia apparel plant in the Dominican Republic. The Greenhouse article describes Alta Gracia, and Ross describes the earlier history of the factory.)
Has the Dominican Republic moved from a negative example of labor market policies and outcomes to a positive one? If so, how did it happen? What are the broader lessons for labor market policy?
April 6

- José Itzigsohn, 2000. *Developing Poverty: The State, Labor Market Deregulation, and the Informal Economy in Costa Rica and the Dominican Republic*. University Park, PA: Pennsylvania State University Press. Ch.3-4, "Industrialization, regulatory regimes, and labor absorption" and "Labor market regulation and labor market segmentation," pp.61-124.
- Andrew Schrank and Michael Piore, "Norms, standards, and labor market regulation in Latin America." Mexico City: CEPAL/ECLAC (Economic Conference on Latin America and the Caribbean), http://www.eclac.cl/publicaciones/xml/3/28113/Serie%2077.pdf , 2007 (42 pages of text)
- Robert J.S. Ross, "A Tale of Two Factories: Successful Resistance to Sweatshops and the Limits of Firefighting," *Labor Studies Journal* 34: 65-85 (2006).
- Stephen Greenhouse, "Factory defies sweatshop label, but can it thrive?" *New York Times*, 7/17/10. http://www.nytimes.com/2010/07/18/business/global/18shirt.html?_r=1

OPTIONAL

- Graciela Bensusán, "Inspección del trabajo en América Latina: teorías, contextos y evidencias," *Estudios Sociológicos* 81, 2009
- Andrew Schrank, "Professionalization and Probity in a Patrimonial State: Labor Inspectors in the Dominican Republic," *Latin American Political Studies* 51(2): 91-115

- John M. Kline, "Alta Gracia—Branding decent work conditions: Will college loyalty embrace 'living wage' sweatshirts?" Kalmanovitz Initiative for Labor and the Working Poor, Georgetown University, August 2010. http://www12.georgetown.edu/sfs/docs/Alta_Gracia_Web_Final.pdf

First commentary on readings is due this week.

Week 3: How labor regimes vary

How should labor regimes be classified? Does the same logic work for richer and poorer countries? What do we learn from classifying at the level of the country, and what from classifying at the level of the workplace?

April 13

- Duncan Gallie, "Production regimes, employment regimes, and the quality of work," pp.1-33 in Duncan Gallie, ed., *Employment Regimes and the Quality of Work* (New York: Oxford University Press 2007). (Just skim 1-8 and read 9-19)
- Maria Lorena Cook, *The politics of labor reform in Latin America: between flexibility and rights* (University Park, PA: University of Pennsylvania Press 2007), Ch.1, "The politics of labor reform in Latin America," pp.1-28.
- Carolina Bank Muñoz, *Transnational Tortillas: Race, Gender, and Shop-Floor Politics in Mexico and the United States* (Ithaca, NY: Cornell University Press 2008), Ch.7, "Shop-floor politics in the twenty-first century," pp.162-176.
- Jeffrey Rothstein, "A Good Job is Hard to Find: U.S. and Mexican Autoworkers in the Global Economy," *New Labor Forum* 19(3): 70-74 (2010).

OPTIONAL

- Gerhard Bosch, Ken Mayhew, and Jérôme Gautié, "Industrial relations, legal regulations, and wage setting," pp.91-146 in Jérôme Gautié and John Schmitt, eds., *Low-Wage Work in the Wealthy World* (New York: Russell Sage 2010).
- Alexander Hicks and Lane Kenworthy, "Varieties of welfare capitalism," *Socio-Economic Review* 1(1): 27-61 (2003)

Week 4: Immigration flows and policies

Who benefits and who loses from international migration? Do emigration and remittances help sending countries develop? Why and how do different receiving countries treat migrants differently?

April 20

- Hanson, Gordon, "International migration and human rights." Paper presented at conference on "Human Rights: Challenges of the Past/Challenges of the Future," Woodrow Wilson International Center for Scholars, June 2, 2009.
- David Bartram, "The normative foundations of 'policy implications': Reflections on international labour migration," *Work, Employment, and Society* 24(2): 355-365 (2010) (skim; read 357-62)
- Hanson, Gordon, "International migration and the developing world." Pp.4364-4414 in Dani Rodrik and David Rosenzweig, eds., *Handbook of Development Economics*, Vol. 5, Netherlands: North-Holland, 2010 (**read 4396-4403 only**) http://irps.ucsd.edu/assets/037/11127.pdf
- Irene Bloemraad, "Becoming a Citizen in the United States and Canada: Structured Mobilization and Immigrant Political Incorporation," *Social Forces* 85(2): 667-695, http://sociology.berkeley.edu/profiles/bloemraad/pdf/Bloemraad_Social_Forces_Dec_2006.pdf
- Chris Tilly, "Review: The Impact of the Economic Crisis on International Migration," unpublished manuscript, UCLA Institute for Research on Labor and Employment, 2011 (19 pages).

OPTIONAL

- Elena Kogan, "Labor Markets and Economic Incorporation among Recent Immigrants in Europe," *Social Forces* 85(2): 697-721

Term paper topic prospectus due

Week 5: Skill development systems

How do nation-level skill development systems differ, and how does it affect labor outcomes? Can high-road, high-skill approaches be maintained amidst global competition?

April 27

- David Ashton, Johnny Sung, and Jill Turbin, "Towards a framework for the comparative analysis of national systems of skill formation," *International Journal of Training and Development*, 4(1): 8-25 (2000).
- María Antonia Gallart, *Skills, productivity and employment growth: The case of Latin America*, Montevideo, Uruguay: International Labour Organization (2008) (110 pages; we will read selections) http://www.ilo.org/public/english/region/ampro/cinterfor/publ/gallart3/pdf/gallart.pdf
- Gary Herrigel and Charles Sabel, "Craft production in crisis: Industrial restructuring in Germany during the 1990s," pp.77-114 in Pepper D. Culpepper and David Finegold, eds. *The German skills machine: Sustaining comparative advantage in a global economy* (Providence: Berghahn Books 1999). http://home.uchicago.edu/~gherrige/publications/craft_production_in_crisis.pdf

Short paper on first 4 weeks of readings due

Week 6: Labor market regulation

Does labor regulation push businesses into the informal sector? What regulations make a difference for job quality? What is the impact of "private regulation" by transnationals over the suppliers they buy from?

May 4

- Judith Tendler, "Small firms, the informal sector, and the 'devil's deal.'" *Institute for Development Studies Bulletin* (University of Sussex), Vol.33 No.3, July 2002 (14 pp.)
- Rossana Galli and David Kucera, "Labour standards and informal employment in Latin America." Pp.192-217 in Janine Berg and David Kucera, eds., *In Defence of Labour Market Institutions: Cultivating Justice in the Developing World* (New York: Palgrave Macmillan, 2008).
- Carré, Françoise, Chris Tilly, Maarten van Klaveren, Dorothea Voss-Dahm, "Retail jobs in comparative perspective." Pp.211-268 in Jérôme Gautié and John Schmitt, eds., *Low-Wage Work in the Wealthy World*. New York: Russell Sage Foundation, 2010.
- Larry Catá Backer, "Multinational corporations as objects and sources of transnational regulation," ILSA Journal of International & Comparative Law, 14(2), 2008 (26 pp.)

OPTIONAL

- Chris Tilly, "Wal-Mart and its workers: NOT the same all over the world." *Connecticut Law Review*, May 2007.
- Tony Avirgan, L. Josh Bivens, and Sarah Gammage, *Good Jobs, Bad Jobs, No Jobs: Labor Markets and Informal Work in Egypt, El Salvador, India, Russia, and South Africa* (Washington, DC: Economic Policy Institute 2005), Introduction (Bivens and Gammage), Conclusion (Martha Chen and Joann Vanek) http://www.epi.org/publications/entry/books_good_jobs/

Week 7: Organizing strategies at the national level

Should we expect capital mobility stymie unions? What labor organizing strategies are succeeding around the world? To what extent are NGOs and unions able to work together on labor issues?

May 11 *(MUST RESCHEDULE)*

- Greg J. Bamber, Russell D. Lansbury, and Nick Wailes, eds., *International and Comparative Employment Relations: Globalisation and the Developed Market Economies* (Los Angeles: Sage, 2004), Ch.1, "Introduction," pp.1-35 (skim 1-11; read 12-35 with some care)
- Silver, Beverly. 2003. *Forces of Labor: Workers' Movements and Globalization Since 1870*. Cambridge: Cambridge University Press. Ch.2, "Labor movements and capital mobility," pp.41-74.
- Deborah Eade, "Preface," pp.ix-xix in Deborah Eade and Alan Leather, eds., *Development NGOs and Labor Unions: Terms of Engagement* (Bloomfield, CT: Kumarian Press 2005).

PLUS, READ OR SKIM AT LEAST 2 OF THE FOLLOWING 4 PAPERS:

- Eli Friedman, "Getting Through the Hard Times Together? Worker Insurgency and Chinese Unions' Response to the Economic Crisis." Paper presented at the RC-44 Section of the International Sociological Association, Gothenburg, Sweden, July 2010 (20 pp.)
- Charles R. Greer, Charles D. Stevens, and Gregory K. Stephens, "The State of the Unions in Mexico," *Journal of Labor Research* 28(1): 69-92 (2007)
- Samanthi Gunawardana, "Struggle, perseverance, and organization in Sri Lanka's export processing zones," pp.78-98 in Kate Bronfenbrenner, ed., *Global Unions: Challenging Transnational Capital through Cross-Border Campaigns* (Ithaca, NY: Cornell University Press 2007)

- Melanie Samson, ed., *Refusing to be Cast Aside: Waste Pickers Organising Around the World* (Cambridge, MA: Women in Informal Employment Globalizing and Organizing [WIEGO] 2009), Ch.2, "Waste pickers are organizing!" pp.14-32.

Data report due

Week 8: Organizing and regulation go global

Capital is global. How can labor and labor regulators match that reach?

May 18

- Peter Evans (2010) "Is it labor's turn to globalize? Twenty-first century opportunities and strategic responses," *Global Labour Journal* 1(3): 352-379. http://digitalcommons.mcmaster.ca/globallabour/vol1/iss3/3
- Tamara Kay (2005), "Labor transnationalism and global governance: The impact of NAFTA on transnational labor relationships in North America," *American Journal of Sociology* 111(3): 715-756.
- Amanda Tattersall, "Labor-community coalitions, global union alliances, and the potential of SEIU's global partnerships," pp.155-173 in Kate Bronfenbrenner, ed., *Global Unions: Challenging Transnational Capital through Cross-Border Campaigns* (Ithaca, NY: Cornell University Press 2007)
- Bob Hepple, *Labour Laws and Global Trade* (Portland, OR: Hart Publishing 2005), selections from Ch.1, "Does transnational labour regulation matter?" (1-24) & Ch.10, "The comparative advantages of labour laws" (251-276)

Week 9: Gender inequality and care work

Women are concentrated in care work, paid and unpaid, around the world. How is this related to gender inequality in paid work? How do the configurations differ across countries? What can be done?

May 25

- Rachel Masika with Susan Joekes, *Employment and sustainable livelihoods: A gender perspective*, Report #37, BRIDGE, Institute for Development Studies, University of Sussex, 1996. http://www.bridge.ids.ac.uk/go/home&id=52022&type=Document (37 pp.)
- Institute for Development Studies, "Gender & Care," *BRIDGE Bulletin* #20, February 2009 (6 pp.)
- Alexandra Wagner, "Services and the employment prospects for women," pp.103-130 in Gerhard Bosch and Steffen Lehndorff, *Working in the Service Sector: A Tale from Different Worlds* (New York: Routledge 2005)
- International Labour Office and United Nations Development Program, *Work and Family: Towards new forms of reconciliation with social co-responsibility* (Santiago, Chile: ILO/UNDP 2009) http://www.ilo.org/travail/whatwedo/publications/lang--en/docName--WCMS_TRAVAIL_PUB_55/index.htm (skim Ch. 2-3, pp.39-102; read Ch.4, 103-142)

OPTIONAL

- Emily Esplen, "Gender and care work," BRIDGE, Institute for Development Studies, University of Sussex, January 2009. http://www.bridge.ids.ac.uk/go/bridge-publications/cutting-edge-packs/gender-and-care/&id=54632&type=Document (expands on the "Gender & Care" piece)

Week 10: Labor, politics, and development

*We close by once more placing job quality in the bigger picture of growth and inequality. How can developing economies provide sufficient numbers of jobs, and simultaneously ensure that as many as possible are good jobs? What are the **political** prerequisites for adopting the necessary policies?*

June 1

- Chris Tilly, "Geese, golden eggs, and traps: Why inequality is bad for the economy," *Dollars & Sense*, 254: 25-27, 31, July-August 2004.
- Peter Evans and Sarah Staveteig, "The changing structure of employment in contemporary China," pp.69-82 in Deborah S. Davis and Wang Feng, *Creating Wealth and Poverty in Postsocialist China* (Stanford University Press 2009).
- Radhika Lal, "Macroeconomic policies to address informality: A two-pronged strategy to foster dynamic transformations that reduce informality," *IDS Bulletin* 39(2): 120-129.

- Steven Friedman, "Equity in the age of informality: Labour markets and redistributive politics in South Africa," IDS Working Paper #160 (Institute for Development Studies, University of Sussex, 2002). http://www.ntd.co.uk/idsbookshop/details.asp?id=695 (38 pp.)

OPTIONAL

- Victor Tokman, "From the consensus reforms to reforms for protected and inclusive employment," *IDS Bulletin* 39(2): 69-78

Term paper due

Student presentations
To be scheduled during Finals Week (Week 11)

UP 278 – Urban Labor Markets and Public Policy

4/4/12 version of syllabus

Professor Tilly
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Office hours: In PA 5358, Monday 3-5, Weds.1-3 or by appointment

Course meeting time and location
The course will meet on Wednesdays, 9:00-11:50 in Public Affairs 3343C

The central issue in urban economic development is jobs—how to create them, how to help disadvantaged populations get access to them, and how to ensure that they are of adequate quality in terms of wages, advancement, and skill development. In short, how do urban labor markets work, and what can we do to help them work better? This class examines these questions for the United States. There has been an explosion of new research and practice in this area, and we will draw lessons from it. We focus on low-wage, low-skill workers, and particularly on marginalized groups: inner city people of color and immigrants.

We will weave together analyses of how urban labor markets work with discussions of policy options for making them work better. The first half of the class emphasizes the analytical side, and the second half emphasizes policy. We will address a range of solutions including job creation, workforce training, job ladder creation, union and community organizing, and immigration reform. Typically, we will consider both national and local policy options. Throughout, we will look at issues of power and economic inequality, and will focus on handles for making change.

Course requirements

This is a fairly reading-intensive class. To keep the reading manageable, I will suggest priorities for reading each week. The requirements are:

- Students are expected to do the readings, come prepared for discussion, and participate in discussion.
- A weekly one-page commentary commenting on the readings (including posing a question about them) is required for seven out of weeks 2-10 (students can take two "free passes").
- A short (4-6 page) paper half-way through the course, reflecting on the readings from weeks 2-4
- A 10-15 page policy memo on some issue in urban labor markets, which can be completed individually or in groups (group papers are expected to be longer and richer). Students may write a paper based purely on library research if they choose, although I encourage you to incorporate field research as well.

The requirements will contribute approximately the following percentages to your final grade:

25% Short paper
40% Policy memo (includes prospectus, progress report, oral presentation as well as final memo)
20% Weekly one-page commentaries on readings
15% Class participation

Assignments turned in late will be graded down severely. More on each of the assignments below. *Please turn in all assignments on the course CCLE site. I prefer to also receive a hard copy in class.*

The commentaries
The purpose of the commentaries is not to summarize the readings, but to react to them. What did you find interesting? What was hard to understand? What touched you, and what annoyed you? You can compare and contrast the readings, or just comment on how well they fit together (or not). Please include **a question** that the readings spark in you. Your note should just be a page or so.
I prefer to get the posts by early Tuesday morning so I can take them into account in preparing for class, but will accept them up till Wednesday.

The short paper
Reflect on the policy recommendations in the readings from weeks 2-4. Pick three out of Newman Ch.9, Flaming and Burns pp.15-20, Teitz, Moss & Tilly Ch.7, and Emsellem & Mukamal. Please address some or all of the following:

- Do they make a convincing case that these policies will have a significant effect on the problems or challenges they identify? Is it likely that implementing these policies will cause new problems?
- Who are the actors whom they want to implement policies? Why are they targeting these particular actors?
- How coherent and complete is each set of recommendations? What are the gaps or inconsistencies?
- Are there common policy recommendations or common approaches that emerge from these pieces? Are there disagreements, or policy proposals that would work at cross purposes? If we lumped the pieces you selected together into a set of "progressive proposals," would they make sense together?
- Be sure to offer (and justify) your judgment of the strengths and weaknesses of each of the three policy "packages."

900-1500 words (4-6 pages double-spaced). Due April 25.

The policy memo
This should go to a hypothetical (or real) manager or client—for example, a government agency, community-based organization, business association, or union. It should provide full references like a research paper, but it should be written like a policy memo giving advice to the manager or client. You can draw on course readings, but should go beyond them to draw on other published and/or online sources. I encourage you to also conduct one or more interviews with practitioners familiar with this issue, though it is not required. You can also do a group paper with up to four students total; again, I expect group papers to be longer and richer. Your memo should:

- Describe and provide some summary evidence for an urban labor market problem
- Discuss a range of possible policy or strategy solutions, saying something about the pluses and minuses of each.
- Make a recommendation in one of two ways: EITHER Make a case for one particular policy or strategy, OR present the tradeoffs between two or three possible policies or strategies
- As appropriate, point to next steps.

The **due dates** for the paper are:

- **Topic prospectus, due Week 3 (April 18)**. Your prospectus should identify your topic, the "audience" the memo will be addressed to, and what types of sources you plan to use. If you are planning to conduct one or more interviews, describe your strategy for obtaining interviews. About 250-500 words.
- **Outline and progress report, due Week 8 (May 23).** The **outline** should be an elaborated outline laying out the main topics and arguments you plan to explore, not just "introduction – findings – conclusion." By this time you should have identified some sources, so say what sources you have and where/how you plan to look for others (I am **not** looking for full, correct references at this stage for writing). The **progress report** is saying briefly what you have done and what you plan to do to complete the research for the paper. This can be point-by-point within the outline, or set apart as a separate narrative. The outline/progress report document should probably be at least 500 words.
- **Paper, due June 11**. 2500-3750 words, 10-15 pages double-spaced.
- **Presentation, to be scheduled during Finals Week**. 3 minutes per student, with PowerPoint

In all written work, we expect you to identify all sources of data, information, and ideas. When quoting or paraphrasing someone else's work, cite the source. My preferred form of citation is the author-date form. For example:

> The data on firm size indicate that small business's contributions to U.S. growth are actually relatively modest (Harrison 1994, Chapter 2).

Then at the end of the paper, have a complete list of references. For example:

> Bennett Harrison. 1994. *Lean and Mean: The Changing Landscape of Corporate Power in the Age of Flexibility*. New York: Basic Books.

NOTE: Using someone else's information or ideas without citing the source is misleading, prevents a reader from following up on interesting ideas, and defeats the educational purpose of the assignments (which is to build on other people's work to come up with your own ideas and conclusions). Also, the university forbids it, and stipulates serious penalties if a student is caught at it. Please don't do it. Guidelines for academic honesty are posted at http://www.deanofstudents.ucla.edu/StudentGuide.pdf, with a more complete code of conduct at http://www.deanofstudents.ucla.edu/studentconductcode.pdf. In brief, to adhere to academic honesty, you should:

- Again, provide citations for information, except for information that is general knowledge or that you learned from direct observation.
- When you use a direct quotation, "put it in quotation marks." (For direct quotes, give the page number.) It is not OK to use a close paraphrase as an alternative to a direct quotation—if it's close, we expect you to just use the direct quote.
- Most of a paper should be your own work. It is fine to summarize, critique, or build on other people's ideas. But if a paper is mostly a string of quotations or descriptions of statements from others, that is a bad sign. We want you to develop your own synthesis and ideas.

Readings

Most of the readings for the seminar will be available on the course website.

In addition, two books are required:

Katherine S. Newman. *Chutes and Ladders: Navigating the Low-Wage Labor Market*. New York: Russell Sage (paperback) 2006.

Annette Bernhardt, Heather Boushey, Laura Dresser, and Chris Tilly, eds. *The Gloves-Off Economy: Workplace Standards at the Bottom of America's Labor Market*. Ithaca: Cornell University Press 2008.

The books can be purchased from major online booksellers and the UCLA Bookstore. Newman's book combines ethnography following the lives of 40 young people of color who started out in the early 1990s working at a fast food chain in Harlem, with broader statistical evidence. She focuses on how they did during the 1990s economic boom, the best economic times in the US over the last 40 years. The Bernhardt et al collection is a set of articles primarily focusing on different aspects of "unregulated work" (how employers violate or evade labor laws and standards, and what can be done about it) but touching on a wide range of issues in low-wage work.

I will do my best to give you weekly guidance about how to focus your reading: what parts to skip or skim, what parts to read carefully.

Course outline

I. Overview of urban labor market problems and solutions (Weeks 1-3)

Week 1: Introduction and overview
April 4
What are the main problems that need to be solved in urban labor markets? What are some of the Big Ideas that can help guide us in searching for solutions?

- Bernhardt, Boushey, Dresser, and Tilly, "An introduction to the gloves-off economy," *Gloves-Off* Ch.1 (1-28)

Week 2: The lives of the urban working poor
April 11
Small picture: looking at workers' stories and trajectories. What happens to young, urban people of color who start out in "McJobs"? Why do some get ahead while others struggle?

- Newman, *Chutes and Ladders*, Prologue (1-4) and Chapters 2-3, 5, 9 ("The best-case scenario" [57-83],"High flyers, low riders" [84-116], "The national picture" [153-169], "Opening the gates" [27-288]).

First commentary on readings is due this week.

Week 3: Job creation
April 18
Big picture: Creating more jobs. The US is still struggling to recover from the Great Recession. What national and local policies could make a difference? What are some guidelines for local job creation strategies?

- Robert Kuttner, "The debate we should be having," *The American Prospect*, October 29, 2010 (2 pages) http://prospect.org/article/debate-we-should-be-having-0
- Daniel Flaming and Patrick Burns, *Getting to Work: Unemployment and Economic Recovery in Los Angeles* (Los Angeles: Economic Roundtable 2012; read "Highlights" and 15-20) http://economicrt.org/summaries/Getting_to_Work.html
- Michael Teitz, "Neighborhood economics: Local communities and regional markets," *Economic Development Quarterly*, Vol.3, No.2 (May 1989), 111-122.
- Marc Anderberg, "Job chains: Theory and practical implications for workforce and economic development," *Beyond the Numbers: Labor Market Information Research and Writings*, September 2006 (12 pages) http://www.lmci.state.tx.us/shared/PDFs/BYN_Job_Chains_Final.pdf
- *OPTIONAL:* James Galbraith, "Stimulus is for suckers," *Mother Jones*, December 2008 (3 pages; at least take a look at the "Bang for the Buck" graph)

II. Who does worse and why: Race, immigration status, gender (Weeks 4-6)

Week 4: Race, racism, and criminal justice: Problems and remedies
April 25
There are still large differences by race in the labor market. How much can be explained by skill? By discrimination? How has the expansion of incarceration affected the picture? What kinds of policies could make a difference?

- Philip Moss and Chris Tilly, *Stories Employers Tell: Race, Skill, and Hiring in America* (New York: Russell Sage, 2001), Ch. 4 and 7 ("Employer perceptions of race and skill" [85-155] and "The moral of the tale: Designing better labor market policies" [245-274])
- William A. Darity, "Stratification economics: The role of intergroup inequality." *Journal of Economics and Finance* 29(2): 144-53 (2005).
- Maurice Emsellem and Deborah Mukamal, "The new challenge of employment in the era of criminal background checks," *Gloves-Off* Ch.8 (191-214)

Term paper topic prospectus due

Week 5: Immigrant workers and immigration policy
May 2
Large scale immigration has transformed the US labor market. Why do some immigrant groups do better than others? What are sensible national, state, and local policies toward migrants?

- Sarah Gammage, "Working on the margins: Migration and employment in the United States," *Gloves-Off* Ch.6 (137-62)
- Alex Stepick, "Miami's two informal sectors," pp.111-31 in Alejandro Portes, Manuel Castells, and Lauren Benton, eds., *The Informal Economy: Studies in Advanced and Less Developed Countries* (Baltimore: Johns Hopkins University Press 1989).
- Amy Sugimori, "State and local policy models promoting immigrant worker justice," *Gloves-Off* Ch.9 (217-42)
- Alejandro Portes, "The fence to nowhere," *The American Prospect*, September 2007
- Irene Bloemraad, "Becoming a Citizen in the United States and Canada: Structured Mobilization and Immigrant Political Incorporation," *Social Forces* 85(2): 667-695, http://sociology.berkeley.edu/profiles/bloemraad/pdf/Bloemraad_Social_Forces_Dec_2006.pdf

Short paper on first 4 weeks of readings due

Week 6: The safety net, work supports, and single mothers in the labor market
May 9
US public policy has shifted from providing welfare to requiring, and supporting, work. What are the tradeoffs involved in this shift? How have single mothers fared?

- Heather Boushey and Chris Tilly, "The limits of work-based social support in the United States," *Challenge*, March-April 2009
- Randy Albelda, "Why it's harder (and different) for single mothers: Gender, motherhood, labor markets and public work supports," Center for Social Policy and Department of Economics, University of Massachusetts Boston, June 2008.
- Elizabeth Lower-Basch and Mark Greenberg, "Single mothers in the era of welfare reform," *Gloves-Off* Ch.7.
- Newman, *Chutes and Ladders*, Ch.7, "Work and welfare in the boom years" (211-43)

III. Policy strategies: Skills, regulation, organizing, and the potential of green jobs

Week 7: Skills, training, and workforce development
May 16
Much of the discussion of labor market problems points to better education and training as the solution. Is a skill shortage the main problem? What new approaches to workforce development hold the most promise?

- Robert Lerman, "Are skills the problem? Reforming the education and training system in the United States," pp.17-80 (I will identify selections) in Timothy J. Bartik and Susan N. Houseman, eds., *A Future of Good Jobs? America's Challenge in the Global Economy* (Kalamazoo, MI: W.E. Upjohn Institute, 2008)
- Robert Giloth, "Learning from the field: Economic growth and workforce development in the 1990s," *Economic Development Quarterly* Vol.14, No.4 (November 2000), pp.340-359
- Public-Private Ventures, *Tuning In to Local Labor Markets: Findings from the Sectoral Employment Impact Study*, 2010, "Executive Summary," pages i-vii. http://www.ppv.org/ppv/publications/assets/325_publication.pdf
- Joan Fitzgerald and Virginia Carlson, "Ladders to a better life." *The American Prospect*, November 2002.

Week 8: The informal economy and new approaches to labor regulation
May 23
What is the informal economy, why has it grown, and what makes it tick? What new approaches to monitoring and enforcing labor regulations could be more effective in "re-formalizing" work?

- Sudhir Alladi Venkatesh, *Off the Books: The Underground Economy of the Urban Poor* (Cambridge: Harvard University Press, 2006), Ch.2, "Home at work" (21-90; I will identify selections to read)

- David Weil, "Fissured employment." Manuscript, Boston University. (77 pages; again, I will identify selections)
- Janice Fine and Jennifer Gordon, "Unpacking the logics of labour standards enforcement: An alternative approach." Pp.193-207 in Chris Warhurst, Françoise Carré, Patricia Findlay, and Chris Tilly, eds., *Are Bad Jobs Inevitable?* (Basingstoke, UK: Palgrave Macmillan 2012).
- Andrew Schrank and Michael Piore, "Norms, standards, and labor market regulation in Latin America." Mexico City: CEPAL/ECLAC (Economic Conference on Latin America and the Caribbean), http://www.eclac.cl/publicaciones/xml/3/28113/Serie%2077.pdf , 2007 (42 pages of text)

Term paper outline and progress report due

Week 9: Organizing strategies: Unions, worker centers, and coalition-building
May 30

US unions have been in retreat since the 1970s. What strategies can workers use to organize in order to defend their own interests?

- Ruth Milkman, "Putting wages back into competition: Deunionization and degradation in place-bound industries," *Gloves-Off* Ch.4 (91-110, *skim*)
- Stephen Lerner, Jill Hurst, and Glenn Adler, "Fighting and winning in the outsourced economy: Justice for janitors at the University of Miami," *Gloves-Off* Ch.10 (243-268)
- Janice Fine, "New forms to settle old scores: Updating the worker centre story in the United States," *Relations Industrielles/Industrial Relations* 66(4): 604-30 (2011)
- David Reynolds, "Building coalitions for regional power: Labor's emerging urban strategy," Ch.4 (73-94) in Lowell Turner and Daniel B. Cornfield, eds., *Labor in the New Urban Battlegrounds: Local Solidarity in a Global Economy* (Ithaca: Cornell University Press 2007).

Week 10: Green jobs: Policies, coalitions, strategies
June 6

We close by spotlighting one particular area of policy: green jobs. How much potential do green jobs hold for less-skilled urban workers? Why haven't green jobs expanded more? What political and policy strategies could help expand them?

- Apollo Alliance and Green for All, *Green Collar Jobs in America's Cities: Building Pathways Out of Poverty and Careers in the Clean Energy Economy*, 2008, selections
- UCLA Community Scholars Program, *Green Buildings, Good Jobs, Safe Jobs: Social Justice Pathways to a Sustainable Los Angeles*, 2009, pp.36-59
- Jeff Grabelsky and Phil Thompson, "Emerald cities in the age of Obama: A new social compact between labor and community," *Perspectives on Work* 13(2): 15-18, 2010
- Joan Fitzgerald, *Emerald Cities: Urban Sustainability and Economic Development* (Oxford and New York: Oxford University Press 2010). Chapter 4, "Building the energy-efficient city," pp.78-115, selections.

Term paper due June 11

Student presentations
To be scheduled during Finals Week (probably during our normal class time on June 13)

DEPARTMENT OF URBAN DESIGN AND PLANNING
University of Washington

UrbDP 525 **Winter Quarter 2013**
Evaluation in Urban Planning **Donald Miller**

A. Introduction

1. What is Planning Evaluation and Its Purposes?

**Ernest R. Alexander, "Evaluations and Rationalities: Reasoning with Values In Planning," in E.R. Alexander (ed.), Evaluation in Planning (Aldershot: Ashgate, 2006).

Abdul Khakee, Angela Hull, Donald Miller, and John Woltjer, "Planning Evaluation in Retrospect," in Khakee, Hull, Miller and Woltjer, eds., New Principles in Planning Evaluation (Burlington, VT: Ashgate, 2008).

Donald Miller, "Multiple Objective Evaluation," working manuscript of book with Morris Hill (1989), pp. 2-19.

N-W Kuo and K-H Yu, "An Evaluation System for National Park Selection in Tiawan," Journal of Environmental Planning and Management, 42 (1999), pp. 735-745.

L. M. Shulha and J. B. Cousins, "Evaluation Use: Theory, Research and Practice Since 1986," Evaluation Practice 18:3 (1997), pp. 195-208.

Harry P. Hatry, Performance Measurement: Getting Results, Second Edition (Washington, DC: Urban Institute Press, 2007).

Charles J. Hoch, "Evaluating Plans Pragmatically," Planning Theory 1:1 (2002), pp. 53-75.

Daniel Shefer and Henk Voogd (eds.), Evaluation Methods for Urban and Regional Plans (London: Pion, 1990).

G. E. Kersken and S. J. Noronha, "The Goodness of Decision Making: In Search of the Universal Measure," Journal of Multicriteria Decision Analysis 5:1 (1996), pp. 12-15.

I. A. Spellerberg, Evaluation and Assessment for Conservation (London: Chapman and Hall, 1992).

M. Zeleny, "In Search of Cognitive Equilibrium: Beauty, Quality and Harmony," Journal of Multicriteria Decision Analysis 3:1 (1994), pp. 3-14.

** = Required Readings

Emily Talen, “Do Plans Get Implemented? A Review of Evaluation in Planning,” Journal of Planning Literature 10:3(1996), pp. 248-259.

Emily Talen, “After the Plans: Methods to Evaluate the Implementation Success of Plans,” Journal of Planning Education and Research 16(1996), pp. 79-91.

A. Khakee, “Evaluation in Planning: Inseparable Concepts,” Town Planning Review 69:4 (1998), pp. 359-375.

S. Guhathakurta, “Urban Modeling and Contemporary Planning Theory,” Journal of Planning Education and Research 18(1999), pp. 281-292.

L. D. Hopkins, “Evaluation of Methods for Exploring Ill Defined Problems,” Environment and Planning B: Planning and Design 11(1984), pp. 339-348.

D. Bouyssou et al., Evaluation and Decision Models: A Critical Perspective (Dordrecht: Kluwer Academic, 2000).

Department of the Environment, Notes on Structure Plan Evaluation, D.O.E. PDPS3 Structure Plans Note 7/72 (London: D.O.E., December 1972).

William Petersen, "On Some Meanings of Planning," Journal of the American Institute of Planners, 32:3 (May 1966), pp. 130-142.

Donald A. Krueckeberg and Arthur L. Silvers, "Planning Goals, and System Structure: Elementary Analysis". Chapter 1 in Krueckeberg and Silvers, Urban Planning Analysis (New York: John Wiley and Sons, 1974), pp. 3-22.

D. Booth and M. Jaffe, "Generation and Evaluation in Structure Planning," Planning Review, 29 (1978), pp. 445-457.

Darwin G. Stuart, "Evaluating Regional Plans and Community Impact," in Stuart, Systematic Urban Planning (New York: Praeger, 1976), pp. 121-143.

James G. Abert, "Defining the Policy-Making Function in Government: An Organizational and Management Approach," Policy Sciences, 5 (1974), pp.245-255.

William R. Sadish, Jr., Thomas D. Cook, and Laura C. Leviston, Foundations of Program Evaluation (Newbury Park, CA: Sage Publications, 1991).

Richard A. Berk and Peter H. Rossi, Thinking About Program Evaluation (Newbury Park, CA: Sage Publications, 1991).

R. L. Keeney and H. Raiffa, Decisions with Multiple Objectives (New York: John Wiley, 1976).

J. L. Cohon, Multiobjective Programming and Planning (New York: Academic Press, 1978).

G. Barber, "Land Use Plan Design via Interactive Multi-Objective Programming," Environment and Planning 8 (1976).

Decision Support Systems - The International Journal (Amsterdam and New York: Elsevier Science Publishers, 1984-).

Evaluation and Program Planning: An International Journal (Oxford and New York: Pergamon Press, (1978-).

Barclay Hudson, "Domains of Evaluation," Social Policy, 6:2 (September/October 1975), pp. 79-89.

2. What Is The Role of Evaluation In Planning?

**Allan Hickling, "Evaluation is a Five-Finger Exercise," in Andreas Faludi and Henk Voogd (eds.), Evaluation of Complex Policy Problems (Delft: Delftsche Uitgevers Maatschappij B.V., 1985). pp. 125-134.

**W. A. H. Thissen, "Planning and Decision-Making From an Actor Perspective: Some Implications for the Practice of Evaluation," in Henk Voogd (ed.) Recent Developments in Evaluation (Groningen: Geo Press, 2001), pp. 111-121.

**Reid Ewing, "Make Way for a New Theory," Planning (April 1212), p. 35.

Laurence Amblard and Carsten Mann, "Ex-ante Institutional Capacity Assessment of Policy Options," Journal of Environmental Planning and Management 54:5 (June 2011), pp. 661-684.

Heather Campbell, "Planning to Change the World: Between Knowledge and Action Lies Synthesis," Journal of Planning Education and Research 32:2 (2012), pp. 135-146.

J. Payne, J. Bettman, and E.J. Johnson, The Adaptive Decision Maker (Cambridge: Cambridge University Press, 1993).

J. Petts, "Evaluating the Effectiveness of Deliberative Processes: Waste Management Case-Studies," Journal of Environmental Planning and Management, 44 (2001), pp. 207-226.

N. Lichfield, "The Philosophy and Role of Community Impact Evaluation in the Planning System," in Henk Voogd (ed.) Recent Developments in Evaluation – In Spatial, Infrastructure and Environmental Planning (Groningen: Geo Press, 2001), pp. 153-173.

Donald Miller, "Multiple Objective Evaluation," op. cit., pp. 19-64.

Simin Davoudi, “Towards a Conceptual Framework for Evaluating Governance Capacities in European Polycentric Urban Regions,” in Donald Miller and Domenico Patassini (eds.), Beyond Benefit Cost Analysis – Accounting for Non-Market Values in Planning Evaluation (Burlington, VT: Ashgate, 2005).

Carol Weiss, “Have We Learned Anything New About The Use of Evaluation?”, American Journal of Evaluation 19:1 (1998), pp. 21-33.

D. Newman and R. Brown, Applied Ethics for Program Evaluation (Thousand Oaks, CA: Sage, 1996).

Henk Voogd, “The Changing Role of Evaluation Methods in a Changing Planning Environment: Some Dutch Experiences,” European Planning Studies 5:2 (1997), pp. 257-266.

Donald A. Schon, The Reflective Practitioner: How Professionals Think In Action (New York: Basic Books, 1983).

Ernest Alexander, “Implementing Norms in Practice – The Institutional Design of Evaluation,” in Donald Miller and Domenico Patassini (eds.), Beyond Benefit Cost Analysis (Burlington, VT: Ashgate, 2005), pp. 297-312.

R. E. Klosterman, “Planning Support Systems: A New Perspective on Computer-Aided Planning,” Journal of Planning Education and Research 17(1997), pp. 45-54.

P. Finlay, Introductory Decision Support Systems (Oxford: NCC Blackwell, 1994).

William C. Baer, “General Plan Evaluation Criteria - An Approach to Making Better Plans,” American Planning Association Journal 63:3 (Summer 1997), pp. 329-344.

G. DeSanctis and B.R. Gallupe, “A Foundation for the Study of Group Decision Support Systems,” Management Science 33(1987), pp. 589-609.

R.L. Keeney and H. Raiffa, Decisions with Multiple Objectives: Preferences and Value Tradeoffs (New York: John Wiley and Sons, 1976).

Donald Miller, "The Roles of Evaluation in the Planning Process", working paper (1978).

D. Pearson, "Monitoring and Evaluation: Planners' Feedback "Official Architecture and Planning,33(1970)pp.769-771.

A. Sorber, "Some Experiences With Project Appraisal in the Dutch Central Government," in Andreas Faludi and Henk Voogd (eds.), Evaluation of Complex Policy Problems (Delft: Delftsche Uitgevers Maatschappij B.V., 1985). pp. 145-152.

Morris Hill, "Decision-Making Contexts and Strategies For Evaluation," in Andreas Faludi and Henk Voogd (eds.), Evaluation of Complex Policy Problems (Delft: Delftsche Uitgevers Mastschappij, 1985), pp. 9-34.

J. Perraton, "Evaluation as Part of the Planning Process," Land Use and Built Form Studies, Working Paper No. 33 (Cambridge, England: University of Cambridge, Department of Architecture, March 1972), 18 pp.

T.M. Cowling and G.C. Steeley, Sub-Regional Planning Studies: An Evaluation (Oxford: Pergamon Press, 1973).

William Solesbury, "Policy Making and Review," Chapter 10 in Solesbury, Policy in Urban Planning (Oxford: Pergamon Press, 1974), pp. 139-167.

J. Perraton and R. Baxter (eds.), Models, Evaluations and Information Systems for Planners (Lancaster, Eng.: Medical and Technical Publishing Company, Ltd. 1974).

Thomas G. Richardson, "A Typology for Evaluation in the Decision-Making Process," Unpublished Masters Thesis, Department of Urban Planning, University of Washington, 1978, pp. 14-36.

William R. Shadish, Jr., Thomas D. Cook, and Laura C. Leviton, Foundations of Program Evaluation: Theories of Practice (Newbury Park, CA: Sage Publications, 1990).

Dean Runyan, "Tools for Community-Managed Impact Assessment," Journal of the American Institute of Planners, 43:2 (April 1977), pp. 125-135.

The Institutional Context of Planning and Evaluation

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**Richard Cowell, Gill Bristow, and Max Mundy, "Acceptance, Acceptability and Environmental Justice: The Role of Community Benefits in Wind Energy Development," Journal of Environmental Planning and Management 54:4 (May 2011), pp. 539-557.

Beatrice Plottu and Eric Plottu, "Approaches to Participation in Evaluation: Some Conditions for Implementation," Journal of Environmental Planning and Management 15:3 (2009), pp. 343-359.

Anita Milman, "Geographic Pollution Mapping of Power Plant Emissions to Inform ex-ante Environmental Justice Analysis," Journal of Environmental Planning and Management 49:4 (July 2006), pp. 587-604.

Todd Richardson, "Analyzing a Community Development Needs Index," Cityscape 9:1 (2007), pp. 47-72.

USDOT, "Nondiscrimination: Title VI and Environmental Justice," www.fhwa.dot.gov/ejustice/facts/intex.htm

Joerg C. Tremmel, ed., Handbook of Intergenerational Justice (Williston, VT: Edward Elgar, 2006).

Donald Miller, "Evaluating Environmental Justice for Planning," in Henk Voogd (ed.), Recent Developments in Evaluation (Groningen: Geo Press, 2001), pp. 17-35.

Donald Miller, "Methods for Assessing Environmental Justice in Planning Evaluation – An Approach and Application," in Khakee, Hull, Miller, and Woltjer, eds., New Principles in Planning Evaluation (Burlington, VT: Ashgate, 2008), pp. 19-33.

Lucie Laurian, "Environmental Injustice in France," Journal of Environmental Planning and Management 51:1 (January 2008), pp. 55-79.

Hanneke Kruize, et al., "Environmental Equity in the Vicinity of Amsterdam Airport: The Interplay Between Market Forces and Government Policy," Journal of Environmental Planning and Management 50:6 (November 2007), pp. 699-726.

Michael Whitbread, "Evaluation of Project Proposals When The Objective is Poverty Alleviation," in E. R. Alexander, ed., Evaluation in Planning (Aldershoot: Ashgate, 2006).

Dino Borri, et al., "Ethical and Moral Reasoning and Dilemmas in Evaluation Processes – Perspectives for Intelligent Agents," in Donald Miller and Domenico Patassini (eds.), Beyond Benefit Cost Analysis (Burlington, VT: Ashgate, 2005), pp. 251-276.

Luigi Fusco Girard, et al., "Integrated Planning and Integrated Evaluation – Theoretical References and Methodological Approaches," in Donald Miller and Domenico Patassini (eds.), Beyond Benefit Cost Analysis, Ibid., pp. 175-205.

Brian O'Leary, "South African Patterns of Inequality and Reform Relating to Socio-Economic Status and Access to Services," in Jean-Claude Thill, ed., Spatial Multicriteria Decision Making and Analysis (Aldershot: Ashgate, 1999), pp. 223-244.

P.D. Allison, "Measures of Inequality," American Sociological Review 43(1978), pp. 865-880.

M.B. Mandell, "Modeling Effectiveness - Equity Trade-Offs in Public Service Delivery Systems," Management Science 37(1991), pp. 467-482.

R.L. Morrill and J. Symons, "Efficiency and Equity Aspects of Optimum Location," Geographical Analysis 9(1977), pp. 215-225.

G.F. Mulligan, "Equity Measures and Facility Location," Papers in Regional Science 70(1991), pp. 345-365.

H.P. Young, Equity in Theory and Practice (Princeton, NJ: Princeton University Press, 1994).

M.T. Marsh and D.A. Schilling, "Equity Measurement in Facility Location Analysis: A Review and Framework," European Journal of Operational Research 74(1994), pp. 1-17.

D.M. Smith, Geography, Inequality and Society (Cambridge, UK: Cambridge University Press, 1987).

M. Truelove, "Measurement of Spatial Equity," Environment and Planning C 11(1993), pp. 19-34.

Emily Talen, "Visualizing Fairness: Equity Maps for Planners," Journal of the American Planning Association 64:1(1998), pp. 22-38.

David Forkenbrock and Lisa Schweitzer, "Environmental Justice in Transportation Planning," Journal of the American Planning Association 65:1 (1999), pp. 96-111.

Donald Miller, "Efficiency and Social Equity: The Oil and Water of Applied Planning Evaluation?" Paper presented at the 24th Annual Meeting, Western Regional Science Association, San Diego, 1985.

Timothy Beatley, "Applying Moral Principles to Growth Management," JAPA 50 (Autumn 1984), pp. 459-469.

Dennis A. Rondinelli, "Equity, Growth, and Development: Regional Analysis in Developing Countries", JAPA 51:4(Autumn 1985), pp. 434-448.

M.C. McGuire and H.C. Garn, "The Integration of Equity and Efficiency Criteria in Public Project Selection", The Economic Journal 79 (December 1969), pp. 882-893.

William Blanchard, "Social Equity and Planning Analysis: How Planners Can Think and Talk About Fairness," Unpublished Ph.D. thesis, Department of Urban Planning, University of Washington, 1983.

Donald Miller, Plans and Publics: Assessing Distribution Effects, Planologish Memorandum 1981-2 (Delft: Delft University of Technology, April 1981).

Donald Miller and William Blanchard, "Social Equity: Analytical Problems and Progress in Dealing with The Distributional Consequences of Public Decisions," Paper presented at the 19th Annual Meeting of the Western Regional Science Association, Monterey, 1980.

D.H. Fisk and C.A. Lancer, Equity of Distribution of Recreation Services: A Case Study of Washington, D.C. (Washington: The Urban Institute, 1974).

R.L. Lineberry, Equity and Urban Policy: The Distribution of Municipal Public Services (Beverly Hills, CA: Sage Publications, 1977).

P.S. Schaenman and T. Muller, Measuring Impacts of Land Development (Washington: The Urban Institute, 1974).

Amortya Sen, On Economic Inequality (New York: W.W. Norton, 1973).

Arthur Okun, Equality and Efficiency: The Big Tradeoff (Washington, D.C.: Brookings Institution, 1975).

17. Criteria for Assessing Methods of Evaluation

**Peter Roberts, "Evaluating Regional Sustainable Development: Approaches, Methods and the Politics of Analysis," Journal of Environmental Planning and Management 49:4 (July 2006), pp. 515-532.

Benjamin F. Hobbs, "Choosing How to Choose: Comparing Amalgamation Methods for Environmental Impact Assessment," Environmental Assessment Review 5 (1985), pp. 301-319.

Christopher Nash, David Pearce, and John Stanley, "Criteria for Evaluating Project Evaluation Techniques," Journal of the American Institute of Planning 41 (1975), pp. 83-89.

A. Khakee, "The Emerging Gap Between Evaluation Research and Practice," Evaluation, 9:3 (2003), pp. 340 – 352.

L. Brett, "Metropolitan Plan Evaluation Methodology," D.O.E. PS9 Working Notes 34 (London: Department of Environment, 1970).

Nathaniel Lichfield, "Evaluation Methodology of Urban and Regional Plans: A Review," Regional Studies 4:2 (1970) pp. 151-165.

Emily Talen, "Do Plans Get Implemented? A Review of Evaluation in Planning," Journal of Planning Literature 10:3(1996), pp. 248-259.

Emily Talen, "After the Plans: Methods to Evaulate the Implementation Success of Plans," Journal of Planning Education and Research 16(1996), pp. 79-91.

B. Fisher, "Evaluation of Alternative Plans for New Communities," Unpublished Ph.D. dissertation, University of North Carolina, Chapel Hill 1971.

Michael J. Breheny, "Toward Measures of Spatial Opportunity," Progress in Planning 2:2 (Oxford: Pergamon Press, 1974), pp. 87-96.

James C. Snyder, "Marginal Analysis," Chapter 12, in Snyder, op. cit., pp. 241-253.

Leonard Rutman, "Planning an Evaluation Study," in Rutman (ed.), Evaluation Research Methods: A Basic Guide (Beverly Hills: Sage, 1977), pp. 15-38.

Department of Urban and Regional Planning **University at Buffalo**

PD 561: Qualitative Methods for Planning **Spring 2013**

Lecture: Monday 12:00 – 2:40pm, 07 Hayes Annex B
Instructor: Rob Silverman
Office: 07A Hayes Annex C
Office Hours: Monday 10:30pm – 11:30pm, Friday 11:30pm - 12:30pm (and by appointment)
Phone: (716) 829-5882
E-Mail: rms35@buffalo.edu

The Course:

This course introduces students to qualitative methods used in urban research. The methods covered during the semester can be applied to urban planning projects, other applied research settings, and thesis and dissertation research. Topics will include: field notes and field observations, semi-structured interviewing, content-analysis, and focus groups. Students will apply the skills they learn to research practicum during the semester.

We will meet during scheduled lectures for the next fifteen weeks. During each class session we will discuss the required readings and their relevance to the assignments you will be working on during the semester. Everyone should be prepared to discuss the readings and participate in class exercises. Regular and punctual attendance is required.

If you have any questions during the semester, please bring them to my attention. I will be available during my office hours and by appointment. Also, you may contact me by phone or e-mail. This syllabus is subject to change during the semester.

Required Text and Required Reserve Readings: The required texts are available at the UB Medical Campus Bookstore and the College Store.

1) Berg, B.L. and Lune, H. (2012). *Qualitative research methods for the social sciences, 8th ed.* New York: Pearson. REQUIRED

2) Hahn, C. (2008). *Doing qualitative research using your computer: A practical guide*. Thousand Oaks: Sage Publications. OPTIONAL

3) Required Reserve Readings are available on UBLearns.

Note: In addition to the required readings it is suggested that students purchase a copy of an APA style manual to use as a reference when writing papers and other assignments during the semester.

Other Materials:

Students will need a digital or micro-cassette recorder to use for the interviewing assignment and the focus group assignment. A suitable recorder can be purchased at an office supply store for $25-$30.

Students will need access to a digital camera for the field observation assignment (and potentially the focus group assignment).

As an alternative, some smartphones have adequate audio recorders and digital cameras to complete assignments during the semester. You will need to determine if your devices will meet your course needs.

Course Requirements:

Field Observation Assignment: In this assignment students will make field observations, take field notes, photograph a field setting, and prepare a report. On **February 11**, the assignment will be discussed in more detail. The field notes and the report based on the field observations are due on **February 25**.

Interviewing Assignment: In this assignment students will: create a semi-structured interview guide, conduct an interview, prepare a verbatim transcript, and write a report based on the data collected in the interview. On **February 25**, the assignment will be discussed in more detail. The interview guide, verbatim transcript, and the report based on the data collected in the interview are due on **March 18**.

Content Analysis Assignment: In this assignment students will: conduct content analysis and write a report based on the data collected. On **March 18**, the assignment will be discussed in more detail. The report based on the content analysis is due on **April 1**.

Focus Group Assignment: This is a group assignment. The class will: plan and conduct a focus group(s), prepare verbatim transcripts, and write a report based on the data collected in the focus group(s). On **March 25**, the assignment will be discussed in more detail. On **April 15 and/or April 22** the focus group(s) will take place. The verbatim transcript(s), and the report based on the data collected in the focus group(s) are due on **May 6**.

Grading Policy:

There are 100 points possible during the semester. With the exception of extreme emergencies, the grade of "I" will not be given at the end of the semester. Extra credit will not be offered in this course. Your grade will be based on the following assignments and activities:

FIELD OBSERVATION ASSIGNMENT	25 points
INTERVIEWING ASSIGNMENT	25 points
CONTENT ANALYSIS ASSIGNMENT	25 points
FOCUS GROUP ASSIGNMENT	25 points

Grading Scale:

Grade	Total Points
A	96-100
A-	90-95.99
B+	87-89.99
B	84-86.99
B-	80-83.99
C+	77-79.99
C	70-76.99
D	60-69.99
F	0-59.99

Academic Integrity:

Students are expected to approach the course with seriousness and integrity. It is important to complete assignments on time, attend class regularly, and foster a collegial learning environment. Plagiarism and other instances of academic misconduct will result in a failing grade on a respective assignment, exam, or paper. Students should refer to the *University at Buffalo Graduate Catalog* for clarification on the University's policies and procedures.

Accommodations for Disabilities:

If you have a disability (physical, learning, or psychological) that impacts your course work please contact the Office of Disability Services (ODS), 25 Capen Hall, (716) 645-2608. ODS will provide you with information and review appropriate arrangements for reasonable accommodation (such as recruiting note-takers, readers, or extended time on assignments). You must bring requests for accommodations for a disability to the professor's attention within the first two weeks of class.

Writing Centers:

The University at Buffalo has a number of writing center where students can get assistance with essays, term papers, and thesis projects. Students should contact one of the following if they would like to access these campus resources:

- Graduate students can contact the Graduate Student Association (GSA) about their Editorial Assistance Program. For information about this program go to the GSA office in 310 Student Union, (716) 645-8604; gsa-editorial@buffalo.edu; http://gsa.buffalo.edu/Funding%20and%20Services/editorial.html ,
- International students can contact the English Language Institute. The English Language Institute is located at 320 Baldy Hall; (716) 645-2077; elibuffalo@buffalo.edu; http://wings.buffalo.edu/gse/eli .

SYLLABUS

January 14: ***Introduction to the Course***
Required Readings:
Berg: Ch1& 2

January 21: ***MLK Holiday – No Class***

January 28: ***Grounded Theory and Analyzing Qualitative Data***
Required Readings:
Berg: Ch 3, 12
Emerson: Ch 15 (RESERVE)
Lofland, et al.: Ch 9 (RESERVE)

February 4: ***Coding Qualitative Data using Word and Excel*** **- MEET IN 40 CROSBY HALL**
Required Readings:
Hahn: Ch 1, 6, 8, 9 (RESERVE)

February 11: ***Field Notes and Field Research***
Required Readings:
Berg: Ch 6, 8
Esterberg: Ch 4 (RESERVE)
Gaber and Gaber: Ch 3 (RESERVE)
Lofland, et al.: Ch 5 (pp. 108-115) (RESERVE)

Other Activities:
Field Observation Assignment Discussed

February 18: ***Field Exercise and Examples of Field Observation Publications***
Required Readings:

Morales, Alfonso. 2010. Planning and the Self-Organization of Marketplaces. *Journal of Planning Education and Research* 30(2): 182-197. (RESERVE)

Prins, Esther. 2010. Participatory Photography: A Tool for Empowerment or Surveillance? *Action Research* 8(4): 426-443.

Silverman, Robert Mark and Kelly L. Patterson. 2004. Paradise Lost: Social Capital and the Emergence of a Homeowners Association in a Suburban Detroit Neighborhood. Pp. 67-84 in *Community-Based Organizations: The Intersection of Social Capital and Local Context in Contemporary Urban Society*, edited by Robert Mark Silverman. Detroit: Wayne State University Press. (RESERVE)

February 25: ***Semi-Structured Interviews***
Required Readings:

Berg: Ch 6
Esterberg: Ch 5(pp, 83-108) (RESERVE)
Lofland, et al.: Ch 5 (pp. 99-108) (RESERVE)

Other Activities:

Field Observation Assignment Due
Interviewing Assignment Discussed

March 4: ***Interviewing Simulations and Example of Semi-Structured Interview Publications***
Required Readings:

Silverman, Robert Mark. 2003. Progressive Reform, Gender, and Institutional Structure: A Critical Analysis of Citizen Participation in Detroit's Community Development Corporations (CDCs), *Urban Studies* 40(13): 2731-2750.

March 11: ***Spring Break – No Class***

March 18: ***Content Analysis***
Required Readings:

Berg: Ch 11
Gaber and Gaber: Ch 5 (RESERVE)

Waters, Richard D. and Meredith Lord. 2009. Examining How Advocacy Groups Build Relationships on the Internet. *International Journal of Nonprofit and Voluntary Sector Marketing* 14: 231-241.

Other Activities:

Interviewing Assignment Due
Content Analysis Assignment Discussed

March 25: ***Focus Groups***
Required Readings:
Berg: Ch 5
Esterberg: Ch 5(pp, 108-113) (RESERVE)
Gaber and Gaber: Ch 4 (RESERVE)

Other Activities:
Focus Group Assignment Discussed and Planned

April 1: ***Focus Group Article Discussion Board*** **– ONLINE CLASS**
Required Readings:
Patterson, Kelly L. and Robert Mark Silverman. 2011. "How Local Public Administrators, Nonprofit Providers and Elected Officials Perceive Impediments to Fair Housing in the Suburbs: An Analysis of Erie County, New York," *Housing Policy Debate* 21(1): 165-188.

Other Activities:
Content Analysis Assignment Due

April 8: ***Question Route Development and Focus Group Preparation*** **– ONLINE CLASS**

April 15 & 22: ***Focus Group(s)and collaborative analysis***

April 29: ***Action Research, Historic Data, Meta-Analysis, and Case Studies***
Required Readings:
Berg: Ch 7, 9 & 10

Silverman, Robert Mark, Henry L. Taylor, Jr. and Christopher G. Crawford. 2008. The Role of Citizen Participation and Action Research Principles in Main Street Revitalization: An Analysis of a Local Planning Project, *Action Research* 6(1): 69-93.

Moltoch, Harvey, William Freudenberg and Krista E. Paulsen. 2000. History Repeats Itself, But How?: City Character, Urban Tradition and the Accomplishment of Place. American Sociological Review 65(6): 791-823.

May 6: ***Focus Group Assignment Due***

DEPARTMENT OF URBAN DESIGN AND PLANNING
University of Washington

URBDP 512- Applied Research for Urban Design and Planning

Autumn 2012 **Donald Miller**
TTh 1:30 – 2:50 **Gould 110**

Course Outline and Reading List- Subject to Change

Office Hours: Monday and Wednesday 1:30 – 2:30, Tuesday and Thursday 3 – 4, Gould 448J. I am also available at other times and places by appointment.

Expectations:

1. Come to class, having done the readings and prep work.
2. Present a case study in a group: 15 minutes max, not everyone has to talk, don't need handouts or ppt .
3. Turn in assignments on due dates. There are six assignments and one final paper. Late assignments lose five percentage points per day. Exceptions are only made on written arrangement.
4. Extra Credit: Attend a PhD research symposium. Write up 1 page MAX (single or double space) on your reflections, based on the 512 course material. Is the student following a "good" research design? What did you learn about the research process? How can you contribute in those settings? (Possible credit- 5 total points, must be turned in by Dec. 1st)
5. Extra Credit: Attend a relevant event through the UW Graduate School. See upcoming events (see www.grad.washington.edu). Good ones might be ones on literature reviews, research, etc. I will also accept ones about interviewing, job searching, or anything relevant to your professional development. Submit 1 page MAX on what you learned and how it was or was not useful.

Grading- Total Points Possible 100 (105 with extra credit)
10 Attendance and participation in class
5 Case Example preparation and group presentation
10 Assignment #1
10 Assignment #2
10 Assignment #3
10 Assignment #4
10 Assignment #5
10 Assignment #6
25 Final Research Proposal
+ 10 possible Extra Credit Points (plan on doing one or two if you will be missing a few classes)

Primary Text: Paul D. Leedy and Jeanne Ellis Ormrod, *Practical Research Planning and Design,* Eighth Edition (Upper Saddle River, NJ: Merrill, 2005).*** **Bring to class every time so we can reference it!**
Plus supplemental readings: Mostly on Catalyst
(If not there, please check UW library and general internet search; then email me)

Course Description
This course focuses on undertaking applied research in an urban setting. It is designed to prepare you for professional planning and urban design practice, and to facilitate work on your thesis or professional project. We will meet twice weekly to explore together approaches and issues in applied research, primarily through discussion guided by assigned readings. Early questions include: what is research? applied research? a variable? levels of data? levels of analysis? a research strategy? a research design? Alternative research designs? Many of the topics in the following course outline and reading list are posed as additional questions.

Purposes of this course include:
* To develop an understanding and definitions of research, its purposes, and its forms, both applied and basic, as a foundation for differentiating among kinds of inquiry and the requirements of each.
* To provide professional education concerning framing, planning, designing, managing, and presenting research of the kinds which urban designers and planners are regularly called on to undertake or to critically use as part of their practice.
* To explore the ethical and political implications of research undertakings, as a basis for assessing what parties need to be involved and how to design and manage such projects.
* To provide frameworks -- conceptual and strategic -- that will facilitate identifying and evaluating research methodologies learned in other courses in order to make informed choices of which of these methodologies and associated techniques to incorporate into designs for applied research projects.
* To prepare you to plan, design, and manage your thesis or professional project, including the issues mentioned previously, your purposes and audience, and the constraints placed on such a project
* To give you practice in employing activities involved in designing and managing research on urban issues, and sharing this with your colleagues, thus providing substantive examples, and illustrations of problems and possible solutions to these.
* To get you started and well on your way in pursuing your thesis or professional project topic, and selecting and meeting with your faculty committee.

These purposes may be viewed as criteria, which I have used in designing this course, and to provide the basis for evaluating both the course and your success in it.

While the required readings will provide the initial basis for discussion in class sessions, the intention is that you will supplement these with selections of your

own, usually identified through exploring your own topic of research interest. You are encouraged to relate the ideas found in these collateral readings to the ideas in the required readings, and to share your findings with the rest of us in the class. The primary text includes many citations and extensive bibliographies, making a separate listing of additional references in the course outline unnecessary.

In addition to the readings and contributions to the in-class discussions, you are asked to do a series of course exercises. These will relate to the structure of the course, are intended to give you concrete experience in employing the content of this course, and will build on each other. You are encouraged, in developing these exercises, to be specific -- ie. deal with an applied research topic that is your MUP thesis or professional project -- in order to provide substance and interest to what you are doing, and to get you well underway on your research. Although the focus of this course is on a larger set of issues as identified in the outline than may be appropriate to your specific topic, these exercises are intended to result in your making considerable progress on your 700 project. These exercises will address: critically reviewing a professional project or thesis, problem statement, research planning, research design, data collection and analysis, and communicating research results. You are also asked to write a complete research design that you can use with your faculty committee, summarizing, synthesizing, updating, and applying the work you did in earlier exercises.

1. Tuesday, Sep 25th
Course Overview, Assignment of Case Study Presentations and Peer Review Groups

2. Thursday, Sep 27th
<u>The Nature of Research in Urban Design and Planning</u>
****What are the roles of research in urban planning and design?**
Identifying clients
** Guest speaker/s*
……
Read:

- Introduction to *Practical Research,* and Chapter 6, Writing a Research Proposal
- Skim Ann Forsyth's Planetizen blog articles on doing a thesis or professional project (and reflect on how this applies to you), http://www.planetizen.com/taxonomy/term/974
- Skim the departmental Thesis and Professional Project Guidelines, http://urbdp.be.washington.edu/resources/current_students/mup/downloads.html
- Skim the Graduate School Format Guidelines for Theses and Dissertations, http://www.grad.washington.edu/students/thesis-dissertation

- Select and begin to read a recent thesis or professional project done for the MUP program, about which you will report in Exercise #2 (See http://urbdp.be.washington.edu/student_gallery/theses_prof_projects/, also CBE library)

3. Tuesday, Oct 2ed
<u>The Nature of Research in Urban Design and Planning</u> (continued)
****What is characteristic about doing applied research on cities, as part of applied planning practice?**
Applied versus basic research. What is urban? Causality? A research planning model?
What levels of analysis apply to your project: spatial scope, time period?
Range of effects, nesting systems, implications for research
** Guest speaker/s*

Due: Assignment #1
……
Read:
- What is Research? Chapter 1 in Practical Research
- Eran Fietelson, The Spatial Effects of Land Use Regulations, Journal of the American Planning Association 59:4 (Autumn 1993), pp. 461-472. (Case example)

4. Thursday, Oct 4th
<u>Research Planning-Developing a General Strategy</u>
****How to think strategically and practically about doing applied urban research?**
Thinking backwards, ethical concerns, utilization of research findings
** Guest speaker/s*
……
Read:
- Planning Your Research Design, Chapter 5 in Practical Research, pp. 91-113
- Marina Alberti, A Geographically-based Multimedia System of Sustainable Seattle Indicators (Case Example)
- Richard D. Margerum, Collaborative Planning: Building Consensus and Building a Distinct Model for Practice, *Journal of Planning Education and Research* 21:3 (2002), pp. 237-253. [Case Example]

……
Reference:
- Martin Rein and Donald A. Schon, Problem Setting in Policy Research, in Carol Weiss (ed.), *Policy Research and Its Role in Policy Making* (Lexington, MA: Lexington Books, 1979), pp. 235-251.
- Dianna L. Newman and Robert D. Brown. *Applied Ethics For Program Evaluation* (Thousand Oaks, CA: Sage, 1996).

5. Tuesday, Oct 9th
<u>Research Planning-Developing a General Strategy</u> (continued)
****How to define the focus of the research?**
Scoping, identifying researchable questions, refining questions.
**Guest Speakers*
……
Read:

- The Problem: The Heart of the Research Process, Chapter 3 in *Practical Research.*
- Emily Talen, Traditional Urbanism Meets Residential Affluence – An Analysis of the Variability of Suburban Preferences, *Journal of the American Planning Association* 67:2 (Spring 2001), pp. 199-216. [Case Example]
- Also skim one of the main sources used by the author of your professional project or thesis, come prepared to discuss in class.

Due: Assignment #2

6. Thursday, Oct 11th
<u>Research Design – Developing a Detailed Procedure (continued)</u>
****What kind of research?**
Exploratory, descriptive, explanatory? Experimental or quasi-experimental?
……
Read:

- Experimental and Ex Post Facto Designs, Chapter 10 in Practical Research
- Shadish, Cook & Campbell. Chapter 1, Experimental and Quasi-Experimental Designs for Generalized Causal Inference
- Leah Brooks and Justin Phillips, Municipally Imposed Tax and Expenditure Limits, *Land Lines* (April 2009), pp. 8 – 13. [Case Example]
- Reid Ewing, Experiments and Quasi-Experiments: Two Great New Studies, *Planning* (February 2012), p. 44.

7**. Tuesday, Oct 16th**
<u>Research Design – Developing a Detailed Procedure (continued)</u>
****What kind of research?**
Exploratory, descriptive, explanatory? Experimental or quasi-experimental?
……
Read:

- Vinit Mukhija, N of One plus Some: An Alternative Strategy for Conducting Single Case Research, *Journal of Planning Education and Research* 24:4 (2010), pp. 416-426. [Case Example]
- Maureen A. Pirog, Anne L. Buffardi, Colleen K. Chrisinger, Pradeep Singh, and John Briney. 2008. "Are the alternatives to randomized assignment nearly as good? Statistical corrections to non-randomized evaluations." (A response to the Nathan-Hollister debate.) *Journal of Policy Analysis and Management*. 28(1): 169-172.

8. Thursday, October 18th
Research Design(continued)
****Qualitative Research Designs**
What are alternative approaches? What is the role of qualitative research -- strengths and weaknesses? When is this strategy most appropriate?
** Guest speaker/s (Potentially)*

……

Read:

- Qualitative Research, Chapter 7; and Historical Research, Chapter 8 in *Practical Research.*
- Denzin and Lincoln: Entering the Field of Qualitative Research

……

References:

- Michael Kwartler and Gianni Longo, *Visioning and Visualization: People, Pixels, and Plans* (Cambridge, MA: Lincoln Institute, 2008).
- John Gaber and Sharon Gaber, *Qualitative Analysis for Planning and Policy* (Chicago: APA Planners Press, 2007).
- Brent Toderian, Public Input by Blog, *Planetizen Interchange* (May 15, 2008). Retrieved from http://www.planetizen.com/node/31240
- John W. Creswell, *Qualitative Inquiry and Research Design* (Thousand Oaks, CA: Sage, 1997).
- David Silverman, *Qualitative Research* (Thousand Oaks, CA: Sage, 1997).
- C. Marshall and G. B. Rossman, *Designing Qualitative Research*, Third Edition (Thousand Oaks, CA: Sage, 1999).

9. Tuesday, Oct 23ed
Research Design – Developing a Detailed Procedure (continued)
****Choosing a research design.**
Forms of validity, comparison of design options, issues in random assignment, multiple observations, and interrupted time series.

……

**Guest Speaker (likely)*

Read:

- Tools of Research, Chapter 2, and review pp. 97 - 100, in *Practical Research..*
- Donald Miller, An Introduction to Multicriteria Methods of Evaluation, Working Paper, University of Washington, 2004. **(Megan to scan)**

Due: Assignment #3

10. Thursday, Oct 25th
In-Class Discussion of Individual Topics, Approaches, and Designs

……..

Justin B. Hollander, et al., The New American Ghost Towns, *Land Lines* (April 2011), pp. 2 – 7. [Case Example]

Arun Abraham Elias, A System Dynamics Model for Stakeholder Analysis in Environmental Conflicts, *Journal of Environmental Planning and Management* 55:3 (April 2012), pp. 387 – 406. [Case Example)

11. Tuesday, Oct 30th

Data Collection and Analysis

****Data sources and resources.**

Starting with research-based literature. What are data? Secondary data and their sources.

** Guest speaker/s*

……

Read:

- The Review of the Related Literature, Chapter 4 in *Practical Research*.
- Wolpert, S and Reuter, C. 2011. Status Quo of City Logistics in Scientific Literature: A Systematic Literature Review [Case Example].
- Bruce Stiftel and Rebecca Mogg, "A Planner's Guide to the Digital Bibliographic Revolution," *Journal of the American Planning Association* 73:1 (Winter 2007), pp. 68-85.
- Skim Mendeley at http://www.mendeley.com/. (Note that other possible software tools for organizing references include Reference Manager, EndNotes and BookEnd, among many others. I highly recommend that you use some tool).

……

Reference:

- Harvey Goldstein and Gunther Maier, The Use and Valuation of Journals in Planning Scholarship: Peer Assessment versus Impact Factors, *Journal of Planning Education and Research* (forthcoming – Retrieved from http://jper.sagepub.com/)
- Google, Google's Search Engine Optimization Starter Guide. (November 13, 2008). Retrieved from http://www.google.com/webmasters/docs/search-engine-optimization-starter-guide.pdf
- Robert Goodspeed, How Can Planners Use The Web? (April 7, 2008). Retreived from http://www.planetizen.com/node/41324
- M. Ling Pan, *Preparing Literature Reviews* (Glendale, CA: Pyrczak Publishing, 2008).
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- University of California at Berkeley Library, "Critical Evaluation of Resources," [7 January 2005]. Available from http://www.lib.berkeley.edu/TeachingLib/Guides/Evaluation.html.

12. Thursday, Nov 1st
Data Collection and Analysis(continued)
****Descriptive research, survey research, observation, interviews, and focus groups.**
** Guest speaker/s*
……
Read:

- Descriptive Research, Chapter 9, in *Practical Research.*
- Devashree Saha and Robert Paterson, Local Governmental Efforts to Promote the 'Three Es' of Sustainable Development, *Journal of Planning Education and Research* 28:1 (Fall 2008), pp. 21-37. [Case Example]
- Marijean Suelzle and Frank L. Pasquale, How to Record Observations: Writing Field Notes, in Lenore Borzak (ed.), *Field Study* (London: Sage, 1981), pp. 151-159.
- Hermanowicz, J. The Great Interview: 25 Strategies for Studying People in Bed
- Focus Group Interviews Chapter in Perecman & Curran
- Daniel B. Klein, I Was Wrong, and So Are You, *The Atlantic* (December 2011), pp. 66-68.

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- Louis M. Rea and Richard A. Parker, *Designing and Constructing Survey Research – A Comprehensive Guide*, 3ed ed. (New York: John Wiley and Sons, 2005).
- Michael Goodchild, Citizens as Voluntary Sensors: Spatial Data Infrastructure in the World of Web 2.0, *International Journal of Spatial Data Infrastructures Research* 2 (2007), pp. 24-32.
- Robert Goodspeed, Open Data: Coming to a City Near You? *Planetizen Interchange* (October 19, 2009). Retrieved from http://www.planetizen.com/node/41324
- Jakob Nielsen, Keep Online Surveys Short, *Alertbox* (February 2, 2004). Retrieved from http://www.usit.com/alertbox/20040202.html
- Peter Orszag, Open Government Directive. Executive Office of the President, Office of Management and Budget (December 8, 2009). Retrieved from http://www.whitehouse.gov/omb/assets/memoranda_2010/m10-06.pdf

13. Tuesday, Nov 6th
Read: None
Team Discussions of Assignment # 3
Due: Assignment #4

14. Thursday, Nov 8th
Data Collection and Analysis(continued)
****Operationalizing Variables**
Specifying what is to be measured, how to measure it, selecting indicators, subjective versus objective data, qualitative versus quantitative data and their analysis.
** Guest speaker/s*
……
Read:

- Donald Miller, Developing and Employing Sustainability Indicators as a Principal Strategy in Planning: Experiences in the Puget Sound Region of Washington State. In Andre Sorensen, Peter Marcotuillio and Jill Grant (eds.), *Towards Sustainable Cities* (Aldershot, UK: Ashgate, 2004).
- Barry J. Pearce, The Use and Abuse of Indicators for Evaluating Land Use and Environmental Planning: Experience from the UK. In Donald Miller and Domenico Patassini (eds.), *Beyond Benefit Cost Analysis* (Aldershot, UK: Ashgate, 2005), pp. 127-150.
- Review(briefly skim) some local examples of indicators: Washington State Office of Farmland Preservation Indicators ofp.scc.wa.gov/wp-content/uploads/2010/02/2009-Indicators-Report.pdf, King County Aims High http://your.kingcounty.gov/aimshigh/index.asp, Communities Count www.communitiescount.org, Sustainable Seattle's B-Sustainable http://www.b-sustainable.org/

……
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- Zhenghong Tang, et al., Moving From Agenda To Action: Evaluating Local Climate Change Action Plans, *Journal of Environmental Planning and Management* 53:1 (January 2010), pp. 41-62.
- James H. Andrews, Going by the Numbers, *Planning* 62:9 (September 1996), pp. 14-18.
- Rhonda Phillips, *Community Indicators*, Planning Advisory Service Report 517 (Chicago: APA, 2004).
- Peter Manzo, Maps for Driving Change, *Stanford Social Innovation Review* (June 12, 2008). Retrieved from http://www.ssireview.org/opinion/entry/maps_for_driving_change/
- Statistical Techniques for Analyzing Quantitative Data, Chapter 11 in *Practical Research.*
- David S. Sawicki and Patraice Flynn, Neighborhood Indicators - A Review of the Literature and an Assessment of Conceptual and Methodological Issues,

Journal of the American Planning Association 62:2 (Spring 1996), pp. 165-180.

- David N. Ammons, *Municipal Benchmarks - Assessing Local Performance and Establishing Community Standards* (Thousand Oaks, CA: Sage, 1996).
- D.H. Miller, Design and Use of Urban Sustainability Indicators in Physical Planning – A View From Cascadia. In Donald Miller and Gert de Roo (eds.), *Integrating City Planning and Environmental Improvement* (Aldershot, UK: Ashgate, 2004), pp. 245-265.
- Tomorrow's New Jersey, Monitoring and Evaluation Program for the New Jersey State Development and Redevelopment Plan, http://www.state.nj.us/osp/sdrpmone,ntm#2

15. Tuesday Nov 13th

Operational Planning For Research: Avoiding Common Sources of Failure

****Determining Tradeoffs of Design Decisions.**

Strengths and limitations of designs, testing for feasibility, gaining access to data sources, assessing the time and skills required.

** Guest speaker/s*

……

Read:

- Reread, Writing the Research Proposal, Chapter 6 in *Practical Research*, and review Judging the Feasibility of a Research Project, pp. 107-113.
- Ann Markusen, Fuzzy Concepts, Scanty Evidence, Policy Distance: The Case for Rigour and Policy Relevance in Critical Regional Studies, *Regional Studies* 37:6&7 (August/October 2003), pp. 701-717.
- Brent Flyvbjerg, Bringing Power to Planning Research: One Researcher's Praxis Story, *Journal of Planning Education and Research* 21:4 (2002), pp. 353-366.

16. Thursday, Nov 15th

Read: None

Team Discussion of Assignment # 4

Due: Assignment #5

17. Tuesday, Nov 20th

Operational Planning For Research: Avoiding Common Sources of Failure

****Communicating Research Results**

Forums and forms of presentation. Reassessment of how findings are to be used.

** Guest speaker/s*

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Read:

- Technical Details, Chapter 12 in *Practical Research.*
- Roy D. Adler, Counting on the Middle Class, *Miller-McCune* (November-December, 2008), pp. 20-23. Retrieved at http://www.miller-

mccune.com/business-economics/counting-on-the-middle-class-4138/ [Case Example]

- Alon Bassok, et al. Measuring Neighbourhood Air Pollution: the Case of Seattle's International District". *Journal of Environmental Planning and Management* (0964-0568), 53:1, (January 2010)p. 23. [Case Example]

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- William Fulton, Bill Fulton, Ventura City Council Blog (2010). Retrieved from http://Fulton4ventura.blogspot.com
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- Natalie Macris, *Planning in Plain English* (Chicago: APA Planners Press, 2000).
- Cheryl Carter New and James Aaron Quick, *How to Write a Grant Proposal* (New York: John Wiley & Sons, 2003).
- David A. Davis and Theodore D. Walker, *Plan Graphics*, 5th ed. (New York: John Wiley & Sons, 2000).
- Rosalie Torres, et al., *Evaluation Strategies For Communicating and Reporting* (Thousand Oaks, CA: Sage, 1996).
- Anders Wallgren, et al., *Graphing Statistics and Data* (Thousand Oaks, CA: Sage, 1996).
- Strunk & White, *Elements of Style* (1995).
- Flesch, *The Art of Readable Writing* (1974)

18. Thursday, Nov 22ed: NO CLASS- HAPPY THANKSGIVING!

19. Tuesday, Nov 27th
Future Prospects for Urban Research

……

Read:

- Jamais Cascio, Get Smart, *The Atlantic* (July/August 2009), pp. 94-100. Retreived from http://www.theatlantic.com/magazine/archive/2009/07/get-smarter/7548/
- Reid Ewing, Translational Research: The Next New Thing, *Planning* (October 2010), p. 40.
- John Geraci, The Future of Our Cities: Open, Crowdsourced and Participatory, *O'Reilly Radar* (April 6, 2009). Retrieved from http://radar.oreilly.com/2009/04/the-future-of-our-cities-open.html

- Thomasian, The Great Reset: State Government after the Great Recession. Retrieved from http://www.scribd.com/doc/57132513/State-Government-After-the-Great-Recession
- James Howard Kunstler, A Reflection on Cities of the Future. Retrieved from http://www.kunstler.com/mags_cities_of_the_future.html
- Leon Krier, The Future of Cities: The Absurdity of Modernism. Retrieved from http://www.planetizen.com/node/32
- Something of your own choice, relating to this topic, and prepare to share what you consider to be the major points with the rest of us. Maybe a scholarly article that you will use in your literature review, or something of more general interst.

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- Patricia Wilson, Building Social Capital: A Learning Agenda for the Twenty-First Century, *Urban Studies* 34:5-6 (1997), pp. 745-760.
- Chris Steins, A Parallel Universe: What the Virtual World Can Do For Planning, *Planning* (July 2007).

20. Thursday, Nov 29th

Team Discussions of Assignment # 5

Due: Assignment #6

21 and 22. Tuesday, Dec 4th and Thursday Dec 6th

Student presentation of final papers

Due: Final papers due to my inbox no later than Friday December 7th, 5p.m.

DEPARTMENT OF URBAN DESIGN AND PLANNING
University of Washington

UrbDP 525 **Winter Quarter 2013**
Evaluation in Urban Planning **Donald Miller**

A. Introduction

1. What is Planning Evaluation and Its Purposes?

**Ernest R. Alexander, "Evaluations and Rationalities: Reasoning with Values In Planning," in E.R. Alexander (ed.), Evaluation in Planning (Aldershot: Ashgate, 2006).

Abdul Khakee, Angela Hull, Donald Miller, and John Woltjer, "Planning Evaluation in Retrospect," in Khakee, Hull, Miller and Woltjer, eds., New Principles in Planning Evaluation (Burlington, VT: Ashgate, 2008).

Donald Miller, "Multiple Objective Evaluation," working manuscript of book with Morris Hill (1989), pp. 2-19.

N-W Kuo and K-H Yu, "An Evaluation System for National Park Selection in Tiawan," Journal of Environmental Planning and Management, 42 (1999), pp. 735-745.

L. M. Shulha and J. B. Cousins, "Evaluation Use: Theory, Research and Practice Since 1986," Evaluation Practice 18:3 (1997), pp. 195-208.

Harry P. Hatry, Performance Measurement: Getting Results, Second Edition (Washington, DC: Urban Institute Press, 2007).

Charles J. Hoch, "Evaluating Plans Pragmatically," Planning Theory 1:1 (2002), pp. 53-75.

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G. E. Kersken and S. J. Noronha, "The Goodness of Decision Making: In Search of the Universal Measure," Journal of Multicriteria Decision Analysis 5:1 (1996), pp. 12-15.

I. A. Spellerberg, Evaluation and Assessment for Conservation (London: Chapman and Hall, 1992).

M. Zeleny, "In Search of Cognitive Equilibrium: Beauty, Quality and Harmony," Journal of Multicriteria Decision Analysis 3:1 (1994), pp. 3-14.

** = Required Readings

Emily Talen, “Do Plans Get Implemented? A Review of Evaluation in Planning,” Journal of Planning Literature 10:3(1996), pp. 248-259.

Emily Talen, “After the Plans: Methods to Evaluate the Implementation Success of Plans,” Journal of Planning Education and Research 16(1996), pp. 79-91.

A. Khakee, “Evaluation in Planning: Inseparable Concepts,” Town Planning Review 69:4 (1998), pp. 359-375.

S. Guhathakurta, “Urban Modeling and Contemporary Planning Theory,” Journal of Planning Education and Research 18(1999), pp. 281-292.

L. D. Hopkins, “Evaluation of Methods for Exploring Ill Defined Problems,” Environment and Planning B: Planning and Design 11(1984), pp. 339-348.

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Donald A. Krueckeberg and Arthur L. Silvers, "Planning Goals, and System Structure: Elementary Analysis". Chapter 1 in Krueckeberg and Silvers, Urban Planning Analysis (New York: John Wiley and Sons, 1974), pp. 3-22.

D. Booth and M. Jaffe, "Generation and Evaluation in Structure Planning," Planning Review, 29 (1978), pp. 445-457.

Darwin G. Stuart, "Evaluating Regional Plans and Community Impact," in Stuart, Systematic Urban Planning (New York: Praeger, 1976), pp. 121-143.

James G. Abert, "Defining the Policy-Making Function in Government: An Organizational and Management Approach," Policy Sciences, 5 (1974), pp.245-255.

William R. Sadish, Jr., Thomas D. Cook, and Laura C. Leviston, Foundations of Program Evaluation (Newbury Park, CA: Sage Publications, 1991).

Richard A. Berk and Peter H. Rossi, Thinking About Program Evaluation (Newbury Park, CA: Sage Publications, 1991).

R. L. Keeney and H. Raiffa, Decisions with Multiple Objectives (New York: John Wiley, 1976).

J. L. Cohon, Multiobjective Programming and Planning (New York: Academic Press, 1978).

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Evaluation and Program Planning: An International Journal (Oxford and New York: Pergamon Press, (1978-).

Barclay Hudson, "Domains of Evaluation," Social Policy, 6:2 (September/October 1975), pp. 79-89.

2. What Is The Role of Evaluation In Planning?

**Allan Hickling, "Evaluation is a Five-Finger Exercise," in Andreas Faludi and Henk Voogd (eds.), Evaluation of Complex Policy Problems (Delft: Delftsche Uitgevers Maatschappij B.V., 1985). pp. 125-134.

**W. A. H. Thissen, "Planning and Decision-Making From an Actor Perspective: Some Implications for the Practice of Evaluation," in Henk Voogd (ed.) Recent Developments in Evaluation (Groningen: Geo Press, 2001), pp. 111-121.

**Reid Ewing, "Make Way for a New Theory," Planning (April 1212), p. 35.

Laurence Amblard and Carsten Mann, "Ex-ante Institutional Capacity Assessment of Policy Options," Journal of Environmental Planning and Management 54:5 (June 2011), pp. 661-684.

Heather Campbell, "Planning to Change the World: Between Knowledge and Action Lies Synthesis," Journal of Planning Education and Research 32:2 (2012), pp. 135-146.

J. Payne, J. Bettman, and E.J. Johnson, The Adaptive Decision Maker (Cambridge: Cambridge University Press, 1993).

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N. Lichfield, "The Philosophy and Role of Community Impact Evaluation in the Planning System," in Henk Voogd (ed.) Recent Developments in Evaluation – In Spatial, Infrastructure and Environmental Planning (Groningen: Geo Press, 2001), pp. 153-173.

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Simin Davoudi, “Towards a Conceptual Framework for Evaluating Governance Capacities in European Polycentric Urban Regions,” in Donald Miller and Domenico Patassini (eds.), Beyond Benefit Cost Analysis – Accounting for Non-Market Values in Planning Evaluation (Burlington, VT: Ashgate, 2005).

Carol Weiss, “Have We Learned Anything New About The Use of Evaluation?”, American Journal of Evaluation 19:1 (1998), pp. 21-33.

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Henk Voogd, “The Changing Role of Evaluation Methods in a Changing Planning Environment: Some Dutch Experiences,” European Planning Studies 5:2 (1997), pp. 257-266.

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Ernest Alexander, “Implementing Norms in Practice – The Institutional Design of Evaluation,” in Donald Miller and Domenico Patassini (eds.), Beyond Benefit Cost Analysis (Burlington, VT: Ashgate, 2005), pp. 297-312.

R. E. Klosterman, “Planning Support Systems: A New Perspective on Computer-Aided Planning,” Journal of Planning Education and Research 17(1997), pp. 45-54.

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R.L. Keeney and H. Raiffa, Decisions with Multiple Objectives: Preferences and Value Tradeoffs (New York: John Wiley and Sons, 1976).

Donald Miller, "The Roles of Evaluation in the Planning Process", working paper (1978).

D. Pearson, "Monitoring and Evaluation: Planners' Feedback "Official Architecture and Planning,33(1970)pp.769-771.

A. Sorber, "Some Experiences With Project Appraisal in the Dutch Central Government," in Andreas Faludi and Henk Voogd (eds.), Evaluation of Complex Policy Problems (Delft: Delftsche Uitgevers Maatschappij B.V., 1985). pp. 145-152.

Morris Hill, "Decision-Making Contexts and Strategies For Evaluation," in Andreas Faludi and Henk Voogd (eds.), Evaluation of Complex Policy Problems (Delft: Delftsche Uitgevers Mastschappij, 1985), pp. 9-34.

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Thomas G. Richardson, "A Typology for Evaluation in the Decision-Making Process," Unpublished Masters Thesis, Department of Urban Planning, University of Washington, 1978, pp. 14-36.

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The Institutional Context of Planning and Evaluation

Donald Miller, "Multiple Objective Assessment in Practice: The Organizational and Political Environments of Planning Evaluation, in Daniel Shefer and Hank Voogd (eds.) Evaluation Methods for Urban and Regional Plans (London: Pion, 1990), pp. 117-126.

H. Voogd, “The Changing Role of Evaluation Methods in the Changing Planning Environment: Some Dutch Experiences,” European Planning Studies 5:2(1997), pp. 257-266.

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Charles S. Bullock, III and Harrell R. Rodgers, Jr., "Impediments to Policy Evaluation: Perceptual Distortion and Agency Loyalty," Social Science Quarterly, 57:3 (December 1976), pp. 506-519.

3. Methods of Evaluation -- An Overview

**L. Brett, Evaluation Techniques, D.O.E. PS9 Working Note 51 (London: D.O.E., 1971), 13 pp.

**Daniel Shefer and Lisa Kaess, "Evaluation Methods in Urban and Regional Planning: Theory and Practice," in Daniel Shefer and Hank Voogd (eds.) Evaluation Methods for Urban and Regional Plans (London: Pion, 1990), pp. 99-115.

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N. Lichfield, “Trends in Planning Evaluation: A British Perspective,” in N. Lichfield, et al. (eds.), Evaluation in Planning (Dordrecht: Kluwer, 1998), pp. 1-17.

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B. Benefit - Cost Analysis

4. Definitions and Approaches

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DEPARTMENT OF URBAN PLANNING

LUSKIN SCHOOL OF PUBLIC AFFAIRS **UCLA**

Public Policy 244/Urban Planning 255 **Spring 2012**

Transportation Planning

First class: Monday, April 2nd, 2:00 pm to 3:20 pm
Location: Young Research Library Conference Room

Subsequently: Mondays, 2:00 pm to 3:20 pm
Location: 2343 Public Affairs Building
Wednesdays, 2:00 pm to 3:20 pm
156 Royce Hall (*sigh…*)

Instructor:	Brian Taylor	Office:	3320D Public Affairs Building
Telephone:	310.903.3228	E-mail:	btaylor@ucla.edu
Office Hours:	Sign-up at www.its.ucla.edu/hours		
Reader:	Taner Osman	E-mail:	tanerosman@ucla.edu

Course Description

This is one of the foundation courses in transportation policy and planning at UCLA. The course deals with a variety of topics and themes, all related to the management and performance of modern surface transportation systems. Many of the topics introduced in this class are presented at an introductory level, others go into more depth. While some of the topics covered are largely in the domain of transportation engineering or logistics and operations research, all are of central concern to transportation planners and policy analysts. Given the diversity of the topics covered, the class includes several guest speakers selected for their topical expertise.

The assignments for this class ask you to examine various aspects of transportation planning practice, and several require field work using Los Angeles' transportation systems as a laboratory. There will also be a day-long field trip organized to introduce you to some important, though often overlooked, features of the regional transportation system.

Topics Covered

The specific topics covered in this course are as follows:

Part One: Evaluating transportation system performance

Topic 1: Overview of the course (4/2)
Topic 2: The transportation planning process (4/2, 4/4)
Topic 3: Evaluating transport projects and performance (4/4)

Part Two: Managing street and highway traffic

Topic 4: The causes and consequences of traffic congestion (4/9, 4/11)
Topic 5: Alternate measures of congestion (4/11)
Topic 6: Transportation system management (4/16)
Topic 7: Transportation demand management (4/16)
Topic 8: Complete streets (4/18)

Part Three: Inter-metropolitan movement of goods and people

Topic 9: Goods movement (4/23)
Topic 10: Seaports and shipping (4/25)
Topic 11: Airports and aviation (4/25)
Topic 12: High speed rail (4/30, 5/2)
Topic 13: All-day field trip to see major transportation facilities in LA (5/4)

Part Four: Public transit planning

Topic 14: Comparative evaluation of public transit systems (5/7)
Topic 15: Defining and evaluating transit modes (5/7)
Topic 16: The bus versus rail debate (5/9)
Topic 14: Public transit performance and management (5/14)
Topic 15: Safety and security (5/16)
Topic 16: Public transit operations (5/21)
Topic 17: Route planning (5/23)
Topic 21: Transit planning for the elderly and disabled; the Americans with Disabilities Act (5/30)
Topic 22: Taxis and paratransit (5/30)
Topic 23: Public transit in/from the developing world (6/4)

Part Five: Looking Ahead

Topic 24: New technologies and transportation (6/6)

Course Requirements

There are five parts to the course: (1) lectures and class discussion, (2) reading assignments, (3) a daylong field trip, (4) written assignments, and (5) an oral final examination. These parts are intended to reinforce and not duplicate one another.

Lectures. Most of the class time in the first two parts of the course will be devoted to lectures by the instructor and several guest speakers, though these will include Q&A and class discussions.

Class Participation: Regular attendance and active, informed participation in class discussion and activities are essential. Students who miss six or more hours of class sessions or the course field trip are required to complete an additional written assignment; students who miss twelve or more hours of class/field trip time are required to complete two additional written assignments, and so on.

No laptops in class. While I understand that many students like to refer to the course readings, previous lectures, and take notes on their laptops during class, past experience suggests that the temptation for multi-tasking – checking email, Facebook, Twitter, or surfing the web – is just too great for many students. Because the lectures for this course are content-heavy, and class participation is an essential part of the class, students will not be permitted to use any electronic devices – laptops, netbooks, tablets, smart phones, or cell phones – during class sessions.

Readings. The lectures will not cover all of the material in the reading, so it is *essential* that you keep up with the required reading. A complete list of course topics and readings is attached. All of the required readings and most of the supplementary readings available electronically through the UCLA Library will be posted on the secure course website. Readings with links that are marked with an asterisk can only be accessed on campus through the UCLA WiFi or remotely by using the UCLA VPN. Students are required to complete all required readings prior to the corresponding class session. For deeper coverage of each topic and to do background reading for a written assignment, you can peruse the supplementary readings as well.

In addition I recommend that you consider purchasing the following books, which contain materials relevant transportation planning and thus are useful references:

> Hanson, Susan and Genevieve Giuliano, Editors. 2004. *The Geography of Urban Transportation*, Third Edition. New York: The Guilford Press.
>
> Walker, Jarrett. 2011. *Human Transit: How clearer thinking about public transit can enrich our communities and our lives.* Washington, DC: Island Press.

Field Trip. Part of the course will include an all-day field trip where we will examine land use and urban development along a number of transportation corridors in the Los Angeles area. The trip will take place on Friday, May 4th from 8:30 am to 6:30 pm. In consideration of the extra time required for this field trip, we will not make up the class session we will miss for the Memorial Day holiday. Any student unable to participate in the field trip will be required to complete a second policy brief.

Written Assignments: You are required to complete any one *Analytical Memorandum* with a partner and any one of the *Policy Briefs* on your own. Your choices for these assignments are outlined below. The *Analytical Memoranda* are designed so that you can use the Los Angeles transportation system as a laboratory rather than relying entirely upon the library or the Internet for your research. The goal of the *Policy Briefs* is for you to conduct a focused evaluation of a current transportation policy and planning issue. The due date for each assignment follows by a week or so the class session in which subject matter related to the assignment is discussed.

Oral Final Examination: Planners must regularly present their work, analyses, conclusions, and proposals in public settings. This oral final examination will take place in groups of three during a 60 minute block to be scheduled between June 7th and June 15th. This exam is intended to (1) encourage you to do all of the required readings, (2) help you synthesize the wide array of material presented in this course, and (3) practice presenting your work orally. During the 9th week of class, I will distribute a set of about 10 questions for which you should prepare oral responses. You will be asked to give a presentation on one of these questions (drawn at random) and to respond to questions about your presentation from two other classmates. You will also query your two classmates on their presentations. The exams will be graded on both the content and effectiveness of your presentations, questions, and responses.

Academic honesty. Planners work together in teams, and much of the work in the Public Policy and Urban Planning programs is collaborative. And, indeed, I encourage you work in groups on your analytical assignments, in discussing the readings, and in preparing for the examination. But whether work for a grade is done collaboratively or individually, academic and professional integrity are absolutely essential. This applies not only to your work submitted in graduate school, but in your professional work in public policy and urban planning. In this age of frequent film remakes, music mash-ups, and the voluminous and instantaneous information available on the Internet, the line between plagiarism and creative reinterpretation has surely blurred. But academic policy at UCLA regarding plagiarism is clear: the sources of all ideas, text, pictures, or graphics that are not yours (or your team's) own must be fully cited, all passages copied from other sources must be in quotation marks with the source cited, and you absolutely cannot submit materials that have previously been submitted by other students in previous iterations of this course, even if you have re-worked this material for your submission. Should you have any questions about UCLA's academic integrity policies, go to: http://www.studentgroups.ucla.edu/dos/students/integrity/.

Grading. Course grades will be based on the following:

• Analytical Memorandum	30 percent
• Policy Brief	30 percent
• Oral Final Examination	30 percent
• Class Participation (including field trip)	10 percent
Total	100 percent

Please note that late papers will be accepted, but a late grade penalty of 1/3 grade (an A becomes an A-, a B+ becomes a B, and so on) will be applied to any papers turned in after the due date. The late penalty for assignments can be waived only with a written note from a medical professional indicating that you were unable to work on your assignment in the week prior to the due date.

Reading Assignments

TOPIC 1: Overview of the course (4/2)

No reading

TOPIC 2: The transportation planning process (4/2, 4/4)

Required Reading

Wachs, Martin. 2004. "Reflections on the Planning Process," in *The Geography of Urban Transportation*, Third Edition, Susan Hanson and Genevieve Giuliano, Editors. New York: The Guilford Press. Pages 141-162. <http://tinyurl.com/yfnfp9a>.

Handy, Susan. 2008. "Regional Transportation Planning in the U.S.: An Examination of Changes in Technical Aspects of the Planning Process in Response to Changing Goals," *Transport Policy*, 15: 113-126.

Dowell, David. 2002. "Reforming Infrastructure Planning," *Access*, 20: 8-13. <http://www.uctc.net/access/access20lite.pdf >.

Supplemental Reading

Meyer, Michael D. and Eric J. Miller. 2001. "Urban Transportation Planning: Definition and Context," in *Urban Transportation Planning: A Decision-Oriented Approach*, second edition. New York: McGraw-Hill. Pages 1-40.

Meyer, Michael D. and Eric J. Miller 2001. "Transportation Planning and Decision Making," in *Urban Transportation Planning: A Decision-Oriented Approach*, second edition. New York: McGraw-Hill. Pages 41-87.

Meyer, Michael D. and Eric J. Miller 2001. "Data Management and Use in Decision Making – Developing a Community Vision and Goals Set; Monitoring Transportation System Performance: The Feedback Loop," in *Urban Transportation Planning: A Decision-Oriented Approach*, second edition. New York: McGraw-Hill. Pages 204-245.

Public Participation in Transportation Planning

Jackson, Margaret C. 2002. "Introduction: Public Involvement in Transportation: Collaborating with the Customers," *TR News*, May-June, 220: 3. <http://trb.org/publications/trnews/trnews220.pdf>.

Matley, Ted M. 2002. "Effective Public Involvement in Transportation: A Primer for Practitioners," *TR News*, May-June, 220: 4-7. <http://trb.org/publications/trnews/trnews220.pdf>.

Byrd, Lori and Sabrina David. 2002. "Public Involvement in Long-Range Transportation Planning: Benchmarking Study Identifies Best Practices," *TR News*, May-June, 220: 6-7. <http://trb.org/publications/trnews/trnews220.pdf>.

Simpson, Donal R. 2002. "Citizen-Generated Design Plans," *TR News*, May-June, 220: 8. <http://trb.org/publications/trnews/trnews220.pdf>.

Keister, Marie S. and Dan Moreno. 2002. "Cutting-Edge Visualization Tools: Graphic Simulations That Stimulate Project Understanding and Decision Making," *TR News*, May-June, 220: 9-15. <http://trb.org/publications/trnews/trnews220.pdf>.

Bailey, Keiron, T. Grossardt, and Joel Brumm. 2002. "Enhancing Public Involvement through High Technology," *TR News*, May-June, 220: 16-17. <http://trb.org/publications/trnews/trnews220.pdf>.

South, Lynda J. 2002. "Public Involvement and the Organizational Landscape: State Departments of Transportation Undergo Culture Shift," *TR News*, May-June, 220: 18, 20-24. <http://trb.org/publications/trnews/trnews220.pdf>.

Mansfield, Bruce. 2002. "'Any Time, Anywhere, with Anybody': Agency's Public Involvement Mantra Pays Off," *TR News*, May-June, 220: 20. <http://trb.org/publications/trnews/trnews220.pdf>.

Brisk, Debra and Joan Beckim. 2002. "Positive Feedback in the High Desert: Community Outreach in Rural Arizona," *TR News*, May-June, 220: 22-23. <http://trb.org/publications/trnews/trnews220.pdf>.

Weeks, Jennifer L. 2002. "Public Involvement by Minorities and Low-Income Populations: Removing the Mystery," *TR News*, May-June, 220: 25-31. <http://trb.org/publications/trnews/trnews220.pdf>.

Bell, Marian. 2002. "Successful, Substantive Community Participation: Los Angeles Neighborhood Initiative Model," *TR News*, May-June, 220: 30-31. <http://trb.org/publications/trnews/trnews220.pdf>.

Keister, Marie S. 2002. "Measuring Up to Environmental Justice," *TR News*, May-June, 220: 32-33. <http://trb.org/publications/trnews/trnews220.pdf>.

Walfoort, Nina. 2002. "Louisville Transit Outreach: Building Consensus, Defusing Controversy," *TR News*, May-June, 220: 34. <http://trb.org/publications/trnews/trnews220.pdf>.

TOPIC 3: Evaluating transport projects and performance (4/4)

Required Reading

Meyer, Michael D. and Eric J. Miller. 2001. "Transportation System and Project Evaluation," in *Urban Transportation Planning: A Decision-Oriented Approach*, second edition. New York: McGraw-Hill. Pages 483-563.

Supplemental Reading

Ewing, Reid. 1993. "Transportation Service Standards–As If People Matter," *Transportation Research Record: Planning and Administration*, 1400: 10-17.

Ewing, Reid. 1995. "Measuring Transportation Performance," *Transportation Quarterly*, Winter, 49(1): 91-104.

Jones, Jr., David W. 1981. "Two Ways of Thinking about Productivity and Ridesharing," paper presented at *The 1981 Annual Meeting of the Transportation Research Board*, Washington, D.C.

TOPIC 4. The causes and consequences of traffic congestion (4/9, 4/11)

Required Reading

Downs, Anthony. 2004. "The Benefits of Peak-Hour Traffic Congestion," in *Still Stuck in Traffic: Coping with Peak-Hour Traffic Congestion.* Washington, DC: The Brookings Institution. Pages 5-13.

Downs, Anthony. 2004. "How Bad is Traffic Congestion?" in *Still Stuck in Traffic: Coping with Peak-Hour Traffic Congestion.* Washington, DC: The Brookings Institution. Pages 14-36.

Downs, Anthony. 2004. "Causes of Recent Increases in Peak-Hour Traffic Congestion," in *Still Stuck in Traffic: Coping with Peak-Hour Traffic Congestion.* Washington, DC: The Brookings Institution. Pages 37-60.

Downs, Anthony. 2004. "Incidents and Accidents as Causes of Congestion," in *Still Stuck in Traffic: Coping with Peak-Hour Traffic Congestion.* Washington, DC: The Brookings Institution. Pages 61-75.

Supplemental Reading

Varaiya, Pravin. 2005. "What We've Learned About Highway Congestion," *Access*, 27: 2-9. <http://www.uctc.net/scripts/access.pl?27/Access 27 - 02 - What We've Learned.pdf>.

Margiotta, Richard and Rich Taylor. 2006. "Traffic Congestion and Reliability: Making the Connection with Operations," *ITE Journal*, February: 24-26.

U.S. Federal Highway Administration. n.d. *Traffic Congestion and Reliability: Trends and Advanced Strategies for Congestion Mitigation.* Washington, DC: U.S. Federal Highway Administration.
<http://www.ops.fhwa.dot.gov/congestion_report/executive_summary.htm>.

Meyer, Michael. 1994. "Alternative Methods of Measuring Congestion Levels," *Transportation Research Board Special Report 242*, 2: 32-61.

Chen, Chao and Pravin Varaiya. 2002. "The Access Almanac: The Freeway Congestion Paradox," *Access*, 20: 40-41. <http://www.uctc.net/scripts/access.pl?access20.pdf>.

Downs, Anthony. 2004. "Why Traffic Congestion is Here to Stay… and Will Get Worse," Access, 25: 19-25. <http://www.uctc.net/access/25/Access%2025%20-%2004%20-%20Traffic%20Congestion%20is%20Here%20to%20Stay.pdf>.

TOPIC 5: Managing congestion (4/11)

Required Reading

Downs, Anthony. 2004. "Strategies for Reducing Congestion and Four Basic Principles of Traffic," in *Still Stuck in Traffic: Coping with Peak-Hour Traffic Congestion.* Washington, DC: The Brookings Institution. Pages 76-90.

Sorensen, Paul. 2009. "Moving Los Angeles," Access, 35: 16-24. <http://www.uctc.net/access/35/access35_Moving_Los_Angeles.pdf>.

Supplemental Reading

Taylor, Brian. 2002. "Rethinking Traffic Congestion," *Access*, 21: 8-16. <http://www.uctc.net/scripts/access.pl?21/Access%2021%20-%2003%20-%20Rethinking%20Congestion.pdf>.

Daganzo, Carlos. 2000. "Taking Turns: Rx for Congestion," *Access*, 17: 14-19. <http://www.uctc.net/scripts/access.pl?access17.pdf>.

Varaiya, Pravin. 2000. "An Eye on the Fast Lane: Making Freeway Systems Work," *Access*, 16: 22-26. <http://www.uctc.net/scripts/access.pl?access16.pdf>.

Small, Kenneth A. 2005. "Unnoticed Lessons from London: Road Pricing and Public Transit," *Access*: 26: 10-15. <http://www.uctc.net/scripts/access.pl?26/Access 26 - 03 - Road Pricing and Public Transit.pdf>.

TOPIC 6: Transportation systems management (4/16)

Required Reading

Judycki, Dennis C. and Wayne Berman. 1992. "Transportation System Management," *Public Transportation*, Second Edition, George E. Gray and Lester A. Hoel, Editors. Englewood Cliffs, NJ: Prentice-Hall. Pages 335-367.

Dahlgren, Joy. 1995. "Are HOV Lanes Really Better?" *Access*, 6: 25-29. <http://www.uctc.net/access/access06lite.pdf >.

Poole, Robert W. and C. Kenneth Orski. 2000. "HOT Lanes: A Better Way to Attack Urban Highway Congestion," *Regulation*, 23(1): 15-20. <http://www.cato.org/pubs/regulation/regv23n1/poole.pdf>.

Supplemental Reading

Picado, Rosella. 2000. "A Question of Timing," *Access,* 17: 9-13. <http://www.uctc.net/scripts/access.pl?access17.pdf>.

TOPIC 7: Transportation Demand Management (4/16)

Required Reading

Ferguson, Erik. 2000. "Part I: Problems," in *Travel Demand Management and Public Policy*. Burlington, VT: Ashgate-Aldershot. Pages 3-55.

Ferguson, Erik. 2000. "Part IV: Results," in *Travel Demand Management and Public Policy*. Burlington, VT: Ashgate-Aldershot. Pages 279-311.

Supplemental Reading

Pisarski, Alan E. 1997. "Carpooling: Past Trends and Future Prospects," *Transportation Quarterly*, 51(2): 6-8.

Hirten, John and Steve Beroldo. 1997. "Ridesharing Programs Cost Little, Do a Lot," *Transportation Quarterly*, 51(2): 9-13.

TOPIC 8: Complete Streets (4/18)

Required Reading

MacDonald, Elizabeth. 2006. "Building a Boulevard," Access 28: 2-9. <http://www.uctc.net/access/28/Access%2028%20-%2002%20-%20Building%20a%20Boulevard.pdf>.

MacDonald, Elizabeth. 2007. "The Intersection of Trees and Safety," Access, 31: 20-26. <http://www.uctc.net/access/31/Access%2031%20-%2005%20-%20Trees%20and%20Safety.pdf>.

LaPlante, John and Barbara McCann. 2012. "Complete Streets in the United States," paper presented at the 2012 Annual Meeting of the Transportation Research Board. 11 pages. <http://docs.trb.org/prp/11-0413.pdf>.

Supplemental Reading

McCann, Barbara, Adam Meyer, Jenny Woods, and Chris Morfas. 2012. *Complete Streets in California: It's a Safe Decision*. National Complete Streets Coalition & Local Government Commission. 46 pages.

Kingsbury, Kevin T., Michael B. Lowry, and Michael P. Dixon. 2011. "What Makes a "Complete Street" Complete? A Robust Definition, Given Context and Public Input," *Transportation Research Record: Journal of the Transportation Research Board*, 2245: 103–110. DOI: 10.3141/2245-13.

Handy, Susan, Barbara McCann, Linda Bailey, Michelle Ernst, Lanier McRee, Emily Meharg, Reid Ewing, and Kate Wright. 2009. Regional Response to Federal Funding for Bicycle and Pedestrian Projects. UCD-ITS-RR-09-15, Institute of Transportation Studies, University of California, Davis. 202 pages. http://pubs.its.ucdavis.edu/publication_detail.php?id=1304.

TOPIC 9: Urban Goods Movement (4/23)

Required Reading

Leinbach, Thomas R. 2004. "City Interactions: The Dynamics of Passenger and Freight Flows," in *The Geography of Urban Transportation*, Third Edition, Susan Hanson and Genevieve Giuliano, Editors. New York: Guilford Press. Pages 30-58.

Erie, Steven P. 2004. "'Gateway for the Pacific Rim'," in *Globalizing L.A.: Trade, Infrastructure, and Regional Development*. Stanford, CA: Stanford University Press. Pages 3-16, 233-236.

Erie, Steven P. 2004. "Building Trade Corridors," in *Globalizing L.A.: Trade, Infrastructure, and Regional Development*. Stanford, CA: Stanford University Press. Pages 144-171, 261-267.

Supplemental Reading

Woudsma, Clarence. 2001. "Understanding the Movement of Goods, Not People: Issues, Evidence, and Potential," *Urban Studies*, 38(13): 2439-2455.

Regan, Amelia. 2002. "Transforming the Freight Industry: From Regulation, to Competition, to Decentralization in the Information Age," *Access*, 20: 26-31. <http://www.uctc.net/scripts/access.pl?access20.pdf>.

Levinson, Marc. 2006. *The Box: How the Shipping Container Made the World Smaller and the World Economy Bigger*. Princeton, NJ: Princeton University Press.

Hesse, Markus. 2002. "Location Matters," *Access*, 21: 22-26. <http://www.uctc.net/scripts/access.pl?21/Access%2021%20-%2005%20-%20Location%20Matters.pdf>.

Railroads and Trucking

Coyle, John J., Edward J. Bardi, and Robert A. Novack. 2000. "Motor Carriers," *Transportation*, 5th Edition. Cincinnati: South-Western College Publishing. Pages 96-121.

Regan, Amelia. 2000. "What Can A Trucker Do?" *Access*, 17: 20-25. <http://www.uctc.net/scripts/access.pl?access17.pdf>.

Coyle, John J., Edward J. Bardi, and Robert A. Novack. 2000. "Railroads," *Transportation*, 5th Edition. Cincinnati: South-Western College Publishing. Pages 122-147.

TOPIC 10: Seaports and Shipping (4/25)

Required Reading

Erie, Steven P. 2004. "Weathering Storms at the Ports," in *Globalizing L.A.: Trade, Infrastructure, and Regional Development*. Stanford, CA: Stanford University Press. Pages 115–143, 255-261.

Southern California Association of Governments. 2008. Multi-County Goods Movement Action Plan. Los Angeles: SCAG. 29 pages. <http://www.scag.ca.gov/goodsmove/pdf/mcgmap/mcgmap_execsumm.pdf >.

Supplemental Reading

Port of Long Beach. 2007. "Cargo Movement: In Focus" website. <http://www.polb.com/news/publications/cargo_movement_in_focus.asp>.

Hall, Peter V. 2003. "Ports, Boats, and Automobiles," *Access*, 22: 16-21. <http://www.uctc.net/scripts/access.pl?22/Access%2022%20-%2003%20-%20Port,%20Boats,%20and%20Automobiles.pdf>.

TOPIC 11: Airports and Aviation (4/25)

Required Reading

Kasarda, John D. 2006. "The Rise of the Aerotropolis," The Next American City, 10. <http://americancity.org/magazine/article/the-rise-of-the-aerotropolis-kasarda/>.

Erie, Steven P. 2004. "International Airport Development at Stall Speed," in *Globalizing L.A.: Trade, Infrastructure, and Regional Development*. Stanford, CA: Stanford University Press. Pages 172-200, 267-273.

Levinson, David. 1996. "The Full Cost of Intercity Travel," *Access*, 9: 21-25. <http://www.uctc.net/access/access09lite.pdf >.

For the latest on the LAX Master Plan go to: <http://www.laxmasterplan.org/>.
Must read FAQ at <http://www.laxmasterplan.org/prog_faqs.aspx>.

Supplemental Reading

Coyle, John J., Edward J. Bardi, and Robert A. Novack. 2000. "Air Carriers," *Transportation*, 5th Edition. Cincinnati: South-Western College Publishing. Pages 170-192.

Steere, Mike. 2000. "The Baron's Big Balloon," *Wired,* August, pages 150-174. <http://www.wired.com/wired/archive/8.08/airships.html>.
Lydon, Peter. 1999. "Losing Our Way to the Airport," *Public Affairs Report,* July, pages 14-16. <http://igs.berkeley.edu/publications/par/July1999/Lydon.html>.

TOPIC 12: High-speed rail (4/30)

Required Reading

Kanafani, Adib. 2008. "Multimodal Transportation in California: Connecting Planes, Trains, and Automobiles," Access, 33: 2-7. <http://www.uctc.net/access/33/Access%2033%20-%2002%20-%20Multimodal%20Transportation.pdf>.

Chavira, Tony. 2009. "California's High Speed Railway: The Pros and Cons," FourStory. <http://fourstory.org/features/story/californias-high-speed-railway-the-pros-and-cons/>.

Chester, Mikail and Arpad Horvath. "Life-Cycle Environmental Assessment of California High-Speed Rail," Access, 37:25-30. <http://www.uctc.net/access/37/access37_assessing_hsr.pdf>.

Supplemental Reading

Hall, Peter. 1994. "Time Again for Rail?," *Access*, 4: 2-7. <http://www.uctc.net/scripts/access.pl?access04lite.pdf>

Kanafani, Adib. 1994. "No Rush to Catch the Train," *Access*, 4: 8-14. <http://www.uctc.net/scripts/access.pl?access04lite.pdf>

Kanafani, Adib. 1997. "Balancing Act: Traveling the California Corridor," *Access*, 11: 16-21. <http://www.uctc.net/scripts/access.pl?access11lite.pdf>

Hall, Peter. 2001. "High-Speed Rail Comes to London," *Access*, 19: 26-39. <http://www.uctc.net/scripts/access.pl?access19.pdf>

California High Speed Rail Authority. Got to http://www.cahighspeedrail.ca.gov/ for the latest plans.

TOPIC 14: Comparative evaluation of public transit systems (5/2)

Required Reading

Vuchic, Vukan R. 1999. "Common Misconceptions in Urban Transportation," in *Transportation for Livable Cities*. New Brunswick: Rutgers Center for Urban Policy Research. Pages 188-226.

Richmond, Jonathan. 2005. "Evaluating the Promise and Performance of Rail," in *Transport of Delight: The Mythical Conception of Rail Transit in Los Angeles*. Akron: The University of Akron Press. Pages 32-90.

Supplemental Reading

Black, Alan. 1995. "Estimating System Costs," *Urban Mass Transportation Planning.* New York: McGraw-Hill, Inc. Pages 329-346.

Ferreri, Michael G. 1992. "Comparative Costs," George E. Gray and Lester A. Hoel, Editors, *Public Transportation,* Second Edition. Englewood Cliffs: Prentice-Hall. Pages 245-271.

Taylor, Brian D., Mark Garrett, and Hiroyuki Iseki. 2000. "Measuring Cost Variability in the Provision of Transit Service," *Journal of the Transportation Research Board*, 1735: 101-112.

Hess, Daniel Baldwin, Brian D. Taylor, and Allison Yoh. 2006. "Light-Rail-Lite or Cost-Effective Improvements to Bus Service? Evaluating Costs of Implementing Bus Rapid Transit," *Journal of the Transportation Research Board*, 1927: 22-30.

Vuchic, Vukan R. 1992. "Comparative Analysis," George E. Gray and Lester A. Hoel, Editors, *Public Transportation: Planning, Operations, and Management*, Second Edition. Englewood Cliffs: Prentice-Hall. Pages 272-292.

Deen, Thomas B. and Richard H. Pratt. 1992. "Evaluating Rapid Transit," George E. Gray and Lester A. Hoel, Editors, *Public Transportation: Planning, Operations, and Management*, Second Edition. Englewood Cliffs: Prentice-Hall. Pages 293-332.

TOPIC 15: Defining and evaluating transit modes (5/2)

Required Reading

Black, Alan. 1995. "Conventional Transit Modes," *Urban Mass Transportation Planning.* New York: McGraw-Hill, Inc. Pages 95-130.

Supplemental Reading

Grava, Sigurd. 2003. "Buses," *Urban Transportation Systems: Choices for Communities*. New York: McGraw-Hill. Pages 301-381.

Grava, Sigurd. 2003. "Bus Rapid Transit," *Urban Transportation Systems: Choices for Communities*. New York: McGraw-Hill. Pages 383-420.

Grava, Sigurd. 2003. "Trolleybuses," *Urban Transportation Systems: Choices for Communities*. New York: McGraw-Hill. Pages 421-436.

Grava, Sigurd. 2003. "Streetcars and Light Rail Transit," *Urban Transportation Systems: Choices for Communities*. New York: McGraw-Hill. Pages 437-513.

Grava, Sigurd. 2003. "Monorails," *Urban Transportation Systems: Choices for Communities*. New York: McGraw-Hill. Pages 515-535.

Grava, Sigurd. 2003. "Heavy Rail Transit (Metro)," *Urban Transportation Systems: Choices for Communities*. New York: McGraw-Hill. Pages 537-615.

Grava, Sigurd. 2003. "Commuter Rail," *Urban Transportation Systems: Choices for Communities*. New York: McGraw-Hill. Pages 617-671.

Grava, Sigurd. 2003. "Automated Guideway Transit," *Urban Transportation Systems: Choices for Communities*. New York: McGraw-Hill. Pages 673-719.

Grava, Sigurd. 2003. "Waterborne Modes," *Urban Transportation Systems: Choices for Communities.* New York: McGraw-Hill. Pages 721-764.

Grava, Sigurd. 2003. "Special Modes," *Urban Transportation Systems: Choices for Communities*. New York: McGraw-Hill. Pages 765-777.

Grava, Sigurd. 2003. "Automated Guideway Transit," *Urban Transportation Systems: Choices for Communities.* New York: McGraw-Hill. Pages 673-719.

Grava, Sigurd. 2003. "Intermodal Terminals," *Urban Transportation Systems: Choices for Communities.* New York: McGraw-Hill. Pages 779-799.

TOPIC 13: All-day field trip to see major transportation facilities in LA (5/4)

TOPIC 16: The Bus versus Rail Debate (5/7)

Required Reading

Cox, Wendall, Hank Dittmar, Susan Handy, Peter Gordon, John Kain, Steven Polzin, John Schumann, Roger Snoble, and Brian Taylor. 2000. "Point/Counterpoint: Questions about the Future of Light Rail in America," *University of Texas at Austin Planning Forum*, Martha Arosemena and Maria Lane, editors, 6: 79-90.

Rubin, Thomas A., James E. Moore II, and Shin Lee. 1999. "Ten Myths About U.S. Urban Rail Systems," *Transport Policy*, 6: 57-73.

Stanger, Richard. 2000. "Influence of the Rail Program on Bus Transit in Los Angeles," *Journal of Public Transportation*, 3(2): 1-17.

Supplemental Reading

Richmond, Jonathan E.D. 1998. "The Mythical Conception of Rail Transit in Los Angeles, *Journal of Architectural and Planning Research*, 15(4): 294-320.

Demery, Leroy W., Jr. 1994. "Supply-Side Analysis and Verification of Ridership Forecasts for Mass Transit Capital Projects," *Journal of the American Planning Association,* 60:3, 355-370.

Moore II, James E. 1993. "Ridership and Cost on the Long Beach-Los Angeles Blue Line," *Transportation Research A,* 27:2, 139-152.

Black, Alan. 1993. "The Recent Popularity of Light Rail Transit in North America," *Journal of Planning Education and Research*, 12(3): 150-159.

Moore, James E., II. 1993. "Commentary on 'The Recent Popularity of Light Rail Transit in North America,'" *Journal of Planning Education and Research*, 13(1): 50-52.

Black, Alan. 1993. "Author's Response," *Journal of Planning Education and Research,* 13(1): 53-54.

TOPIC 17: Public transit performance and management (5/9)

Required Reading

Pucher, John. 2004. "Public Transportation," in *The Geography of Urban Transportation*, Third Edition, Susan Hanson and Genevieve Giuliano, Editors. New York: The Guilford Press. Pages 199-236.

Walker, Jarrett. 2011. "Chapter 3: Five Paths to Confusion," *Human Transit: How clearer thinking about public transit can enrich our communities and our lives.* Washington, DC: Island Press. Pages 39-46.

Walker, Jarrett. 2011. "Chapter 9: Density Distractions," *Human Transit: How clearer thinking about public transit can enrich our communities and our lives.* Washington, DC: Island Press. Pages 109-115.

Walker, Jarrett. 2011. "Chapter 10: Ridership or Coverage: The Challenge of Service Allocation," *Human Transit: How clearer thinking about public transit can enrich our communities and our lives.* Washington, DC: Island Press. Pages 117-134.

Supplemental Reading

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Walker, Jarrett. 2011. "Chapter 2: What Makes Transit Useful? Seven Demands and How Transit Serves Them," *Human Transit: How clearer thinking about public transit can enrich our communities and our lives.* Washington, DC: Island Press. Pages 23-37.

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Black, Alan. 1995. "The Role of Transit," *Urban Mass Transportation Planning.* New York: McGraw-Hill, Inc. Pages 1-12.

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Smerk, George M. 1992. "Management of Public Transportation," George E. Gray and Lester A. Hoel, Editors, *Public Transportation*, Second Edition. Englewood Cliffs: Prentice-Hall. Pages 463-491.

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Taylor, Brian. 1995. "Program Performance versus System Performance: An Explanation for the Ineffectiveness of Performance-based Transit Subsidy Programs," *Transportation Research Record*, 1496: 43-51.

TOPIC 18: Safety and security (5/14)

Required Reading

Liggett, Robin, Anastasia Loukaitou-Sideris, and Hiroyuki Iseki. 2001. "Bus Stop–Environment Connection: Do Characteristics of the Built Environment Correlate with Bus Stop Crime?" *Journal of the Transportation Research Board*, 1760: 20-27.

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Loukaitou-Sideris, Anastasia, Robin Liggett, and Hiroyuki Iseki. 2002. "The Geography of Transit Crime: Documentation and Evaluation of Crime Incidence on and around the Green Line Stations in Los Angeles," *Journal of Planning Education and Research* , 22: 135-151.

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TOPIC 19: Transit operations planning (5/16)

Required Reading

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Walker, Jarrett. 2011. "Chapter 13: From Connections to Networks to Places," *Human Transit: How clearer thinking about public transit can enrich our communities and our lives.* Washington, DC: Island Press. Pages 163-179.

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Gray, George E. 1992. "Perceptions of Public Transportation," George E. Gray and Lester A. Hoel, Editors, *Public Transportation*, Second Edition. Englewood Cliffs: Prentice-Hall. Pages 617-633.

Levinson, Herbert S. 1992. "System and Service Planning," George E. Gray and Lester A. Hoel, Editors, *Public Transportation*, Second Edition. Englewood Cliffs: Prentice-Hall. Pages 369-406.

Hess, Daniel B., Allison Yoh, Hiroyuki Iseki, and Brian Taylor. 2002. "Increasing Transit Ridership: A Survey of Successful Transit Systems in the 1990s," *Journal of Public Transportation*, 5(3): 33-66.

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TOPIC 20: Route planning (5/21)

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Walker, Jarrett. 2011. "Chapter 4: Lines, Loops, and Longing," *Human Transit: How clearer thinking about public transit can enrich our communities and our lives.* Washington, DC: Island Press. Pages 47-58.

Walker, Jarrett. 2011. "Chapter 5: Touching the City: Stops and Stations," *Human Transit: How clearer thinking about public transit can enrich our communities and our lives.* Washington, DC: Island Press. Pages 59-71.

Walker, Jarrett. 2011. "Chapter 8: The Obstacle Course: Speed, Delay, and Reliability," *Human Transit: How clearer thinking about public transit can enrich our communities and our lives.* Washington, DC: Island Press. Pages 97-107.

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Black, Alan. 1995. "Planning Transit Networks," *Urban Mass Transportation Planning.* New York: McGraw-Hill, Inc. Pages 178-204.

Law, Philip and Brian D. Taylor. 2001. "Shelter From the Storm: Optimizing the Distribution of Bus Stop Shelters in Los Angeles," *Journal of the Transportation Research Board*, 1753: 79-85.

TOPIC 21: Planning for the Travel Needs of the Elderly and Disabled; the Americans with Disabilities Act (5/23)

Required Reading

Rosenbloom, Sandra. 2003. "The Mobility Needs of Older Americans: Implications for Transportation Reauthorization," *The Brookings Institution Transportation Reform Series*. Washington, DC: The Brookings Institution. 19 pages. <http://www.brookings.edu/~/media/Files/rc/reports/2003/07transportation_rosenbloom/20030807_Rosenbloom.pdf>.

Rosenbloom, Sandra. 2007. "The Transportation Patterns and Needs of People with Disabilities," White Paper commissioned by the US Institute on Health, National Academy of Sciences in Field, Marilyn J. and Jette, Alan (eds.) The Future of Disability in America. Washington, DC: The National Academies Press. <http://www.ncbi.nlm.nih.gov/books/NBK11420/>.

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Robinson, Stephanie N. 1997. "Integrating Americans with Disabilities Act Paratransit Services and Health and Human Services Transportation," *Research Results Digest*, Transportation Research Board, April, 10, 12 pages.

TOPIC 22: Taxis and Paratransit (5/30)

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Grava, Sigurd. 2003. "Taxis," *Urban Transportation Systems: Choices for Communities*. New York: McGraw-Hill. Pages 273-299.

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Webber, Melvin M. 1994. "The Marriage of Autos and Transit: How to Make Transit Popular Again," *Access,* 5: 26-31. <http://www.uctc.net/scripts/access.pl?access05lite.pdf>.

Supplemental Reading

Jones, David W. and Clifford A. Chambers. 1992. "Paratransit and Ridesharing," *Public Transportation*, Second Edition, George E. Gray and Lester A. Hoel, Editors. Englewood Cliffs, NJ: Prentice-Hall. Pages 177-211.

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Shaheen, Susan. 1999. "Pooled Cars," *Access*, 15: 20-25. <http://www.uctc.net/scripts/access.pl?access15.pdf>.

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Black, Alan. 1995. "Innovative Technology," *Urban Mass Transportation Planning.* New York: McGraw-Hill, Inc. Pages 154-177.

Shaheen, Susan, Daniel Sperling, and Conrad Wagner. 1998. "Carsharing in Europe and North America: Past Present, and Future," *Transportation Quarterly*, 52(3): 35-52.

TOPIC 23: Public transit in the Developing World (6/4)

Required Reading

Cervero, Robert. 2001. "Informal Transit: Learning from the Developing World," *Access*, 18: 15-22. <http://www.uctc.net/access/access18lighter.pdf>.

Golub, Aaron. 2004. "Brazil's Buses: Simply Successful," *Access*, 24: 2-9. <http://www.uctc.net/access/24/Access%2024%20-%2002%20-%20Brazil's%20Buses%20-%20Simply%20Successful.pdf>.

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Blumenberg, Evelyn and Alexandra Norton. 2010. "Falling Immigration Rates Mean Falling Transit Ridership," Access, 37: 10-15. <http://www.uctc.net/access/37/access37_immigration_and_transit.pdf>.

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Cherry, Christopher. 2010. "Electric Two-Wheelers in China: Promise, Progress and Potential, *Access*, 37: 17-24. <http://www.uctc.net/access/37/access37_electric_cycles_China.pdf>.

Sperling, Daniel and Eileen Claussen. 2004. "Motorizing the Developing World," *Access*, 24: 10-15. <http://www.uctc.net/scripts/access.pl?24/Access 24 - 03 - Motorizing the Developing World.pdf>.

Pucher, John, Nisha Korattyswaroopam, and Neenu Ittyerah. 2004. "The Crisis of Public Transportation in India: Overwhelming Needs but Limited Resources," *Journal of Public Transportation*, 7(4): 1-20.

Grava, Sigurd. 2003. "Motorcycles and Scooters," *Urban Transportation Systems: Choices for Communities*. New York: McGraw-Hill. Pages 105-125.

TOPIC 24: New Technologies and Transportation

Required Reading

Janelle, Donald G. 2004. "Impact of Information Technologies," in *The Geography of Urban Transportation*, Third Edition, Susan Hanson and Genevieve Giuliano, Editors. New York: Guilford Press. Pages 86-112.

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Shladover, Steven E. 2002. "Intelligent Transportation Systems Making Inroads," *TR News*, January-February, 218: 3. <http://trb.org/publications/trnews/trnews218.pdf>.

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Sussman, Joseph M. 2002. "Intelligent Transportation Systems at the Turning Point: Preparing for Integrated, Regional, and Market-Driven Deployment," *TR News*, January-February, 218: 10-17. <http://trb.org/publications/trnews/trnews218.pdf>.

Varaiya, Pravin. 2002. "California's Performance Measurement System: Improving Freeway Efficiency Through Transportation Intelligence," *TR News*, January-February, 218: 18-24. <http://trb.org/publications/trnews/trnews218.pdf>.

Bottom, Jon, Hasan, Masroor, and Lappin, Jane. 2002. "Traveler Response to Information: Who Responds and How?" *TR News*, January-February, 218: 25-30. <http://trb.org/publications/trnews/trnews218.pdf>.

Horan, Thomas. 2002. "Customer-Driven Intelligent Transportation Systems: The Next Generation," *TR News*, January-February, 218: 31-37. <http://trb.org/publications/trnews/trnews218.pdf>.

Lemer, Andrew C. 2002. "Standards for Intelligent Transportation Systems," *TR News*, January-February, 218: 38-41. <http://trb.org/publications/trnews/trnews218.pdf>.

Writing Assignments

There are two writing assignments for this course: an *analytical memorandum* and a *policy brief*. For the analytical memorandum, you and a partner are to gather information and data on a real world planning issue, analyze the information, and present your analysis and findings in a memorandum. For the policy brief, you work alone in analyzing and synthesizing already published material in a memorandum on a current transportation policy and planning issue.

For both of these assignments, you should:

- edit your work carefully,
- cite *all* of your sources,
- include a title page clearly identifying both the authors and the assignment completed,
- include a short executive summary (which is a free-standing summary of your *entire* memorandum – particularly your principal findings and recommendations; it cannot double as an introduction to the paper),
- use graphs, tables, and pictures to make key points,
- include a bibliography, and

- put supporting data or other materials in appendices.

The body of each paper should run about 2,000 to 3,000 words of text, excluding the title page, executive summary, bibliography, and any appendices. The papers should be double-spaced with one-inch margins and 12-point type. Appendices are for supplementary material, and not pictures, graphs, etc. that are central to your analysis; in other words, do not make the reader hunt through the back of the document in search of key data.

Further, since both of these written assignments ask you to *evaluate* the implementation/performance of urban transportation policies, programs, projects, or proposals, I strongly suggest that, prior to conducting your analyses, you carefully review the required readings the evaluating transport projects and performance topic for information on conducting evaluations.

As background for preparing these assignments, I have placed two documents on the course web site. The first is a brief guide to effective analytical writing, and the second is a guide to writing memoranda. I suggest that you take a look at each of these documents before submitting your first assignment.

Finally, all assignments must be submitted in hardcopy form only. Electronic submittals will not be accepted. All assignments should be placed in the tray on top of the workstation just inside the entrance to the Urban Planning main office (which is currently occupied by Brittany Walker, but Ms. Walker is leaving during the middle of the term and will be replaced by someone who has not yet been hired) in Public Affairs Building room 3357 by the due date and time. Do not place the assignments under my door, in another mailbox, or anywhere else.

Analytical Memorandum (Select any one assignment below and conduct your work in teams of two)

OPTION 1: Major Transportation Investments and NIMBYism: The Case of the Orange Line

A common lament of transportation planners trying to get major transportation investments approved and built is that the benefits of transportation projects are distributed broadly across regions, but the impacts are often concentrated along the proposed transportation corridor. The result of this geographic imbalance between costs and benefits is frequently a highly motivated group of locals opposing a project, but no organized constituency in favor. The localized opposition to such projects is also called Not-In-My-BackYard-ism, or NIMBYism.

The Orange Line busway in the San Fernando Valley is a recent but classic example of this phenomenon. The Los Angeles MTA has explored plans to build a major public transportation investment along an old railroad right-of-way in the Valley since the

1980s. However, community opposition derailed many proposals, including subways and light rail. However, in 1999, the MTA tried again with a proposal for a "bus rapid transit" project through the corridor; bus rapid transit, or BRT, is sometimes called "light rail on rubber tires." Community opposition to this alternative was intense, culminating in a lawsuit against the Environmental Impact Report (EIR) for the project.

Nevertheless, the MTA prevailed in the lawsuit and the project was constructed, opening in October 2005. The project is generally regarded as a success relative to other major transit investments, attracting, for example, more riders than the Gold Line light rail between downtown Los Angeles and Pasadena at about one-third the cost. But do these regional benefits in increased transit ridership outweigh the localized impacts (noise, traffic disruption, safety, etc.) of building a busway through the neighborhoods in this corridor?

For this memorandum, you and your partner should investigate the complaints of local residents as recorded in the Final EIR for the project, as well as the responses of the planners working on the project at the time. Why were residents opposed to the project? How did planners propose to address their complaints? You should also conduct your own investigation of the situation (read the relevant project evaluation and public participation readings and selections of the Final EIR available from the LA MTA Library). Travel up to the Orange Line, ride it, and record any evidence you might find that reinforces the arguments of the opposition or the MTA. Take pictures as necessary to back up your arguments, and cite articles from local newspapers, including the *Los Angeles Times* and the *Los Angeles Daily News*, that include facts about how the Orange Line has functioned since it opened. Finally, talk to least two people, either in the neighborhood along the Busway or amongst the organizations listed as opposing the project in the Final EIR about their views on whether the issue was resolved. Have they changed their minds now that the busway has been operating? Conclude your memo by describing what you think the right balance between local impacts and regional benefits should be. Do you think the Orange Line achieved that balance?

Due: Monday, April 16th at 1:55 pm

OPTION 2: Road System Performance in West LA

Planners and traffic engineers can have very different ways of thinking about the purpose and performance of urban streets. The increasingly popular "Complete Streets" movement, for example, aims to reconcile these competing visions for streets by developing more holistic street designs and measures of their performance. In this assignment you will explore the social, economic, and functional roles of two major urban arterials in west Los Angeles: Olympic and Pico Boulevards between the San Diego Freeway (I-405) and Avenue of the Stars in Century City. These two streets have been in

the news in recent years because of controversial proposals to turn them into parallel one-way streets. Some have argued that doing so would address severe east-west surface street capacity problems on the Westside, while others have contended that doing so would make these streets less "complete."

You should begin your work on this project by inspecting recent evaluations of this proposal and the media coverage of them, as well as reading both the required and recommended readings on the evaluating transport projects and performance and complete streets topics. For your analysis, you should start by defining (and defending) a specific set of criteria (functional, economic, social, etc.) with which you will conduct your analysis. In other words, what purposes do you think these streets serve, and what priority would you give to each of these purposes? Describe and rank these purposes as explicitly as you can, briefly defending your choices from the course lectures and readings if possible.

You will then need to gather data relevant to your criteria. To gather such data, walk along the two streets, and cross them at the crosswalks to allow you to evaluate the differences in the two streets from the perspective of a pedestrian. If you feel safe doing so, bicycle along the two streets to be able to describe them from the cyclist's point of view as well. You might also travel the streets on a bus to include observations about transit travel on the streets. Finally, you should travel along both streets in both directions several times during peak and off-peak hours (weekdays and/or weekends for off-peak) in a motor vehicle, record travel times and experiences, and take pictures.

In addition to experiencing the two streets, you and your partner should gather data on or directly estimate vehicular volumes, densities, and travel speeds along the two streets on various days and various times of the day. In addition to your volume and speed data, you should gather information regarding the traffic conditions along the route, such as adjacent land uses, the frequencies of various vehicular turning movements, the presence or absence of transit vehicles, trucks, and bicycles, pedestrian activity, street widths, numbers of lanes, presence or absence of turning lanes, and the nature of traffic signalization (green time versus red time, protected turning movements, synchronization of traffic signals, etc.). You should augment these directly collected data with any published reports or traffic data available from the UCLA libraries or over the Internet (such as at the LA DOT site: <http://trafficinfo.lacity.org/>.

With your evaluation criteria (i.e. your rank-ordered priorities for each of these two streets) and all of the data you have gathered, you should then evaluate how well each of these streets is "performing." Do you think that these stretches of Olympic and Pico are serving similar or different purposes? If so, why? If not, should they be? Are some purposes given too much priority in the use of the street, and others too little? Are some purposes (strolling, window shopping, bicycling, etc.) at odds with others (traffic

throughput, transit service, etc.)? If so, how? Given the foregoing, what would you recommend regarding proposals for Olympic and Pico to be parallel one-way streets, or parallel directionally asymmetrical streets? Finally, do you have any recommendations for how transportation planners and engineers might improve the performance of the two streets in your study area, given the purpose priorities you have outlined?

Due: Wednesday, April 25th at 1:55 pm.

OPTION 3: Evaluating the LAX Master Plan

While several other airports process more transferring passengers, more people begin or end their air travel at Los Angeles International Airport than any other airport in the world. This suggests that LAX generates more landside vehicular traffic than any other airport. And given that LAX sits on one of the smallest "footprints" of any of the world's major airports, airport planners are struggling to cope with significant projected increases in passengers over the next decade as the economy recovers.

The events of September 11th, 2001 also raised pressing issues about airport security, and while billions of dollars have been authorized for security enhancements, developments at LAX (and most other airports) have been slow in coming. Current debates about LAX's master plan now include issues of adequate and effective security in addition to passenger growth; these two issues are not always congruent.

You are staff to Governor Brown's Blue Ribbon Committee on Infrastructure Development for the 21st Century. The committee has been drawn into the LAX expansion and security controversies and has asked you to prepare an analysis of the most recent LAX Master Plan and the objections of the plan's opponents. In particular, the committee wants advice on whether to support the proposed plan, with careful attention to mitigating as many of the opponents' concerns as possible, or whether to support the development of increased airport capacity and upgraded security elsewhere in the region. As background, the committee has asked that your analysis address the following questions: Does the plan adequately accommodate projected increases in air passenger travel in the coming years? Does the plan sufficiently mitigate its anticipated environmental impacts, particularly with respect to landside traffic? Is the plan financially feasible?

In evaluating the LAX Master Plan, you and your partner should review all of the relevant course readings, including the entire current LAX master plan proposal. You should search the web for newspaper accounts and commentary on recent master plan proposals and reactions to them. And you should interview at least two stakeholders in the process (at least one airline representative, airport planner, or airport commissioner, and at least one planner, representative, or activist from one of the

communities affected by the LAX Master Plan). Finally, you might find it useful to inspect the areas of conflict between LAX and the surrounding communities for yourselves, taking pictures for your paper along the way. You should be sure to cite evidence from these sources in addressing the above questions.

Due: Monday, May 7th at 1:55 pm.

OPTION 4: Public Transit Route Evaluation

Transit planners consider a variety of factors in planning and scheduling routes. Severe peaking of demand on transit often requires high levels of service on particular days and times, in particular areas, and in particular directions, and providing peak hour service usually has high marginal costs. On the other hand, most transit operators try to provide a minimal level of service on days, times, in areas, and in directions with relatively low levels of demand – yet providing service at low demand times and in low demand areas usually attracts very little revenue.

Your task is to evaluate a current line on any local transit system, and make recommendations for improving its service effectiveness. You and your partner can choose any line you wish, provided you are able to ride the entire line at least once during a peak period and at least once during an off-peak period. You and your partner's analysis should include the following:

- Describe the line's service characteristics (routing, stops, days and time of service, headways, total round trip time, operating speed, total passengers, etc.).
- Estimate the allocation of passengers by time of day (AM peak, mid-day, PM peak, evening) for each service day type (full-service weekday, full-service Saturday, etc.).
- Estimate the line's service effectiveness (peak to off-peak bus ratio, passengers by service day type, passengers per vehicle service hour, passengers per vehicle service mile, load factor, etc.).
- Identify the major trip generators, trip attractors, and trip types served by the line.
- Identify the major temporal, spatial, and directional patterns of travel demand.
- Identify any service strengths and weaknesses (inadequate peak hour capacity, awkward routing, excessive or inadequate stops, etc.).

- Make specific recommendations for improving the line (routing, stops, headways, etc.) without increasing the total number of vehicle service hours on the line.

To prepare for your analysis, you and your partner should carefully review the relevant required and recommended course readings, and in particular the required and supplemental route planning readings in the syllabus. The analysis should organize descriptive detail into tables, graphs, and appendices as much as possible; use your text to interpret your findings and argue your recommendations. You should deal with all of the questions posed here (and any others you believe important), but feel free to address them in any order you like.

Due: Monday, June 4th at 1:55 pm.

OPTION 5: Americans with Disabilities Act and Public Transit

Unless you are already a wheelchair user, you and your partner should borrow or rent a wheelchair for one day. Select an origin and destination for a trip of at least 6 miles one-way (say, UCLA to LAX or your home to the County Museum of Art) and plan a transit route from origin to destination – ideally requiring at least one transfer. Leave your origin with one student sitting in the wheelchair, and the second serving as an escort. For your own safety and out of respect for others, stay "in character" the entire time; do not at any point in the trip give the impression that you are faking a disability.

Go to the nearest bus stop and complete the trip to your destination using the wheelchair lift on the bus and the tie-down devices to secure the wheelchair. Having reached your destination, you should, in a private spot, reverse your roles - the escort taking the chair and the person previously in the chair becoming the escort. Return to the origin by transit. Along the way take note (and pictures) of the experience of using the wheelchair on city streets and sidewalks, using the wheelchair lifts on buses, and traveling about Los Angeles in a wheelchair. Take note of the attitudes of bus drivers and passengers. Take note of whether any buses pass you by and/or any wheelchair lifts are out of order, and be sure to take pictures along the way.

Having had the experience of traveling as would a wheelchair user, prepare a memorandum drawing on all of the course readings relevant to this assignment and on your field experience in assessing "accessible transit" in Los Angeles. What specific changes would you recommend be made (recognizing that we are in an era of limited public budgets) to improve the experience for wheelchair-using travelers on your specific itinerary? And, more generally, what do you think that transportation planners should know about accessible transportation planning that they may not currently understand?

Due: Monday, June 11th at 1:55 pm.

OPTION 6: Taxis: Critical Part of a Regional Transit System, or an Unavoidable Nuisance to be Regulated?

While most everyone knows about taxicabs and have ridden in them at one time or another, most transportation planners don't think about taxicabs as a central element in urban transportation systems. Taxicabs, and related shuttle services, are almost always for-profit enterprises that require no public subsidy and are regulated, often heavily, by local governments.

You are your partner are analysts with the Los Angeles Metropolitan Transportation Authority, and one of your board members caught your Executive Director completely off-guard recently when she suggested that MTA look into the benefits and costs of shifting the management and regulation of taxicabs from LA County's 88 cities to the MTA. She suggested that such a move would streamline the regulation of taxicabs and would allow the MTA weave taxicabs into its overall regional transportation planning efforts. Other board members appeared aghast by the idea, but to respond to the board member's request, the Executive Director has instructed you and your partner to prepare a background paper on the state of the taxicab industry in LA County.

As background for this analysis you should review both the required and supplemental readings relevant to this topic, and gather and review all of the reports on taxicabs in LA County that you can find. How many cabs are in operation? Where? How many passengers are carried by cabs? Shuttles? How does this compare with public transit services? Finally, you should select any four cities in LA County that you would like, and then compare the rules that govern the operation of taxicabs in those cities, including fares, pick-up/drop-off rules, and license/medallion costs. How do these rules compare among the four cities? Are they complementary or conflicting? What do you think would be the pros and cons of consolidating the management and regulation of taxicabs? For government? For the taxi companies? For the drivers? For the customers? Finally, do you recommend that the MTA should explore the benefits and costs of countywide taxicab management and regulation further, or do you think that the benefits of doing so are unlikely to outweigh the costs?

Due: Monday, June 11th at 1:55 pm.

Policy Brief (Select any one below; written individually)

OPTION 1: Sustainable Gridlock?

Chronic traffic congestion in metropolitan areas has been front-page news for decades. Some observers predict the kind of nightmarish congestion in U.S. cities that is currently seen in the major cities of many developing countries such as Bangkok, Jakarta, and Lagos. Other analysts are more sanguine and argue that many of the social and economic trends that have caused the rapid growth in traffic are unlikely to continue unabated into the future. While the severe economic recession has slowed the growth and congestion over the past few years, many observers predict that congestion will worsen considerably as the economy recovers.

You are a transportation analyst for a metropolitan planning organization (MPO) and the Executive Director of this MPO has asked you to prepare a short "white paper" memorandum on the likely future of metropolitan traffic congestion. The MPO's Board of Directors (all of whom are locally elected officials who know little about transportation planning) are concerned about media reports of "three-hour round trip commutes by the year 2020" and want to know what measures, if any, should be taken to head off this impending disaster.

The Executive Director has asked you specifically to prepare a report that: (1) briefly reviews the current levels and trends of traffic congestion in U.S. metropolitan areas; (2) outlines the causes of the traffic congestion; (3) speculates on the future of traffic congestion in U.S. metropolitan areas (e.g. do you think, given current travel patterns and social and economic trends, that traffic congestion is likely to grow worse over the next ten years, stay about the same, or get better?); and (4) makes recommendations on the actions you think planners should take with regard to traffic congestion in metropolitan areas.

To prepare for this assignment, you should carefully review all of the relevant (both required and recommended) course readings on this topic. You can address your memorandum to the MPO director of any U.S. metropolitan area with a population of one million or more. You should be sure to support your analysis, speculations, and recommendations with argument, citing data and background materials where appropriate. You should address all of the issues outlined above (and any others you believe important) and can structure your paper as you see fit.

Due: Monday, April 23rd at 1:55 pm.

OPTION 2: What Does the TTI Traffic Congestion Index Tell Us?

Each year researchers at the Texas Transportation Institute (TTI) publish their Urban Mobility Study rankings of major U.S. metropolitan areas. And each year these rankings are front-page news, and a source of pride or embarrassment for the elected officials and planners in the "best" and "worst" metropolitan areas.

Comparing the levels of traffic congestion in metropolitan areas would seem a straightforward endeavor, but is it? Your assignment is to carefully scrutinize the annual TTI index and address the following questions (and any others you deem appropriate): How are congestion levels determined? What data are used? What do you see as the strengths of this index? What, specifically, do you see as the weaknesses? Is the index biased in favor or against certain types of metropolitan areas? Do you think that the index meaningfully reflects the experiences of travelers on metropolitan road networks? Do you have any suggestions for improving the index? If so, what data would be required to implement your proposed improvements? Finally, if in the coming months you were asked by a panicked Mayor of Los Angeles to interpret a new TTI index ranking Los Angeles as the most congested U.S. metropolitan area, how would you respond?

For this assignment, you should review both the relevant required and supplemental course readings. You should then carefully peruse the TTI web site: <http://mobility.tamu.edu>. Finally, you should search for blogs and evaluations of the index by other researchers. Does the index have its supporters? Critics? If so, what do they say and how would you evaluate their arguments?

Due: Monday, April 23rd at 1:55 pm.

OPTION 3: Traffic Management on the Route 91 HOT Lanes

The Route 91 High-Occupancy Toll (HOT) Lanes have attracted attention, both positive and negative, since they first opened in December 1995. The four-lane facility in the center of State Route 91 in Santa Ana Canyon in Orange County was privately financed and operated, is now owned and operated by the OCTA, and is the first application of congestion pricing to a roadway in the U.S.

The lanes attracted a great deal of negative publicity a few years ago regarding various aspects of their private finance and operation. The congestion pricing aspect of the project received a great deal of attention – primarily in the form of wariness by elected officials – when the project was being developed, but less attention since the lanes began operation. Your assignment is to evaluate the performance of these HOT lanes a*s a congestion management tool*.

For this assignment, you should review the relevant required and supplemental course readings, and relevant data and information available from several web sites.

Drawing on the data and analyses in these publications and on these web sources, you should address the following questions: How have the lanes affected congestion in the SR 91 corridor? Has traffic remained un-congested in the toll lanes? Have the toll lanes affected congestion in the free lanes? If so, how and why? Have the lanes simply allowed the wealthy to buy their way out of congestion, leaving the less well off stuck behind? Based on your analysis of the Route 91 lanes, do you think that HOT lanes should be applied more broadly or abandoned? If the former, under what conditions should they be expanded? If the latter, why do you think they are a bad idea? Be sure to present data and cites in both your analysis and in support of your findings.

Due: Wednesday, April 25th at 1:55 pm.

OPTION 4: Evaluating Two Key Concepts behind Complete Streets

As funding for new street and public transit system expansions grows increasingly tight, the Los Angeles Department of Transportation is looking to address the problem of balancing increasing travel demand and relatively fixed system capacity. The Department has pursued a variety of transportation systems management and travel demand management strategies in recent years, but the Mayor and City Council are now willing to consider devoting substantially more resources to such programs if they can deliver "more bang for the buck" than some currently planned capital-intensive capacity improvements.

You are a planner for the LA City Department of Transportation given the assignment of preparing a "white paper" on the overall promise of transportation system management (TSM) programs to eke more capacity of the existing system and travel demand management (TDM) programs to affect travel behavior to make better use of existing capacity. You are to carefully review all of the relevant required and supplemental readings, and should in addition search for recent evaluations of the TSM and/or TDM effectiveness, particularly with respect to applications to complete streets concepts. You should then prepare an analysis of the potential of TSM and TDM to make the LA street system more "complete." Specifically, the Board has asked you to address the following: What are the basic logics of TSM and TDM? How are these techniques similar? How do they differ? What sorts of approaches have proven most successful? Why? Which have proven least successful? Why? Based on your review of the literature, what guidelines would you suggest the MTA use in deploying cost-effective TSM and TDM efforts as part of a larger complete street program for Los Angeles?

Due: Monday, April 30th at 1:55 pm.

OPTION 5: Truck-Only Tollways for Southern California?

As the economy recovers, truck traffic is projected to grow faster than other form of surface travel. Such projections suggest a need for increased capacity in high-volume goods movement corridors, yet current transportation revenues are not sufficient to maintain existing highways. In response have come proposals to use toll finance to develop truck-only toll (TOT) lanes in key corridors. Supporters say that urban and suburban TOT lanes would provide congestion relief for everyone, in addition to better access to and from key ports and airports for shippers, and longer-distance TOT lanes would permit longer combination vehicles that are not currently allowed on most interstate highways. While skeptics wonder whether truckers would ever choose to pay for toll when free roads are plentiful, supporters contend that trucking firms and shippers would be willing to pay tolls for faster travel.

In 2005, the Southern California Association of Governments (SCAG) published a report saying that development of a regional system of "user supported dedicated truckways offers a viable and self-financing way to mitigate congestion and reduce vehicle emissions in southern California." The report suggests that a "142 miles (229km) of 2x2 lane truckway from the San Pedro Bay ports (LA and Long Beach) northeast through the greater Los Angeles area through the San Gabriel mountains to Barstow on I-15 on the edge of the Mojave Desert. In Barstow the highway divides, and the I-40 heads east through Oklahoma City to the Carolinas, while the I-15 continues through Las Vegas, Salt Lake City, and points northeast."

Exploration of this idea has continued, though the slowing in goods movements related to the economic downturn have put the proposal on the backburner as regional planners have pursued other ways to improve capacity in the I-710 and SR-60 corridors. You are a consultant for the California Transportation Commission who has been asked to prepare an evaluation of the potential of truck-only facilities to address capacity, environmental, and safety needs in Southern California, particularly when goods flows begin to increase again as the economy recovers. To prepare you analysis, you should review both the relevant course readings as well as materials on the Southern California proposal and research on truck-only toll lanes. Is this an idea worth pursuing? Or would they simply be "smog-belching truck tollways" as critics claim? Be sure to support your positions with data and evidence.

Due: Monday, May 7th at 1:55 pm.

OPTION 6: High Speed Rail and/or Increased Air Travel: What Should the Future Hold?

California is embarking on an ambitious and expensive high-speed rail development program, and federal officials appear to be following suit. High-speed passenger rail service has gradually been developed in Europe and Asia over the past several decades along major conurbations of urban development. While there is little disagreement that ongoing growth, development, and trade will significantly increase inter-regional travel in the coming years, significant disagreement arises over the best ways to accommodate increased passenger travel demand. And while the prospects of riding high-speed rail are popular with most everyone, the prospects of paying for high-speed rail leaves many more ambivalent. Some experts argue that increased airport capacity is the most cost-effective approach given the extensiveness and integration of the global air travel system, while others contend that high-speed rail offers long-term land use and environmental benefits for California and other regions over the expansion of airports and air travel. And while funding for the first phases of high-speed rail in California are now in place, this funding is largely in the form of debt and is not clear whether there is enough to complete even the initial phases of plans in place.

Given profound concerns over other pressing fiscal needs in state government, and the need to secure billions more in funding to complete proposed high-speed rail plans, the Governor has retained you as a consultant to advise him on the question of how best to cost-effectively and sustainably increase inter-city passenger capacity in California. Should high-speed rail plans go forward with partial funding? Should additional revenues be identified before construction commences? Should plans be put on hold until the state is through its fiscal crisis? Or should increased air capacity be pursued as an alternative to high-speed rail? In preparing your analysis, you should carefully review all of the relevant course readings, and search for others on the web. Be sure to conclude with specific recommendations and responses to likely critics of your proposals.

Due: Monday, May 14th at 1:55 pm.

OPTION 7: Comparative Analyses of Bus and Rail Transit Systems

The Los Angeles MTA is well into an ambitious and expensive program of rail transit development in Southern California. While several lines are now in place, recent funding shortfalls have increased the controversy and public debate over future MTA rail transit lines. Concerned by these controversies – and especially by the claims that Los Angeles could be developing alternative transit systems that would provide higher levels of service at far lower costs – the MTA has also been developing Rapid Bus lines on heavily traveled transit corridors and has expanded HOV lanes on the LA freeway network as well. The California Transportation Commission has asked you to prepare a "white

paper" examining the relative performance of rail transit, bus/HOV lanes, and RapidBus lines in Los Angeles County.

You should carefully review the relevant required and optional course readings and, in addition, you should secure relevant cost and performance data on (1) the Blue, Gold, Green, and Red lines, (2) the new MetroRapid and Silver Bus lines, and (3) the County freeway HOV lanes from the MTA. You should then define the criteria for your analysis and comparison as explicitly as possible. Using these data and criteria, compare the performance of these three approaches to expanding transportation capacity. According to your analysis, which of these projects is delivering the most bang for the buck, and which the least? Accordingly, to which of these programs would you recommend that the MTA devote its shrinking resources? Your analysis should consider: (1) the techniques used to compare the cost-effectiveness of alternative transit modes, (2) the available data on the cost and performance of these modes in LA, and (3) the arguments of experts on the relative cost-effectiveness of busway/HOV facilities versus rail transit facilities versus rapid bus projects in places like Los Angeles.

Due: Monday, May 21st at 1:55 pm.

OPTION 8: Performance Audit of the Culver City Bus or the Santa Monica Big Blue Bus

The Los Angeles Metropolitan Transportation Authority is both the region's largest transit operator and the agency responsible for allocating federal, state, and local transit subsidy funds to all transit operators in Los Angeles County. Recent recession-induced tax revenue shortfalls have forced the LA MTA to carefully re-evaluate subsidy allocations to all public transit systems in the county, including those to Culver City and Santa Monica.

To inform deliberations on possible subsidy cutbacks to these two systems, the LA MTA Board has asked you to prepare a "performance audit" of one of these two systems (you may choose which to examine). The purpose of this audit is to both assess current operating performance and determine performance trends for the past few fiscal years.

The board has specifically asked you to address the following questions:

1. What has been the long-term trend of revenues for Culver City/Santa Monica, and how do these trends compare with similar transit operators nationwide? In addition, what has been the long-term trend of farebox recovery rates and how have these rates compared with peer operators over the years?

2. Select a series of performance measures you believe to be appropriate and analyze transit performance trends over time (remembering to control for the

effects of inflation). What measures reveal improved performance over time and which indicate deteriorated performance?

3. If you lack adequate data to measure the dimensions of system performance as you see fit, what additional performance measures would you suggest be included in subsequent performance audits and what additional data would be required?

4. Given these trends in operating performance, what general recommendations can you make to improve both the efficiency and effectiveness of Culver City/Santa Monica in the future?

For this analysis you should:

- Review the relevant required and recommended course readings,
- Review the Transit Performance Evaluation Readings listed under the public transportation topic,
- Review the most recent *Short Range Transit Plan* and *Triennial Performance Audit* for your operator. These reports should be available from either the Maps and Government Information Division of the Young Research Library, the Los Angeles MTA Library, or directly from the operator,
- Review your system's operating statistics and nationwide operating averages for all U.S. transit operators in the National Transit Database compiled by the Federal Transit Administration. You can access NTD data via the Internet <http://www.ntdprogram.gov/ntdprogram/>.
- Obtain general comparative data from on the American Public Transit Association website <http://www.apta.com/resources/statistics/Pages/default.aspx>.

In your analysis, organize descriptive detail into tables, graphs, and appendices as much as possible; use your text to interpret your findings and argue your recommendations. You should deal with all of the questions posed here (and any others you believe important), but feel free to address them in any order you like.

Due: Wednesday, May 23rd at 1:55 pm.

OPTION 9: Protecting Public Transportation Facilities from Terrorism – What do we know?

The shocking events of September 11th, 2001 had transportation planners and policy analysts scrambling to add security to pre-existing concerns over congestion, finance, environmental effects, and so on. But more than a decade later, information on the most *cost-effective* ways to increase security is lacking, especially for so-called "ground-

side" transportation planners. Security can surely be achieved by substantially restricting (and thus raising the cost) of moving information, goods, and people, but increasing safety from terrorism without significantly reducing mobility is a more complicated question.

For this assignment, you should prepare a literature review of research on protecting either (1) public transit systems or (2) inter-city rail lines and terminals from terrorist attacks. Much of the public transit literature is included in the relevant transit security course readings and additional reports available at: <http://www.transweb.sjsu.edu/MTIportal/security/index-6.html>.

For this review, you should prepare a summary evaluation of what we know and don't know regarding security planning on public transit or inter-city rail transportation. Second, you should conclude with specific recommendations to the Manager of the California Department of Transportation, Division of Mass Transportation on the next steps that you believe should be taken *cost-effectively* increase security in the transportation sector you have analyzed. Third, you should clearly identify the additional research that needs to be conducted to enable planners to effectively plan for security in your chosen area. Finally, you should append to this review an annotated bibliography in which you briefly summarize the analysis and findings of each of the sources of information you uncover.

Due: Wednesday, May 30th at 1:55 pm.

OPTION 10: Time for Change?

In response to energy savings arguments, Congress recently expanded daylight savings time by about a week in the fall, and about a month in the spring. While the focus of the purported energy savings is on a reduced need for late afternoon lighting, the Chair of the Senate Transportation Committee in California was surprised to learn that this change may reduce traffic delays (and vehicle emissions) as well. Put simply, the "effective" capacity of roads tends to be higher during daylight hours, and extending daylight during the afternoon rush hours may well reduce vehicle delays.

Intrigued, the Chair began poking around of the web and was surprised to learn:

1. That energy analysts have been trying to get daylight savings extended year-round, and some have even suggested "double-daylight-savings" for the summer months;
2. That one of the most dangerous travel days of the year is the "spring-forward" Monday each spring when people lose an hour of sleep and are driving about more tired than usual;

3. That concerns over children of farmers in the northern U.S. states waiting in the morning dark for school buses has thwarted previous efforts to extend daylight savings year-round; and
4. That there remains a cadre of committed critics to daylight savings who argue that it ought to be eliminated altogether.

Given the dwindling numbers of both school buses and farmer's children, the Chair has asked you to prepare an analysis of the potential transportation, energy, and emissions costs and benefits of extending daylight savings time year-round in California. For the transportation costs and benefits, you should consider fuel use, emissions, traffic delays, safety, and public transit use. For the non-transportation costs and benefits, you should consider the factors most often cited in the literature.

To conduct this analysis, you should perform an extensive search of the relevant literatures (which will require library search engines in addition to Google) to identify what has been written on these topics. Your search should be thorough; three or four sources will not do. From this search you should prepare an "annotated bibliography" as the appendix of your paper that briefly summarizes the scope and findings of each piece. From this annotated bibliography, you should then prepare your evaluation, drawing on the findings of the previous studies in addressing the following questions:

1. What are the potential transportation benefits of year-round daylight savings in California?
2. What are the potential transportation costs?
3. What are the potential non-transportation benefits?
4. What are the potential non-transportation costs?
5. Is there enough evidence in the literature to draw preliminary, probably, or certain conclusions regarding the relative balance of benefits and costs of a shift to year-round daylight savings? If so, what do you find?
6. Based on your analysis, would you recommend that California pursue year-round daylight savings? What are likely to be the objections to your proposal, and how would you propose that they be addressed?
7. Finally, what specific research would you propose needs to be done to more fully settle this issue?

Due: Monday, June 11th at 1:55 pm.

DEPARTMENT OF URBAN PLANNING

SCHOOL OF PUBLIC AFFAIRS **UCLA**

Public Policy 222/Urban Planning 257 **Winter 2011**

Transportation Economics, Finance, and Policy

When? 2011 winter quarter (January 3rd, 2011 to March 14th, 2011)
Mondays and Wednesdays from 9:00 am to 10:30 am

Where? Public Affairs Building Room 2343

Who? Brian D. Taylor (Instructor)
Public Affairs Building 3357A
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310.903.3228
Schedule appointments at http://www.its.ucla.edu/hours

Stephen Brumbaugh (Reader)
Public Affairs Building Room 6248
spb@ucla.edu
Office hours: Mondays from 12:00 pm to 2:00 pm

Course Description

This course deals with the economic and financial aspects of urban transportation policy and planning. We examine the costs and benefits of transportation systems, paying special attention to who wins and who loses in transportation finance. Because the politics of transportation finance critically shape both the development and use of transportation systems, we focus substantial attention on the political debates surrounding transportation finance.

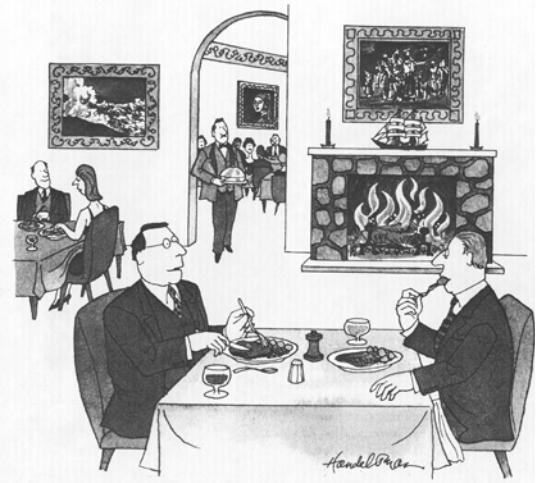


In the eyes of many politicians, interest groups, and their constituents, transportation finance is simply an issue of "give us more money and let us spend it the way we want." Their viewpoint, simple as it may seem, raises many political and economic questions. For example, what share of societal resources should be devoted to transportation? Should users of the transportation system pay their own way, and should they pay for direct or total costs? Is mobility a right? How should policy making and implementation powers be divided among federal, state, regional, county and local jurisdictions? What blend of public and private entities should provide transportation services?

The answers to these questions are played out in policy setting and finance, through federal transportation bills, state policy, and regional and local plans. Compared with land use planning, transportation policy generally occurs at higher levels of government and involves more parties.

By the end of this course you should:

- Know the processes by which transportation infrastructure is funded, and understand the roles of each level of government;
- Understand key economic principles that guide economic analyses of transportation systems;
- Be familiar with the goals and assumptions that underlie debates about transportation finance and policy; and
- Be able to develop well-reasoned oral and written policy positions on matters of current interest in transportation finance and policy.



Course Format and Requirements

This course is comprised of three parts: (1) class lectures at which we expect regular attendance and active participation in class discussions; (2) required (and supplemental) readings; and (3) a writing portion that includes short, critical summaries of the required readings and an optional term paper. Each part is described in more detail below.

Regular Attendance and Participation
Counts for 10% of final grade

The course consists of 20 class sessions that include both lectures and discussions. While the required readings provide an overview of the topics covered in each session, the lectures and discussions will focus on specific questions or a piece of research related to the topic; the readings and lectures, in other words, are complementary. Regular attendance and participation in class is essential for linking the reading and lecture materials.

Required and Supplemental Readings

Careful review of the required readings is an essential part of this course. To keep costs down for students, we have placed as many readings on the course website as copyright laws allow. These readings are marked with a 🌎 on the syllabus. The readings marked with a 🕮 will be available in a course reader from Course Reader Materials at 1133 Westwood Boulevard in Westwood by about December 27th.

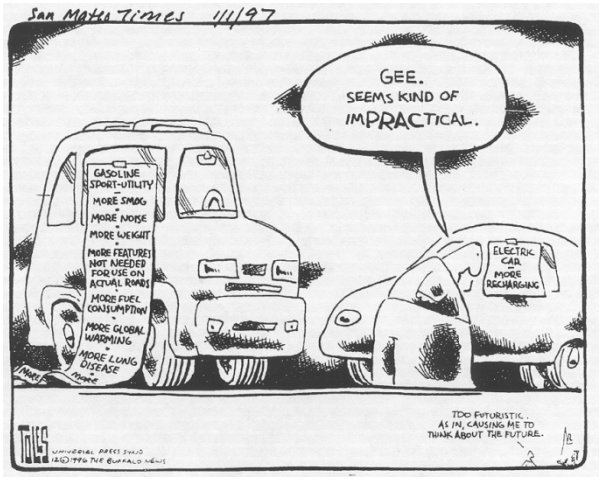
The course website also includes numerous supplemental readings for those interested in exploring a particular topic further. Nearly all of these readings are available online (and are marked with a 🌎 as well).

Analytical Writing

Counts for 90% of final grade; see below for options

The writing portion of the course can be fulfilled in one of two ways: (1) by completing 16 critical summaries of the required readings for a given topic or by completing 8 critical summaries *and* a term paper. Which of the 19 topics for which there are required readings that you choose to review are entirely up to you. The summaries should be 3–4 pages—no longer or shorter—and should summarize the substantive content of the readings and offer comments, criticisms, or insights on their collective content. Planners and policy analysts are frequently asked to synthesize detailed and sometimes technical work clearly and concisely, and critically analyze sometimes contradictory work. Accordingly, the critical summaries are designed to improve your critical writing. One way to think of these summaries is as equivalent to movie reviews; good ones manage to synthesize the principal elements of a film, and offer insightful critical commentary on it. This is what you should endeavor to do with these reviews.

To encourage you to keep up with the reading for this course, you are required to submit the critical summaries before we cover the given topic in class. The summaries must be placed in a tray marked for PP 222/UP 257 papers on Brittany Walker's desk in Public Affairs Building room 3357 by 8:55 am on the day we cover the topic. Papers turned in at 8:56 am or later will be considered late and marked down by a third of a grade.



Finally, the critical summaries should be double-spaced with 1-inch margins and 12-point type. They should also clearly indicate the course topic number being reviewed, include citations with page numbers for direct quotations, and have a complete bibliography (which does not count as part of the 3–4 page requirement).

Writing Portion Option A: 16 Summaries

16 critical summaries account for 90% of final grade (8 carefully reviewed summaries count 10% each, or 80% of final grade and 8 scanned summaries count 10% total)

If you choose to submit 16 critical summaries, we will carefully read and grade 8 of these summaries, each of which will count for 10% of the final grade. The rest we will simply scan and return; these collectively will count for the remaining 10% of the final grade. The 8 graded summaries will be selected at random after they have been submitted.

Writing Portion Option B: 8 Summaries and Term Paper

8 critical summaries account for 45% of final grade (4 carefully reviewed summaries count 10% each, or 40% of final grade and 4 scanned summaries count 5% total) + term paper accounts for 45% of final grade (paper prospectus counts 5% and term paper: 40% of final grade)

While we expect all students to read all of the required materials, you may choose to write 8 critical summaries and prepare a substantial (24–32 page) research paper that explores a transportation economics or finance topic. If you choose this option, we will carefully read and grade 4 of the critical reading summaries, and each of which will count for 10% of the final grade. The rest we will simply read and return; these collectively will count for the remaining 5% of the final grade. As with Option A, the 4 graded summaries will be selected at random.

Students choosing Option B must submit a term paper prospectus to the tray marked for PP 222/UP 257 papers on Brittany Walker's desk in Public Affairs Building room 3357 by 12:00 noon on Thursday, January 13th. This prospectus should include a one-page summary of the policy or planning question to be explored, a proposed outline of the paper, and a preliminary bibliography of sources to be consulted while writing the paper. This prospectus will count for 5% of the final grade, and will be returned with comments and suggestions for the paper.

The final paper is due in hard copy in the tray marked for PP 222/UP 257 papers on Brittany Walker's desk in Public Affairs Building room 3357 by 12:00 noon on Thursday, March 17th. As with the critical summaries, late papers will be penalized one third of a grade. And as with the summaries, the paper should be should be double-spaced with 1-inch margins and 12-point type. The abstract, bibliography, and appendices do not count toward the 24–32 page requirement.

Session Topics and Required Readings

Session 1: Course Introduction and Overview (January 3rd)

Overview of course; discussion of transportation finance and subsidy issues; definitions of key concepts.

- Taylor, Brian D. 2004. "The Geography of Urban Transportation Finance," in *The Geography of Urban Transportation*, Third Edition, Susan Hanson and Genevieve Giuliano, Editors. New York: The Guilford Press. Pages 294–331.

- Taylor, Brian D. 2006. "Putting a Price on Mobility: Cars and Contradictions in Planning," Longer View, *Journal of the American Planning Association*, 72(3): 279–284.

Supplemental Readings

- Brown, Jeffrey, et.al. 1999. "Introduction and Overview," *The Future of California Highway Finance: Detailed Research Findings*. Berkeley, CA: California Policy Research Center. Pages 1–10.

- Deen, Thomas B. 2003. "Policy Versus the Market: Transportation's Battleground," *Transportation Research Record*, No. 1839: 5–22.

Session 2: Overview of Transportation Economics and Policy (January 5th)

How does the transportation system benefit or hurt the economy? Given limited transportation investment dollars, how do we really know the extent to which a transportation project will benefit the economy? What are the fundamental economic concepts we use to analyze the transportation system?

- Lakshmanan T. R. and Lata R. Chatterjee. 2005. "Economic Consequences of Transport Improvements," *Access*, 26: 28–33.

- Dev Bhatta, Saurav and Matthew P. Drennan. 2003. "The Economic Benefits of Public Investment in Transportation," *Journal of Planning Education and Research*, 22(3): 288–296.

🕮 Kain, John F. 1999. “The Urban Transportation Problem: A Reexamination and Update,” in Gómez-Ibáñez, William B. Tye, and Clifford Winston, Editors, *Essays in Transportation Economics and Policy: A Handbook in Honor of John R. Meyer*. Washington, D.C.: Brookings Institution. Pages 359–402.

🌎 Federal Highway Administration. 2009. *American Investment and Recovery Act (AARA) Overview Presentation*. Washington, DC: Federal Highway Administration. 33 slides.

Supplemental Readings

Heilbrun, James and Patrick A. McGuire. 1987. “The Economics of Urban Transportation,” *Urban Economics and Public Policy*, Third Edition. New York: St. Martin’s Press. Pages 173–206.

Small, Kenneth A. and Clifford Winston. 1999. “The Demand for Transportation: Models and Applications,” in Gomez-Ibanez, William B. Tye, and Clifford Winston, Editors, *Essays in Transportation Economics and Policy–A Handbook in Honor of John R. Meyer*. Washington, D.C.: Brookings Institution. Pages 11–55.

Braeutigam, Ronald R. 1999. “Learning about Transport Costs,” in Gomez-Ibanez, William B. Tye, and Clifford Winston, Editors, *Essays in Transportation Economics and Policy–A Handbook in Honor of John R. Meyer*. Washington, D.C.: Brookings Institution. Pages 57–98.

Gomez-Ibanez, Jose A. 1999. “Pricing,” in Gomez-Ibanez, William B. Tye, and Clifford Winston, Editors, *Essays in Transportation Economics and Policy–A Handbook in Honor of John R. Meyer*. Washington, D.C.: Brookings Institution. Pages 99–136.

Heilbrun, James and Patrick A. McGuire. 1987. “Urban Transportation Policy,” *Urban Economics and Public Policy*, Third Edition. New York: St. Martin’s Press. Pages 207–237.

Session 3: Evaluating the Economic Benefits of Transportation Systems (January 10th) Guest lecture by Dr. Michael Manville

How can we systematically balance social and environmental costs of transportation investments in determining project benefits? What does it take to do good analyses and make good decisions? How do we use this information to evaluate the tradeoffs between projects?

🕮 Small, Kenneth A. 1999. “Project Evaluation,” in Gómez-Ibáñez, William B. Tye, and Clifford Winston, Editors, *Essays in Transportation Economics and Policy: A Handbook in Honor of John R. Meyer*. Washington, D.C.: Brookings Institution. Pages 137–177.

🌎 Forkenbrock, David, Jose Gómez-Ibáñez, Ronald Kirby, David Lewis, Michael Meyer, Don Pickrell, Kenneth Small, Brian D. Taylor, and Martin Wachs. 2005. “How Could Benefit-Cost Analysis Be Improved?” in *The Benefits and Costs of Highway and Transit Investments: Highlights of an Expert Panel*, GAO Report GAO-05–423SP. Washington, DC: U.S. Government Accountability Office. Pages 59–72.

🌎 Forkenbrock, David, Jose Gómez-Ibáñez, Ronald Kirby, David Lewis, Michael Meyer, Don Pickrell, Kenneth Small, Brian D. Taylor, and Martin Wachs. 2005. “How Could Benefit-Cost Analysis Be Most Useful in Investment Decisions?” in *The Benefits and Costs of Highway and Transit Investments: Highlights of an Expert Panel*, GAO Report GAO-05–423SP. Washington, DC: U.S. Government Accountability Office. Pages 73–84.

Hill, Mary C., Brian D. Taylor, Asha Weinstein, and Martin Wachs. 2000. “Assessing the Need for Highways,” *Transportation Quarterly*, 54(2): 93–103.

Supplemental Readings

Burkhardt, Jon E. 2004. “Economic Benefits of Coordinating Human Service Transportation and Transit Services,” *Transportation Research Record*, No. 1887: 55–61.

Burress, David and Patricia Oslund. 2004. “Benefit-Cost Analysis of State Highway Program as a Whole: Conceptualizing the Null Alternative,” *Transportation Research Record*, No. 1864: 86–93.

Cambridge Systematics, Inc. and PB Consult and System Metrics Group, Inc. 2005. “Analytical Tools for Asset Management.” *National Cooperative Highway Research Program Report* 545: 1–61.

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Maze, T.H. and Omar Smadi. 2003. “GASB Statement 34 – The On-ramp to Transportation Asset Management, Or a Detour Leading to Business as Usual?” *Transportation Quarterly*, 57(4): 23–29.

Taylor, Brian D. and Libby G. Halperin. 2005. “Overview of Expert Panel and Opening Remarks,” in *The Benefits and Costs of Highway and Transit Investments: Highlights of an Expert Panel*. GAO-05–423SP. Washington, DC: U.S. Government Accountability Office. Pages 19–23.

Weisbrod, Glen and Don Vary and George Treyz. 2003. “Measuring Economic Costs of Urban Traffic Congestion to Business,” *Transportation Research Record*, No. 1839: 98–106.

Session 4, Topic 4: Transportation Investments and Local Economic Development (January 12th)
Guest lecture by Professor Evelyn Blumenberg

Transportation investments are frequently justified as tools for local economic development, though the exact links between transportation systems and economic revitalization are often poorly understood. This session will examine how transportation investments affect land values, stimulate investment, and affect labor mobility.

🌎 Taylor, Brian D. and Kelly Samples. 2002. "Jobs, Jobs, Jobs: Political Perceptions, Economic Reality, and Capital Bias in U.S. Transit Subsidy Policy," *Public Works Management & Policy Journal*, 6(4): 250–263.

🕮 O'Regan, Katherine M. and John M. Quigley. 1999. "Accessibility and Economic Opportunity," in Gómez-Ibáñez, William B. Tye, and Clifford Winston, Editors, *Essays in Transportation Economics and Policy: A Handbook in Honor of John R. Meyer*. Washington, D.C.: Brookings Institution. Pages 437–466.

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🌎 Blumenberg, Evelyn and Michael Manville (2004). "Beyond the Spatial Mismatch: Welfare Recipients and Transportation Policy," *Journal of Planning Literature*, 19(2): 182-205.

Supplemental Readings

🌎 Baird, Brian A. 2005. "Public Infrastructure and Economic Productivity: A Transportation-Focused Review," *Transportation Research Record*, No. 1932: 54–60.

🌎 Boarnet, Marlon G. 1997. "Highways and Economic Productivity: Interpreting Recent Evidence," Journal of Planning Literature, May, 11(4): 476–486.

🌎 Boarnet, Marlon G. and Andrew F. Haughwout. 2000. "Do Highways Matter? Evidence and Policy Implications of Highways' Influence on Metropolitan Development." Center on Urban & Metropolitan Policy. The Brookings Institution. Pages 1–35.

🌎 Erie, Steven, Harold Brackman, and James Rauch. 1996. "International Trade and Job Creation in Southern California: Facilitating Los Angeles/Long Beach Port, Rail and Airport Development," CPS Policy Brief, California Policy Research Center, Berkeley, CA, 8 pages.

🌎 Forkenbrock, D. J. and N. J. S. Foster. 1996. "Highways and Business Location Decisions," Economic Development Quarterly, 10(8): 62–66.

🌎 Hodge, Daniel J., Glen Weisbrod and Arno Hart. 2003. "Do New Highways Attract Businesses?: Case Study for North Country, New York," *Transportation Research Record*, No. 1839: 150–158.

🌎 Kolozsvari, Douglas and Donald Shoup. 2003. "Turning Small Change Into Big Changes," *Access* 23: 2–6.

Loveless, Shirley M. 2006. “Sharing the Wealth: Case studying of Targeting Transportation Funding to Economic Development in Low-Income Communities,” *Transportation Research Record*, No. 1960: 23–31.

Targa, Felipe, Kelly J. Clifton and Hani S. Mahmassani. 2005. “Economic Activity and Transportation *Access*: An Econometric Analysis of Business Spatial Patterns,” *Transportation Research Record*, No. 1932: 61–71.

Weisbrod, Glen. 2000. *Current Practices for Assessing Economic Development Impacts from Transportation Investments: A Synthesis of Highway Practice, National Cooperative Highway Research Program Synthesis* 290. Washington, DC: Transportation Research Board. 75 pages.

No class, Martin Luther King Holiday (January 17th)

Session 5: Economic Restructuring, Free Trade, and Inter-Regional Transportation (January 19th)

Current and future changes in economic production and distribution have enormous implications for transportation. This session will examine the increasing mobility of goods, information, and labor in economic production, emphasizing future demands on the transportation system, new patterns and trends in goods movement, and upcoming changes in production and transportation technologies. We will explore the pressure to better integrate transportation modes, telecommunications, and industrial facilities to cut sourcing, production, and delivery cycle times.

Glaeser, Edward L. and Janet E. Kohlhase. 2003. “Cities, Regions, and the Decline of Transport Costs,” Harvard Institute of Economic Research, Discussion Paper Number 2014. 53 pages.

Hummels, David. 2007. “Transportation Costs and International Trade in the Second Era of Globalization,” *Journal of Economic Perspectives*, 21(3). Pages 131–154.

Chapple, Karen and Carrie Markarewicz. 2010. “Restricting Transportation Infrastructure: Bad Business for California? *Access*, 36: 14-21.

Supplemental Readings

Dimitriou, Harry T. and Oliver Trueb. 2005. “Transportation Megaprojects, Globalization, and Place-Making in Hong Kong and South China,” *Transportation Research Record*, 1924: 59–68.

Gallamore, Robert E. 1999. “Regulation and Innovation: Lessons from the American Railroad Industry,” in Gomez-Ibanez, William B. Tye, and Clifford Winston, Editors, *Essays in Transportation Economics and Policy–A Handbook in Honor of John R. Meyer*. Washington, D.C.: Brookings Institution. Pages 493–530.

Garrison, William L. 1996. “Transportation Improvements, Innovation, and Social and Economic Development.” Berkeley, CA: Institute of Transportation Studies. 11 pages.

Kasarda, John D. 1996. “Transportation Infrastructure for Competitive Success,” *Transportation Quarterly*, 50: 35–50.

🌎 Luberoff, David and Jay Walder. 2000. “U.S. Ports and the Funding of Intermodal Facilities: An Overview of Key Issues,” *Transportation Quarterly*, 55(4): 23–45.

🌎 Morrison, Steven A. and Clifford Winston. 1999. “Regulatory Reform of U.S. Intercity Transportation,” in Gomez-Ibanez, William B. Tye, and Clifford Winston, Editors, *Essays in Transportation Economics and Policy–A Handbook in Honor of John R. Meyer*. Washington, D.C.: Brookings Institution. Pages 469–492.

🌎 Sciara, Gian-Claudia 1999. “The North American Free Trade Agreement: Examining U.S. Transportation Responses,” *Transportation Planning*, XXV(4): 3, 8–9, 11, 13–15, and XXVI(1): 6–9, 15.

No class, Transportation Research Board Conference in Washington, DC (January 24th)

Session 6: The Full Social Costs of Transportation (January 26th)

This session will explore the dispute over the full social costs of the transportation system and the implications for intermodal transportation. Are single-occupant drivers really subsidized? If so, how much and by whom? Why is this such an ideologically heated issue? What would a full social marginal cost pricing system look like and what effects would it likely have on the transportation system?

🌎 Delucchi, Mark. 2000. “Should We Try to Get the Prices Right?” *Access*, 16: 14–21.

🕮 Gómez-Ibáñez, Jose A. 1997. “Estimating Whether Transport Users Pay Their Way: The State of the Art,” in Greene, David L., Donald W. Jones, and Mark A. Delucchi, Editors, *The Full Costs and Benefits of Transportation: Contributions to Theory, Method and Measurement*. Heidelberg, Germany: Springer-Verlag Berlin. Pages 149–172.

🕮 Greene, David L. and Donald W. Jones. 1997. “The Full Costs and Benefits of Transportation: Conceptual and Theoretical Issues,” in Greene, David L., Donald W. Jones, and Mark A. Delucchi, Editors, *The Full Costs and Benefits of Transportation: Contributions to Theory, Method and Measurement*. Heidelberg, Germany: Springer-Verlag Berlin. Pages 1–26.

🌎 Sperling, Daniel, and Ethan Abeles, David Bunch, Andrew Burke, Belinda Chen, Kenneth Kurani and Thomas Turrentine. 2004. “The Price of Regulation,” *Access* 25: 9–18.

Supplemental Readings

🌎 Barnes, Gary and Peter Langworthy. 2004. “Per Mile Costs of Operating Automobiles and Trucks,” *Transportation Research Record*, 1864: 71–85.

🌎 Beshers, Eric W. 1996. “External Costs of Automobile Travel and Appropriate Policy Responses,” *Highway Users Federation*, March 9. Pages 529–549.

Delucchi, Mark A. 1997. “The Annualized Social Cost of Motor-Vehicle Use in the U.S., Based on 1990–1991 Data: Summary of Theory, Data, Methods, and Results,” in Greene, David L., Donald W. Jones, and Mark A. Delucchi, Editors, *The Full Costs and Benefits of Transportation: Contributions to Theory, Method and Measurement*. Heidelberg, Germany: Springer-Verlag Berlin. Pages 27–68.

Krupnick, Alan J., Robert D. Rose, and Carolyn M. Lang. 1997. “Transportation and Air Pollution: The Environmental Damages,” in Greene, David L., Donald W. Jones, and Mark A. Delucchi, Editors, *The Full Costs and Benefits of Transportation: Contributions to Theory, Method and Measurement*. Heidelberg, Germany: Springer-Verlag Berlin. Pages 337–370.

Lakshmanan, T.R., Peter Nijkamp, and Erik Verhoef. 1997. “Full Benefits and Costs of Transportation: Review and Prospects,” in Greene, David L., Donald W. Jones, and Mark A. Delucchi, Editors, *The Full Costs and Benefits of Transportation: Contributions to Theory, Method and Measurement*. Heidelberg, Germany: Springer-Verlag Berlin. Pages 387–406.

Lee, Douglass. 1997. “Uses and Meanings of Full Social Cost Estimates,” in Greene, David L., Donald W. Jones, and Mark A. Delucchi, Editors, *The Full Costs and Benefits of Transportation: Contributions to Theory, Method and Measurement*. Heidelberg, Germany: Springer-Verlag Berlin. Pages 113–148.

🌎 Lee, B. Douglass Jr. 2002. “Fundamentals of Life Cycle Cost Analysis,” *Transportation Research Record*, 1812: 203–210.

🌎 Mackenzie, James J., Roger C. Dower, Donald D.T. Chen. 1992. “The Going Rate: What it Really Costs to Drive,” World Resources Institute, June. Pages 1–29.

Session 7: Induced Demand and Highway Investments (January 31st)

If we build it, will they come? Is investing in new highway capacity largely a waste of time, money, and environmental quality? How can we measure and evaluate the effects of latent, or induced, demand on new transportation investments?

🌎 Cervero, Robert. 2003. “Are Induced-Travel Studies Inducing Bad Investments?” *Access*, 22: 22–27.

🌎 Noland, Robert B. and Lewison L. Lem. 2002. “A Review of the Evidence for Induced Travel and Changes in Transportation and Environmental Policy in the U.S. and U.K.,” *Transportation Research, Part D*, 7: 1–26.

🕮 Pickrell, Don. 2002. “Induced Demand: What Happens When We Expand Capacity?” paper presented at Tackling Traffic Congestion: The Transportation – Land Use – Environment Connection, 13 pages.

Supplemental Readings

🌎 Cervero, Robert. 2003. “Road Expansion, Urban Growth, and Induced Travel,” *Journal of the American Planning Association*, 69(2): 145–163.

🌎 DeCorla-Souza, Patrick. 2000. “Induced Highway Travel: Transportation Policy Implications for Congested Metropolitan Areas,” *Transportation Quarterly*, 54(2): 13–30.

🌎 Hansen, Mark. 1995. “Do New Highways Generate Traffic?” *Access*, 7: 16–22.

🌎 Hansen, Mark, Robert T. Dunphy, Richard G. Dowling, Steven B. Coleman, and Kevin Heanue. 1998. Highway Capacity Expansion and Induced Travel: Evidence and Implications. Transportation Research Circular Number 481. Washington, DC: Transportation Research Board. 46 pages.

Session 8: The Evolution of Highway Finance (February 2nd)

How has the system of highway finance evolved over the years? What philosophies have guided its development? Have things been changing recently? How is this system likely to evolve in the coming years?

- Brown, Jeffrey, et al. 1999. "The Historical Evolution of the Highway Finance System," *The Future of California Highway Finance: Detailed Research Findings*. Berkeley, CA: California Policy Research Center. Pages 18–40.

- Taylor, Brian. 1995. "Public Perceptions, Fiscal Realities, and Freeway Planning: The California Case," *Journal of the American Planning Association*, 61(1): 43–56.

Supplemental Readings

- Agosta, D. Roberto. 2006. "Financing Road Networks in Developing Countries," *Transportation Research Record*, No. 1954: 1–6.

- Lem, Lewison Lee. 1997. "Dividing the Federal Pie," *Access*, 10: 10–14.

- Mazur, George D. 1998. "Federal Highway Funding–All the Basics," *Transportation Quarterly*. Washington, D.C.: Eno Transportation Foundation, Inc. Pages 19–32.

Session 9: Overview of Highway Finance (February 7th)

How is our highway system of highway finance structured? And how does it work in practice? Do we have enough money? Or too much money? We will explore these questions from a variety of perspectives.

- Federal Highway Administration. 2005. *A Summary of Highway Provisions in SAFETEA-LU*. Washington, DC: Federal Highway Administration. 20 pages.

- Breiland, Kendra and Dana Curry. 2007. *California Travels: Financing Our Transportation*. Sacramento: California Legislative Analyst's Office. January. 71 pages.

- National Surface Transportation Infrastructure Financing Commission. 2009. *Paying Our Way: A New Framework for Transportation Finance – Executive Summary*. Washington, DC: National Surface Transportation Infrastructure Financing Commission. Pages 1–16.

Supplemental Readings

- Adams, Matthew, Rachel Hiatt, Mary C. Hill, Ryan Russo, Martin Wachs, and Asha Weinstein. 2001. Financing Transportation in California: Strategies for Change. Research Report UCB-ITS-RR–2001–2. 102 pages.

- Boarnet, Marlon G. 1998. "Road Infrastructure, Economic Productivity, and the Need for Highway Finance Reform," Irvine, CA: Institute of Transportation Studies. 33 pages.

- Bloom, Madeleine S., et.al. 1998. "U.S. Highway Financing: Historical Perspective and National Priorities," *TR News*, 198: 3–7, 43.

🌎 Brown, Jeffrey, et.al. 1999. “Highway Revenues and Expenditures,” The Future of California Highway Finance: Detailed Research Findings. Berkeley, CA: California Policy Research Center. Pages 41–53.

🌎 Dittmar, Hank. 1998. “Is There Really a Funding Crisis?” *TR News*, 198: 11–14.

🌎 Forkenbrock, David J. 2006. “Financing Local Roads: Current Problems and New Paradigm,” *Transportation Research Record*, No. 1960: 8–14.

🌎 Francois, Francis B. 1998. “Future Funding Needs,” *TR News*, 198: 8–10.

🌎 Giglio, Joseph M. and William D. Ankner. 1998. “Public-Private Partnerships: Brave New World,” *TR News*, 198: 28–33.

🌎 Giglio, Joseph M. and Jon Williams. 1998. “Strategic Alternatives For Financing the Highway System,” *TR News*, 198: 34–37.

🌎 Grote, Bryan and David Seltzer. 1998. “Budget Scoring, Highway Projects and Innovative Finance—How the Tail Wags the Dog,” *TR News*, 198: 15–25.

🌎 Kreuttzen, Walter and Miriam A. Roskin. 1998. “Direct Federal Credit to Help Finance Major Transportation Projects,” *TR News*, 198: 26–27.

🌎 Levinson, David and Bhanu Yerra. 2002. “Highway Costs and Efficient Mix of State and Local Funds,” *Transportation Research Record*, 1812: 27–34.

🌎 Taylor, Brian D., Asha Weinstein, and Martin Wachs. 2001. “Reforming Highway Finance: California’s Policy Options,” in California Policy Options 2001, Daniel J.B. Mitchell and Patricia Nomura, editors. Los Angeles: UCLA Anderson Business Forecast and School of Public Policy and Social Research. Pages 119–146.

🌎 Transportation Research Board. 1998. “Financing the Highway System,” *TR News*, 198: 2.

Session 10, Topic 10: Heavy Vehicles, Road Wear, and Highway Finance (February 9th)

What costs do heavy vehicles impose street and highway systems, and who pays for these costs? We will explore long debated issue of heavy vehicle road damage and taxation from both an economic and political perspective.

🌎 Forkenbrock, David J. 2001. "Comparison of External Costs of Rail and Truck Freight Transportation," *Transportation Research,* Part A, 35A(4): 321–337.

🕮 Small, Kenneth Clifford Winston and Carol A. Evans. 1989. “Pavement Wear and Road Durability,” in *Road Work: A New Highway and Pricing Investment Policy*. Washington, DC: The Brookings Institution. Pages 37–68.

Supplemental Readings

🌎 Department of Transportation Federal Highway Administration. 1997. 1997 Federal Highway Cost Allocation Study Final Report. Executive Summary, Pages 1–13.

🌎 Forkenbrock, David J. 1999. "External Costs of Intercity Truck Freight Transportation." Transportation Research, Part A, 33A(7/8): 505–526.

🌎 Forkenbrock, David J. 1998. “External Costs of Truck & Rail-Freight Transportation,” Public Policy Center, University of Iowa. 55 pages.

🌎 Montufar, Jeannette and Alan Clayton. 1998. “Truck Size and Weight Policy in the Midcontinent Corridor,” *Transportation Quarterly*. Washington, D.C.: Eno Transportation Foundation, 52(3): 69–78.

🌎 Morris, Joseph R. 1997. “Paying Our Way–Estimating Marginal Social Costs of Freight Transportation–New TRB Report,” *TR News* 189: 24–25.

🌎 Ozbay, Kaan, Dima Jawad, and Neville A. Parker, and Sajjad Hussain. 2004. “Life-Cycle Cost Analysis: State of the Practice Versus State of the Art,” *Transportation Research Record*, 1864: 62–70.

Session 11: Road Pricing (February 14th)

This session explores the concepts, problems, prospects, and politics of applying principles of marginal cost pricing to congestion on streets and highways. Just what is this idea widely embraced by transportation economists and why is it so unpopular with elected officials?

🌎 Small, Ken. 2001. “The Value of Value Pricing,” *Access*, 18: 23–27.

🕮 Downs, Anthony. 2004. “Peak Hour and Other Road Pricing,” *Still Stuck in Traffic: Coping with Peak-Hour Traffic Congestion*. Washington, D.C.: The Brookings Institution. Pages 152–179.

🌎 Sullivan C. Edward. 2002. “State Route 91 Value-Priced Express Lanes: Updated Observations,” *Transportation Research Record*, No. 1812: 37–42.

🌎 King, David, Michael Manville, and Donald Shoup. 2007. “For Whom the Road Tolls: The Politics of Congestion Pricing,” *Access*, 31: 2–7.

Supplemental Readings

Anderson, David and Herbert Mohring 1997. “Congestion Cost and Congestion Pricing,” in Greene, David L., Donald W. Jones, and Mark A. Delucchi, Editors, *The Full Costs and Benefits of Transportation: Contributions to Theory, Method and Measurement*. Heidelberg, Germany: Springer-Verlag Berlin. Pages 315–336.

🌎 Burris, Mark W. And Bill R. Stockton. 2004. “HOT Lanes in Houston – Six Years of Experience,” Journal of Public Transportation, 7(3): 1–21.

🌎 DeCorla-Souza, Patrick. 2000. “Making Pricing of Currently Free Highway Lanes Acceptable to the Public,” *Transportation Quarterly*, 54(3): 17–20.

🌎 DeCorla-Souza, Patrick. 2002. “Estimating Benefits from Mileage-Based Vehicle Insurance, Taxes and Fees,” *Transportation Research Record*, No. 1812: 171–178.

🌎 DeCorla-Souza, Patrick. 2002. “The Long-Term Value of Value Pricing in Metropolitan Areas,” *Transportation Quarterly*, 56(3): 19–31.

DeCorla- Souza, Patrick. 2005. “Trade-Off for Road Pricing Between Transportation Performance and Financial Feasibility,” *Transportation Research Record*, No. 1932: 23–32.

Gomez-Ibanez, Jose A. 1999. “Pricing,” in Gomez-Ibanez, William B. Tye, and Clifford Winston, Editors, *Essays in Transportation Economics and Policy–A Handbook in Honor of John R. Meyer*. Washington, D.C.: Brookings Institution. Pages 99–136.

Kalmanje, Sukumar and Kara M. Kockelman. 2004. “Credit-Based Congestion Pricing: Travel, Land Value, and Welfare Impacts,” *Transportation Research Record*, 1864: 45–53.

Mohring, Herbert 1999. “Congestion,” in Gomez-Ibanez, William B. Tye, and Clifford Winston, Editors, *Essays in Transportation Economics and Policy–A Handbook in Honor of John R. Meyer*. Washington, D.C.: Brookings Institution. Pages 181–222.

Supernak, Janusz and Christine Kaschade and Duane Steffey. 2003. “Dynamic Value on I–15 in San Diego: Impact on Travel Time and Its Reliability,” *Transportation Research Record*, No. 1839: 45–54.

Session 12: User Fees versus Taxes in Highway Finance (February 16th)

Do we finance highways with fees or taxes? How have perceptions of this question changed over time? Is the motor fuels tax out of gas? Are there new approaches to financing our highway system on the horizon?

Hill, Mary, Brian Taylor, and Martin Wachs. 1999. “The *Access* Almanac: Gas Tax Dilemma,” *Access,* 14: 41.

Parry, Ian W.H., and Kenneth A. Small. 2005. "Does Britain or The United States Have the Right Gasoline Tax?" *American Economic Review*, 95: 1276–1289.

Sorensen, A. Paul. 2006. “Cheaper Gas and More Expensive Shoes: California’s Transportation Finance Reform Proposal,” *Transportation Research Record,* 1960: 1–7.

Supplemental Readings

Ang-Olson, Jeffrey, Martin Wachs, and Brian D. Taylor 2000. “Variable-Rate State Gasoline Taxes,” *Transportation Quarterly*, 54(1): 55–68.

Brown, Jeffrey. 2001. “Reconsider the Gas Tax: Paying for What You Get,” *Access*, 19: 10–15.

Chernick, Howard and Andrew Reschovsky. 1997. "Who Pays the Gasoline Tax?" *National Tax Journal*, June, 233–259.

Farkas, Z. Andrew. 2000. “Variable-Rate Gasoline Taxes Revisited,” *Transportation Quarterly*. 54(3): 21–24.

Gillen, David 1997. “Efficient Use and Provision of Transportation Infrastructure with Imperfect Pricing: Second Best Rules,” in Greene, David L., Donald W. Jones, and Mark A. Delucchi, Editors, *The Full Costs and Benefits of Transportation: Contributions to Theory, Method and Measurement*. Heidelberg, Germany: Springer-Verlag Berlin. Pages 193–218.

Goldman, Todd and Martin Wachs. 2003. “A Quiet Revolution in Transportation Finance: The Rise of Local Option Transportation Taxes,” *Transportation Quarterly*, 57(1): 19–32.

Kulash, Damian J. 2001. “Transportation User Fees in the United States,” *Transportation Quarterly*, 55(3): 33–49.

Puentes, Robert and Ryan Prince. 2003. *Fueling Transportation Finance: A Primer on the Gas Tax*. Brookings Center on Urban and Metropolitan Policy Transportation Reform Series. Washington, DC: The Brookings Institution. 19 pages.

Taylor, Brian D., Martin Wachs, Bill McCullough, Eric Morris, Alexandra Evans, Megan Smirti, Michael Gougherty, and Paul Sorensen. 2006. *Transportation Pricing and Finance Options: Handbook for California Decision-makers*. Los Angeles: UCLA Institute of Transportation Studies. 40 pages.

Wachs, Martin. 2003. *A Dozen Reasons for Raising Gasoline Taxes*, UCB-ITS-RR–2003–1, 2003. 11 pages.

Wachs, Martin. 2003. “Local Option Transportation Taxes: Devolution as Revolution,” *Access* 22: 9–15.

No class, Presidents Day (February 21st)

Session 13: New Directions in Highway Pricing and Tolling (February 23rd)

Will pricing ever catch on? Or are the technical and political obstacles simply too great? Or, are we headed away from a user-finance philosophy? This topic examines the latest developments in new ways of pricing and funding transportation systems.

Boarnet, Marlon G. and Joseph F. DiMento. 2004. “The Private Sector's Role in Highway Finance: Lessons from SR 91,” *Access* 25:26–31.

Forkenbrock, David J. 2004. “Mileage-Based Road User Charge Concept,” *Transportation Research Record*, No. 1864: 1–8.

Sorensen, Paul and Brian Taylor. 2005. “Paying for Roads: New Technology for an Old Dilemma,” *Access* 26: 2–9.

Supplemental Readings

DeCorla-Souza, Patrick. 2002. “Estimating the Benefits from Mileage-Based Vehicle Insurance, Taxes, and Fees,” *Transportation Research Record*, 1812: 171–178.

Rufolo, Anthony M. and Robert L. Bertini. 2003. “Designing Alternatives to State Motor Fuel Taxes,” *Transportation Quarterly*, 57(1): 33–46.

Sorensen, Paul A. and Brian D. Taylor. 2005. *Review and Synthesis of Road-Use Metering and Charging Systems, commissioned by the Transportation Research Board Committee for the Study of the Long-Term Viability of Fuel Taxes for Transportation Finance*. Washington, DC: The National Academies Press. 150 pages.

Sorensen, Paul A. and Brian D. Taylor. 2006. “Innovations in Road Finance: Examining the Growth in Electronic Tolling,” *Public Works Management & Policy*, 11(2): 110–125.

Session 14: Overview of Public Transit Economics and Finance (February 28th)

Why is public transit so heavily subsidized? Why does the financial health of the industry seem to grow worse each year? Why are market share and peaking such problems in public transit? What are the prospects for the future?

- Brown, Jeffrey. 2005. “Paying for Transit in an Era of Federal Policy Change,” *Journal of Public Transportation*, 8(3): 1–32.

- Hess, Daniel Baldwin and Peter A. Lombardi. 2005. “Governmental Subsidies for Public Transit: History, Current Issues, and Recent Evidence,” *Public Works Management & Policy*, 10(2): 138–156.

- Taylor, Brian D., Mark Garrett, and Hiroyuki Iseki. 2000. “Measuring Cost Variability in the Provision of Transit Service,” *Transportation Research Record*, 1735: 101–112.

Supplemental Readings

Jones, David W. 1985. “The Case for Transit Subsidies,” in *Urban Public Transit: An Economic and Political History*. Englewood Cliffs, New Jersey: Prentice Hall, Inc. Pages 109–113.

Jones, David 1985. "The Politics of Federal Subsidy," *Urban Transit Policy: An Economic and Political History*. Englewood Cliffs, NJ: Prentice-Hall. Pages 114–131.

Jones, David 1985. "The Administration of the Federal Aid Program," *Urban Transit Policy: An Economic and Political History*. Englewood Cliffs, NJ: Prentice-Hall. Pages 132–147.

Jones, David 1985. "The Performance of the Federal Aid Program," *Urban Transit Policy: An Economic and Political History*. Englewood Cliffs, NJ: Prentice-Hall. Pages 148–156.

Kirby, Ronald F. 1992. "Financing Public Transportation," in Public Transportation, Second Edition, George E. Gray and Lester A. Hoel, Editors. Englewood Cliffs: Prentice-Hall. Pages 445–460.

- Pickrell, Don H. 1988. “Federal Operating Assistance for Urban Mass Transit: Assessing a Decade of Experience,” *Transportation Research Record* 1078. Washington, D.C.: Transportation Research Board. Pages 1–9.

Winston, Clifford, and Chad Shirley 1998. “Introduction and Overview,” *Alternate Route Toward Efficient Urban Transportation*. Washington, D.C.: Brookings Institution Press. Pages 1–20.

Winston, Clifford, and Chad Shirley 1998. “The Urban Transit Operating and Institutional Environment,” *Alternate Route Toward Efficient Urban Transportation*. Washington, D.C.: Brookings Institution Press. Pages 21–28.

Session 15: Public Transit Economics and Finance: Policy Critiques (March 2nd)

In this session, we turn to some case studies of states and region support public transit systems and the influence of this support on the deployment and performance of transit.

Gómez-Ibáñez, Jose A. 1996. “Big-City Transit Ridership, Deficits, and Politics: Avoiding Reality in Boston,” *Journal of American Planning Association*, 62(1): 30–50.

Parry, Ian W. H., and Kenneth A. Small. 2007. “Should Urban Transit Subsidies be Reduced?” Resources for the Future, Discussion Paper Number 07-3. Pages 1–26.

Wachs, Martin 1989. "U.S. Transit Subsidy Policy: In Need of Reform," *Science*, 244: 1545–1549.

Winston, Clifford, and Vikram Maheshi. 2006. On the Social Desirability of Urban Rail Transit Systems. *Journal of Urban Economics,* 62(2): 362–382.

Supplemental Readings

Aschauer, David Alan 1991. “Transportation Spending and Economic Growth: The Effects of Transit and Highway Expenditures,” Prepared for American Public Transit Association. 17 pages.

Camph, Donald H. 1997. “Dollars and Sense–The Economic Case for Public Transportation in America,” Pages 1–95.

Hess, Daniel Baldwin, Brian D. Taylor, and Allison Yoh. 2006. “Light-Rail-Lite or Cost-Effective Improvements to Bus Service? Evaluating Costs of Implementing Bus Rapid Transit,” *Transportation Research Record*, 1927: 22–30.

Levine, Jonathan, et.al. 1998. “Public Choice in Transit Organization and Finance: The Structure of Support.” Paper presented at ACSP 1998 Conference. Pasadena, CA. 21 pages.

Li, Jianling and Brian D. Taylor. 1998. “Outlay Rates and the Politics of Capital versus Operating Subsidies in Federal Transit Finance,” *Transportation Research Record*, 1618: 78–86.

Rosenbloom, Sandra 1985. "The Taxi in the Urban Transportation System,” in *Urban Transit: The Private Challenge to Public Transportation*, Charles A. Lave, Editor. Cambridge: Ballinger. Pages 181–213.

Semmens, John. 1998. A Critique of ‘Dollars and Sense’: The Economic Case for Public Transportation in America,” Policy Study 243. Los Angeles: Reason Foundation.

Winston, Clifford, and Chad Shirley 1998. “Sources of Inefficiencies,” *Alternate Route Toward Efficient Urban Transportation*. Washington, D.C.: Brookings Institution Press. Pages 68–88.

Sousa, Paul and Miller J. Eric. 2005. “Performance-Driven Transit Funding Model,” *Transportation Research Record*, No. 1927: 73–81.

Taylor, Brian. 1995. "Program Performance versus System Performance: An Explanation for the Ineffectiveness of Performance-based Transit Subsidy Programs," *Transportation Research Record*: Public Transit, 1496: 43–51.

Session 16: Private Sector Public Transit (March 7th)

Planners often forget that an enormous part of the urban public transit system is privately owned and operated. In this session we will look at the private provision of public transit and explore some the controversies surrounding calls to privatize more public transit services.

🌎 Morris, Eric. 2006. "How Privatization Became a Train Wreck," *Access* 28: 18–25.

🕮 Sclar, Elliott D. 2000. "The Urge to Privatize: From the Bureaucratic State to the Contract State," *You Don't Always Get What You Pay For: The Economics of Privatization*. Ithaca: Cornell University Press. Pages 1–19.

🕮 Sclar, Elliott D. 2000. "All in the System: Organizational Theories and Public Contracting," *You Don't Always Get What You Pay For: The Economics of Privatization*. Ithaca: Cornell University Press. Pages 94–129.

🌎 Taylor, Brian D. 2003. "Review of *You Don't Always Get What You Pay For: The Economics of Privatization* by Elliott D. Sclar," *Journal of Planning Education and Research*, 22(3): 315–317.

🕮 Winston, Clifford, and Chad Shirley 1998. "An Alternative Route: Privatization," *Alternate Route Toward Efficient Urban Transportation*. Washington, D.C.: Brookings Institution Press. Pages 89–106.

Supplemental Reading

🌎 Iseki Hiroyuki, Amy Ford and Rachel J. Factor. 2005. "Contracting Practice in Fixed-Route Transit Service: Case Studies in California," *Transportation Research Record*, No. 1927: 82–91.

🌎 Kim, Songju and Martin Wachs. 2006. "Transit and Contracts: What's Best for Drivers?," *Access* 28:26–31.

🌎 McCullough, William S., Brian D. Taylor, and Martin Wachs. 1997. "Does Contracting Transit Service Save Money?" *Access*, 11: 22–26.

🌎 McCullough, William S., Brian D. Taylor, and Martin Wachs. 1998. "Transit Service Contracting and Cost Efficiency," *Transportation Research Record*, 1618: 69–77.

🌎 Menzies, Thomas R., Jr. et al. 2001. Contracting for Bus and Demand-Responsive Transit Services: A Survey of U.S. Practice and Experience. Transportation Research Board Special Report 258. Washington, DC: National Academy Press. 210 pages.

Winston, Clifford, and Chad Shirley 1998. "Travelers' Preferences for Urban Transportation," *Alternate Route Toward Efficient Urban Transportation*. Washington, D.C.: Brookings Institution Press. Pages 29–47.

Winston, Clifford, and Chad Shirley 1998. "The Economic Effects of Net-Benefit Maximization," *Alternate Route Toward Efficient Urban Transportation*. Washington, D.C.: Brookings Institution Press. Pages 48–67.

Winston, Clifford, and Chad Shirley 1998. "Conclusion," *Alternate Route Toward Efficient Urban Transportation*. Washington, D.C.: Brookings Institution Press. Pages 107–108.

Session 17: Fare Policy in Public Transit (March 9th)

How can transit fares minimize or exacerbate problems of transit finance? Why are simple, flat fare structures likely to hurt poor people? What new fare structures and technologies are likely to help transit systems in the future? Why is public transit gradually evolving into a social service for the poor and others without access to motor vehicles? Why are social equity concerns of increasing importance in transit finance?

- Litman, Todd. 2004. “Transit Price Elasticities and Cross-Elasticities,” *Journal of Public Transportation*, 7(2): 37–58.

- Small, Kenneth A. 2005. “Unnoticed Lessons from London: Road Pricing and Public Transit,” *Access* 26: 10–15.

- Nuworsoo, Cornelius. 2005. “Discounting Transit Passes,” *Access* 26: 22–27.

- Brown, Jeffrey and Daniel Baldwin Hess, and Donald Shoup. 2003. “Fare-Free Public Transit at Universities: An Evaluation,” *Journal of Planning Education and Research,* 23(1): 69–82.

Supplemental Reading

- American Public Transit Association 1991. “Effects of Fare Changes on Bus Ridership.” Washington, D.C.: APTA.

- Cervero, Robert. 1990. "Transit Pricing Research: A Review and Synthesis," Transportation, 17(2): 117–140.

- Cervero, Robert and Martin Wachs 1982. "An Answer to the Transit Crisis: The Case for Distance Based Fares," Journal of Contemporary Studies, 5(2): 59–70.

- Fleishman, Daniel, Nicola Shaw, Ashok Joshi, Richard Freeze, and Richard Oram 1996. “Fare Policies, Structures, and Technologies,” TCRP Report 10, Transportation Research Board, Washington, D.C. Pages 1–181.

- Hess, Daniel Baldwin, Jeffrey Brown, and Donald Shoup. 2004. “Waiting for the Bus,” Journal of Public Transportation, 7(4): 67–84.

Session 18: Equity in Public Transportation Finance (March 14th from 8:30 am to 9:40 am—note special time)

In this session, we will turn our exploration of equity in transportation finance specifically to the question of public transit systems in cities.

- Garrett, Mark and Brian Taylor 1999. “Reconsidering Social Equity in Public Transit,” *Berkeley Planning Journal*, 13: 6–27.

- Giuliano, Genevieve. 2005. “Low Income, Public Transit, and Mobility,” *Transportation Research Record,* 1927: 63–70.

- 🕮 Garcia, Robert and Thomas A. Rubin. 2004. “Crossroad Blues: The MTA Consent Decree and Just Transportation,” in *Running on Empty: Transport, Social Exclusion, and Environmental Justice*, Karen Lucas, Editor. Bristol, UK: The Policy Press. Pages 221–256.

Supplemental Readings

- Brown, Jeffrey 1998. “Race, Gender, and Public Transportation Planning: Lessons from the Bus Riders Union Lawsuit,” *Critical Planning*, 5: 3–20.

Cameron, Michael 1997. “Transportation Efficiency and Equity in Southern California: Are They Compatible?” Just Transportation, Bullard, Robert D. and Glenn S. Johnson, Editors. Stony Creek, CT: New Society Publishers. Pages 53–67.

- Fruin, Geoffrey and P.S. Sriraj. 2005. “Approach of Environmental Justice to Evaluate the Equitable Distribution of a Transit Capital Improvement Program,” *Transportation Research Record*, No. 1924: 139–152.

- Pucher, John 1981. "Equity in Transit Finance: Distribution of Transit Subsidy Benefits and Costs Among Income Classes," *Journal of the American Planning Association*, 35(4): 542–556.

- Pucher, John 1982. “Discrimination in Mass Transit,” *Journal of the American Planning Association* 48(3), Pages 315–326.

- Siegel, Kevin L. 1997. “Discrimination in the Funding of Mass Transit Systems,” West-Northwest 4(1): 107–128.

- Taylor, Brian. 1991. "Unjust Equity: An Examination of California's Transportation Development Act," *Transportation Research Record*, 1297: 85–92.

Session 19: My Fair Share: Confounding Notions of Equity in Transportation Finance (March 14th from 9:45 am to 10:55 am—note special time)

The complex structure of transportation system finance has evolved to respond to the concerns of a wide array of interests and places. The funding of transportation systems and projects, therefore, does not necessarily relate to the expected economic benefits from investments. This session will explore the geo-politics of the current system of transportation finance. In this context we will examine the apportionment debate and how transportation funds get distributed from one level of government to another.

- Blumenberg, Evelyn. 2003. “Transportation Costs and Economic Opportunity Among the Poor,” *Access* 23: 40–41.

- Taylor, Brian D. and Alexandra T. Norton. 2009. “Paying for Transportation: What’s a Fair Price?” *Journal of Planning Literature,* 24(1): 22-36.

- Schweitzer, Lisa and Brian D. Taylor. 2010. “Just Road Pricing,” *Access*, 36: 2-7.

- Wachs, Martin. 2003. *Improving Efficiency and Equity in Transportation Finance*. Brookings Center on Urban and Metropolitan Policy Transportation Reform Series. Washington, DC: The Brookings Institution. 19 pages.

Supplemental Readings

Bullard, Robert D. and Glenn S. Johnson 1997. “Just Transportation,” *Just Transportation*, Bullard, Robert D. and Glenn S. Johnson, Editors. Stony Creek, CT: New Society Publishers. Pages 7–21.

Bullard, Robert D. and Glenn S. Johnson, Editors 1997. “Epilogue,” *Just Transportation*. Stony Creek, CT: New Society Publishers. Pages 173–177.

Chalermpong, Saksith. 2004. “Empirical Study of Economic Spillovers of Interstate 105 in Los Angeles County,” *Transportation Research Record*, No. 1864: 94–102.

Clifton, Kelly and Karen Lucas. 2004. “Examining the Empirical Evidence of Transportation Inequality in the U.S. and the U.K.,” in *Running on Empty: Transport, Social Exclusion, and Environmental Justice*, Karen Lucas, Editor. Bristol, UK: The Policy Press. Pages 15–36.

Dill, Jennifer, Todd Goldman, and Martin Wachs. 1998. *The Incidence of the California Vehicle License Fee,* UCB-ITS-RR–98–9. Berkeley: Institute of Transportation Studies. 28 pages.

Giuliano, Genevieve 1994. “Equity and Fairness Considerations of Congestion Pricing,” in *Curbing Gridlock. Peak-Revised Fees to Relieve Congestion: Volume 2*, Special Report 242. Washington, D.C.: Transportation Research Board. Pages 250–279.

Hodge, David C. 1995. “My Fair Share: Equity Issues in Urban Transportation,” *The Geography of Urban Transportation*, 2nd Edition, Susan Hanson, editor. New York: Guilford Press. Pages 359–375.

Lee, Bill Lann 1997. “Civil Rights and Legal Remedies: A Plan of Action,” Just Transportation, Bullard, Robert D. and Glenn S. Johnson, Editors. Stony Creek, CT: New Society Publishers. Pages 156–172.

Levinson, David. 2002. “Identifying Winners and Losers in Transportation,” *Transportation Research Record*, 1812: 179–185.

Santos, Georgina and Tom Catchesides. 2005. “Distributional Consequences of Gasoline Taxation in the United Kingdom,” *Transportation Research Record*, No. 1924: 103–117.

Taylor, Brian D. 2010. “How Fair is Road Pricing? Evaluating Equity in Transportation Pricing and Finance,” National Transportation Policy Project, Bipartisan Policy Center. Washington, DC: BiPartisan Policy Center. 45 pages.

Weinstein, Asha and Gian-Claudia Sciara. 2006. “Unraveling Equity in HOT Lane Planning: A View from Practice,” Journal of Planning Education and Research, 26(2): 174–184.

Session 20: Concluding Thoughts, Discussion, and Course Evaluations (March 14th from 11:00 am to 12:00 pm—note special time)

No reading.

School of Environmental Design
TEMPLE UNIVERSITY

Department of Community and Regional Planning, Fall 2013

CRP 3655 / 8655: Introduction to Transportation Planning (3 credit hours)

Day / Time: Thursday, 7:40 p.m. to 10:10 p.m.
Classroom: Learning Center, Room #301 (Ambler Campus)
Professor: Bradley J. Flamm
Email: bflamm@temple.edu
Office: #208 West Hall
Telephone: 267-468-8305
Office hours: Tuesdays 1:30 to 3:00 pm and Thursdays 3:30 to 5:00 pm, and by appointment, telephone call, or Skype video call at other times.

Course Description and Learning Objectives

This course presents an overview of the history and current practices of transportation planning and policy-making in the United States. It explores the relationships between planners and engineers, decision-makers and the public, urban form and modal choice, accessibility and mobility, and regional and local travel demand. The impacts of a wide range of issues that affect transportation planning processes—including social equity, new technologies, land use planning, regional population change, and environmental and economic sustainability—are considered.

This course is designed for both undergraduates and graduate students and the topics covered will be the same throughout the semester. Assignments for undergraduate and graduate students will sometimes differ in approach, length, and complexity.

Upon successful completion of this course, students will:

1. Understand the history and evolution of transportation systems, policy and planning in the United States from the 1800s to the present.
2. Understand the social, political, technological, and economic contexts of transportation planning systems in the United States.
3. Know the methods and processes involved in planning transportation infrastructure improvements and in setting policies for managing multi-modal transportation systems.
4. Have explored the relationship of transportation systems to urban form and the impacts of transportation and urban form on mobility, accessibility, travel demand, and modal choices.
5. Be able to thoughtfully analyze key issues in transportation policy and planning, including sustainability, funding systems, public participation, and environmental, equity, community, and economic impacts.

Class Structure

Class session will typically include a lecture, discussion of readings, and small group exercises. Students are expected to have completed reading assignments prior to each class and to be prepared to ask questions and actively contribute to classroom discussions.

Assignments and Grading

Midterm exam	15% -	October 3, 2013
Planning agency meeting writeup	20% -	October 10, 2013
Group Project	30% -	September 19, 2013: Proposal due October 17, 2103: Progress report due Nov 7, 14 and 21, 2013: Presentations November 26, 2013: Paper due
Final exam	20% -	December 12, 2013
Reading writeups	10% -	Weeks 2 through 13
Participation	5% -	Weeks 1 through 14

Text and Readings

There is one required textbook for the course:

Susan Hanson and Genevieve Giuliano (editors), 2004, *The Geography of Urban Transportation*, 3rd edition, The Guilford Press, ISBN: 1593850557

The course will also rely extensively on journal articles and book chapters. Most will be made available online via Blackboard or Temple University's Library E-Reserve system.

Each week, all students will read one or two book chapters and articles. In weeks 2 through 13, there are additional reading assignments for graduate students.

Blackboard

This course will make extensive use of the Blackboard Learning System. The syllabus, additional readings, and course announcements will be posted as needed. Students are expected to check the course Blackboard site regularly. Note that because Blackboard *only* accepts temple.edu e-mail addresses, all class e-mail correspondence must be through a temple.edu e-mail address.

Academic Integrity

You will be expected to do your own work for all problem sets, the midterm exam, and other assignments. Plagiarism will be penalized with a grade of 0 for the assignment. Of course, we all learn from, build on, and reflect in our work the ideas of others, so we will discuss how to properly cite articles, books, web sites, and other sources and how to avoid plagiarism (see the web page at http://guides.temple.edu/content.php?pid=204288&sid=1731697 and at the links from that page).

Accessibility / Disability / Religious Observance

Any student who has a need for accommodation based on the impact of a disability should contact me privately to discuss the specific situation as soon as possible. Contact

Disability Resources and Services by phone at 267-468-8200 (TTY: 267-468-8262) or in person at 109 West Hall to coordinate reasonable accommodations for students with documented disabilities. See the web site of the Temple office of Disability Resources and Services at http://www.temple.edu/disability/ for more information.

Students who anticipate an absence due to a scheduled religious observance should contact me to make arrangements for keeping up with the course material.

Statement on Academic Freedom

Freedom to teach and freedom to learn are inseparable facets of Academic freedom. The University has adopted a policy on Student and Faculty Academic Rights and Responsibilities (Policy #03.70.02) which can be accessed through the following link: http://policies.temple.edu/getdoc.asp?policy_no=03.70.02.

Course Schedule

Date	Topics	Readings	Assignments and exams
Week 1: Aug 29	Introduction to Transportation Planning: Concepts, topics, and vocabulary	• Hanson & Giuliano, Ch 1 (The Context of Urban Travel: Concepts and Recent Trends) • APA Transportation Planning Division, *State of Transportation Planning 2010* Recommended: Chapters 1 and 2 (Introduction and Transport Planning) of Button & Hensher (editors), *Handbook of Transport Systems and Traffic Control*, 2001 Pergamon.	
Week 2: Sept 5	Travel Patterns and Travel Behavior	• Hanson & Giuliano, Ch 2 (City Interactions: The Dynamics of Passenger and Freight Flows) • Anthony Downs, *Still Stuck in Traffic*, Chs 1-4 **Grads**: Crane, *Is there a quiet revolution in women's travel? Revisiting the Gender Gap in Commuting*, JAPA 73(3): 298-316.[i] Recommended: Chapter 1 (Understanding Auto Motives) of Lucas, Blumenberg & Weinberger, *Auto Motives: Understanding Car Use Behaviors*, 2011, Emerald.	Reading writeup #1

Date	Topics	Readings	Assignments and exams
Week 3: Sept 12	Transportation Planning Processes in the US and the role of Public Participation *Guest: Robert Thomas, Campbell Thomas & Co.*	• Hanson & Giuliano, Ch 6 (Reflections on the Planning Process) • Dyble, 2012, *The Defeat of the Golden Gate Authority: Regional Planning and Local Power*, Access 40(Spring 2012): 16-22. • Arnstein, 1969, *A Ladder of Citizen Participation*, JAPA 35(4):216- 224. • DVRPC, *A Citizen's Guide to the Regional Planning Process* **Grads**: Laurian & Shaw, 2009, *Evaluation of Public Participation: The Practices of Certified Planners*, JPER 28(3): 293-309. Recommended: Risner & Bergan, 2012, *The Effect of Participation Messages on Citizens' Policy Support*, Journal of Public Transportation 15(2): 137-156. Chapter 7 of Schiller, Bruun & Kenworthy, *An Introduction to Sustainable Transportation: Policy, Planning and Implementation*, 2010 Earthscan.	Reading writeup #2
Week 4: Sept 19	Travel Modes: From Walking to High Speed Rail	• Hanson & Giuliano, Ch 3 (Transportation and Urban Form) • Hanson & Giuliano, Ch 8 (Public Transportation) **Grads**: Brown, et al., 2009, *Planning for Cars in Cities: Planners, Engineers, and Freeways in the 20th Century*, JAPA 75(2): 161-177. Recommended: Chapter 10 (When the Going Was Good: Travel in America) of **Made in America: An Informal History of the English Language in the United States** by Bill Bryson (2001, Harper Perennial)	Reading writeup #3 Group project proposal due
Week 5: Sept 26	Travel Demand Modeling *Guest: TU CRP Adjunct Professor Michael Carroll*	• Hanson & Giuliano, Ch 5 (The Urban Transportation Planning Process) • Cervero, 2006, *Alternative Approaches to Modeling the Travel-Demand Impacts of Smart Growth*, JAPA 72(3): 285-295. • Jain and Lyons, 2008, *The gift of travel time*, Journal of Transport Geography 16(2): 81-89. **Grads**: Wang and vom Hofe, 2008, *Chapter 7 (Transportation Analysis)* from Research Methods in Urban and Regional Planning	Reading writeup #4

Date	Topics	Readings	Assignments and exams
Week 6: Oct 3	Transportation, Land Use, and Economic Development, Transportation Finance	• Hanson & Giuliano, Ch 9 (Land Use Impacts of Transportation Investments) • Hanson & Giuliano, Ch 11 (The Geography of Urban Transportation Finance) **Grads**: Forkenbrock, 1990, *Putting Transportation and Economic Development into Perspective*, TRR 1274: 3-11.	Reading writeup #5 Mid-term exam (7:50 p.m. to 9:10 p.m.)
Week 7: Oct 10	Travel Demand Management	• Litman, 2008, *Why Manage Transportation Demand?* (http://www.vtpi.org/tdm/tdm51.htm) • Taylor, 2006, *Putting a Price on Mobility: Cars and Contradictions in Planning*, JAPA 72(3): 279-284. **Grads**: Meyer, 1999, *Demand management as an element of transportation policy*, Transportation Research, Part A 33(7-8): 575-599.	Reading writeup #6 Planning agency public meeting paper due
Week 8: Oct 17	Transportation and the Natural Environment *Guest: Joseph McMahon, McMahon Transportation Engineers & Planners*	• Hanson & Giuliano, Ch 13 (Transportation and the Environment) • Chapter 1 (A Highly Mobile Planet and Its Challenges) of Schiller, Bruun & Kenworthy, *An Introduction to Sustainable Transportation: Policy, Planning and Implementation*, 2010 Earthscan. **Grads**: Wachs, 2000, *Linkages between Transportation and the Environment*, UCTC Working Paper 486.	Reading writeup #7 Group project progress report due
Week 9: Oct 24	Transportation, Energy Use, and Climate Change	• Hanson & Giuliano, Ch 10 (Transportation and Energy) **Grads**: Åkerman & Höjer, 2006, How much transport can the climate stand?—Sweden on a sustainable path in 2050, Energy Policy 34(14): 1944-1957. Recommended: Chapter 9 (Driving Toward Sustainability) of Sperling & Gordon, *Two Billion Cars: Driving Toward Sustainability*, 2009 Oxford University Press. Chapter 8 (Transportation, energy and environment) of Rodrique, Comtois & Slack, *The Geography of Transport Systems (2nd edition)*, 2009 Routledge.	Reading writeup #8
Week 10: Oct 31	New Technologies for Transportation *Field trip to PennDOT Traffic Management Center in King of Prussia*	• Sussman, 2005, Chapter 1 (Intro to Intelligent Transportation Systems) in *Perspectives on Intelligent Transportation Systems (ITS)* **Grads**: Garrison & Levinson, 2006, Chapters 25 and 26 (Technology and Imagination, pages 342-373) in *The Transportation Experience.*	Reading writeup #9

Date	Topics	Readings	Assignments and exams
Week 11: Nov 7	Transportation, Security and Disaster Preparedness	• Dornan & Maier, 2005, *Incorporating Security into the Transportation Planning Process*, NCHRP Report 525 of the Transportation Research Board **Grads**: Breckenridge, et al., 2007, *A Summary Review on the Importance of Transportation Planning, Preparation and Execution during a Mass Evacuation*, TRB 2007 Annual Meeting	Reading writeup #10 Group project presentations #1
Week 12: Nov 14	Transportation and Social Equity	• Hanson & Giuliano, Ch 12 (Social and Environmental Justice Issues in Urban Transportation) • Rosenbloom, 2009, *The Equity Implications of Financing the Nation's Surface Transportation System*, TR News 261: 3-9. **Grads**: Weinstein and Sciara, 2006, *Unraveling Equity in HOT Lane Planning: A View from Practice*, JPER 26(2): 174-184. Recommended: Bullard, et al. (editors), *Highway Robbery: Transportation Racism & New Routes to Equity*, 2004, South End Press. Litman & Brenman, 2012, *A New Social Equity Agenda for Sustainable Transportation*, Victoria Transport Policy Institute.	Reading writeup #11 Group project presentations #2
Week 13: Nov 21	Transportation for an Aging Society	• Rosenbloom, 2004, *Mobility of the Elderly: Good News and Bad News*, in TRB's Transportation in an Aging Society: A Decade of Experience **Grads:** Kerr, et al., 2012, *The Role of the Built Environment in Healthy Aging: Community Design, Physical Activity, and Health among Older Adults*, JPL 27(1): 43-60.	Reading writeup #12 Group project presentations #3
Week 14: Nov 26 (Tuesday – TU Calendar Adjust-ment)	Course Review	• Hanson & Giuliano, Ch 14 (Managing the Auto)	Group project paper due
Thurs, Dec 12	Final exam scheduled for 7:45 pm - 9:45 pm in Learning Center #301		

[i] Abbreviations used for journal articles: JAPA = Journal of the American Planning Association; JPER = Journal of Planning Education and Research; TRR = Transportation Research Record; JPL = Journal of Planning Literature.

COURSE SYLLABUS

I. BASIC COURSE INFORMATION

Course Title: Transit Equity

Course No.: PLAN 728B Course Section: Not Applicable

School: Architecture Department: Graduate Center for Planning and the Environment Program: City and Regional Planning

Days: W Time: 5:30-8pm Place of class meetings: Higgins Hall

Credit hours: 1

Course Coordinator or Chairperson (where applicable): John Shapiro

Prerequisite courses/skills/other restrictions:

II. INSTRUCTOR CONTACT INFORMATION

Name: Joan Byron Academic Title: Visiting Assistant Professor

Office Location: Pratt Center

Contact Information:

Office hours: By appointment

Phone no(s): 718-636-3468 Appropriate times to call: 9 AM – 6 PM

Email address: jbyron@pratt.edu Class listserv:

Special Instructions: e-mail preferred

III. COURSE DESCRIPTION

Bulletin Description:
This mini course is intended to be a scan of current transportation equity issues. Themes include disparities in access to transit across different populations; environmental impacts of transportation infrastructure and operations; how transportation systems and their operations are funded; interaction between housing costs and transportation costs; equity implications of Transit Oriented Development; transparency, accountability, and participation in transportation decision making.

Detailed Description:
Students examine equity issues inherent in transportation systems. The main product of the class is a case study paper on a specific transportation equity issue, or on transportation equity issues in a specific place (a city or metropolitan region, in the U.S. or elsewhere in the world). For example, it could be an analysis of equity issues as they manifest in a specific transportation policy, approach, or mode (e.g. greenways, Transit-Oriented Development, etc.); it could be an exploration of transportation equity issues in a particular setting (e.g. on

Long Island); it could be an examination of how political processes and transportation funding and policies interact (e.g. factors that might shape the next transportation authorization bill).

Topics in the course schedule below are representative, and may change to include topics of current interest.

Classes consist of informal instructor presentation and discussion of a specific topic for each class. Time is also spent during each class discussing proposed topics for the course paper. There are no specific reading assignments, but students are introduced to relevant online media that frequently report on transportation topics, and urged to follow current issues, so that they can participate effectively in class discussions.

Course Goal(s):

The course is intended to provide an overview of relationships between:
- transportation systems and policies;
- related questions of land use, urban and regional economies, environmental sustainability;
- underlying patterns of social equity and disparity in cities and regions.

Because racial, social, and economic inequalities have such strong spatial expression, transportation systems play a powerful role in maintaining and widening disparities – and potentially in reducing them. In many parts of the US, the fundamental divide is between entitled drivers and marginalized transit riders. In New York, equity issues are more complex, and political discourse – around transportation funding, and also about changes in the allocation and design of street space – is often highly charged and frustratingly unrevealing. And the processes by which public investment in transportation is prioritized are technocratic and seemingly impenetrable, even where far-reaching decisions are involved.

Student Learning Objectives:

- Demonstrate awareness of ways that the planning, financing, implementation, and operation of transportation systems raise issues of social, economic, and environmental justice;
- Critically examine transportation systems and policies, and to identify and analyze questions of equity
- Identify a relevant case study example and analyze it in depth

Course Calendar/Schedule:

Week 1:
Transportation Equity in New York City
Week 2:
Lessons from Bogotá
Week 3:
Urban Highways and Greenways – Lessons from the South Bronx
Week 4:
Transportation Funding – federal, state, and local
Week 5:
Student Presentations

Week 6:
Field work, date tbd in class.

IV. COURSE REQUIREMENTS

Textbooks, Readings, and Materials:
Suggested readings include:

- Online and print publications identified in course outline
    - Blogs dedicated to transportation, livable streets, etc.
      Streetsblog
      Transportation Nation
      The Transport Politic

      Advocacy on Transportation in NY / NJ / CT
      Tri-State Transportation Campaign

      Center for Neighborhood Technology - based in Chicago, but with some great national data and resources, including
      Center for Neighborhood Technology's very cool Housing and Transportation Index

      The Pratt Center's own Transportation Equity Atlas of NYC
      http://prattcenter.net/transportation-equity-atlas

- Readings for session 4, Transportation Funding:
    - ***Transportation Planning in New York***– excerpt from a paper published by the Pratt Center for Community Development
    - http://www.publicintegrity.org/investigations/transportation_lobby/articles/entry/introduction/

Project(s), paper(s), assignment(s):
A paper, approximately 10 pages in length, analyzing a student-identified topic in transportation equity
Students are required to submit:

- An outline of the proposed topic and treatment by Week 3
- The final paper by the end of week 5

Each student is also required to deliver a 15-minute presentation on their topic during the final class session.

Assessment and Grading:
Paper assignment: 80%
Class participation: 20%

IV. POLICIES

Community Standards:

All students must adhere to Institute-wide policies in the student handbook and Institute Bulletin under “Community Standards.” These include policies on attendance, computer, and network use.

Academic Integrity:
All work must be your own. If it is not, the source should be cited and documented appropriately.

Policy on students with disabilities:
Students who require special accommodations for disabilities must register with the Office of Disability Services at the beginning of the semester. They should contact the Disability Services Director, first floor Willoughby Hall, adjacent to Health and Counseling Services, 718-636-3711.

Any additional applicable school, departmental, or personal course policies:

Safety: All students are expected to adhere to the specific Health & Safety and Environmental Protection Guidelines of Pratt Institute.

DEPARTMENT OF URBAN PLANNING

LUSKIN SCHOOL OF PUBLIC AFFAIRS **UCLA**

PP 220/UP 254 **Winter 2012**

TRANSPORTATION, LAND USE, AND URBAN FORM

When?

Days/Times:	Most Mondays and Wednesdays from 10:30 am to 11:50 am, Plus some Mondays and Wednesdays from 12:30 pm to 1:50 pm
Field Trip:	Friday, March 9th, 8:30 am to 6:00 pm
Final Exam Review:	Monday, March 19th from 10:30 am to 11:50 am
Final Exam:	Wednesday, March 21st from 10:30 am to 11:50 am

Where?

Room:	2343 Public Affairs Building (all meetings except the field trip)

Who?

Instructor:	Brian Taylor
Office:	3320D Public Affairs Building
Appointments:	www.its.ucla.edu/its/hours
Email:	btaylor@ucla.edu
Telephone:	310.903.3228
Reader:	Will Dominie
Email:	lincoln.dominie@gmail.com
Office:	6265 Public Affairs Building
Office Hours:	TBA

COURSE DESCRIPTION

This is an introductory graduate course in urban transportation planning that examines the evolution of urban transportation systems in the United States, with particular emphasis on the complex relationships between transportation, land use, and urban form.

The content of the course is divided into four parts. The first is a historical look at the planning and development of transportation systems and urban form in the U.S. The second part looks more conceptually and theoretically at the relationships between land use and transportation. The third part examines a number of land use and transportation policy questions facing planners today. And the fourth part explores the normative perspectives and values shaping

our views of cities and their transportation systems.

Part One

- The evolution of transportation systems and urban form in the U.S.
- The history and planning of public transit in U.S. metropolitan areas.
- The introduction of the automobile and its implications for urban form.
- The alleged conspiracy to destroy public transit in Los Angeles.
- The evolution and planning of metropolitan street and freeway systems.

Part Two

- Intra-metropolitan location theory and urban form.
- Critiques of traditional urban theories.
- The links between transportation and land use.
- The land use impacts of transportation investments.
- The transportation impacts of land use policies.

Part Three

- International comparisons of transportation and urban form.
- The metropolitan balance of jobs and housing.
- The spatial mismatch hypothesis.
- Urban design and travel behavior.
- Transportation, smart growth, and transit-oriented development.
- Transportation, urban form, and public health.

Part Four

- Theories of good and bad urban form.
- Current trends in travel and urban development.
- Cars, density, and values.
- The road ahead.

COURSE REQUIREMENTS

There are no formal prerequisites for the course, although prior course work in urban geography and/or urban economics is helpful. There are five parts to the course: (1) lectures and class discussion, (2) reading assignments, (3) written assignments, (4) a daylong field trip, and (5) a final examination. These parts are intended to reinforce and not duplicate one another.

Lectures. Most of the class time in the first two parts of the course will be devoted to lectures, though these will be punctuated with questions and short discussions. The final third of the

course, which examines land use and transportation planning and policy questions, will be a mix of lectures and class discussions of the readings.

Make-up Sessions. Because two regularly scheduled class meeting sessions fall on national holidays (Martin Luther King Day and Presidents Day) and two more coincide with the Transportation Research Board Conference in Washington, DC (which will be attended by your instructor and ten or so UCLA transportation students), we will meet for a second 80 minute block after a lunch break from 12:30 pm to 1:50 pm on three Wednesdays early in the quarter: Wednesday, January 11th, Wednesday, January 18th, and Wednesday, February 1st.

No laptops in class. While I understand that many students like to refer to the course readings, previous lectures, and take notes on their laptops during class, past experience suggests that the temptation for multi-tasking – checking email, Facebook, Twitter, or surfing the web – is just too great for many students. Because the lectures for this course are content-heavy, and class participation is an essential part of the class, students will not be permitted to use any electronic devices – laptops, netbooks, tablets, smart phones, or cell phones – during class sessions.

Readings. The lectures will not cover all of the material in the reading, so it is *essential* that you keep up with the required reading. A complete list of course topics and readings is attached. The required readings will be posted on the course website. *Readings with links that are marked with an asterisk can only be accessed on campus through the UCLA WiFi or remotely by using the UCLA VPN. Students are required to complete all required readings prior to the corresponding class session. For deeper coverage of each topic, you should scan the recommended readings as well. The optional readings are supplementary and are suggested if the topic is of particular interest to you. The recommended and optional readings are provided both as a resource to you and as necessary background for the preparation of your written assignments on specific topics.

Written Assignments. The written assignments for this course are attached. Three written assignments are required: two analytical memoranda and a critical essay. These assignments have staggered due dates timed to correspond with the subject areas covered in class. The analytical memoranda ask you and a partner to analyze some data pertaining to a land use/transportation issue and prepare a short (6 to 8 page) analysis in memo form. For the critical essay you will do some deeper reading on one of the topics covered in the course and then write an (8 to 12 page) essay on the topic. All written assignments (hardcopy only) should be placed in a specially marked tray on Brittany Walker's desk in Public Affairs Building room 3357 by the due date and time.

Field Trip. Part of the course will include an all-day field trip where we will examine land use and urban development along a number of transportation corridors in the Los Angeles area. The trip will take place on Friday, March 9th from 8:30 am to 6:00 pm. In consideration of the

extra time required for this field trip, class will meet 21 times (including the optional final exam prep session and the final exam) rather than the 22 times that we would normally meet over the course of an academic quarter. Any student unable to participate in the field trip will be required to complete a second critical essay.

Examination. To give you the opportunity to synthesize the many concepts, issues, and debates covered in the course, there will be a final examination on Wednesday, March 21st from 10:30 am to 11:50 am. To help you prepare for the exam, there will be an optional final exam review session on Monday, March 19th from 10:30 am to 11:50 am.

Academic honesty. Planners work together in teams, and much of the work in the Public Policy and Urban Planning programs is collaborative. And, indeed, I encourage you work in groups on your analytical assignments, in discussing the readings, and in preparing for the examination. But whether work for a grade is done collaboratively or individually, academic and professional integrity are absolutely essential. This applies not only to your work submitted in graduate school, but in work professional work in public policy and urban planning. In this age of frequent film remakes, music mash-ups, and the voluminous and instantaneous information available on the Internet, the line between plagiarism and creative reinterpretation has surely blurred. But academic policy at UCLA regarding plagiarism is clear: the sources of all ideas, text, pictures, or graphics that are not your (or your team's) own must be fully cited, all passages copied from other sources must be in quotation marks with the source cited, and you absolutely cannot submit materials that have previously been submitted by other students in previous iterations of this course, even if you have re-worked this material for your submission. Should you have any questions about UCLA's academic integrity policies, go to: http://www.studentgroups.ucla.edu/dos/students/integrity/.

Grading. Course grades will be based on the following:

• Analytical Memo 1	15 percent
• Analytical Memo 2	15 percent
• Critical Essay	25 percent
• Final Examination	35 percent
• Attendance/participation	10 percent
• Total	100 percent

Please note that late papers will be accepted, but a late grade penalty of 1/3 grade (an A becomes an A-, a B+ becomes a B, and so on) will be applied to any papers turned in after the due date. The late penalty for assignments can be waived only with a written note from a medical professional.

READINGS AND LECTURE TOPICS

Part One: Evolution of Transport and Urban Form

SESSION 1 (Monday, January 9th from 10:30 am to 11:50 am)

Topic 1. Overview of Course.

Required

Cox, Wendell. 2010. "Washington's War on Cars and the Suburbs: Secretary LaHood's False Claims on Roads and Transit," *Heritage Special Report 79*. Washington, DC: The Heritage Foundation. 19 pages. (http://www.heritage.org/research/reports/2010/06/washingtons-war-on-cars-and-the-suburbs-secretary-lahoods-false-claims-on-roads-and-transit).

Litman, Todd. 2011. "The First Casualty of a Non-Existent War: Evaluating Claims of Unjustified Restrictions on Automobile Use, and a Critique of 'Washington's War on Cars and the Suburbs," Victoria Transport Policy Institute, March. 35 pages. (www.vtpi.org/carwars.pdf).

Alan Pisarski. 2010. "Livability and All That," NewGeography, November 12th (http://www.newgeography.com/content/001865-livability-and-all-that).

Optional

Gladwell, Malcolm. 2011. "The Nets and NBA Economics: David Stern would have you believe that the Brooklyn-bound franchise embodies everything wrong with the league's finances – It's not true," *Grantland*, September 26th. (http://www.grantland.com/story/_/id/7021031/the-nets-nba-economics).

Leinberger, Christopher B. 2011. "The Death of the Fringe Suburb," *The New York Times*, November 25th (http://www.nytimes.com/2011/11/26/opinion/the-death-of-the-fringe-suburb.html?_r=1&scp=1&sq=the%20death%20of%20the%20fringe%20suburb\&st=Search).

Mozingo, Louise A. 2011. "To Rethink Sprawl, Start With Offices," *The New York Times*, November 25th (http://www.nytimes.com/2011/11/26/opinion/to-rethink-sprawl-start-with-offices.html).

SESSION 2 (Wednesday, January 11th from 10:30 am to 11:50 am)

Topic 2. Issues and Concepts Related to Cities and Travel.

Required

Hanson, Susan. 2004. "The Context of Urban Travel: Concepts and Recent Trends," in*The Geography of Urban Transportation*, Third Edition, Susan Hanson and Genevieve Giuliano, Editors. New York: The Guilford Press. Pages 3-29.

Lynch, Kevin. 1981. "Access," in *A Theory of Good City Form*. Cambridge: The MIT Press. Pages 187-204.

Optional

Wachs, Martin. 1993. "Learning from Los Angeles: Transport, Urban Form, and Air Quality," *Transportation*, 20: 329-353. (http://www.springerlink.com/content/n4428478k973k215/)*

TOPIC 3. The Tandem Evolution of Transportation Systems and Urban Form.

Required

Muller, Peter O. 2004. "Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis," in *The Geography of Urban Transportation*, Third Edition, Susan Hanson and Genevieve Giuliano, Editors. New York: The Guilford Press. Pages 59-85.

Morris, Eric. 2007. "From Horse Power to Horsepower," *Access*, 30: 3-9. (http://www.uctc.net/access/30/Access%2030%20-%2002%20-%20Horse%20Power.pdf)

Recommended

Lynch, Kevin. 1981. "What is the Form of a City, and How is it Made?" in *A Theory of Good City Form*. Cambridge: The MIT Press. Pages 37-50.

Schaeffer, K. H. and Elliott Sclar. 1980. "The Walking City, the Tracked City, and the Rubber City," *Access for All: Transportation and Urban Growth*. New York: Columbia University Press. Pages 8-60.

Jackson, Kenneth T. "The Transportation Revolution and the Erosion of the Walking City," in *Crabgrass Frontier: The Suburbanization of the United States.* New York: Oxford University Press. Pages 20-44.

Optional

Hall, Peter. 1988. "The Mass Transit Suburb: London, Paris, Berlin, New York, 1900-1940," in *Cities of Tomorrow*. New York: Basil Blackwell. Pages 47-85.

Hall, Peter. 1988. "The Automobile Suburb: Long Island, Wisconsin, Los Angeles, Paris, 1920-1987," in *Cities of Tomorrow*. New York: Basil Blackwell. Pages 273-318.

SESSION 3 (Wednesday, January 11th from 12:30 pm to 1:50 pm)

Topic 3. Continued

SESSION 4 (Wednesday, January 18th from 10:30 am to 11:50 am)

Topic 4. The Evolution and Planning of Public Transportation in U.S. Cities.

Required

Jones, David. 1985. "Transit's Growth and Decline: A Play in Eight Acts," in *Urban Transit Policy: An Economic and Political History*. Englewood Cliffs, NJ: Prentice-Hall. Pages 28-95.

Recommended

Richmond, Jonathan E. D. 2005. "The Rise and Fall of the Pacific Electric: A Case-Study in Technological Evolution and Displacement," in *Transport of Delight: The Mythical Conception of Rail Transit in Los Angeles*. Akron, OH: University of Akron Press. Pages 11-31.

Adler, Sy. 1987. "Why BART but no LART? The Political Economy of Rail Rapid Transit Planning in the Los Angeles and San Francisco Metropolitan Areas, 1945-1957," *Planning Perspectives*, 2: 149-174.

Optional

Smerk, George M. 1992. "Public Transportation and the City," in *Public Transportation*, Second Edition, George E. Gray and Lester A. Hoel, Editors. Englewood Cliffs, NJ: Prentice-Hall. Pages 3-23.

Black, Alan. 1995. "The History of Urban Transit," in *Urban Mass Transportation Planning*. New York: McGraw-Hill, Inc. Pages 13-40.

SESSION 5 (Wednesday, January 18th from 12:30 pm to 1:50 pm)

TOPIC 4. Continued

TOPIC 5. Was There a Conspiracy to Destroy Public Transit in Los Angeles?

Required

Kwitny, Jonathan. 1981. "The Great Transportation Conspiracy: How GM and its Allies Dismantled America's Mass Transit," *Harper's*, 262(1569): 14-15, 18, 20-21.

Slater, Cliff. 1997. "General Motors and the Demise of Streetcars," *Transportation Quarterly*, 51(3): 45-66. (debunkportland.com/printables/TQOrigin.pdf).

Recommended

Plane, David A. 1995. "The Great Transportation Conspiracy," in *The Geography of Urban Transportation*, Second Edition, Susan Hanson, Editor. New York: The Guilford Press. Pages 445-447.

Adler, Sy. 1991. "The Transformation of the Pacific Electric Railway: Bradford Snell, Roger Rabbit, and the Politics of Transportation in Los Angeles," *Urban Affairs Quarterly*, 27(1): 51-86. (http://uar.sagepub.com/content/27/1/51.refs)*

Snell, Bradford C. 1974. "American Ground Transport: A Proposal for Restructuring the Automobile, Truck, Bus, and Rail Industries," *Hearings before the Subcommittee on Antitrust and Monopoly of the Committee on the Judiciary*, Appendix to Part A. Washington, DC: United States Senate. Pages A1-A103.

General Motors Corporation. 1974. "The Truth About *American Ground Transport*: A Reply by General Motors," *Hearings before the Subcommittee on Antitrust and Monopoly of the Committee on the Judiciary*, Appendix to Part A. Washington, DC: United States Senate. Pages A107-A127.

Optional

Jones, David. 1985. "The National City Lines Controversy," in *Urban Transit Policy: An Economic and Political History*. Englewood Cliffs, NJ: Prentice-Hall. Pages 63-64.

Hilton, George W. 1985. "The Rise and Fall of Monopolized Transit," in *Urban Transit: The Private Challenge to Public Transportation*, Charles A. Lave, Editor. Cambridge, MA: Ballinger. Pages 31-48.

Taylor, Brian D. 2002. "Transportation: *Taken for a Ride*, *Tango 73 – A Bus Rider's Diary*, *Modern Transportation Management*," *Journal of the American Planning Association*, 68(3): 337-339. (http://www.tandfonline.com/doi/abs/10.1080/01944360208976276)*

SESSION 6 (Monday, January 30th from 10:30 am to 11:50 am)

TOPIC 6. The Introduction of the Automobile and the Evolution and Planning of Streets and Highways in U.S. Cities.

Required

McShane, Clay. 1994. "The Internal Combustion Automobile," in *Down the Asphalt Path: the Automobile and the American City.* New York: Columbia University Press. Pages 103-125, 251-255.

Wachs, Martin. 1984. "Autos, Transit, and the Sprawl of Los Angeles: The 1920s," *Journal of the American Planning Association*, 50(3): 297-310. (www.its.uci.edu/its/publications/papers/ITS/UCI-ITS-WP-84-2.pdf).

Foster, Mark. 1981. "Transit Planning versus Automobile Planning," in*From Streetcar to Superhighway: American City Planners and Urban Transportation, 1900-1940*. Philadelphia: Temple University Press. Pages 151-176.

Brown, Jeffrey R., Eric A. Morris, and Brian D. Taylor. 2009. "Paved with Good Intentions: Fiscal Politics, Freeways, and the 20th Century American City," *Access*, 35: 30-37. (http://www.uctc.net/access/35/access35_Paved_with_Good_Intentions_Fiscal_Politics_.pdf)

Recommended

McShane, Clay. 1994. *Down the Asphalt Path: the Automobile and the American City.* New York: Columbia University Press. 288 pages.

Jones, David. 1989. "The California Innovation," in *California's Freeway Era in Historical Perspective*. Berkeley: Institute of Transportation Studies. Pages 1-36.

Foster, Mark. 1981. "The Planners and the Automobile," in *From Streetcar to Superhighway: American City Planners and Urban Transportation, 1900-1940*. Philadelphia: Temple University Press. Pages 91-115.

Optional

Taylor, Brian D. 2000. "When Finance Leads Planning: Urban Planning, Highway Planning, and Metropolitan Freeways," *Journal of Planning Education and Research*. 20(2): 196-214. (http://jpe.sagepub.com/content/20/2/196.full.pdf+html)*

Taylor, Brian D. 1995. "Public Perceptions, Fiscal Realities, and Freeway Planning: The California Case," *Journal of the American Planning Association*, 61(1): 43-56. (http://www.tandfonline.com/doi/abs/10.1080/01944369508975618#preview)*

Brown, Jeffrey R., Eric Morris, and Brian D. Taylor. 2009. "Planning for Cars in Cities: Planners, Engineers, and Freeways in the 20th Century," *Journal of the American Planning Association*, Special Centennial Issue, 75(2): 161-177. (http://www.tandfonline.com/doi/abs/10.1080/01944360802640016)*

SESSION 7 (Wednesday, February 1st from 10:30 am to 11:50 am)

TOPIC 6. Continued

SESSION 8 (Wednesday, February 1st from 12:30 pm to 1:50 pm)

TOPIC 6. Continued

Part Two: Land Use/Transport Concepts & Theories

SESSION 9 (Monday, February 6th from 10:30 am to 11:50 am)

TOPIC 7. Transportation, Intra-Metropolitan Location Theory, and Urban Form.

Required

Heilbrun, James and Patrick A. McGuire. 1987. "Site Rent, Land-Use Patterns, and the Form of the City," in *Urban Economics and Public Policy*, Third Edition. New York: Saint Martin's Press. Pages 107-138.

Glaeser, Edward L., Matthew E. Kahn and Jordan Rappaport. 2000. "Why Do The Poor Live In Cities?" Harvard Institute of Economic Research, Discussion Paper 1891. Pages 1-29. (http://www.economics.harvard.edu/hier/2000papers/HIER1891.pdf).

Recommended

Pickrell, Don. 1999. "Transportation and Land Use," *Essays in Transportation Economics and Policy: A Handbook in Honor of John R. Meyer*, Gomez-Ibanez, Tye, and Winston, Editors. Washington, DC: Brookings Institution Press. Pages 403-435.

Giuliano, Genevieve. 1989. "New Directions for Understanding Transportation and Land Use," *Environment and Planning A*, 21: 145-159. (http://www.uctc.net/papers/002.pdf)

Optional

Logan, John R. and Harvey L. Molotch. 1987. "Places as Commodities," in *Urban Fortunes: The Political Economy of Place*. Berkeley: University of California Press. Pages 17-49.

SESSION 10 (Wednesday, February 8th from 10:30 am to 11:50 am)

TOPIC 8. The Land Use Effects of Transportation Policies.

Required

Giuliano, Genevieve. 2004. "Land Use Impacts of Transportation Investments: Highway and Transit," in *The Geography of Urban Transportation*, Third Edition, Susan Hanson and Genevieve Giuliano, Editors. New York: The Guilford Press. Pages 237-273.

Committee on the Relationships among Development Patterns, Vehicle Miles Traveled, and Energy Consumption. 2009. "Chapter 3 – Impacts of Land Use Patterns on Vehicle Miles Traveled: Evidence from the Literature," in *Driving and the Built Environment: The Effects of Compact Development on Motorized Travel, Energy Use, and CO2 Emissions*. Washington, DC: National Academy of Sciences/National Research Council. Pages 50-93. (http://www.nap.edu/openbook.php?record_id=12747&page=50).

Recommended

Ewing, Reid and Robert Cervero. 2010. "Travel and the Built Environment: A Meta-Analysis," *Journal of the American Planning Association*, 76(3): 265-294. (http://www.tandfonline.com/doi/full/10.1080/01944361003766766)

Optional

Skinner, Robert E., Jr. 1996. "Point of View: The Transportation-Land Use Interaction -- Introduction," *TR News*, 187: 6.

Moore, Terry. 1996. "Premises and Promises: Putting the Transportation-Land Use Relationship in Context," *TR News*, 187: 7-8.

Cervero, Robert and John Landis. 1996. "Why the Transportation-Land Use Connection is Still Important," *TR News*, 187: 9-11.

Giuliano, Genevieve. 1996. "Transportation, Land Use, and Public Policy, *TR News*, 187: 12-13.

Leinberger, Christopher B. 1996. "Standardizing the American Dream," *TR News*, 187: 14-15.

Epstein, Lee R. 1996. "Integrating the Environment and Land Use into Transportation Decision making," *TR News*, 187: 16-17.

TOPIC 9. The Transportation Effects of Land Use Policies.

Required

Boarnet, Marlon G. 2011. "Longer View: A Broader Context for Land Use and Travel Behavior, and a Research Agenda," *Journal of the American Planning Association*, 77(3): 197-213. (http://www.tandfonline.com/doi/full/10.1080/01944363.2011.593483)*

Downs, Anthony. 2004. "Remedies That Increase Densities," in *Still Stuck in Traffic: Coping with Peak-Hour Traffic Congestion.* Washington, DC: The Brookings Institution. Pages 200-227.

Downs, Anthony. 2004. "Concentrating Jobs in Large Clusters," in *Still Stuck in Traffic: Coping with Peak-Hour Traffic Congestion.* Washington, DC: The Brookings Institution. Pages 245-257.

Downs, Anthony. 2004. "Local Growth Management Policies," in *Still Stuck in Traffic: Coping with Peak-Hour Traffic Congestion.* Washington, DC: The Brookings Institution. Pages 258-271.

Recommended

Guerra, Erik and Robert Cervero. 2011. "Cost of a Ride: The Effects of Densities on Fixed-Guideway Transit Ridership and Costs," *Journal of the American Planning Association*, 77(3): 267-290. (http://www.escholarship.org/uc/item/3535n7jt?display=all#page-1)

Guo, Zhan, Asha Weinstein Agrawal, and Jennifer Dill. 2011. "Are Land-Use Planning and Congestion Pricing Mutually Supportive? Evidence from a Pilot Mileage Fee Program in Portland, Oregon," *Journal of the American Planning Association*, 77(3): 232-250. (http://www.tandfonline.com/doi/abs/10.1080/01944363.2011.592129)*

Optional

Crane, Randall. 2000. "The Influence of Urban Form on Travel: An Interpretive Review," *Journal of Planning Literature,* 15(1): 3-23. (http://jpl.sagepub.com/content/15/1/3.full.pdf+html)*

Part Three: Current Planning/Policy Debates

SESSION 11 (Monday, February 13th from 10:30 am to 11:50 am)

TOPIC 10. Transportation and Urban Form: International Comparisons.

Required

Newman, Peter and Jeffrey Kenworthy. 2006. "Urban Design to Reduce Automobile Dependence," *Opolis*, 2(1): 35-52. (http://escholarship.org/uc/item/2b76f089#page-1)

Bertaud, Alain. 2002. "Clearing the Air in Atlanta: Transit and Smart Growth or Conventional Economics?" December 31st (http://alain-bertaud.com/images/AB_Clearing_The_Air_in%20Atlanta_1.pdf).

Recommended

Newman, Peter and Jeffrey Kenworthy. 1999. "The pattern of automobile dependence and global cities," in *Sustainability and cities: Overcoming automobile dependence*. Washington, DC: Island Press. Pages 68-127.

Gordon, Peter and Harry W. Richardson. 1989. "Gasoline Consumption and Cities: A Reply," *Journal of the American Planning Association*, 55(3): 342-346. (http://www.tandfonline.com/doi/abs/10.1080/01944368908975421)*

Black, Alan, John Pucher, Jeffrey M. Zupan, Peter W. G. Newman, and Jeffrey R. Kenworthy. 1990. "A Round Robin on Urban Transportation and Choice," *Journal of the American Planning Association*, 56(1): 88-93. (http://www.tandfonline.com/doi/abs/10.1080/01944369008975748)*

Gómez-Ibáñez, José. 1991. "A Global View of Automobile Dependence," *Journal of the American Planning Association*, 57(3): 376-379. (http://www.tandfonline.com/doi/abs/10.1080/01944369108975510)*

Newman, Peter W. G. and Jeffrey R. Kenworthy. 1992. "Is There a Role for Physical Planners?" *Journal of the American Planning Association*, 58(3): 353-362. (http://www.tandfonline.com/doi/abs/10.1080/01944369208975814#preview)*

Optional

Kenworthy, Jeffrey R. and Felix B. Laube. 1999. "Patterns of automobile dependence in cities: an international overview of key physical and economic dimensions with some implications for urban policy," *Transportation Research, Part A*, 33: 691-723. (http://www.sciencedirect.com/science/article/pii/S0965856499000063)*

Kenworthy, Jeffery R. and Felix B. Laube, with Peter Newman, et al. 1999. *An international sourcebook of automobile dependence in cities, 1960-1990.* Boulder, CO: University Press of Colorado. 704 pages.

TOPIC 11: Transportation, Urban Form, and Public Policy: International Comparisons.

Required

Downs, Anthony. 2004. "Traffic Congestion around the World," in *Still Stuck in Traffic: Coping with Peak-Hour Traffic Congestion.* Washington, DC: The Brookings Institution. Pages 272-297.

Pucher, John, Zhong-Ren Peng, Neha Mittal, Yi Zhu, and Nisha Korattyswaroopam. 2007. "Urban Transport Trends and Policies in China and India: Impacts of Rapid Economic Growth," *Transport Reviews,* 27(4): 379–410. (http://policy.rutgers.edu/faculty/pucher/PUCHER_China%20India_Urban%20Transport.pdf)

Cervero, Robert. 2005. "Progressive Transport and the Poor: Bogota's Bold Steps Forward," Access, 27: 24-30. (http://www.uctc.net/access/27/Access%2027%20-%2005%20-%20Progressive%20Transport%20and%20the%20Poor.pdf)

Recommended

Buehler, Ralph and John Pucher. 2011. "Sustainable Transport in Freiburg: Lessons from Germany's Environmental Capital," *International Journal of Sustainable Transportation*, 5: 43-70. (www.policy.rutgers.edu/faculty/pucher/Freiburg_IJST_BuehlerPucher.pdf)

Committee for an International Comparison of National Policies and Expectations Affecting Public Transit. 2001. "Transit Use, Automobility, and Urban Form: Comparative Trends and Patterns," in *Making Transit Work: Insight from Western Europe, Canada, and the United States*. Transportation Research Board Special Report 257. Washington, DC: National Academy Press. Pages 17-64. (http://www.nap.edu/openbook.php?record_id=10110&page=17)

Committee for an International Comparison of National Policies and Expectations Affecting Public Transit. 2001. "Policies and Practices Favorable to Transit in Western Europe and Canada," in*Making Transit Work: Insight from Western Europe, Canada, and the United States*. Transportation Research Board Special Report 257. Washington, DC: National Academy Press. Pages 65-113. (http://www.nap.edu/openbook.php?record_id=10110&page=65)

Committee for an International Comparison of National Policies and Expectations Affecting Public Transit. 2001. "External Policies and Factors Affecting Transit Use," in*Making Transit Work: Insight from Western Europe, Canada, and the United States*. Transportation Research Board Special Report 257. Washington, DC: National Academy Press. Pages 114-147. (http://www.nap.edu/openbook.php?record_id=10110&page=114)

Optional

Pucher, John. 1995."Urban Passenger Transport in the United States and Europe: A Comparative Analysis of Public Policies -- Part 1: Travel Behaviour, Urban Development, and Automobile Use," *Transport Reviews,* 15(2):99-117.

Pucher, John. 1995. "Urban Passenger Transport in the United States and Europe: A Comparative Analysis of Public Policies -- Part 2: Public Transit, Overall Comparisons, and Recommendations," *Transport Reviews,* 15(3): 211-227.

SESSION 12 (Wednesday, February 15th from 10:30 am to 11:50 am)

TOPIC 12: Is the Metropolitan Balance of Jobs and Housing a Transportation Issue?

Required

Downs, Anthony. 2004. "Changing the Jobs-Housing Balance," in *Still Stuck in Traffic: Coping with Peak-Hour Traffic Congestion.* Washington, DC: The Brookings Institution. Pages 228-244.

Recommended

Giuliano, Genevieve. 1992. "Is Jobs-Housing Balance a Transportation Issue?" *Transportation Research Record*, 1305: 305-312. (www.uctc.net/papers/133.pdf)

Levine, Jonathan. 1998. "Rethinking Accessibility and Jobs-Housing Balance," *Journal of the American Planning Association*, 64(2): 133-149. (http://www.tandfonline.com/doi/abs/10.1080/01944369808975972)*

Optional

Cervero, Robert. 1989. "Jobs-Housing Balancing and Regional Mobility," *Journal of the American Planning Association*, 55:2, pages 136-150. (www.uctc.net/papers/050.pdf)

Wachs, Martin, Brian Taylor, Ned Levine, and Paul Ong. 1993. "The Changing Commute: A Case-Study of the Jobs-Housing Relationship over Time," *Urban Studies*, 30(10): 1713-1731. (http://www.uctc.net/papers/167.pdf)

Cervero, Robert. 1996. "Jobs-Housing Balancing Revisited: Trends and Impacts in the San Francisco Bay Area," *Journal of the American Planning Association*, 62(4): 492-511. (http://www.tandfonline.com/doi/abs/10.1080/01944369608975714#preview)*

Peng, Zhong-Ren. 1997. "The Jobs-Housing Balance and Urban Commuting," *Urban Studies*, 34(8): 1215-1235. (http://usj.sagepub.com/content/34/8/1215.abstract)*

SESSION 13 (Wednesday, February 22nd from 10:30 am to 11:50 am)

TOPIC 13. The Spatial Mismatch Hypothesis.

Required

Ong, Paul M. and Douglas Miller. 2005. "Spatial and Transportation Mismatch in Los Angeles,"*Journal of Planning Education and Research,* 25(1): 43-56. (www.uctc.net/papers/653.pdf)

Blumenberg, Evelyn and Michael Manville. 2004. "Beyond the Spatial Mismatch: Welfare Recipients and Transportation Policy," *Journal of Planning Literature*, 19(2): 182-205. (http://jpl.sagepub.com/content/19/2/182.abstract)*

Recommended

Blumenberg, Evelyn. 2004. "En-gendering Effective Planning: Spatial Mismatch, Low-Income Women, and Transportation Policy," *Journal of the American Planning Association*, 70(3): 269-281. (www.uctc.net/papers/582.pdf)

Blumenberg, Evelyn and Kimiko Shiki. 2004. "Spatial Mismatch Outside of Large Urban Areas: An Analysis of Welfare Recipients in Fresno County, California," *Environment and Planning C*, 22(3):401-421.

Blumenberg, Evelyn and Paul M. Ong. 2001. "Cars, Buses, and Jobs: Welfare Recipients and Employment Access in Los Angeles," *Transportation Research Record: The Journal of the Transportation Research Board,* 1756: 22-31. (http://trb.metapress.com/content/j63v477255503k5x)*

Optional

Holzer, Harry J. 1991. "The Spatial Mismatch: What Has the Evidence Shown?" *Urban Studies*, 28(1): 105-122. (http://usj.sagepub.com/content/28/1/105.short?rss=1&ssource=mfc)*

Kain, John. 1992. "The Spatial Mismatch Hypothesis: Three Decades Later," *Housing Policy Debate*, 3(2): 371-460.

Taylor, Brian D. and Paul M. Ong. 1995. "Spatial Mismatch or Automobile Mismatch? An Examination of Race, Residence, and Commuting in U.S. Metropolitan Areas," *Urban Studies,* 32(9): 1453-1473. (http://usj.sagepub.com/content/32/9/1453.abstract)*

Ihlanfeldt, Keith and David L. Sjoquist. 1998. "The Spatial Mismatch Hypothesis: A Review of Recent Studies and Their Implications for Welfare Reform," *Housing Policy Debate*, 9(4): 849-892. (http://www.innovations.harvard.edu/download-doc.html?id=3022)

Blumenberg, Evelyn and Paul M. Ong. 1998. "Job Accessibility and Welfare Usage: Evidence from Los Angeles," *The Journal of Policy Analysis and Management*, 17(4): 639-657. (http://escholarship.org/uc/item/6d897664?query=Job%20Accessibility%20and%20Welfare%20Usage:%20%20Evidence%20from%20Los%20Angeles#page-1)

Ong, Paul M. and Evelyn Blumenberg. 1998. "Job Access, Commute, and Travel Burden among Welfare Recipients," *Urban Studies*, 35(1): 77-93. (http://escholarship.org/uc/item/1bq662vc#page-1)

SESSION 14 (Monday, February 27th from 10:30 am to 11:50 am)

TOPIC 14: Urban Design and Travel Behavior.

Required

Crane, Randall. 1998. "Travel by Design?" *Access*, 12: 2-7. (http://uctc.net/access/access12lite.pdf)

Levine, Jonathan. 1999. "Access to Choice," *Access*, 14: 16-19. (http://uctc.net/access/access14.pdf)

Levinson, David M. and Kevin J. Krizek. 2008. "Chapter 11: Designing," in *Planning for Place andPlexus:Metropolitan Land Use and Transport*. New York and London: Routledge,Taylor and Francis. Pages 218-250.

Recommended

Moore, Terry, Paul Thorsnes, and Bruce Appleyard. 2007. "Chapter 5: Achieving a Balanced Transportation/Land Use Connection," in *The Transportation/Land Use Connection*, Planners Advisory Service Report No. 546/547. Chicago:American Planning Association. Pages 117-152. (www.wiki.umd.edu/lei/images/9/96/Land_Use_Connection.pdf)*

Optional

Southworth, Michael and Eran Ben-Joseph. 2004. "Reconsidering the Cul-de-sac," *Access*, 24: 28-33. (http://uctc.net/access/24/Access%2024%20-%2006%20-%20Reconsidering%20the%20Cul-de-sac.pdf)

Loukaitou-Sideris, Anastasia, and Tridib Banerjee. 1996. "There's No There There or Why Neighborhoods Don't Readily Develop Near Light-Rail Transit Stations," *Access*, 9: 2-6.(http://uctc.net/access/access09lite.pdf)

SESSION 15 (Wednesday, February 29th from 10:30 am to 11:50 am)

TOPIC 15: Compact Development, Travel, and Transit-Oriented Development.

Required

Committee on the Relationships among Development Patterns, Vehicle Miles Traveled, and Energy Consumption. 2009. "Potential Effects of More Compact Development Patterns on Vehicle Miles Traveled, Energy Use, and CO2 Emissions," in *Driving and the Built Environment: The Effects of Compact Development on Motorized Travel, Energy Use, and CO2 Emissions*. Washington, DC: National Academy of Sciences / National Research Council, August. Pages 144, 181-186. (http://www.nap.edu/openbook.php?record_id=12747&page=144)

Handy, Susan and Patricia Mohktarian. 2005. "Which Comes First: The Neighborhood or the Walking?" Access, 26: 16-21. (http://www.uctc.net/access/26/Access%2026%20-%2004%20-%20The%20Neighborhood%20or%20the%20Walking.pdf)

Cervero, Robert. 2008. "Transit-Oriented Development in America: Strategies, Issues, Policy Directions", *New Urbanism and Beyond: Designing Cities for the Future*, Tigran Haas, Editor. New York: Rizzoli. Pages 124-129

Cervero, Robert. 2009. "TOD and Carsharing: A Natural Marriage," *Access*, 35: 25-29. (http://www.uctc.net/access/35/access35_TOD_and_Carsharing.pdf)

Recommended

Committee on the Relationships among Development Patterns, Vehicle Miles Traveled, and Energy Consumption. 2009. "Chapter 5 – Potential Effects of More Compact Development Patterns on Vehicle Miles Traveled, Energy Use, and CO2 Emissions," in *Driving and the Built Environment: The Effects of Compact Development on Motorized Travel, Energy Use, and CO2 Emissions*. Washington, DC: National Academy of Sciences/National Research Council. Pages 144-199. (http://www.nap.edu/openbook.php?record_id=12747&page=144)

Chatman, Daniel. 2008. "Deconstructing development density: Quality, quantity, and price effects on household travel," *Transportation Research* A, 42(7): 1009-1031.(http://www.sciencedirect.com/science/article/pii/S0965856408000657)*

Chatman, Daniel. 2009. "Residential choice, the built environment, and non-work travel: Evidence using new data and methods," *Environment and Planning A,* 41(5): 1072-1089. (http://www.google.com/url?sa=t&rct=j&q=&esrc=s&source=web&cd=1&ved=0CCIQFjAA&url=http%3A%2F%2Fpolicy.rutgers.edu%2Ffaculty%2Fchatman%2FChatman%25202008%2520Residential%2520self%2520selection%2520with%2520revised%2520acknowledgments%2520-%2520EPA.pdf&ei=bK78TsPjDYKOigKVvtTCDg&usg=AFQjCNH0ZgcborKr4Gj9iVHomaI8Lnr6Kg)

Optional

Berman, Michael Aaron. 1996. "The Transportation Effects of Neo-Traditional Development," *Journal of Planning Literature*, 10(4): 347-363. (http://jpl.sagepub.com/content/10/4/347.abstract)*

Loukaitou-Sideris, Anastasia. 1996. "There's No There There: Or Why Neighborhoods Don't Readily Develop Near Light-Rail Transit Stations," *Access*, 9: 2-6. (http://uctc.net/access/access09lite.pdf)

Huang, Herman. 1996. "The Land Use Impacts of Urban Rail Transit Systems," *Journal of Planning Literature*, 11(1): 17-30. (http://jpl.sagepub.com/content/11/1/17.abstract)*

SESSION 16 (Monday, March 5th from 10:30 am to 11:50 am)

TOPIC 16: Transportation, Urban Form, and Public Health

Required

Transportation Research Board/National Institute of Medicine of the National Academies Committee on Physical Activity, Health, Transportation, and Land Use. 2005. "Current State of Knowledge," *Does the Built Environment Influence Physical Activity? Examining the Evidence*. Washington, DC: Transportation Research Board. Pages 151-218. (http://onlinepubs.trb.org/onlinepubs/sr/sr282.pdf).

Schweitzer, Lisa and J. Zhou. 2010. "Neighborhood Air Quality, Respiratory Health, and Vulnerable Populations in Compact and Sprawled Regions," *Journal of the American Planning Association*, 76(3): 363-371. (http://www.tandfonline.com/doi/full/10.1080/01944363.2010.486623)

Recommended

Transportation Research Board/National Institute of Medicine of the National Academies Committee on Physical Activity, Health, Transportation, and Land Use. 2005. "Executive Summary*," Does the Built Environment Influence Physical Activity? Examining the Evidence*. Washington, DC: Transportation Research Board. Pages 1-15. (http://onlinepubs.trb.org/onlinepubs/sr/sr282.pdf).

Optional

Transportation Research Board/National Institute of Medicine of the National Academies Committee on Physical Activity, Health, Transportation, and Land Use. 2005. *Does the Built Environment Influence Physical Activity? Examining the Evidence*. Washington, DC: Transportation Research Board. 248 pages. (www.trb.org/publications/sr/sr282.pdf)

Part Four: Perspectives and Values

SESSION 17 (Wednesday, March 7th from 10:30 am to 11:50 am)

TOPIC 17. Emerging Trends in Travel, Urban Development, and Planning.

Required

Committee on the Relationships among Development Patterns, Vehicle Miles Traveled, and Energy Consumption. 2009. "Introduction," in *Driving and the Built Environment: The Effects of Compact Development on Motorized Travel, Energy Use, and CO2 Emissions*. Washington, DC: National Academy of Sciences/National Research Council. Pages 19-27. (http://www.nap.edu/openbook.php?record_id=12747&page=15)

Committee on the Relationships among Development Patterns, Vehicle Miles Traveled, and Energy Consumption. 2009. "Chapter 2 – Trends in Development Patterns," in *Driving and the Built Environment: The Effects of Compact Development on Motorized Travel, Energy Use, and CO2 Emissions*. Washington, DC: National Academy of Sciences/National Research Council. Pages 31-49. (http://www.nap.edu/openbook.php?record_id=12747&page=31)

Janelle, Donald G. 2004. "Impact of Information Technologies," in *The Geography of Urban Transportation*, Third Edition, Susan Hanson and Genevieve Giuliano, Editors. New York: The Guilford Press. Pages 86-112.

Recommended

Crane, Randall and Daniel G. Chatman. 2003. "As Jobs Sprawl, Whither the Commute?" *Access*, 23: 14-19. (http://uctc.net/access/access23lite.pdf)

Optional

Kwan, Mei-Po. 2006."Transport geography in the age of mobile communications," *Journal of Transport Geography*, 14(5): 384-85. (http://www.sciencedirect.com/science/article/pii/S0966692306000640)*

SESSION 17 (Friday, March 9th from 8:30 am to 6:00 pm)

All-day field trip around Los Angeles departs and returns to MacGowan Circle just north of the Public Affairs building. Bring money for transit fares and lunch.

SESSION 19 (Monday, March 12th from 10:30 am to 11:50 am)

TOPIC 18. Sprawl and Normative Theory: Are There "Good" and "Bad" Urban Forms?

Required

Queenan, Joe. 1998. "Bright Lights, Big City," *San Francisco Examiner Magazine*, 6: 38-39.

Bruegmann, Robert. 2008. "Point: Sprawl and Accessibility," *Journal of Transport and Land Use*,1(1): 5-11. (https://www.jtlu.org/index.php/jtlu/article/view/30)

Crane, Randall. 2008. "Counterpoint: Accessibility and Sprawl," *Journal of Transport and Land Use*, 1(1): 13-19.(https://www.jtlu.org/index.php/jtlu/article/download/56/21)

Eidlin, Eric. 2010. "What Density Doesn't Tell Us About Sprawl," *Access*, 37: 2-9. (http://www.uctc.net/access/37/access37sprawl.pdf)

Recommended

Lynch, Kevin. 1981. "Between Heaven and Hell," in *A Theory of Good City Form*. Cambridge, MA: The MIT Press. Pages 51-72.

Lynch, Kevin. 1981. "Three Normative Theories," in *A Theory of Good City Form*. Cambridge, MA: The MIT Press. Pages 73-98.

Lynch, Kevin. 1981. "But is a General Normative Theory Possible?" in *A Theory of Good City Form*. Cambridge, MA: The MIT Press. Pages 99-109.

Optional

Johnson, Gary T. and Christopher Silver. 1997. "Alternative Views of Sprawl," *Journal of the American Planning Association*, 63(1): 94. (http://www.tandfonline.com/doi/abs/10.1080/01944369708975726)*

Gordon, Peter and Harry W. Richardson. 1997. "Are Compact Cities a Desirable Goal?" *Journal of the American Planning Association*, 63(1): 95-106.(www.courses.washington.edu/gmforum/.../1997_Gordon_Richardson.pdf)

Ewing, Reid. 1997. "Is Los Angeles-Style Sprawl Desirable?" *Journal of the American Planning Association*, 63(1): 107-126. (www.esf.edu/cue/documents/Ewing_IsLASprawl-Desirable_1997.pdf)

Gordon, Peter and Harry W. Richardson. 1997. "Where's the Sprawl?" *Journal of the American Planning Association*, 63(2): 275-278. (http://www.tandfonline.com/doi/abs/10.1080/01944369708975919)*

Crane, Randall. 1997. "Sprawl, I Hardly Know Ye," *Journal of the American Planning Association*, 63(2): 278-279. (http://www.tandfonline.com/doi/abs/10.1080/01944369708975919)*

Burchell, R. W., G. Lowenstein, W. R. Dolphin, C. C. Galley, A. Downs, S. Seskin, K. G. Still, and T. Moore. 2002. TCRP Report 74: Costs of Sprawl—2000. Transportation Research Board, National Research Council, Washington, DC. (http://onlinepubs.trb.org/Onlinepubs/tcrp/tcrp_rpt_74-a.pdf)

TOPIC 19: Cars, Density, and Values.

Required

Holtz Kay, Jane. 1994. "Hell on Wheels," *Planning,* January. Pages 7-10.

Wilson, James Q. 1997. "Cars and Their Enemies," *Commentary,* 104(1): 17-23. (https://sites.google.com/a/queensgranthigh.org/jenkins/classroom-news/aplangcarsandtheirenemies).

Handy, Susan. 2003. "Driving Less," *Access*, 23: 20-25. (http://uctc.net/access/23/Access%2023%20-%2005%20-%20Driving%20Less.pdf)

Kotkin, Joel. 2010. "Urban Legends: Why Suburbs, Not Cities, Are the Answer," *Foreign Policy*, September/October. (http://www.foreignpolicy.com/articles/2010/08/16/urban_legends)

Recommended

Dittmar, Hank. 1995. "A Broader Context for Transportation Planning: Not Just an End in Itself," *Journal of the American Planning Association*, 61(1): 7-13. (http://www.tandfonline.com/toc/rjpa20/61/1)*

Jones, David W. 1998. "Voting with Our Wheels," paper presented at *Financing the Future: The UCLA Symposium on the Transportation-Land Use-Air Quality Connection*, Lake Arrowhead, CA, December.

SESSION 20 (Wednesday, March 14th from 10:30 am to 11:50 am)

TOPIC 20: The Road Ahead.

Required

Giuliano, Genevieve and Susan Hanson. 2004. "Managing the Auto," in *The Geography of Urban Transportation*, Third Edition, Susan Hanson and Genevieve Giuliano, Editors. New York: The Guilford Press. Pages 382-403.

Boarnet, Marlon G. 2008. "Transportation Infrastructure and Sustainable Development: New Planning Approaches," *Access*, 33: 27-33. (http://www.uctc.net/access/33/Access%2033%20-%2005%20-%20New%20Planning%20Approaches.pdf)

Taylor, Brian D. 2006. "Putting a Price on Mobility: Cars and Contradictions in Planning," Longer View, *Journal of the American Planning Association*, 72(3): 279-284. (www.uvm.edu/~transctr/pdf/taylor_article.pdf)

Recommended

Downs, Anthony. 2004. "Regional Anticongestion Policies," in *Still Stuck in Traffic: Coping with Peak-Hour Traffic Congestion.* Washington, DC: The Brookings Institution. Pages 298-320.

SESSION 21 (Monday, March 19th from 10:30 am to 11:50 am)

Optional Final Examination Review Session

SESSION 22 (Wednesday, March 21st from 10:30 am to 11:50 am)

Final Examination

WRITING ASSIGNMENTS

All of the written assignments for this course are detailed below. You are required to complete (1) two of the seven analytical memoranda (conducted in teams of two) and (2) any one of the seven critical essay assignments (on your own). As you can see, you have plenty of choices in the paper and memo topics. Each assignment has a specific due date, so plan your time carefully. Please note that late papers will be accepted, but a late grade penalty of 1/3 grade will be applied to any papers turned in after the due dates listed above. All written assignments (hardcopy only) should be placed in a specially marked tray on Brittany Walker's desk in Public Affairs Building room 3357 by the due date and time.

Analytical Memo

Please complete two of the following seven assignments: either Memo A, B, C, or D, and either Memo E, F, or G. Your first analytical memorandum is due on Monday, February 6th at 10:30 am. Your second analytical memorandum is due on Monday, March 19th at 10:30 am. The memos should run six to eight pages of double-spaced text plus tables, charts, maps, illustrations, appendices, and bibliography as appropriate. Work in groups of two, memos will not be accepted from individuals.

You Should Complete Either A, B, or C Below

MEMO A: How does urban form influence travel behavior?

You are staff to the House Transportation and Public Works Committee. Last summer several of the committee members went on a junket to Europe and Asia to do "first-hand" research on the transportation systems in Eurasian cities. Several members concluded from this trip that promulgating legislation encouraging cities to increase population and/or employment densities would significantly increase transit use and substantially reduce auto dependence. Other members, however, argue that land use control is and should be a local issue. They argue instead that legislation should be promulgated to significantly increase investment in public transit systems and decrease investment in highways. This, argue the dissenters, will help to gradually transform sprawling American cities into the more compact, dense cities of Europe and Asia. Finally, some members feel that neither method is feasible; in their opinion, either policy would be costly to implement and ineffective given the existing spatial configuration of American cities.

Your boss (the lead staff person to the committee) is concerned about legislation to encourage density or promote transit use without a clearer understanding of the causal links between urban form and travel behavior. She has asked you and your partner to analyze the relationship between urban form and transportation using various measures of urban form and

transportation from an international sample of large cities (Kenworthy and Laube, *Millennium Cities Database for Sustainable Transport)*. This database will be on reserve at YRL. [1] Your job is to explore the relationships between the urban form and transportation variables and to develop some hypotheses that could be tested by subsequent in-depth study. The hypotheses should express a relationship between one land use and one transportation variable (be sure to note the direction(s) of causality) either internationally or within the U.S.

Use quantitative analysis techniques to explore three or four relationships. These can include descriptive statistics, graphs and plots of relationships between variables, and calculating correlation coefficients. Think of this work as your preliminary exploration of the data before defining a major research project for the House Transportation and Public Works Committee. Because so much data are provided, you must decide (and defend) which variables are of the greatest interest, and focus you investigations on them.

For each relationship you examine, write a clear statement of the hypothesis you test, report on your visual analysis of the data (including comments on outliers), report on the calculated correlation coefficients if applicable, present your theory about the direction of causality for relationships you deem significant, refer to the relevant required, recommended, and optional course readings as appropriate, and provide a written commentary on whether the analysis supports or does not support your initial hypothesis. In concluding your memo comment on the degree to which your exploration shows that urban form indicators are related to travel behavior, and if they are, whether the relationships are consistent with the literature read in class.

Memo B: Analyzing Jobs-Housing Balance in Southern California[2]

Over the last year, you've been working feverishly at the Southern California Council of Governments (SCAG) to put together the new Regional Transportation Plan (RTP), and in particular its land use/climate change component, called the Sustainable Communities Strategy (SCS). However, just as you and your colleagues are putting the final touches on the draft, your annoyingly fickle and intellectually curious boss raises an objection. She recently stumbled upon her old copy of SCAG's 2001 report *The New Economy and Jobs/Housing Balance in Southern California* and is convinced by report's contention that more balance between jobs and housing could help the SCAG region reduce congestion and commute times, increase quality of life, decrease pollution, and save money. She's scandalized that your team has paid little to no explicit attention to what was a centerpiece strategy for the agency just a few years ago in the current draft RTP/SCS.

[1] It is on CD. Please copy the program to your own hard drive so that others may access it readily.
[2] You cannot complete both Analytical Memo B and Critical Essay 5.

Accordingly, she would like you and your colleague to prepare a memorandum that addresses this omission. As her most trusted analysts, she would like to hear whether you think jobs/housing balance is a problem in Southern California and, if so, what we should do about it. Specifically she would like:

1) An assessment of the Region's progress (or lack thereof) toward jobs/housing balance since 2001. The 2001 report (http://www.scag.ca.gov/Housing/pdfs/Balance.pdf) calculates jobs/housing balance by city and county (page 91), and makes predictions about the future. You have just prepared similar figures for the 2012 RTP (http://www.scag.ca.gov/forecast/downloads/excel/RTP2012-GROWTH-FORECAST.xls). How do they compare? Are we on track with earlier predictions? Are we headed for doom? (Since you cannot analyze the entire SCAG region and all of its sub-units in this preliminary analysis, you should select whatever geographic units you deem interesting and appropriate for this assignment).

2) Your candid opinion concerning whether your findings above are worth considering. Is jobs/housing balance a useful concept? Should it be considered in the 2012 RTP? (You should refer to the relevant required, recommended, and optional course readings and provide evidence in support of your opinions).

3) A summary of your recommendations. Should SCAG consider jobs/housing balance? If so, at what scale? If it should be considered, are there specific areas in Southern California upon which we should? What policies or programs, if any, should SCAG recommend in the RTP to address jobs/housing balance in these areas?

MEMO C: Land Use, Transportation, and Poverty: The Determining Factor[3]

You work for an advocacy group in Washington D.C. whose mission is to empower low-income households by helping them get jobs. In the past few years, a growing number of academics have supported the idea of providing low-income households with cars to lower barriers to job access. Your boss is intrigued by the concept, but has her reservations about promoting auto use, as she is an active member of the Sierra Club.

Because you are familiar with the spatial mismatch literature, your boss has asked you to delve into some data from the 2009 National Household Transportation Study to determine whether vehicle access or residential location is a greater determinant in whether or not household members are employed. To answer this question, you will need to download the 2009 dataset from the NHTS website (http://nhts.ornl.gov/download.shtml#2009). You should be able to open both ASCII and Dbase formats from within excel (use *Open*, and select *all file* types). The persons file variable "WORKER" states whether or not the respondent is employed. The

[3] You cannot complete both Analytical Memo C and Critical Essay 6.

variable “URBAN” lists whether a person lives in a suburb (1), inthe central city (2), in an exurb (3) or in a rural area (4). The variable “HHVEHCNT” lists the household vehicles. You may analyze the data in any way you wish – means, medians, frequencies, crosstabs, or regressions are all excellent ways to convey your findings to your boss, as long as you can explain their meaning in a way that she, who has had no formal training in statistics, can understand.

Be sure to incorporate your findings as tables or figures in a well-written, concise memo. Also, relate your findings to the spatial mismatch literature and any other readings from the class that you find relevant. Based on your results, should your group promote providing low-income households with automobiles? Or is there another policy avenue that you believe should be explored?

You Should Complete Either D, E, F, or G Below

MEMO D: TOD in Omaha?

You are a community development specialist for Omaha, Nebraska. Recently, debates about sprawl have become increasingly contentious in your city. A developer has come forward with a transit-oriented development proposal that he claims will help to address the problem of sprawl. He tells the mayor that research has proven that a combination of high-density housing, mixed land uses, and good quality public transit will decrease auto ownership, auto use, and air pollution by increasing transit, walking, and biking. Being a smart woman, the mayor has her staff conduct some preliminary research; she learns that the studies conducted to date are far from clear on the question of transit-oriented development and travel behavior. She asks that you follow-up on this preliminary literature scan by writing a memorandum to address the following questions and issues:

1. How is residential density measured in studies of travel behavior and urban form? (Hint: look to some of the studies on this topic in the syllabus as a start, and perhaps to Eidlin for a critique) Are some measures better than others? What is the residential density of Omaha? Is it higher or lower than Los Angeles? Atlanta? What about other regions? Given that residential density varies significantly within most metropolitan areas, how well do such aggregate measures of residential density reflect urban form?

2. In research that has empirically demonstrated a difference in the amount of auto travel between dense urban areas and “sprawling” regions, what is the magnitude of the difference? That is, by how much do proponents of denser developments claim to reduce travel? Why should we believe or not believe these claims?

3. Does Omaha show the expected relationship between aggregate density and aggregate travel? How does it compare to places that are known for transit-oriented

development, like Portland or San Diego, or those places that are characterized as sprawling, like Atlanta or Houston?

The mayor wants to see the numbers. Relevant census data (2000 is fine) are available at http://www.mapacog.org/links.htm. You might use travel data from the National Household Travel Survey (http://nhts.ornl.gov/index.shtml), the Census Transportation Planning Package (http://www.fhwa.dot.gov/planning/census_issues/ctpp/) or other sources as you deem appropriate. Feel free to ask your TA for assistance in accessing these databases.

Make sure in your memo to give the Mayor quantitative data to support your findings. She's a financial analyst and gets really mad when she thinks the city's planners aren't showing the bottom line. But she is going to need some interpretation since she's not a planner. Finally, you should draw on the required and supplementary readings to the relevant topics for this course to help you focus your questions and/or buttress your findings.

MEMO E: A Desire Named Streetcar

Recently, the League of Concerned Taxpaying Motorists and the Association of Annoyed Bus Riders in San Diego filed suit against the San Diego Light Rail and Bus Administration (LRBA), arguing that the LRBA's rail-building activities have consumed an unfair portion of the region's transit budget. In particular, they argue that LRBA have habitually inflated the forecasted ridership associated with rail in order to "roll" the benefit-cost evaluation of rail projects in their favor. This contention was found sufficiently believable by the courts, and it is issued a permanent injunction on rail construction by the LRBA; as a result, construction of light rail projects in San Diego has ground to a halt.

You are a planning consultant with the Environmentalists' Club in San Diego. This organization is planning to file a countersuit against the injunction, arguing that without rail, the San Diego area will be doomed to poor air quality and sprawl. Your boss is convinced that the errors in forecasting made by the LRBA are simply normal errors in forecasting, and he wants you to go out and survey the evidence on new rail starts. Table 1 shows the history of LRBA's previous forecasts. During the first phase of the lawsuit, the LRBA provided the estimates of how many new riders they had attracted to the transit system by providing more and better rail. But the State Auditor found that much of the new ridership claimed by the LRBA were actually transit riders who were diverted to rail from existing bus lines, due to planning changes made by LRBA.

		Daily Boardings		Percent New Riders	
Link	Length	Forecast 2000	Actual 2000	LRBA Estimate	Audit
Elbow Line	11.5	15,800	9,300	53%	17%
Big Toe Line	1	10,000	6,912	40%	32%
Liver Line	5.6	21,000	13,000	34%	39%
Hypothalamus Line	8.1	12,000	9,890	25%	8%

1. How do the errors in forecasting at the LRBA stack up against the errors found by Pickrell's 1990s study of rail forecasting[4]and Bent Flyvbjerg, et.al.'s more recent global study of forecasting?[5]Are LRBA's errors about the same, lower, or larger than those found by these authors? Show the evidence in a table.

2. The lead attorney wants you to construct a table of daily boardings, new riders, and new riders per mile of other recently constructed rail systems in at least two other cities. She wants you to consider how these cities differ from San Diego and wants you to interpret your findings: did these other new light rail starts do better or worse than LRBA?

MEMO F: Los Angeles Style Sprawl?

California's new/old Governor has promised to eliminate pork barrel projects across the state. Specifically, he has threatened to terminate all funding for new road construction projects in Los Angeles County because he has been told by some activists that adding new roads to congested areas will only make matters worse given LA's reputation as the sprawl capital of the world and Angelino's well-known love affair with the automobile.

You work for the Southern California Association of Governments and have been asked by your boss to write up a memo responding to the Governor's criticisms of LA as excessively sprawling and auto-dependent as justifications for his road termination threat. In your memo you should analyze and synthesize the relevant course readings on the relationships between urban form and travel behavior in Los Angeles and elsewhere. Second, you should present your analysis of data comparing the population densities, average vehicle-miles traveled, and congestion levels in Los Angeles to that of other cities around the country. In doing so you might look to the

[4] Pickrell, Don H. 1992. "A Desire Named Streetcar: Fantasy and Fact in Rail Transit Planning," *Journal of the American Planning Association*, 58(2): 158-176.

[5] Flyvbjerg, Bent, Mette K. Skamris Holm, and Soren L. Buhl. 2005. "How (In)Accurate Are Demand Forecasts in Public Works Projects?," *Journal of the American Planning Association*, 71(2): 131-146.

Millennium Cities Database for Sustainable Transport (on reserve at YRL[6]), the Texas Transportation Institute (http://mobility.tamu.edu/ums/report/), or other resources you deem appropriate. Based on your understanding of the relationship between road building and sprawl, and your analysis of the data, do you agree with the Governor's assessment that Los Angeles is a sprawling, auto-dominated city needing to be reined in by a moratorium on road projects?

Make sure your memo provides your boss and, by extension, the Governor with quantitative data to support your conclusions. Additionally, you should offer specific recommendations to the Governor, based on your findings and on the theories you have developed from the material that has been presented in class. Cite sources when you feel they are important for your case. If you find it helpful for developing your argument, you may want to look at SCAG's draft 2012 Regional Transportation Plan (http://www.scag.ca.gov/rtp2012/index.htm) to review what types of projects your agency supports and critique some of these projects based on their ability to cost-effectively reduce congestion and improve mobility within Los Angeles. Given this review, how you believe that transportation funds should be spent in Los Angeles County?

MEMO G: The Costs of Sprawl

You are an associate planner for the Metropolitan Council in Minneapolis-St. Paul. The Minneapolis-St. Paul region has exemplified progressive regional governance, having enabled regional property-tax sharing and other measures explicitly designed to increase cooperative regional governance aimed at decreasing sprawl, among other governmental failures.

One day, the director of the Metropolitan Council comes into your office with blood in his eyes waving a Wall Street Journal article that lists Minneapolis-St. Paul as "one of the most sprawling cities of the U.S." based on a 2000 report called *The Costs of Sprawl* (available at: http://onlinepubs.trb.org/onlinepubs/tcrp/tcrp_rpt_74-a.pdf and http://onlinepubs.trb.org/onlinepubs/tcrp/tcrp_rpt_74-b.pdf). In Appendix E of the report, the authors have created a series of composite variables that are then used to calculate a "composite sprawl index." The ratings of this report show that the Twin Cities have the 34th highest (most sprawling) score, way above places like Las Vegas (#141), Los Angeles (#150), and Phoenix (#151)! In fact, the 2nd lowest city in the sprawl index is San Jose – where you lived for several years. San Jose! You moved from San Jose to the Twin Cities partly because you saw that Silicon Valley city as the apotheosis of auto-oriented development and dismal-looking tract housing that many people associate with sprawl.

Your supervisor would like you to write him a memo that:

[6] It is on CD. Please copy the program to your own hard drive so that others may access it readily.

1. Describes the method for creating the index and rankings in a concise—and nontechnical—manner so that he can explain it to the mayor. The method for creating the sprawl index is laid out in the report text.

2. Evaluates the index in terms of its explanatory power. That is, does the index measure what it claims to measure? Is it a good basis for evaluating sprawl? Your supervisor suggests that you use the data from Appendix D of the report on population and land areas to construct simpler measures of residential density for both inside and outside the central city. Then rank those. How do these measures correspond to the composite sprawl indices in Appendix E? Construct a table of the top and bottom ten for the simple measure you have constructed and the composite measures. Which is more believable?

3. A few days go by, and one of your smart coworkers says in front of the supervisor, "Hey, that composite sprawl index only considers how autos can disperse land uses. Bus rapid transit or rail can spread land uses, too, especially when combined with park-and-ride facilities. Is that anywhere in the index?" Your supervisor likes this question, and wants you to discuss this in the memo. Do any of the indicator variables used in the index control for the possibility that *any* motorized transit can disperse human activity? Why should this problem with the index concern us? Or shouldn't it? How do you think transit should be factored in to measures of sprawl?

4. Finally, given your research and the data from the *Costs of Sprawl* study, what would you propose as a reasonable way to measure sprawl? Be specific and show how the results of your sprawl index would rank Minneapolis, San Jose, and eight other cities of your choice.

Critical Essay

This assignment gives you an opportunity to reflect in depth on one of the many topics covered in this course. For any one of the seven assignments listed below, you should carefully review all of the related class reading and write a six to twelve page (not counting the bibliography) typed, double spaced critical review of the issue. Your assignment is not to summarize the content of the reading and lectures, but rather to critically evaluate the principal issues and/or arguments raised in the reading in light of both your own experiences and the related material covered in class lectures and discussion.

You may summarize the principal findings and conclusions of the various readings, but keep the amount of your review devoted to a summary to a minimum. Feel free to develop your own ideas on the subject matter, provided your ideas are supported by argument and related to the issue in a systematic way. You are not expected to do any outside research or reading for your essay; you should, however, cite your sources and include a bibliography.

ESSAY 1: What Killed Transit in the American City?

From the horsecar through the streetcar, transit had a fifty year head start on the automobile. The infrastructure was in place, it was familiar to riders, and land use patterns had evolved around it. Yet the automobile quickly took over, and public transit went into a long and precipitous decline. Why? Was it due to the technological merits of the two competing modes? Or was it because of failings in the way transit was implemented, managed, regulated and run? Did social and cultural factors play an important role? Were political or planning issues the key? Given the relevant course readings, our lectures, and class discussions, discuss what you consider to be the most important factors. Do not simply list every possible explanation; select the causes you believe were decisive and build a case from the readings and lectures to support your analysis. You may also wish to consider some commonly given explanations you believe were not of significant importance in transit's slide from pre-eminence.

Your assignment is to carefully review all of the relevant course readings, including the relevant recommended and optional readings. You might also find some sections of the Clay McShane book *Down the Asphalt Path: the Automobile and the American City*to be useful. Conclude your essay by speculating on what history can teach us as we try to promote transit anew today. Does our past experience show transit is just not suited for the American city? Or if we correct some specific failings, can we get transit right this time around?

Due: Monday, January 23rd at 10:30 am.

ESSAY 2: Book review

Listed below are books dealing with one or more aspects of transportation history and policy. The books vary quite significantly, ranging from even-handed to polemical, and from anti-automobile to anti-transit.

You should evaluate the main argument or arguments in the book in light of your own experiences and the related materials covered in class readings and lectures. Remember, your assignment is not to summarize the book's contents. You may summarize the principal findings and conclusions of the author, but keep the amount of your review devoted to a summary to a minimum.

You should be able to find most, if not all, of the books listed below in the UCLA Libraries, but don't wait until the last minute to find that none of your top choices are available. If a book you are interested in is not available in the libraries, come see me. Finally, if none of the books listed below interests you, we can discuss alternatives.

Due: Monday, January 30th at 10:30 am.

Baumbach Jr., Richard O. and William E. Borah. 1981. *The Second Battle of New Orleans: A History of the Vieux Carre Riverfront Expressway Controversy*. Birmingham: University of Alabama Press.

Barrett, Paul. 1983. *The Automobile and Urban Transit: The Formation of Public Policy in Chicago, 1900-1930*. Philadelphia: Temple University Press.

Berger, Michael L. 1979. *The Devil Wagon in God's Country: The Automobile and Social Change in Rural America, 1893-1929*. Hamden, CT: Archon Books.

Bottles, Scott L. 1987. *Los Angeles and the Automobile: The Making of a Modern City*. Berkeley: University of California Press.

Brilliant, Ashleigh. 1989. *The Great Car Craze: How Southern California Collided with the Automobile in the 1920s*. Santa Barbara: Woodbridge Press.

Brodsly, David. 1981. *L.A. Freeway: An Appreciative Essay*. Berkeley: The University of California Press.

Cervero, Robert. 1986. *Suburban Gridlock*. New Brunswick: Center for Urban Policy Research.

Randall Crane and Marlon Boarnet. 2000. *Travel by Design: The Influence of Urban Form on Travel.* New York: Oxford University Press.

Cudahy, Brian J. 1990. *Cash, Tokens, and Transfers: A History of Urban Mass Transit in North America*. New York: Fordham University Press.

Davies, Pete. 2002. *American Road: The Story of an Epic Transcontinental Journey at the Dawn of the Motor Age*. New York: Henry Holt.

Fischler, Stanley I. 1979. *Moving Millions: An Inside Look at Mass Transit*. New York: Harper and Row.

Flink, James J. 1970. *America Adopts the Automobile: 1895-1910*. Cambridge: The MIT Press.

Flink, James J. 1975. *The Car Culture*. Cambridge: The MIT Press.

Flink, James J. 1988. *The Automobile Age*. Cambridge: The MIT Press.

Foster, Mark S. 1981. *From Streetcar to Superhighway: American City Planners and Urban Transportation, 1900-1940*. Philadelphia: Temple University Press.

Gakenheimer, Ralph. 1976. *Transportation Planning as Response to Controversy: The Boston Case*. Cambridge: The MIT Press.

Gilbert, Gorman and Robert Samuels. 1982. *The Taxicab: An Urban Transportation Survivor*. Chapel Hill: University of North Carolina Press.

Hamer, Andrew N. 1976. *The Selling of Rail Rapid Transit*. Lexington, MA: Lexington Books.

Jones, David W., Jr. 1985. *Urban Transit Policy: An Economic and Political History*. Englewood Cliffs, NJ: Prentice-Hall.

Jones, David W., Jr. 1989. *California's Freeway Era in Historical Perspective*. Berkeley: Institute of Transportation Studies.

Kenworthy, Jeffery R., Felix B. Laube, with Peter Newman, et al. 1999. *An international sourcebook of automobile dependence in cities, 1960-1990.* Boulder, CO: University Press of Colorado.

Lupo, Alan, Frank Colcord, and Edmund P. Fowler. 1971. *Rites of Way: The Politics of Transportation in Boston and the U.S. City*. Boston: Little, Brown, and Company.

McShane, Clay. 1994. *Down the Asphalt Path: the Automobile and the American City.* New York: Columbia University Press.

Mogridge, Martin J. H. 1990. *Travel in Towns: Jam Yesterday, Jam Today, and Jam Tomorrow?* London and Basingstoke: McMillian Reference Books.

Newman, Peter and Jeffrey Kenworthy. 1999. *Sustainability and cities: Overcoming automobile dependence*. Washington, DC: Island Press. Pages 68-127.

Oppel, Frank. 1989. *Motoring in America: The Early Years*. Secaucus, NJ: Castle Books.

Post, Robert C. 1989. *Street Railways and the Growth of Los Angeles: Horse, Cable, Electric Lines*. San Marino: Golden West Books.

Preston, Howard L. 1979. *Automobile Age in Atlanta: The Making of a Southern Metropolis*. Athens: University of Georgia Press.

Pucher, John and Christian Lefevre. 1996. *The Urban Transport Crisis in Europe and North America*. London: Macmillan

Richmond, Jonathan. 2004. *Transport of Delight: The Mythical Conception of Rail Transit in Los Angeles*. Akron: University of Akron Press.

Rimmer, Peter. 1986. *Riksha to Rapid Transit: Urban Public Transport Systems and Public Policy in Southeast Asia*. Sydney: Pergamon Press.

Rose, Mark H. 1979. *Interstate Express Highway Politics: 1941-1956*. Lawrence: University of Kansas Press.

Schaeffer, K.H. and Elliott Sclar. 1980. *Access for All: Transportation and Urban Growth*. New York: Columbia University Press.

Seely, Bruce E. 1987. *Building the American Highway System: Engineers as Policy makers*. Philadelphia: Temple University Press.

Sutter, P.S. and W. Cronin. 2002. *Driven Wild: How the Fight Against Automobiles Launched the Modern Wilderness Movement*. University of Washington Press.

Taebel, Delbert A. and James V. Cornehls. 1977. *The Political Economy of Urban Transportation*. Port Washington and London: Kennikat Press.

Vance, James E. Jr. 1990. *Capturing the City: The Historical Geography of Transportation Since the Sixteenth Century*. Baltimore: The Johns Hopkins University Press.

Vuchic, Vukan R. 1999. *Transportation for Livable Cities*. New Brunswick: Center for Urban Policy Research, Rutgers University.

Warner Jr., Sam Bass. 1962. *Streetcar Suburbs: The Process of Growth in Boston, 1870-1900*. Cambridge: Harvard University Press and MIT Press.

Whitt, J. Allen. 1982. *Urban Elites and Mass Transportation: The Dialectics of Power*. Princeton: Princeton University Press.

Wright, Charles L. 1992. *Slow Wheels, Fast Traffic: Urban Transport Choices*. Philadelphia: Temple University Press.

Zwerling, Stephen. 1974. *Mass Transit and the Politics of Technology: A Study of BART and the San Francisco Bay Area*. New York: Praeger Publishers.

ESSAY 3: Can new transportation systems re-shape urban form?

Early in the quarter we traced the tandem evolution of transportation systems and urban form in U.S. metropolitan areas and saw a seemingly clear connection of cause and effect: new transportation technologies -- such as the electric streetcar and the automobile –enabled dramatic changes in the form and density of cities. This history of transportation cause and land use effect may cede significant power to transportation planners to shape cities. By introducing new or different transportation systems, can planners alter the form and density of cities in the future?

In recent efforts to alter the ongoing dispersion of metropolitan areas into sprawling auto-dependent suburbs, planners in cities around the U.S. have embarked on construction of new rail transit systems to "focus" growth and reduce auto use. The Los Angeles Metropolitan Transportation Authority, for example, is in the midst of an ambitious plan for a regional rail transit system that seeks to re-concentrate new development in downtown Los Angeles and around outlying stations.

You should carefully review the relevant required, recommended, and optional reading and,in light of class discussion and your own views, assess the links between new transportation systems and urban form. Under what conditions are transportation investments most likely to shape new development, and when and where are new transportation systems least likely to alter urban form? In general, do you think that the new rail transit lines built, in development, and on the drawing board for Los Angeles will alter the prevailing development patterns in Southern California? If so, why? And if not, why not?

Due: Monday, February 13th at 10:30 am.

ESSAY 4: Will public transit investments lead to more "sustainable" cities?

Australians Newman and Kenworthy and American John Pucher have separately argued that planners and policy-makers in the U.S. have created less livable and sustainable cities than their counterparts in Europe and other parts of the developed world. A wide range of policies and planning practices, they argue, have combined tocreate sprawling, inefficient, energy consumptive, and polluted metropolitan areas in the U.S. American planners, they argue,

should learn from cities in developed and developing countries elsewhere; policies that favor low-density development and dependence on the private automobile should be abandoned in favor more compact, higher density, and more transit-oriented developments.

Critics of these views, however, argue that most people prefer U.S.-style urban development and would vigorously resist attempts cut back on low-density development or significantly reduce automobile use. They point to data showing that development densities are declining and auto use is increasing faster in Europe and Asia than in the U.S. as evidence of the difficulty of slowing metropolitan dispersion or dampening the popularity of automobiles.

Your assignment is to carefully review the relevant required, recommended, and optional readings and then assess the arguments of Newman & Kenworthy and Pucher and their critics. What are the principal issues to be considered? What evidence is available to support or refute the claims of each side? And, after weighing the issues and evidence, what position do you take?

Due: Monday, February 20th at 10:30 am.

ESSAY 5: Should planners balance jobs and housing in within metropolitan areas?[7]

"Jobs-housing balancing" has for some time been a major issue in urban and regional policy. Some observers and regional policy-makers believe that a primary cause of worsening traffic congestion and air pollution in metropolitan areas is an imbalance of jobs and housing. They argue that work trips have lengthened at least in part because new residential areas are in outlying suburbs far from central job centers; the result is that some areas are jobs-rich and housing-poor, while others are housing-rich and jobs-poor. At one point, both the Southern California Association of Governments and the South Coast Air Quality Management District adopted plans calling for regional jobs-housing balancing policies as a means of reducing vehicle travel and traffic congestion.

Critics of such policies point out that there are many causes of increasing vehicle travel; the spatial distribution of jobs and housing may not be a significant contributor to traffic congestion. Further, critics argue that, even if all cities manage to balance jobs and housing, there is no guarantee that residents will choose to live and work in the same neighborhood.

Your assignment is to carefully review all of the relevant required, recommended, and optional readings and assess the arguments for and against jobs-housing balance policies. What evidence is available to support or refute calls for planners to balance the distribution of jobs and housing in metropolitan areas? After weighing the issues and evidence, what position do

[7] You cannot complete both Analytical Memo B and Critical Essay 5.

you take? If you support a jobs-housing balance, how do you recommend planners implement such policies? If you oppose a jobs-housing balance, what transportation factors, if any, should planners consider locating new housing and commercial development?

Due: Monday, February 27th at noon.

ESSAY 6: Is there a "spatial mismatch" in cities?[8]

Many analysts argue the persistent residential segregation of minorities (particularly African-Americans) in central cities has combined with the increasing suburbanization of metropolitan employment to create a "spatial mismatch," which has resulted in higher unemployment levels and longer commutes for central city minorities. Others contend that contribution of the spatial mismatch to minority unemployment and poverty has been exaggerated, that the issue centers much more on "race" and far less on "space."

Your assignment is to carefully review all of the relevant required, recommended, and optional readings and assess the arguments for and against the spatial mismatch hypothesis. What are the principal issues to be considered? What evidence is available to support or refute the existence of a spatial mismatch? And, after weighing the issues and evidence, what position do you take?

Due: Monday, March 5th at 10:30 am.

ESSAY 7: Can new urbanist and transit-oriented developments attract residents and reduce auto use?

The hot topic in land use and transportation planning these days is “transit-oriented development.” These new designs – espoused early on by architects Peter Calthorpe in California and Andres Duany in Florida and today by planners and urban designers broadly – call for a return to the medium-density, mixed-use urban developments of the streetcar era. They emphasize a human development scale, a pedestrian focus, and a mixing of homes, shops, offices, and apartments to encourage walking and transit use. New urbanist "villages" have recently been developed on the outskirts of many metropolitan areas, and around rail and bus rapid transit stations in many cities, including Los Angeles.

Proponents of neo-traditionalism argue that such developments can significantly reduce auto dependence, while others are more skeptical. Even for residents, critics argue, transit-oriented developments are just small parts of the much larger geographic areas where most people live, work, and play. Further, they say, such developments are not consistent with the life-styles favored by most Americans and, therefore, will appeal only to a minority of urban residents.

[8] You cannot complete both Analytical Memo C and Critical Essay 6.

Your assignment is to carefully review all of the relevant required, recommended, and optional readings and then evaluate the promise of transit-oriented development to (1) attract residents and businesses and (2) to reduce vehicle travel. What are the principal issues to be considered? What evidence is available to support or refute the claims of supporters? And, after weighing the issues and evidence, would you favor an increased focus on transit-oriented development in Southern California?

Due: Monday, March 12th at 10:30 am.

URBAN PLANNING 259:
TRANSPORTATION AND ECONOMIC DEVELOPMENT

Spring 2011

Days: Thursday
Time: 9:00 to 11:50 am
Room: 1337 PPB

Instructor: Evelyn Blumenberg
Office: 5276 PPB
Telephone: (310) 903-3305
Office Hrs: Posted or by appointment
E-mail: eblumenb@ucla.edu

Course Description:

The course examines the equity questions associated with urban transportation. In particular, it focuses on the complex relationships among urban spatial structure, transportation (travel patterns and transportation investments), and economic outcomes. The course is intended to provide students with an understanding of the role of transportation in improving economic outcomes for low-income and minority households and communities.

The readings, lectures, and class discussion will center on the following interrelated set of questions:

(1) What is the relationship between residential location, race, and travel?
(2) Is metropolitan dispersion (or "sprawl") associated with urban decline and inequality? If so, how?
(3) To what extent does spatial access to employment influence employment decisions and outcomes?
(4) Is there a "spatial mismatch" between low-income, inner-city residents and suburban employment opportunities? If so, how does this mismatch affect the job prospects of inner-city residents?
(5) What is the effect of transportation investments on low-income neighborhoods? What is the relationship between environmental justice and transportation?
(6) What mode or modes of transportation best connect low-income workers to the labor market?
(7) Do low-income families spend more on transportation than higher-income families?
(8) What is transportation equity? Can transportation programs and policies increase the economic opportunities of low-income families? If so, what types of programs should we adopt?

Format and Course Requirements:

There are 5 parts to the course: (1) lectures (2) presentation and discussion of reading materials, (3) memos (4) final paper and presentation (5) class participation.

Lectures: A complete list of the lecture topics, dates, and readings is attached.

Readings: There are required readings for each topic; required readings are posted on the class web site.

Assignments: Students will be required to (a) present readings for and facilitate one class session (b) write and present short memos in preparation for the final term paper (c) write a final term paper and (d) make a short oral presentation of the final paper.

Grading: Final grades will be determined as follows: facilitation of class session (10%), three memos (30%), final paper (40%), final presentation (15%), and class participation (5%).

Lecture Topics and Readings:

Week 1. Urban Spatial Structure and the Poor (March 31)

Required Reading:

Anas, A., R. Arnott and K.A. Small (1998). "Urban Spatial Structure," *Journal of Economic Literature* 36: 1426-1464.

Brookings Institution (2010). "Executive Summary," *State of Metropolitan America*. *On the Front Lines of Demographic Transformation*. Metropolitan Policy Program. Washington, DC: The Brookings Institution. http://www.brookings.edu/~/media/Files/Programs/Metro/state_of_metro_america/metro_america_report.pdf

Massey, Douglas and (2003). "The Geography of Inequality in the United States, 1950-2000," *Brookings-Wharton Papers on Urban Affairs*, p. 1-40.

Raphael, Steven and Michael A. Stoll (2010). "Job Sprawl and the Suburbanization of Poverty," Metropolitan Policy Program. Washington, DC: The Brookings Institution. http://www.brookings.edu/~/media/Files/rc/reports/2010/0330_job_sprawl_stoll_raphael/0330_job_sprawl_stoll_raphael.pdf

Optional:

Brookings Institution (2010). *State of Metropolitan America*. *On the Front Lines of Demographic Transformation*. Metropolitan Policy Program. Washington, DC: The Brookings Institution. http://www.brookings.edu/~/media/Files/Programs/Metro/state_of_metro_america/metro_america_report.pdf

Coulton, C.J. (2003). "Metropolitan inequities and the ecology of work: Implications for welfare reform," *Social Service Review*, 77 (2): 159-190, June.

Fernandez, R.M. and C. Su (2004). "Space in the study of labor markets," *Annual Review of Sociology*, 30: 545-569.

Kneebone, Elizabeth and Emily Garr (2010). "The Suburbanization of Poverty: Trends in Metropolitan America, 2000 to 2008," Washington, D.C.: Brookings Institution, Center on Urban and Metropolitan Policy, January. http://www.brookings.edu/~/media/Files/rc/papers/2010/0120_poverty_kneebone/0120_poverty_paper.pdf

Week 2. Sprawl and inequality: Is metropolitan dispersion associated with urban decline and inequality? (April 7)

Required Reading:

Downs, A. (1999). "Some realities about sprawl and urban decline," *Housing Policy Debate*, 10(4): 955-974.

Glaeser, E.L. and M.E. Kahn (2004). "Sprawl and urban growth," *Handbook of Urban and Regional Economics.* 4: 2481-2527.

Pendall, R. and J.I. Carruthers (2003). "Does density exacerbate income segregation? Evidence from U.S. metropolitan areas, 1980 to 2000," *Housing Policy Debate*, 14(4): 541-589.

Stoll, M. (2006). "Job sprawl, spatial mismatch, and black employment disadvantage," *Journal of Policy Analysis and Management*, 25 (4): 827-854

Yang, R. and P.A. Jargowsky (2006). "Suburban development and economic segregation in the 1990s," *Journal of Urban Affairs*, 8 (3): 253-273.

Optional:

Crane, R. and D. Chatman (2003). "As jobs sprawl, whither the commute," *Access*, 23: 14-19. http://www.uctc.net/access/23/Access%2023%20-%2004%20-%20As%20Jobs%20Spraw.pdf

Foster-Bey, J. (2002). *Sprawl, Smart Growth and Economic Opportunity*. Washington D.C.: The Urban Institute. http://www.urban.org/UploadedPDF/410536_SprawlandEquity.pdf

Kahn, Matthew (2001). "Does sprawl reduce the black/white housing consumption gap," *Housing Policy Debate*, 12(1): 77-86.

Squires, G.D. and C.E. Kubrin (2005). "Privileged places: Race, uneven development and the geography of opportunity in urban America," *Urban Studies*, 42(1): 47-68.

Wheeler, Christopher H. (2008). "Urban decentralization and income inequality: Is sprawl associated with rising income segregation across neighborhoods," *Regional Economic Development*, Federal Reserve Bank of St. Louis, 4(1): 41-57.

Week 3. Spatial Access and Employment Outcomes: Does spatial access to destinations influence economic outcomes? (April 14)

Required Reading:

Wachs, Martin and T. Gordon Kumagai (1973). "Physical accessibility as a social indicator," *Socioeconomic Planning Sciences*, 7(5): 437-456.

Handy, S. L. and D. A. Niemeier (1997). "Measuring accessibility: An exploration of issues and alternatives," *Environment and Planning A* 29 (7): 1175-94.

Immergluck D. (1998). "Job proximity and the urban employment problem: Do suitable nearby jobs improve neighbourhood employment rates?" *Urban Studies*, 35 (1): 7-23.

Shen, Q. (2001). "A spatial analysis of job openings and access in a U.S. metropolitan area," *Journal of the American Planning Association*, 67 (1): 53-68.

Bania, Neil, Laura Leete, and Claudia Coulton (2008). "Job access, employment and earnings: Outcomes for welfare leavers in a US urban labour market," *Urban Studies*, 45(11): 2179-2202.

Optional:

Allard, S.W. and S. Danziger. 2003. "Proximity and opportunity: How residence and race affect the employment of welfare recipients." *Housing Policy Debate*. 13(4): 675-700.

Blumenberg, E., and P. Ong. (1998). "Job accessibility and welfare usage: Evidence from Los Angeles," *Journal of Policy Analysis and Management*, 17(4): pp. 639-657.

Dawkins, C.J., Q. Shen, T.W. Sanchez (2005). "Race, space, and unemployment duration," *Journal of Urban Economics*, 58 (1): 91-113.

Immergluck, D. (1998). "Neighborhood economic development and local working: The effect of nearby jobs on where residents work," *Economic Geography*, 74 (2): 170-187.

Leete, L. (1999). "The impact of welfare reform on local labor markets," *Journal of Policy Analysis and Management*, 18(1), 50-76.

Parks, V. (2004). "Access to work: The effects of spatial and social accessibility on unemployment for native-born black and immigrant women in Los Angeles," *Economic Geography*, 80 (2): 141-172.

Wang, F.H. (2003). "Job proximity and accessibility for workers of various wage groups," *Urban Geography*, 24 (3): 253-271.

Weinberg B.A., P.B. Reagan, and J.J. Yankow (2004). "Do neighborhoods affect hours worked? Evidence from longitudinal data," *Journal of Labor Economics*, 22(4): 891-924.

<u>Week 4. Spatial mismatch hypothesis</u>: Is there a spatial and/or a transportation mismatch between low-income communities and employment? (April 21)

Required Reading:

Ellwood, D.T. (1986). "The spatial mismatch hypothesis: Are there jobs missing in the ghetto?" in Richard Freeman and Harry Holzer, eds., *The Black Youth Employment Crisis*. (Chicago: University of Chicago Press). http://www.nber.org/papers/w1188.pdf

Gobillon, L., H. Selod, and Y. Zenou (2007). "The mechanisms of spatial mismatch," *Urban Studies*, 44(12): 2401–2427, November.

Ihlanfeldt K.R. and D.L. Sjoquist (1998). "The spatial mismatch hypothesis: A review of recent studies and their implications for welfare reform," *Housing Policy Debate*, 9(4): 849-892.

Kain, J.F. (1968). "Housing segregation, negro employment, and metropolitan decentralization," *Quarterly Journal of Economics*, 82: 175–197.

Ong, Paul M. and Douglas Miller (2005). "Spatial and transportation mismatch in Los Angeles," *Journal of Planning Education and Research*, 25(1): 43-56.

Optional:

Arnott, R. (1968). "Economic theory and the spatial mismatch hypothesis," *Urban Studies*, 35: 1171-1185.

Bauder, H. (2000). "Reflections on the spatial mismatch debate," *Journal of Planning Education and Research*, 19: 316-321.

Blumenberg E. and M. Manville (20044). "Beyond the spatial mismatch: Welfare recipients and transportation policy," *Journal of Planning Literature*, 19(2): 182-205.

Hellerstein, J.K. and Neumark, D. and McInerney, M (2008). "Spatial mismatch or racial mismatch?" *Journal of Urban Economics*, v. 64(2): 464-479.

Gottlieb, P.D. and B. Lentnek (2001). "Spatial mismatch is not always a central-city problem: An analysis of commuting behaviour in Cleveland, Ohio, and its suburbs," *Urban Studies*, 38 (7): 1161-1186.

Grengs, Joe (2010). "Job accessibility and the modal mismatch in Detroit," *Journal of Transport Geography*, 18: 42-54.

Holzer, H.J. (1991). "The spatial mismatch hypothesis: What has the evidence shown?" *Urban Studies*, 28: 105-122.

Kain, J. (1992). The spatial mismatch hypothesis: Three decades later. *Housing Policy Debate*, 3: 371-460.

Kain, J.F. (2004). "A pioneer's perspective on the spatial mismatch literature," *Urban Studies*, 41 (1): 7-32.

Kasarda, J.D. and K.F. Ting (1996). "Joblessness and poverty in America's central cities: Causes and policy prescriptions," *Housing Policy Debate*, 7 (2): 387-419.

Preston V, McLafferty S. (1999). "Spatial mismatch research in the 1990s: progress and Potential," *Papers in Regional Science*, 78 (4): 387-402.

Taylor, B.D. and P.M. Ong (1995). "Spatial mismatch or automobile mismatch – An examination of race, residence and commuting in US metropolitan areas," *Urban Studies*, 32 (9): 1453-1473.

Week 5. Transportation and Residential Location: What is the relationship between transportation and residential location among low-income households? (April 28)

Required Reading:

Clark W.A.V., Y.Q. Huang, and S. Withers (2003). "Does commuting distance matter? Commuting tolerance and residential change," *Regional Science and Urban Economics*, 33 (2): 199-221.

Glaeser, E.L., M.E. Kahn and J. Rappaport (2008). "Why do the poor live in cities?" *Journal of Urban Economics*, 63: 1-24.

Levine, Jonathan (1998). "Rethinking accessibility and jobs-housing balance," *Journal of the American Planning Association*, 64(2), 133-149.

Pollack, Stephanie, Barry Bluestone, Chase Billingham (2010). *Maintaining Diversity in America's Transit-Rich Neighborhoods: Tools for Equitable Neighborhood Change.* Dukakis Center for Urban and Regional Policy, October.

Shen Q. and T.W. Sanchez (2005). "Residential location, transportation, and welfare-to-work in the United States, A case study of Milwaukee," *Housing Policy Debate*, 16 (3-4): 393-431.

Optional:

Bohl, C.C. (2000). "New urbanism and the city: Potential applications and implications for distressed inner-city neighborhood," *Housing Policy Debate*, 11(4): 761-801

Clark, W.A.V. and Y.Q. Huang (2004). "Black and white commuting behavior in a large southern city: Evidence from Atlanta," *Geographical Analysis*, 36 (1): 54-68.

Day, K. (2003). "New urbanism and the challenges of designing for diversity," *Journal of Planning Education and Research*, 23 (1): 83-95.

Larsen, K. (2005). "New urbanism's role in inner-city neighborhood revitalization," *Housing Studies*, 20 (5): 795-813.

Salon, D. (2009). "Neighborhoods, cars, and commuting in New York City: A discrete choice approach," *Transportation Research Part A: Policy and Practice*, Volume 43, Issue 2, February 2009, Pages 180-196

So, K.S., P.F. Orazem, and D.M. Otto (2001). "The effects of housing prices, wages, and commuting time on joint residential and job location choices," *American Journal of Agricultural Economics*, 83(4), 1036-1048.

Talen, E. (2002). "The social goals of New Urbanism," *Housing Policy Debate*, 13(1): 165-188).

Week 6. Transportation Modes – Automobiles: What mode or modes of transportation best connect low-income workers to the labor market? (May 5)

Required Reading:

Blumenberg E. (2004). "En-gendering effective planning. Spatial mismatch, low-income women, and transportation policy," *Journal of the American Planning Association*, 70(3): 269-281.

Ong P.M. (2002). "Car ownership and welfare-to-work," *Journal of Policy Analysis and Management*, 21(2): 239-252.

Raphael, S., and L., Rice (2002). Car ownership, employment, and earnings. *Journal of Urban Economics*, 52: 109-130.

Berube, Alan, Elizabeth Deakin, and Steven Raphael (2006). "Socioeconomic differences in households automobile ownership rates: Implications for evacuation policy," University of California, Berkeley.

Sheller, M. and J. Urry (2000). "The city and the car," *International Journal of Urban and Regional Research*, 24(4): 737-757.

Optional:

Baum, Charles L. (2009). "The effects of vehicle ownership on employment" *Journal of Urban Economics*, 66: 151-163.

Cervero R., O.S. Sandoval, and J. Landis (2002). "Transportation as a stimulus of welfare-to-work. Private versus public mobility," *Journal of Planning Education and Research*, 22(1): 50-63, Fall.

Dargay, J. M. (2001). "The effect of income on car ownership: evidence of asymmetry," *Transportation Research Part A*, 35: 807-821.

Gautier, Pieter A. and Yves Zenou (2010). "Car ownership and the labor market of ethnic minorities," *Journal of Urban Economics,* 67(3): 392-403

Gurley T, Bruce D (2005). "The effects of car access on employment outcomes for welfare recipients," *Journal of Urban Economics*, 58(2): 250-272.

Kawabata, M. and Q. Shen (2006). "Job accessibility as an indicator of auto-oriented urban structure: A comparison of Boston and Los Angeles with Tokyo," *Environment and Planning B-Planning & Design*, 33(1): 115-130.

Raphael, Steven and Michael Stoll (2001). "Can boosting minority car-ownership rates narrow inter-racial employment gaps," *Brookings-Wharton Papers on Urban Affairs*, pp. 99-145.

Sandoval, J.S. Onésimo, Cervero, Robert, and John Landis (2011). "The transition from welfare-to-work: How cars and human capital facilitate employment for welfare recipients," *Applied Geography*, 31(1): 352-362

Week 7. Transportation Modes – Public Transit: What mode or modes of transportation best connect low-income workers to the labor market?

Required Reading:

Garrett, M. and B. Taylor (1999). "Reconsidering social equity in public transit," *Berkeley Planning Journal*, 13: 6-27.

Gao, Shenyi and Robert A. Johnston (2009). "Public versus private mobility for low-income households. Transit improvements versus increased car ownership in the Sacramento, California, region," *Journal of the Transportation Research Board*, 2125: 9-15.

Holzer, H.J., J.M. Quigley, and S. Raphael (2003). "Public transit and the spatial distribution of minority employment: Evidence from a natural experiment," *Journal of Policy Analysis and Management*, 22(3): 415-441.

Kawabata, M. (2003). "Job access and employment among low-skilled autoless workers in US metropolitan areas," *Environment and Planning* A, 35 (9): 1651-1668.

Ong P.M. and D. Houston (2002). "Transit, employment and women on welfare," *Urban Geography*, 23(4): 344-364.

Optional:

Alam, Bhuiyam Monwar (2009). "Transit accessibility to jobs and employment prospects of welfare recipients without cars," *Journal of the Transportation Research Board*, 2110: 78-86.

Giuliano G. (2005). "Low income, public transit, and mobility," *Journal of the Transportation Research Record*, 1927: 63-70.

Giuliano, G., Hsi-Hwa Hu, and Kyoung Lee (2001). *The Role of Public Transit in the Mobility of Low Income Households*. Final Report. Metrans Transportation Center. http://www.metrans.org/research/final/99-11_Final.pdf

Grengs J. (2001). "Does public transit counteract the segregation of carless households? Measuring spatial patterns of accessibility," *Transportation Research Record*," 1753: 3-10.

Sanchez, T.W. (2002). "The impact of public transport on US metropolitan wage inequality," *Urban Studies*, 39(3): 423-436.

Sanchez T.W. (1999). "The connection between public transit and employment – The Cases of Portland and Atlanta," *Journal of the American Planning Association*. 65 (3): 284-296.

Sanchez, T.W., Q. Shen, Z.R. Peng (2004). "Transit mobility, jobs access and low-income labour participation in US metropolitan areas," *Urban Studies*, 41 (7): 1313-1331.

Week 8. Transportation Expenditure Burden: Do low-income families pay more for transportation than higher income families? (May 19)

Required Reading:

Lipman, B.J. (2006). *A Heavy Load: The Combined Housing and Transportation Burdens of Working Families*. Washington, DC: Center for Housing Policy. www.nhc.org/pdf/pub_heavy_load_10_06.pdf

Ong, Paul M. and Michael Stoll (2007). "Redlining or risk? A spatial analysis of auto insurance rates in Los Angeles," *Journal of Policy Analysis and Management,* 26(4): 811-830.

Public Policy Institute of California (2004). *How Much Do California's Low-Income Households Spend on Transportation?* Research Brief. Issue 91. July

Puentes, R. and E. Roberto (2008). *Commuting to Opportunity: The Working Poor and Commuting in the United States*. Washington DC: Brookings Institution.
http://www.brookings.edu/reports/2008/0314_transportation_puentes.aspx

Taylor, Brian D. and Alexandra Tassiello Evans (2009). "Paying for transportation: What's a fair price?" *Journal of Planning Literature.* 24: 22-36.

Optional:

Bae, C. and I. Mayeres (2005). "Transportation and equity," *Social Dimensions of Sustainable Transport. Transatlantic Perspectives*. eds. K. Donaghy, S. Poppelreuter, G. Rudinger, Ashgate Publishing, Ltd., 2005.

Blumenberg, Evelyn (2004). "Transportation costs and economic opportunity among the poor," *Access*, 23: 40-41.

Center for Neighborhood Technology. Housing + Transportation Affordability Index. http://htaindex.cnt.org/

Haas, P., Makarewicz, C., Benedict, A., Sanchez, T., Dawkins, C. (2006). *Housing and transportation cost trade-offs and burdens of working households in 28 metros*, Center for Neighborhood Technology, July.

Liao, Y. (2002). *Expenditure Patterns of High and Low Income Households*. UTC-UIC Information Brief IB-10A-02

Rice, L. (2004). *Transportation Spending by Low-Income California Households: Lessons for the San Francisco Bay Area*. San Francisco: Public Policy Institute of California.

U.S. Department of Labor. "Expenditures on public transportation," Issues in Labor Statistics. Summary 99-9. Washington, DC: Bureau of Labor Statistics.

Wachs, M. (2003). *Improving Efficiency and Equity in Transportation Finance.* Center on Urban and Metropolitan Policy. Washington DC: The Brookings Institution.

Week 9. Transportation and Environmental Justice: Do transportation investments aid or harm low-income communities? (May 26)

Required Reading:

Deakin, Elizabeth (2007). "Equity and environmental justice in sustainable transportation: Toward a research agenda," i*n* P. Rietveld and R. Stough, eds., *Institutions and Sustainable Transport: Regulatory Reform in Advanced Economics,* Edward Elgar, pp. 51-69.

Feitelson, Eran (2002). "Introducing environmental equity dimensions into the sustainable transport discourse: Issues and pitfalls," *Transportation Research Part D*, 7: 99-118.

Mohl, R.A. (2004) "Stop the road - Freeway revolts in American cities," *Journal of Urban History*, 30 (5): 674-706.

Schweitzer, L. and A. Valenzuela (2004). "Environmental injustice and transportation: The claims and the evidence," *Journal of Planning Literature*, 18 (4): 383-398.

Morello-Frosch R, M. Pastor and J. Sadd (2001). "Environmental justice and Southern California's "riskscape" - The distribution of air toxics exposures and health risks among diverse communities," *Urban Affairs Review*, 36 (4): 551-578.

Optional:

Cairns, S., J. Greig, and M. Wachs (2003). *Environmental Justice and Transportation: A Citizen's Handbook*. Institute of Transportation Studies, University of California, Berkeley.
http://www.its.berkeley.edu/research/ejhandbook/ejhandbook.pdf

Chakraborty, J. (2006). "Evaluating the environmental justice impacts of transportation improvement projects in the US," *Transportation Research Part D-Transport and Environment*, 11(5): 315-323.

Feitelson, E. (2002). "Introducing environmental equity dimensions into the sustainable transport discourse: issues and pitfalls," *Transportation Research Part D-Transport and Environment*, 7(2): 99-118.

Forkenbrock, D.J. and L.A. Schweitzer (1999). "Environmental justice in transportation planning," *Journal of the American Planning Associati*on, 65(1): 96-111.

Pfeffer, N., F.H. Wen, H.M. Ikhrata, and J.R. Gosnell (2002). "Environmental justice in the transportation planning process - Southern California perspective," Sustainability and Environmental Concerns in Transportation, *Transportation Research Record*, 1792: 36-43.

Schweitzer, L. (2006). "Environmental justice and hazmat transport: A spatial analysis in Southern California," *Transportation research. Part D, Transport and Environment*, 11(6), 408-421.

Week 10. Transportation Equity: Can transportation programs and policies increase the economic opportunities of low-income families? If so, what types of programs should we adopt? (June 2)

Required Reading:

Blumenberg, E. and M. Waller (2003). *The Long Journey to Work: A Federal Transportation Policy for Working Families*, Brookings Institution, Washington, DC. http://www.brookings.edu/es/urban/publications/20030801_Waller.pdf

Grengs J. (2002). "Community-based planning as a source of political change – the transit equity movement of Los Angeles' Bus Riders Union," *Journal of the American Planning Association*, 68(2): 165-178.

Sanchez, T.W., R. Stolz R, J.S. Ma (2003). *Moving to Equity: Addressing Inequitable Effects of Transportation Policies on Minorities*. A Joint Report of The Civil Rights Project and the Center for Community Change, June.

Sarkar, Sreya (2007, September). Wheels to Wealth. Pilot Study Initiative to Explore the Transportation Needs of the Low-Income Population in the Portland Tri-County Area. Cascade Policy Institute.

Sanchez, Thomas W. (2008). "Poverty, policy, and public transportation," *Transportation Research Part A: Policy and Practice*, 42(5): 833-841

Optional:

Bullard, Robert D. (2003-4). "Addressing urban transportation equity in the United States," *Forham Urban Law Journal*, 31: 1183-1209.

Garnett N.S. (2001). "The road from welfare to work: Informal transportation and the urban poor," *Harvard Journal on Legislation*, 38(1): 173-229.

Holmes, J., J. Isham, J. Wasilewski (2005). "Overcoming information asymmetries in low-income lending: Lessons from the "working wheels" program," *Southern Economic Journal*, 72(2): 329-351.

Lucas, Karen (2006). "Providing transport for social inclusion within a framework for environmental justice in the UK," *Transportation Research Part A*, 40: 801-809.

Final's Week. Presentations (June 9, 9:00-noon)

Department of Urban Design and Planning
College of Built Environments
University of Washington

COURSE

Title:	**TRANSPORTATION AND THE ENVIRONMENT**
Course number:	UrbDP 498C (SLN 19125)
Number of Credits:	3
Class:	M, W 4:30-5:50 pm Gould Hall 114
Quarter:	Spring 2011
Instructor:	Chang-Hee Christine Bae, Ph.D., Associate Professor

OFFICE HOURS & COMMUNICATION

Office:	Gould Hall Faculty Suite 410
Hours:	Wednesdays 2:30-3:30 pm, or by appointment
e-mail:	cbae@uw.edu
Fax:	206-685-9597
Course Website:	https://catalyst.uw.edu/workspace/cbae/12514/66258

COURSE OVERVIEW & PURPOSE

The negative environmental externalities of transportation are among the most important issues in the world. This course focuses on many key questions. What are the main sources of these externalities? What policies have been implemented to address them? Were the measures successful? If not, why not? What options are available? What should be done in the future?

In addition, the automobile impact on climate change has recently received much more attention. There has been very aggressive effort in the European Union to reduce CO_2 emissions. In this regard, what attempts have been made in the US? In Washington State, transportation sector is responsible for nearly half (47%) of GHG emissions. What are the Washington State (and other states) strategies for GHG emission reductions? How have cities responded to State strategies? The new nationwide rules announced by the US Environmental Protection Agency in April 2010 suggest a more aggressive policy, although they will not be fully implemented for some years.

In this course, Transportation and the Environment (UrbDP 498C), we will try to analyze these and related issues, and we will discuss the major challenges facing us. Much of the course will focus on the urban air quality problem, recognizing that mobile sources are the major

contributor to several key pollutants, but other transport-related environmental problems (e.g. water quality issues, oil spills, global warming, airport noise, shipping) will also be considered.

Key issues include: Washington State Climate Change strategies, land use-transportation-air quality, green transportation, the effectiveness of emissions technology vs. non-technological strategies; the potential for changing travel behavior to promote environmental quality, e.g. parking, transit, paratransit options; the congestion-air quality nexus; energy consumption implications; and the meaning of sustainable transportation.

Although traditional transportation planning issues have primarily focused on the local, regional, and national realms, the related environmental problems go beyond these boundaries. In fact, the issue has been more frequently dealt with in a global context, and much of the research originates from the United Kingdom and Europe.

In this quarter, students are encouraged to conduct comparative research between the US and other countries, or among metropolitan areas in the US, to identify successful policies and their transferability.

OBJECTIVES

1. To recognize the importance of transportation-related environmental problems in the global, national, regional and local context.
2. To understand and identify transportation policies attempted or considered in the U.S., and to evaluate the transferability of policies tried elsewhere.
3. To evaluate the effectiveness of these policies with respect to mobility and environmental quality.
4. To search for and propose potential policies to solve identified problems, especially at the regional level.

COURSE ASSIGNMENTS

The assignments in the class are:

1. Two quizzes re. Part 1 and 2 (15%+15%)

2. Final Project (40%)
   - Proposal (5%): Identify your project topic (your choice: local/regional project or international comparative research preferred, but other approaches acceptable after consultation with me). Please submit one-page memo with outline, background, and key literature review by week 6 (May 4)
   - Submission of final project paper, approximately 10 pages (40%), by June 5 (Monday).
3. Project presentation (15%)

4. Class participation (15%)

TEXTBOOK

Transportation Research Board, 1997, *Toward a Sustainable Future*
http://onlinepubs.trb.org/onlinepubs/sr/sr251.pdf

CLASS TOPICS AND RELATED READINGS

Part I: Transportation, Travel Behavior, Urban Form and Environmental Consequences

Week 1 (March 28; No class on March 30)

- Introduction
- Transportation and urban form in the US
    - Muller, Peter, "Transportation and urban form: stages in the spatial evolution of the American metropolis" Chapter 3, pp. 59-85 in *The Geography of Urban Transportation*.

*No Class on March 30 (Wed) because of Prof. Bae's speaking engagement.

Week 2 (April 4 & 6)

- Travel Trends in US cities
    - TRB, 1997, "Trends and outlook in motor vehicle transportation," Chapter 2, pp. 37-72 in *Toward a Sustainable Future* http://onlinepubs.trb.org/onlinepubs/sr/sr251.pdf
- Automobile dependence outside the US
    - Newman and Kenworthy, 1999, Chapter 2 in *Sustainability and Cities*. Washington, D.C.: Island Press
- Sustainable transportation
    - Newman, Peter and Jeffrey Kenworthy, 1999, "The concept of sustainability and its relationship to cities," Chapter 1, pp. 1-26, in *Sustainability and Cities*. Washington, D.C.: Island Press
    - TRB, 1997, "Sustainability and transportation," Chapter 1, pp. 15-36 in *Toward a Sustainable Future* http://onlinepubs.trb.org/onlinepubs/sr/sr251.pdf
- Transportation and Social and Environmental Justice
    - Deka, Devajyoti, 2004, "Social and environmental justice issues in urban transportation," Chapter 12, pp. 332-355 in *The Geography of Urban Transportation*. New York: The Guilford Press.
    - Forkenbrock, David and Lisa Schweitzer, 1999, "Environmental Justice in Transportation Planning," *Journal of the American Planning Association*, 65(1), pp. 96-112.

Part 2: Mobile Source Air Pollution: what we know

Week 3 (April 11 & 13) **Environmental Regulations for Air Pollution**

- The Planning process
  - Wachs, Martin, 2004, "Reflections on the planning process," Chapter 6, pp. 141-162 in *The Geography of Urban Transportation*
- Clean Air Act, Criteria Pollutants
  - Bae, Chang-Hee Christine, 2004, "Transportation and the environment," Chapter 13, pp. 356-381 in *The Geography of Urban Transportation*.
  - Spirn, Anne Whiston, 1984, "Dirt and discomfort," Chapter 2, pp. 41-61; "Improving air quality, enhancing comfort, and conserving energy," Chapter 3, pp. 62-87 in *The Granite Garden*. New York: Basic Books

Week 4 (April 18 & 20) **Traffic and Air Pollution I**

- Air quality trends in the U.S.

- Air toxics
  - Puget Sound Clean Air Agency, 2003, "Final report: Puget Sound air toxic evaluation," http://www.pscleanair.org/airq/basics/psate_final.pdf
  - Puget Sound Clean Air Agency, 2009, "National air toxics assessment," http://www.pscleanair.org/airq/basics/PSCAA_4_16_09_NATA_info_sheet.pdf
  - The Seattle Times, "Puget Sound area ranks high in cancer risk from toxic air pollution, report say," by Sandi Doughton, June 25, 2009 http://seattletimes.nwsource.com/html/health/2009381228_pollution25m0.html
  - The Seattle Times, "Air has elevated cancer risk in 600 neighborhoods," http://seattletimes.nwsource.com/html/politics/2009375802_apusairtoxics.html

- Ultrafine particles
  - Hinds, William, et. al., 2006, "Final Report: Relationship Between Ultrafine Particle Size Distribution and Distance From Highways," Report to EPA, # R827352C006 http://cfpub.epa.gov/ncer_abstracts/INDEX.cfm/fuseaction/display.abstractDetail/abstract/6984/report/F

  - UCLA School of Public Health Press Releases, "People living or working near major freeways are exposed to 30 times the concentration of dangerous particles from motor vehicle emissions," October 15, 2002, http://www.ph.ucla.edu/pr/newsitem101502.html
  - Hinds, William, et. al., "Final Report: Relationship Between Ultrafine Particle Size Distribution and Distance From Highways," Report to EPA, # R827352C006

http://cfpub.epa.gov/ncer_abstracts/INDEX.cfm/fuseaction/display.abstractDetail/abstract/6984/report/F

- Freeway (or heavy traffic roadside) air pollution
  - Bae, C.-H. C., Gail Sandlin, Alon Bassok, and Sungyop Kim, 2007, "The exposure of disadvantaged populations in freeway air-pollution sheds: a case study of the Seattle and Portland regions," *Environment and Planning B*, 34, pp. 154-170
  - Bassok, Alon, Phil Hurvitz, C.-H.C. Bae, and Timothy Larson, 2010, "Measuring neighborhood air pollution: the case of Seattle's international district," *Journal of Environmental Planning and Management*, 53(1), pp. 23-39
  - Jansen KL, Larson TV, Koenig JQ, Mar TF, Fields C, Stewart J, Lippmann M. 2005. Associations between health effects and particulate matter and black carbon in subjects with respiratory disease. *Environmental Health Perspectives*, 113 (12): 1741.
  - Power M, Weisskopf M, Alexeeff S, Coull B, Spiro AIII, Schwartz J, 2010, Traffic-related air pollution and cognitive function in a cohort of older men. *Environmental Health Perspectives* (forthcoming).
  - Suglia SF, Gryparis A, Wright RO, Schwartz J, Wright RJ, 2008. Association of black carbon with cognition among children in a prospective birth cohort study. *American Journal of Epidemiology* 167: 280–286.

Week 5 (April 25 & 27) **Traffic and Air Pollution II**

- Bicyclists and Air Pollution
  - Bae, Chang-Hee Christine and E-Sok Andy Hong, "Bicyclists Exposure to Air Pollution: Seattle and Seoul Compared" paper presented at Western Regional Science Association, 2011
  - Thaia, A., Mckendrya, I., Brauer, M., 2008, "Particulate matter exposure along designated bicycle routes in Vancouver, British Columbia," *Science of the Total* Environment, 405(1-3), pp. 26–35.

- Pedestrians and Air Pollution
  - Marshall, Julian D., Michael Brauer, and Lawrence D. Frank, 2009, " Healthy Neighborhoods: Walkability and Air Pollution" *Environmental Health Perspectives*, Vol. 117, No. 11 (Nov., 2009), pp. 1752-1759.
  - Kaur S, Neiuwenhuijsen MJ, and Colvile RN, 2005, "Pedestrian Exposure to Air Pollution along a Major Road in Central London, UK," *Atmospheric Environment*, 39: 7307-7320.

- Exposure to UFPs by Transportation Modes
  - Knibbs, L.D., Cole-Hunter, T., Morawska, L., 2011, ""A review of commuter exposure to ultrafine particles and its health effects," *Atmospheric Environment,* 45, pp. 2611-2622

Week 6 (May 2) **Traffic and Noise Pollution**

- Noise
    - Harris, David, 1997, "Noise control principles," Chapter 1, pp. 1-36 in *Noise Control Manual for Residential Buildings*.
    - US Department of Transportation, Federal Highway Administration, *Highway Traffic Noise* http://www.fhwa.dot.gov/environment/htnoise.htm
    - Gershon, R.R., Neitzel, R., Barrera M.A., Akram, M., 2006, "Pilot survey of subway and bus stop noise levels," *Journal of Urban Health*, 83(5), pp. 802-12.

Part 3: Transportation and Cumulative Effects

Week 6 and 7 (May 2, 4, 11): **Energy consumption and GHG emissions**

- Transportation and Energy
    - Greene, David, 2004, "Transportation and energy," Chapter 10, pp. 274-293 in *The Geography of Urban Transportation*.
    - TRB, 1997, "Carbon dioxide buildup and motor vehicle transportation," Chapter 3, pp. 73-163 in *Toward a Sustainable Future* http://onlinepubs.trb.org/onlinepubs/sr/sr251.pdf

- Greenhouse gas emissions and transportation: The case of Washington State
    - Washington State Department of Ecology, 2008, *2008 Climate Change Comprehensive Plan, Appendix 4. Reducing Greenhouse Gas Emissions and Increasing Transportation Choices for the Future*. http://www.ecy.wa.gov/climatechange/2008CATdocs/IWG/tran/110508_transportation_iwg_final_report.pdf
    - Washington State Office of the Governor, Executive Order 09-05, Washington's Leadership on Climate Change. http://www.ecy.wa.gov/climatechange/2009EO/2009EO_signed.pdf
    - Washington State Department of Transportation Climate Change http://www.wsdot.wa.gov/environment/climatechange/
    - WSDOT Greenhouse gas emissions inventory http://www.wsdot.wa.gov/NR/rdonlyres/A9FD1AD6-94C1-49D9-85E5-A45815D670BD/0/WSDOT_2007_GHG_Inventory.pdf

Week 7-8 (May 9, 16 and 18): **Transportation and Cumulative Ecological Effects**

- Oil Spills and Responses

  Guest Speaker: Dr. Alan Mearns, NOAA
    - NOAA, Office of Response and Restoration, Exxon Valdez Oil Spill http://response.restoration.noaa.gov/topic_subtopic_entry.php?RECORD_KEY%28entry_subtopic_topic%29=entry_id,subtopic_id,topic_id&entry_id%28entry_subtopic_topic%29=700&subtopic_id%28entry_subtopic_topic%29=2&topic_id%28entry_subtopic_topic%29=1

- Khatchadourian, Raffi, "The Gulf War: Were There Any Heroes in the BP Oil Disaster?" *The New Yorker*, March 14, 2011, pp. 37-59.

- Impact on ecology
  - TRB, 1997, "Cumulative ecological effects," Chapter 4, pp. 164-206 in *Toward a Sustainable Future* http://onlinepubs.trb.org/onlinepubs/sr/sr251.pdf
  - Foreman, Richard, et. al., 2003, *Road Ecology: Science and Solutions*. Washington, D.C.: Island Press

- Urban runoff and water pollution
  - Pitt, Robert, 1995, "Biological effects of urban runoff discharges," Chpater 9, pp.127-162 in Herricks, Edwin, ed, *Stormwater Runoff and Receiving Systems*. New York: Lewis Publishers.
  - Horner, Richard, 1995, "Toward ecologically based urban runoff management," Chapter 23, pp. 365-377, ibid.

Part 4: Searching for Solutions and Conclusion

Week 9 (May 23 & 25) **Green Transportation**

- Public transportation
  - Pucher, John, 2004, "Public transportation," Chapter 8, pp. 199-236, in *The Geography of Urban Transportation*.
  - Bertaud, Alain and Harry W. Richardson, 2004, "Transit and density: Atlanta, the United States and Western Europe," Chapter 17 in H.W. Richardson and C.-H. C. Bae, eds. *Sprawl in Western Europe and the United States*. Aldershot, UK: Ashgate
  - Puget Sound Regional Council, Vision 2040, Transportation http://www.psrc.org/assets/1747/Transportation.pdf

- Transit-Oriented Development (TOD)
  - Bernick, Michael and Robert Cervero, 1996, "Transit villages and the contemporary metropolis," Chapter 1, pp. 3-14; "Transit villages and public policy," Chapter 3, pp. 37-72, "The built environment and the demand for transit," Chapter 4, pp. 73-102 in *Transit Villages in the 21st Century*. New York: McGraw-Hill
  - Transportation Research Board, 2004, *Transit-Oriented Development in the United States: Experiences, challenges and prospects*, TCRP Report 102 http://onlinepubs.trb.org/onlinepubs/tcrp/tcrp_rpt_102.pdf
  - Puget Sound Regional Council, Regional Growth Centers bhttp://psrc.org/growth/centers

- Planning for Non-Motorized Transportation
  - Pucher, J., Ralph Buehler, R., and Mark Seinen, M., 2011, "Bicycling renaissance in North America? An update and re-appraisal of cycling trends and policies," *Transportation Research Part A*, 45, pp. 451-475.
  - Seattle Bicycle Master Plan, http://www.cityofseattle.net/transportation/bikemaster.htm
  - Seattle Pedestrian Master Plan, http://www.seattle.gov/transportation/pedestrian_masterplan/
  - Puget Sound Regional Council, Bicycle and Pedestrian Planning http://psrc.org/transportation/bikeped

- Green Streets
  - Seattle Department of Transportation, Section 6.2 "Green Streets" in "Streetscape design guidelines," Chapter 6 in *Seattle right-of-way improvements manual* http://www.seattle.gov/transportation/rowmanual/manual/6_2.asp

- Congestion Pricing
  - Bae, C.-H. C. and A. Bassok "The Puget Sound (Seattle) congestion pricing pilot experiment," Chapter 16, pp. 313-326 in *Road Congestion Pricing in Europe: Implications for the United States.* Cheltenham, UK: Edward Elgar.
  - Banister, D. 200 "The Big Smoke: Congestion charging and the environment," Chapter 9, pp. 176-197, ibid.
  - Ho, K. and D. Maddison, "The effects of London Congestion Charging Scheme and effects on ambient air quality," Dear Class:

- Conclusions
  - Giuliano, Genevieve with Susan Hanson, 2004, "Managing the auto," Chapter 14, pp. 382-403 in *The Geography of Urban Transportation*
  - TRB, 1997, "Summary assessment and implications for research and policy making," Chapter 5, pp. 207-220 in *Toward a Sustainable Future* http://onlinepubs.trb.org/onlinepubs/sr/sr251.pdf

Week 10 (June 1) **Presentations**

- May 30: Memorial Day (No class)

- June 1: Presentations

DEPARTMENT OF URBAN DESIGN AND PLANNING
University of Washington

Urban Design and Planning 500 **Donald Miller**
Survey of Urban Planning **Autumn 2013**

COURSE OUTLINE AND READING LIST

INTRODUCTION

1. AN INTRODUCTION TO URBAN PLANNING: DEFINITIONS, PURPOSES

*Eugenie L. Birch and Gary Hack, "The Planner's Role," in Gary Hack, Eugenie Birch, Paul Sedway, and Mitchell Silver (eds.), Local Planning – Contemporary Principles and Practices (Washington, DC: International City/County Management Association, 2009), pp. 175-179.

*Timothy Beatley, "Planners and Political Philosophy," Journal of the American Planning Association 53:2 (Spring 1987), pp. 235-236.

*Robert Atallo, "What Jane Jacobs Did to Planners' Image," Planning (October 2011), p. 52.

J. Barry Cullingworth and Roger Caves, Planning in the U.S.A., 4th Ed. (London: Routledge, 2013).

Aaron Bernstein, "Sticking Up for Cities," BusinessWeek (August 16, 2004), p. 12.

Gary Hack et al., Local Planning: Contemporary Principles and Practices, 4th Ed. (Washington, DC: ICMA, 2009).

Peter Hall and Mark Twedwr-Jones, Urban and Regional Planning 5th Edition (Clifton, NJ: Routledge, 2010).

Stephen Ankers, et al., Grotton Revisited – Planning in Crisis? (Clifton, NJ: Routledge, 2010).

Alice Alexiou, Jane Jacobs: Urban Visionary (New Brunswick: Rutgers University Press, 2006).

Required readings are marked by "*"

Donald Miller, Abdul Khakee, Angela Hull, and Johan Woltjer (eds.), New Principles in Planning Evaluation (Burlington, VT: Ashgate, 2008).

Jean Hillier and Patsy Healey (eds.), Foundations of the Planning Enterprise (Burlington, VT: Ashgate, 2007).

Jon A. Peterson, Birth of City Planning in the United States, 1849-1917 (Baltimore: Johns Hopkins University Press, 2003).

Neal R. Peirce, Curtis W. Johnson, with Farley M. Peters, Century of the City: No Time To Lose (New York: Rockefeller Foundation, 2009).

K. P. Donaghy and L. D. Hopkins, "Coherentist Theories of Planning are Possible and Useful," Planning Theory 5:2 (2006), pp. 173-202.

P. R. Berke, D. R. Godschalk, E. J. Kaiser, and D. A. Rodriguez, Urban Land Use Planning (Urbana: University of Illinois Press, 2006).

Donald Miller and Frank Westerlund, "Specialized Land Use Curricula in Urban Planning Graduate Programs," Journal of Planning Education and Research 9:3 (Summer 1990) pp. 203-206.

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SITE PLANNING: ISSUES AND TECHNIQUES -SYLLABUS- UNIVERSITY OF WASHINGTON
Urban Design and Planning 474 (3.0) • Winter 2013 • TTh10:30–11:50 • Gould 440

Course website: https://catalyst.uw.edu/workspace/abramson/27316/
Instructor: Dan Abramson (PhD, Associate Professor) • E-mail: abramson@uw.edu
Phone/Voice-mail: 543-2089 • Office Hours: Gould 448F, Tuesdays 2-4pm or by appointment

COURSE PREMISE AND OBJECTIVES

URBDP 474 introduces students to site planning as both a design activity and also as a nexus of principles and issues that are central to the larger profession of urban planning. The course is informed by the working definition of site planning phrased by Kevin Lynch and Gary Hack (whose book *Site Planning* is a required text for this course): the practical, moral and aesthetic "art of arranging structures on the land and shaping the spaces between" (p.1). Course lectures, readings, and discussion address the basic techniques and norms of good physical design as well as critical issues, regulations and policy, and their place in the historical evolution of approaches to site layout, from the early days of the industrial revolution through the advent of the automobile, the rise of "New" Urbanism, and the current renewed concern for ecological sustainability. The exercises give students an opportunity to practice some of the key tasks of site planning, including: site observation and analysis; basic topographical and hydrological analysis and manipulation; property subdivision; residential, mixed-use and shopping center layout; laying out roadways, parking, and pedestrian circulation; site furnishing, lighting and planting. Lectures and readings will also include enough historical background and comparative examples to enable students to think critically about current conventions and the application of technique.

GRADING

Student performance will be graded as follows:

Exercise #1. Site Analysis: 15%
Exercise #2. Grading Plan : 5%
Exercise #3. Subdivision Plan: 5%
Exercise #4. Site Typology Study: 10%
Exercise #5. Residential Cluster Plan: 20%
Exercise #6. Commercial Site Layout: 15%
Final Assignment: 25%. Choose a design you've already done in an earlier exercise to a higher level of detail (e.g. do a grading and drainage plan for it, or include detailed site furnishings for a portion of it), and revise it as necessary.
Participation in class discussion and in-class exercises: 5%.

FORMAT

Class sessions will be based on a series of lectures, with some time given to presentation and discussion of the readings and exercises. Most exercises will be take-home and will require students to visit off-campus sites on their own time, but some amount of class time will also be put aside for students to work together on exercises, with coaching from the instructor. One or two class field trips involving extra time outside of the normal class time may also be scheduled.

Use of laptops and handhelds is not permitted in class sessions. (See "materials needed", below.)

* If you have a disability (physical, learning, or psychological) that makes it difficult for you to carry out the coursework as outlined and/or requires accommodations, such as recruiting note-takers, readers, or extended time on assignments and exams, please contact me, or Disabled Student Services, within the first week of the quarter. DSS is available at 685-1511, or at http://www.washington.edu/students/gencat/front/Disabled_Student.html, and will be able to provide you with information and review appropriate arrangements for reasonable accommodation.

Materials needed: sketch/notebook; camera; engineering scale ruler showing 1"=20', 1"=40', 1"=100', etc.; protractor; drawing pens and pencils (of your choice, but a fine and a medium felt-tip black marker, and a small selection of colored pencils is recommended); tracing paper (either 11"x17" sheets from a tablet, or cut neatly from an 11" roll of tracing paper). Tracing paper is available from the University Bookstore. Also, students may be expected to obtain base maps, GIS data and aerial photographs normally available through the map library and online.

All students are expected to use and develop hand sketching and note-taking ability, both in-class and for field observation. Use of digital modeling and presentation tools (ArcMap, SketchUp, etc.) is encouraged but not necessary for the assignments. These tools may not be used at the expense of the basic clarity of line drawing (e.g. as afforded by the use of variable line weights, etc.).

Readings are listed below, and are also indicated next to each session in the Schedule to which they relate. The readings are offered as a resource for you to read selectively, as an aid and reference to doing the exercises and understanding the related issues. Students should read those readings marked with an asterisk (*) ***before*** the class session for which they are listed, in order to best participate in class discussion and in class-time exercises. Other readings are mainly for reference use in doing exercises outside of class-time.

The prime required text for this course is available at the University Bookstore:

- Kevin Lynch and Gary Hack, *Site Planning*, 3rd Edition (Cambridge, MA: MIT Press, 1984).

This book is also available in the library on reserve.

One other text is highly recommended for purchase:

- Girling, Cynthia and Ronald Kellet. *Skinny Streets and Green Neighborhoods: Design for Environment and Community* (Washington, D.C.: Island Press, 2005). This book is also available in the library on reserve.

Other readings have been compiled in a reader which is on reserve in the Built Environments Library in Gould Hall. Most of the reader contents are also available via e-reserves at https://eres.lib.washington.edu/eres/coursepass.aspx?cid=8510. If you wish to have a complete set of readings in hardcopy, they are available for purchase at the Ave Copy Center at 4141 University Way NE. Some further suggested readings may also be placed on reserve or distributed in class.

In addition to the chapters from Lynch & Hack listed next to each topic in the Schedule of classes, Lynch & Hack, Appendix L, lists quantitative standards that are very useful for the exercises.

Also, two other extremely useful design references, *Time-Saver Standards for Housing and Residential Development* and *Time-Saver Standards for Site Planning*, both edited by Joseph De Chiara, are in the Architecture and Urban Planning library reference section. For more up-to-date standards, note that a 2nd edition of Russ's *Site Planning and Design Handbook* (2009) is now available in the library's reference section (does not leave the library). The course reader and reserves (both on the shelf and electronic) include chapters from the 1st edition (2002), which is similar enough for all but the most technical of purposes. An older and less complete (but still very useful) book by De Chiara, *Site Planning Standards* (1978 and 1984), is under the reserve readings for this course. Students are expected to refer to all these books for help in completing the assignments for the course.

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Also, online:

Lincoln Institute project on density:
http://www.lincolninst.edu/subcenters/visualizing-density/

New Urbanist approaches to mall redevelopment:
http://www.doverkohl.com/ (see "Downtown Kendall" and "Eastgate Town Center" in the Retrofitting Suburbia section of their Portfolio)
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http://www.psrc.org/about/pubs#housing

Low Impact Development: Technical Guidance Manual for Puget Sound
http://www.psp.wa.gov/downloads/LID/LID_manual2005.pdf
http://www.psp.wa.gov/LID_manual.php (news on update)

SCHEDULE

Week	Day		Topic	References
1	T	1/8	INTRODUCTION - survey student interests and background - site inventory and evaluation	
	Th	1/10	SITE ANALYSIS AND MAPPING - range and process of different types of site development and design - relation of program to design - importance of slope - learn to read a topographical map and relate it to natural systems	*Lynch & Hack, chaps.1,2,3 LaGro, Part III, pp. 65-164 Listoken & Walker, pp.189-195 *Untermann (in reader), pp.2-12 Untermann & Small, pp.21-35, 183-200 NAHB, *Land.*…, chap.2 White Rubenstein, chaps.2,6
2	T	1/15	SITE ANALYSIS CONTINUED - methods and representation of site analysis	*Lynch & Hack, chaps.4,5,6
	W	1/16	**Due 5:00pm:** Exercise #1a - Site Analysis (Part I)	
	Th	1/17	TOUR OF U.W. CAMPUS FROM A SITE PLANNING PERSPECTIVE	
3	T	1/22	**Due:** Exercise #1b - Site Analysis (Part II) DRAINAGE AND GRADING - moving earth and water given different slopes, soil types and ground cover - strategies for minimizing runoff and preserving natural vegetation and habitat	*Lynch & Hack, chap.8, Appendix K Russ, Chap. 6 (in reader) *Untermann (in reader), p.13ff Jones, et al Rubenstein, chaps.7,8 Schueler Untermann, "Principles…"
	Th	1/24	PROPERTY SUBDIVISION AND ACCESS: ROAD AND INFRASTRUCTURE LAYOUT - learn the basics of conventional subdivision layout - focus on road intersection standards and horizontal and vertical alignment principles	*Lynch & Hack, chap.7 (pp.193-221), Appendix J Russ, Chap.8 *Listoken & Walker, pp.293-342 *Rowe (in reader) Southworth & Ben-Joseph, chaps.1,2,3 Kulash, chaps.1,2,3,4 Rubenstein, chap.9
4	T	1/29	**Due:** Exercise #2 – Grading plan PROPERTY SUBDIVISION AND ACCESS: ECOLOGICAL AND PEDESTRIAN-FRIENDLY DESIGN - shared/controlled access - green infrastructure	Burden *Girling and Kellett Arendt *http://www.psp.wa.gov/LID_manual.php
	Th	1/31	IN-CLASS EXERCISE: Subdivision markup	Alternative Development Standards...

Week	Day	Topic	References
5	T 2/5	**Due:** Exercise #3 – Subdivision plan HOUSING, HOUSES AND COMMUNITIES: PRIVATE AND PUBLIC SPACES - residential area design, given increased public/collective responsibility for on-site environmental conservation and public amenities - sun angle	*Lynch & Hack, chap.9, App. E Davis, chaps.1,2 *Moudon (in reader) *Newman (in reader) Jarvis Untermann & Small Southworth & Ben-Joseph, chap.5 (pp.109-120) Listoken & Walker, pp.200-205 Corbett Greenwood Avenue Cottages (in reader)
	Th 2/7	HOUSING, HOUSES AND COMMUNITIES: DENSITY AND DIVERSITY - residential area design, given increased diversity of housing types; enhanced pedestrian and transit access	Alexander& Reed *Lennertz & Qamar (in reader) NAHB, *Land…*, chap.5 Bookout, pp.3-25; case studies Fader Newman (on reserve) Pyatok Online:www.psrc.org
6	T 2/12	**Due:** Exercise #4 – Site & housing typology study HOUSING, HOUSES AND COMMUNITIES: THE "NEW" URBANISM - class discussion of recent trends in site planning from an historical perspective	*Calthorpe (in reader) *Southworth & Ben-Joseph, chap.5 (pp.97-109; 120-129), chap.6
	Th 2/14	SITE VISIT: THE "ECOLOGICAL NEW URBANIST" NEIGHBORHOOD *(exact time and location to be announced)* To read in advance: http://svrdesign.com/high_pt.html http://www.sustainablesites.org/cases/show.php?id=11	
7	T 2/19	MIXED USE AND COMMERCIAL SITES: ACCESS - densification/diversification of suburban malls	*Lynch & Hack, chap.10 *Clausen; Gladwell; Valente & Oringer; and other articles on malls in the reader Schwanke Online: www.cnu.org/malls/
	Th 2/21	MIXED USE AND COMMERCIAL SITES: PARKING	*Lynch & Hack, chap.10 (especially pp.316-317) Barton-Aschman (in reader) Chrest (in reader) Robinette (in reader) *Urban Land Institute (in reader) Walker Parking Consultants (in reader)

Week	Day	Topic	References

8	T 2/26	SITE DETAILS: MICROCLIMATE, PLANTING, FURNISHING AND LIGHTING	* Lynch & Hack, review Chaps.3, 6, 7 (pp.203-205), and 8 (pp.246-247) *Russ, Chap.9 (in reader) Listoken & Walker, pp.235-282 Marcus Miscellaneous outdoor lighting specifications samples
	Th 2/28	**Due:** Exercise #5 - Residential cluster plan **IN-CLASS REVIEW OF EXERCISE #5**	
9	T 3/5	SITE VISIT: THE NEW URBANIST SHOPPING CENTER *(exact time and location to be announced)*	
	Th 3/7	LEED-ND AND BEYOND: THE "NEW ECOLOGICAL URBANISM" *http://www.usgbc.org/ShowFile.aspx?DocumentID=7583	http://www.usgbc.org/leed/nd/
10	T 3/12	**Due:** Exercise #6 - Commercial site layout **IN-CLASS REVIEW OF EXERCISE #6**	
	Th 3/14	FINAL IN-CLASS WORK SESSION	
Finals week	F 3/22	**Due 5:00pm:** Final Assignment	

URBAN DESIGN AND PLANNING 598: LAND USE PLANNING II
CONTEMPORARY TOPICS IN PRACTICE AND THEORY, WINTER 2013

CLASS MEETING TIME AND LOCATION: Monday and Wednesday 9:00–10:20 a.m. 440 Gould Hall

INSTRUCTOR: Branden Born, 410H Gould Hall, bborn@uw.edu

OFFICE HOURS: Wed: 10:30-12:00 in 410H Gould or by appointment

COURSE WEBSITE: https://catalysttools.washington.edu/workspace/bborn/3356 (and on your Catalyst page)

REQUIRED TEXTS: Plan B 4.0, Lester Brown (2008 Earth Policy Institute), (free download: http://www.earth-policy.org/index.php?/books/pb4)

PREREQUISITE: URBDP 501: Comprehensive Planning (Land Use Planning I)

COURSE DESCRIPTION: This class will examine current and classic issues in the literature and practice of land use planning in sufficient depth as to facilitate meaningful understanding for new professionals. It will address foundational concepts in planning including social justice in the use and regulation of land, the benefits and challenges of regulatory standards, and considerations of governance at the regional scale. It will also begin to address what is emerging as perhaps the most critical issue of the time, climate change, and what role land use planning may have in climate change policy.

COURSE OBJECTIVES: This class is designed to develop student understanding of land use processes, theories, and emerging issues in preparation for professional practice service or advanced graduate study. While most of the course will focus on a U.S. context, students will also consider international and global issues related to social justice and climate change. Students will be exposed to perspectives from academic and professional literature and experts representing public and private planning (and related) fields. They will synthesize this material through short writing assignments, discussion, and presentations. Specifically, students will:

- Apply concepts from theory and practice to specific topics.
- Synthesize complex material from a variety of sources.
- Develop personal perspective on context-sensitive problems with few clear answers.
- Develop deliberative debate, writing, and presentation skills.

REQUIREMENTS, GRADING, AND COURSE WORK

The class meets twice per week as a seminar, though there will be classes dedicated at least in part to lecture, student presentations, and discussion with guest presenters. Students are expected to attend class, prepare for and participate in class discussion (including leading sessions), complete written assignments, and present their final paper. There is no final exam.

The assignments are designed to emphasize and synthesize course material, give students an opportunity to present meaningful, professionally-oriented deliverables, and develop their thinking on key planning issues covered in the course. Homework will generally be due one week from the assignment date. In fairness to your fellow students and to the grader, **no late homework will be accepted**. Late term papers will be graded down .5 grade points per day they are late.

Homework must be submitted through the class Catalyst Collect It drop box unless otherwise noted. Grades will be calculated based on the assignments and class participation as follows, though there are usually a few extra credit points available:

Assignment	**Points**
Gobbets—30 points	
Gobbet 1: social justice	10
Gobbet 2: climate change	10
Gobbet 3: regulatory standards	10
Class participation 30 points	
Class facilitation #1	10
Class facilitation #2	10
Class participation and preparation	20
Term paper—30 points	
Annotated draft outline	5
Final paper	20
Class presentation	5
Total points available	**100**

GOBBETS: *From Wikipedia: In modern usage, a gobbet is an extract of text, or image, provided as a context for analysis, translation or discussion in an examination. … Historically a* ***gobbet*** *is a small chunk of meat, roughly the size of a mouthful. It is derived from the Old French gober (to swallow) which is related to the modern word gobble (to eat quickly)…. Dr Martin Groves of Oxford Brookes University describes a Gobbet as a 300 word evaluation, including references of casual research.*

I love that Gobbet has made it into Wikipedia. A gobbet is short written assignment that captures the essence of a larger whole. Each of these three assignments will require you to think both broadly and deeply about the materials you have read and produce a focused "thinkpiece" responding to the question(s). Each paper is to be **one page—no more**, requiring you to get to the essence of the issue succinctly and to practice professional writing skills. You will have one week to complete each gobbet.

FACILITATION: Each student will be responsible for facilitation of the class discussion on (at least) two occasions during the quarter – dates to be determined. Students are encouraged to use a variety of techniques to facilitate the class to keep the discussion lively and engaging. A list of possible techniques is provided on the website. You are encouraged (but not required) to discuss your facilitation plan with me prior to your facilitation date.

FINAL PAPER: Each student will prepare a final research paper for the class on a topic of your choice. The paper for this class is structured to help you develop and articulate persuasive research-oriented arguments. Since land use is place-based, your papers will persuade by calling attention to the merits and disadvantages of pursuing a given policy in a given place according to the literature and supported by your own personal observations.

You may use either of two techniques: 1) compare and contrast two locations/cases according to one theory, or 2) analyze one location/case according to two contrasting theories. The choice of paper structure and topic is a matter of personal preference, although you are expected to begin with the literature provided in the readings of this class, and build on them with additional research supporting your argument. In rare cases, alternative paper techniques examining topics related to course-related material may be allowed per conversation with me.

All papers should be 3,000-4,000 words, supported by a minimum of ten peer-reviewed citations. They should be printed in Times New Roman or similar readable, serif font, 11 or 12-point, with one-inch margins, double-spaced. Use footnotes for concept clarification if necessary, and endnotes for citations using an appropriate style (author, date in text, for example).

FINAL PRESENTATION: Each student will present the results of their research paper to the class. Presentations are expected to be 7-10 minutes and we will allow 5-10 minutes for questions from the class.

DISABILITIES AND THE CLASSROOM: Disabled students are always welcome in my class. If you have a disability that makes it difficult for you to carry out the coursework as outlined and/or requires accommodations, such as recruiting note-takers, readers, or extended time on assignments, please contact Disabled Student Services within the first week of the quarter. DSS is available by telephone at 685-1511, or online at: http://www.washington.edu/students/gencat/front/Disabled_Student.html, and will be able to provide you with information and review arrangements for reasonable accommodation.

COURSE EXPECTATIONS AND ACADEMIC INTEGRITY

The work you do in this class represents you. I encourage you to make it of high quality and to professional standards. Of course, any work submitted as your own must, in fact, be yours. Cheating or plagiarism of any kind will not be accepted and students found in violation will be referred to the Dean's office following CBE/UW general policy.

Additionally, the classroom is a special environment for collaborative learning. My classroom style is relatively casual and friendly, though demanding. You need not agree with me, or other students in class—this is crucial to understand. However, it is essential to the academic learning environment that respect for others and the general goals of academic freedom are maintained. The classroom is a place in which differences of opinion should be expressed in a manner that supports the learning process. The classroom is a learning environment in which students and faculty may learn to reason with clarity and compassion, and share of themselves without losing their identities, and can build understanding of their community. Student conduct must be consistent with these classroom norms.

READING LIST, SPEAKERS, AND ASSIGNMENTS

Day, Date	**Topic**	**Readings: available through UW library (journals) or class website (chapters) or online as noted. I aim for 50-75 pages per class. Don't fall behind!**	**Activities & *Assignments***
M Jan 7	Course intro, logistics		Intro & review syllabus
W Jan 9	Social Justice, global issues	• Brown, Lester. 2008. *Plan B 4.0: Mobilizing to Save Civilization* chapters 2 & 7: http://www.earth-policy.org/index.php?/books/pb4 • Millennium Development Goals, review and International Assessment paper: http://www.undp.org/mdg/roles.shtml all, but just scan sections 3 and 7.	~80 p
M Jan 14	Social Justice: Planning Debates of Old?	• Sen Amartya. Poor, Relatively Speaking. Oxford Economic Papers, New Series, Vol. 35, No. 2. (Jul., 1983), pp. 153-169. • Hoch, Charles. Racism and Planning. Journal of the American Planning Association; Autumn 1993; 59(4) 451-460 • Racism and planning: Letters to the Editor, and author's response. Journal of the American Planning Association; Spring 1994; 60(2) 268-271 • Clavel, Pierre. The evolution of advocacy planning. Journal of the American Planning Association; Spring 1994; 60(2) 146-149 • Krumholz, Norman. Advocacy planning: Can it move the center? Journal of the American Planning Association; Spring 1994; 60(2) 150-151 • Peattie, Lisa R. Communities and interests in advocacy planning. Journal of the American Planning Association; Spring 1994; 60(2) 151-153 • Forester, John. Bridging interests and community: Advocacy planning and the Challenges of Deliberative Democracy. Journal of the American Planning Association; Spring 1994; 60(2); 153-158. • Hartman, Chester. On poverty and racism, we have had little to say. Journal of the American Planning Association; Spring 1994; 60(2) 158-159 • Hayden, Dolores. Who plans the U.S.A.? A comment on 'Advocacy and pluralism in Planning.' Journal of the American Planning Association; Spring 1994; 60(2) 160-161. • Mier, Robert, 1994. Some Observations on Race in Planning. Journal of the American Planning Association 60(2): 235-240.	~45 p
W Jan 16	Social Justice and Democracy: Planning?	• Massey, Douglass, and Nancy Denton. American Apartheid, Chapter 2: Construction of the Ghetto p. 17-59.	*Assign Gobbet #1* ~80 p

		• Young, Iris Marion. Justice and the Politics of Difference, Chapter 1: Displacing the Distributive Paradigm p. 15-38. • Cities for Citizens, Chapter 3: The New Political Economy of Planning: The Rise of Civil Society. 19-35.	
M Jan 21	**No Class MLK**	• Cities for Citizens, Chapter 4: Learning Democratic Practice: Distributing Government Resources through Popular Participation in Porto Alegre, Brazil p. 39-66. • Purcell, Mark, 2009. Resisting Neoliberalization: Communicative Planning or Counter-Hegemonic Movements? • Substituting Information for Regulation, Chapter 15 in Regulating Place p. 333-357.	~65 p
W Jan 23	Social Justice and Democracy	• Cities for All, Introduction and Chapter 1 (p. 13-41): http://www.hic-net.org/content/Cities%20fol%20All-ENG.pdf • Cities for Citizens, Chapter 9: The Death of Modernist Planning: Radical Praxis for a Postmodern Age 163-184. • Cities for Citizens, Chapter 10: Empowering Civil Society: Habermas, Foucault and the Question of Conflict. 185-212. • (Optional) Purcell, Mark 201X Possible Worlds: Henri Lefebvre and the Right to the City	Guest: Mark Purcell *Gobbet #1due* ~75 p
M Jan 28	Climate Change-global perspectives, defining the problem	• Brown, Lester. 2008. *Plan B 4.0: Mobilizing to Save Civilization , 4.0* chapters 3, 6, 10: http://www.earth-policy.org/index.php?/books/pb4	~65 p
W Jan 30	Climate Change and Sustainability: defining the problem	• Wachernagel, Mathis and William Rees. 1996. What is an Ecological Footprint? In the *Sustainable Urban Development Reader,* p. 289-297. • IPCC. 2007. Climate Change 2007 Synthesis Report: Summary for Policy Makers. • Pielke, Roger A Sr. 2005. Land Use and Climate Change. *Science,* v. 310, p. 1625-1626 • Orr, David. 2008. Land Use and Climate Change. *Conservation Biology*, Volume 22, No. 6, 1372–1374. Society for Conservation Biology. • Pacala, Stephen and Robert Socolow. 2004. Stabilization Wedges: Solving the Climate Problem for the next Fifty Years with Current Technologies. *Science* 2004, p. 173-180 in *Sustainable Urban Development Reader.*	~40 p *Assign Gobbet #2*

M Feb 4	Climate Change and Municipal Response	• Exec Summary (8p) and skim through Sustainable Washington full document at: www.washington-apa.org/sustainable_washington • McKibben, Bill. 2007. *Deep Economy*. Chapter 1: After Growth. Times Books, New York, NY. • Saha, Devashree, and Robert G. Paterson. 2008. Local Government Efforts to Promote the "Three Es" of Sustainable Development: Survey in Medium to Large Cities in the United States. *Journal of Planning Education and Research*; 28; 21-37 • Wheeler, Stephen M. 2008. State and Municipal Climate Change Plans: The First Generation. *Journal of the American Planning74: 4, 481-496.*	Speaker: Jill Sterrett ? ~80 p
W Feb 6	Climate Change and Sustainability: Urban Forms	• Stone, Brian Jr.; Adam C. Mednick; Tracey Holloway; Scott N. Spak. 2007. Is Compact Growth Good for Air Quality? *Journal of the American Planning Association*, 73:4, 404-418. • Alberti, Marina. 1999. Urban Patterns and Environmental Performance: What Do We Know? *Journal of Planning Education and Research* 19;151-163. • Jabareen, Yosef Rafeq. 2006. Sustainable Urban Forms: Their Typologies, Models, and Concepts. *Journal of Planning Education and Research*; 26; 38-52. • Scan PLANET emails on compact urban form (BB to post)	~40 p *Gobbet #2 due*
M Feb 11	Regulatory Standards	• Ben-Joseph et al. 2005. *Regulating Place*. Routledge. (ch 1, 2, 3)	~65 p
W Feb 13	Regulatory Standards	• Ben-Joseph et al. 2005. *Regulating Place*. Routledge. (ch 4) • Southworth, Michael and Eran Ben-Joseph. *Streets and the Shaping of Towns and Cities*. NY: McGraw-Hill. (intro & ch 4) • Shoup, Donald. "Roughly right or precisely wrong". *Access* 20(2002) Spring: 20-25. • Downs, Anthony. "Why traffic congestion is here to stay… and will get worse" *Access* 25(2004) Fall: 19-25.	~70 p
M Feb 18	**No Class Presidents Day**	• Barnett, Jonathan. 2001. "Regional Design: Local Codes as Cause and Cure of Sprawl". In: *Planning for the New Century: the Regional Agenda*. Island Press, Washington, Covelo, London. (ch 4, pages 63-75) • Ben-Joseph et al. 2005. *Regulating Place*. Routledge. (Ch 8) • Catch up on readings!	~30 p *Assign Gobbet #3*

W Feb 20	Regulatory Standards	• Ben-Joseph et al. 2005. *Regulating Place*. Routledge. (ch 11,12, 14)	*Annotated Outline of final paper due* ~75 p
M Feb 25	Regulatory Standards & New Urbanism	• Fulton, William. 1996. *New Urbanism: Hope or Hype for American Communities?* Cambridge: Lincoln Land Institute. • Garde, Ajay. "New Urbanism as Sustainable Growth? A Supply Side Story and Its Implications for Public Policy" *Journal of Planning Education and Research* 24(2004):154-170. • Skaburskis, Andrejs. "New Urbanism and Sprawl: A Toronto Case Study" *Journal of Planning Education and Research* 25(2006):233-248.	Speakers: Nicole Faghin? *Gobbet #3 due* ~55 p
W Feb 27	Regionalism: History	• Friedmann, John, and Clyde Weaver. 1979. *Territory and Function: the Evolution of Regional Planning*. University of California Press, Berkeley and Los Angeles. (chs 1 and 2, pages 1-46). • Casella, William N. Jr. 1983. "Regional Planning and Governance: History and Politics". In: *Regional Planning: Evolution, Crisis, and Prospects*. Gill C. Lim (ed). Allanheld, Osmun Publishers, Totowa, New Jersey. (pages 17-28) • Friedmann, John, and Bloch, Robin. 1990. "American exceptionalism in regional planning, 1933-2000". *International Journal of Urban and Regional Research*, 14(4) 576-601	~80 p
M Mar 4	Regionalism: Examples and Challenges	• Hughes, Mark Alan. 2000. "Federal Roadblocks to Regional Cooperation: the Administration Geography of Federal Programs in Larger Metropolitan Areas". In: *Urban-Suburban Interdependencies.* Rosalind Greenstein and Wim Wiewel (eds). Lincoln Institute of Land Policy. Cambridge, Massachusetts. (ch 8, pages 161-180) • Calthorpe, Peter, and William Fulton. 2001. *The Regional City*. Island Press, Washington, Covelo, London. (ch 5, pages 88-106). • Foster, Kathryn A. 2000. "Regional Capital". In: *Urban-Suburban Interdependencies*. Rosalind Greenstein and Wim Wiewel (eds). Lincoln Institute of Land Policy. Cambridge, Massachusetts. (ch 5, pages 83-118)	~70 p
W Mar 6	Regionalism and the New Regionalism	• Scott, Allen J. 2000. "Global City Regions: Economic Planning and Policy Dilemmas in a Neoliberal World". In: *Urban-Suburban Interdependencies*. Rosalind Greenstein and Wim Wiewel (eds). Lincoln Institute of Land Policy.	~75 p

		Cambridge, Massachusetts. (ch 6, pages 119-140) • Powell, John. 2000. "Addressing Regional Dilemmas for Minority Communities". *Reflections on Regionalism*. The Brookings Institution, Washington, D.C. (pages 218-246) • Wheeler, Stephen. 2002. "The New Regionalism: Key Characteristics of an Emerging Movement". *Journal of the American Planning Association*. 68(3) 267-278. • Scott, James Wesley. 2007. "Smart Growth as Urban Reform: A Pragmatic 'Recoding' of the New Regionalism". *Urban Studies* 44(1) 15-35.	
M Mar 11	Discussion: Regions, governance, democracy, theory?	• Calthorpe, Peter, and William Fulton. 2001. "Designing the Region (Puget Sound)". In: *The Regional City*. Island Press, Washington, Covelo, London. (ch 6, only the section on Puget Sound, pages 159-171)	~12 BB Facilitate
W Mar 13	Paper presentations?		Wrap up & evaluation
W Mar 20	Scheduled exam date	NO EXAM; PAPERS DUE BY NOON	*Final Paper*

DEPARTMENT OF URBAN DESIGN AND PLANNING
University of Washington

Urban Design and Planning 500 **Donald Miller**
Survey of Urban Planning **Autumn 2012**

COURSE OUTLINE AND READING LIST

INTRODUCTION

1. AN INTRODUCTION TO URBAN PLANNING: DEFINITIONS, PURPOSES

*Eugenie L. Birch and Gary Hack, "The Planner's Role," in Gary Hack, Eugenie Birch, Paul Sedway, and Mitchell Silver (eds.), Local Planning – Contemporary Principles and Practices (Washington, DC: International City/County Management Association, 2009), pp. 175-179.

*****Timothy Beatley, "Planners and Political Philosophy," Journal of the American Planning Association 53:2 (Spring 1987), pp. 235-236.

*Robert Atallo, "What Jane Jacobs Did to Planners' Image," Planning (October 2011), p. 52.

Aaron Bernstein, "Sticking Up for Cities," BusinessWeek (August 16, 2004), p. 12.

Gary Hack et al., Local Planning: Contemporary Principles and Practices, 4th Ed. (Washington, DC: ICMA, 2009).

Peter Hall and Mark Twedwr-Jones, Urban and Regional Planning 5th Edition (Clifton, NJ: Routledge, 2010).

Stephen Ankers, et al., Grotton Revisited – Planning in Crisis? (Clifton, NJ: Routledge, 2010).

Alice Alexiou, Jane Jacobs: Urban Visionary (New Brunswick: Rutgers University Press, 2006).

Donald Miller, Abdul Khakee, Angela Hull, and Johan Woltjer (eds.), New Principles in Planning Evaluation (Burlington, VT: Ashgate, 2008).

Required readings are marked by "*"

Barry Cullingworth and Roger Caves, Planning in the USA, Third Edition (Clifton, NJ:

Routledge, 2008).

Jean Hillier and Patsy Healey (eds.), Foundations of the Planning Enterprise (Burlington, VT: Ashgate, 2007).

Jon A. Peterson, Birth of City Planning in the United States, 1849-1917 (Baltimore: Johns Hopkins University Press, 2003).

Raphael Fischler, "Case Studies of Planners at Work," Journal of Planning Literature 15:2(2000), pp. 184-195.

Neal R. Peirce, Curtis W. Johnson, with Farley M. Peters, Century of the City: No Time To Lose (New York: Rockefeller Foundation, 2009).

K. P. Donaghy and L. D. Hopkins, "Coherentist Theories of Planning are Possible and Useful," Planning Theory 5:2 (2006), pp. 173-202.

P. R. Berke, D. R. Godschalk, E. J. Kaiser, and D. A. Rodriguez, Urban Land Use Planning (Urbana: University of Illinois Press, 2006).

Lincoln Institute, "Planning Directors Meet on Big City Issues," Land Lines, January 2001, pp. 11-13.

Donald Miller and Frank Westerlund, "Specialized Land Use Curricula in Urban Planning Graduate Programs," Journal of Planning Education and Research 9:3 (Summer 1990) pp. 203-206.

Michael B. Teitz, "Planning Education and the Planning Profession," Journal of Planning Education and Research 3:2 (1984), pp.75-77.

John Friedmann, Planning In The Public Domain: From Knowledge to Action (Princeton, NJ: Princeton University Press, 1989).

Michael Teitz, "American Planning in the 1990s: Evaluation, Debate and Challenge, Urban Studies 33:45(1996), pp. 649-671; 33:5-6(1997), pp. 775-795.

Lloyd Rodwin and Bishwapriya Sanyal (eds.), The Profession of City Planning: Changes, Images, and Challenges, 1950-2000 (New Brunswick, NJ: Center for Urban Policy Research, 2000).

Michael P. Brooks, Planning Theory for Practitioners (Chicago: APA Planners Press, 2002).

Mel Scott, American City Planning Since 1890 (Chicago: APA Planners Press, 1995).

2. RATIONALES FOR PUBLIC SECTOR PLANNING: ETHICS AND PUBLIC

ECONOMICS

*Richard E. Klosterman, "Arguments For And Against Planning," in Scott Campbell and Susan Fainstein (eds.), Readings in Planning Theory (Cambridge, MA: Basil Blackwell, 1996), pp. 150-168.

*Charles J. Hoch, "Making Plans," in The Practice of Local Government Planning, in Charles Hoch, Linda Dalton, and Frank So (eds.) The Practice of Local Government Planning, Third Edition (Washington, DC: International City/County Management Association, 2000), pp. 19-39.

*Paul Krugman, "Private Incentives vs. Public Consequences," Seattle P-I, May 16, 2001, p. B-6.

C. J. Webster, "The New Institutional Economics and the Evolution of Modern Urban Planning: Insights, Issues and Lessons," Town Planning Review 76:4 (2005), pp. 471-501.

Charles Hoch, "Making Plans: Representation and Intention," Planning Theory 6:1 (2007), pp. 16-35.

Jeffrey J Pompe and James R. Rinehart, Environmental Conflict: In Search of Common Ground (New York: State University of New York Press, 2002).

Jean Hillier and Patsy Healey (eds.), Political Economy, Diversity and Pragmatism (Burlington, VT: Ashgate, 2007).

Leigh Raymond, Private Rights in Public Resources – Equity and Property Allocation in Market-Based Environmental Policy (Washington, DC: RFF Press, 2003).

Donald A. Schon, The Reflective Practitioner (New York: Basic Books, 1983).

Donald A. Schon, Educating The Reflective Practitioner (San Francisco: Jossey-Bass, 1987).

Tor Sager, "Why Plan. A Multi-Rationality Foundation For Planning, Scandinavian Housing and Planning Research 9(1993), pp. 129-147.

STRATEGIES OF PLANNING PRACTICE

3. DEVELOPMENT OF THE COMPREHENSIVE PLAN AS THE MAJOR

WORK PRODUCT OF PLANNING AGENCIES

*John D. Landis and Rolf Pendell, "From Zoning to Smart Growth," in Local Planning, op cit. (2009), pp. 298-307.

*Paul Goldberger, "Toddlin' Town," The New Yorker (March 9, 2009), pp. 80-81.

*Edward Kaiser and David Godschalk, "Development Planning," in The Practice of Local Government Planning, op cit., pp. 141-169.

*Michael Neuman, "Does Planning Need A Plan?" Journal of the American Planning Association 64:2 (Spring 1998), pp. 208-220.

*Jo-Ann Greco, "Old Tool- New Uses," Planning 74:6 (2008), pp. 38-43.

Lewis Hopkins, Urban Development – The Logic of Making Plans (Washington, DC: Island Press, 2001).

Laurence C. Gerckens, "Historical Development of American City Planning," in Frank So and Judith Getzels and others (eds.), The Practice of Local Government Planning, 2nd ed. (Washington, D.C.: International City Management Association, 1988), pp. 20-59.

Lewis D. Hopkins and E. R. Alexander, "Planning in Complex Multiorganizational Systems," JPER 28 (Summer 2009), pp. 470-475.

William Baer, "General Plan Evaluation Criteria: An Approach to Making Better Plans," Journal of the American Planning Association 63:3 (Summer 1997), pp. 329-344.

Edward J. Kaiser and David R. Godschalk, "Twentieth Century Land Use Planning: A Stalward Family Tree," Journal of the American Planning Association (JAPA) 61:3(Summer 1995), pp. 365-385.

City of Seattle Comprehensive Plan (2005), www.Seattle.gov/dpd/planning/compplan.

Eric Damian Kelly and Barbara Becker, Community Planning – An Introduction to the Comprehensive Plan (Covelo, CA: Island Press, 2000).

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CONCLUSIONS

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20. FUTURES OF CITIES AND OF URBAN DESIGN AND PLANNING

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UDP 576: PEDESTRIAN TRAVEL, LAND USE, AND URBAN FORM

M 1:30-4:20 Gould Hall 208J Anne Vernez Moudon Spring 2010

Walking is a fundamental human activity. Bipedalism constituted a crucial turning point in the evolution of the human species, marking the ability to move through space while using hands and the upper body part for purposes other than travel. To be a pedestrian is a highly valued state that, fortunately, most human possess during most of their lives. Indeed, until recently, those who could not walk had limited life prospects. Until recently as well, people's principal means of moving through space for both short and long distances was by walking.

Pedestrian movement used to be privileged, if not exclusively provided in cities. Today, interestingly, ADA laws require that settlements be designed to accommodate those who cannot walk. Yet at the same time many transportation and land use and development laws exist to prohibit those who can walk to do so in an increasingly large part of human settlements. In today's cities and inhabited regions, distances between such basic activities as housing and retail are so long as to make walking between them impractical. Further, streets and roadways as principal spaces reserved for movement within cities are designed to keep pedestrians away—as conditions within them either prohibit walking or are life-threatening to pedestrians. Restrictions to walking in cities have brought changes in behaviors, which, cumulatively, have contributed to the following conditions: increased dependence on cars as a mode of transport and decrease physical activity for urbanites. Increased dependence on cars has brought traffic congestion, and, ironically, limited mobility. Too many cars contribute to environmental degradation. Also, as cars take over the streets, there are fewer opportunities to walk and fewer pedestrians, leading to lower prospects for healthy living.

The course concentrates on walking as a mode of transportation in cities and city-regions. Cities today occupy vast areas that are easily traveled via motorized means of transportation. However, a substantial portion of travel in cities covers relatively short distances that can, and perhaps should, be walkable, or covered by non-motorized means of transport such as bicycling, scootering, roller-skating, or roller-blading. We will also consider that motorized modes of transport, especially public transport, must be supported by walking, and that convenient and pleasant walking conditions contribute to quality of life. The course will include the following topics:

Pedestrian movement and behavior theory—social, cognitive, and perceptual dimensions; related spatial and physical requirements
Walking as a no-impact mode of transportation; transportation alternatives, mode choice, mode split; transportation and environmental dimensions of walking
Walking as a means of being physically active, contributing to improving health; public health dimensions of walking
Principles and measures of land use and urban form that support walking
Neighborhood design models for walking: Neighborhood Units and TODs
Street design for enjoyable and safe walking
International perspectives: Asia and Europe

Class Objectives

- Understand the fundamental role of walking in people's everyday life—the physical, physiological, psychological, emotional, social, cultural, environmental, ecological, and economic dimensions of walking

- Understand the effects of technology and mechanized transportation on travel behavior
- Be familiar with the evolution of street design and roadway management practices and standards in the U.S.—the institutional context within which streets are built and maintained; the evidence (or lack thereof) used for establishing standards
- Be familiar with best practices in the US and in other countries
- Acquire the technical knowledge and skills needed to design innovative and walking-supportive streets and environments
- Acquire knowledge about institutionally and politically savvy approaches to street design "reform."

Class Format and Students Responsibilities

Class sessions include both lectures and discussions. Students are required to prepare for, attend, and be engaged in every session. Readings are assigned for each session and individual students will choose additional readings directed to their personal needs and interest. Assignments will cover specific reading and class session topics. Class participation will account for 25% of the grade and assignments for 75%.

Readings

- *Wanderlust, A History of Walking*, by Rebecca Solnit (New York: Viking 2000) Paperback copies are available at the University Bookstore. Used copies may be available at the Bookstore too.
- Course Overview Reading to be emailed
- Additional readings assigned for each class session

PEDESTRIAN TRAVEL, LAND USE, AND URBAN FORM

M 1:30-4:20 Gould Hall 208J Anne Vernez Moudon **Spring 2010**

https://catalysttools.washington.edu/sharespaces/manage/moudon/9513

DATE	TOPICS	Readings, References, Assignments
1. **Mar 29** **A.**	**INTRODUCTION:** HISTORY AND THEORY **Structure of course:** Goals, assignments, readings **Course reading overview:** statistics in transport, health and environment	• Course Reading Overview. On class shared space with syllabus, schedule, and books on reserve at CBE library: https://catalysttools.washington.edu/sharespaces/manage/moudon/9513 • Rebecca Solnit Wanderlust 2000 (finish reading before week 4)
B	**Theoretical perspectives:** Walking as a human condition; evolutionary perspectives; locomotion; navigation; way finding; **Transportation/ Health/Environmental Dimensions** Walking for exercise, recreation, and travel purposes. Demographic, social and personal, environmental parameters of walking **Disciplines and sectors:** Institutional settings for research and policy on walking	• Dennis M. Bramble and Daniel E. Lieberman, Endurance running and the evolution of Homo • Hazel Baslington, "Travel Socialization: A Social Theory of Travel Mode Behavior." •
2. **Ap 5** **A**	**COSTS OF TRANSPORTATION:** Guest presentation by King Cushman	• Costs of transportation PSRC http://www.psrc.org/projects/pricing/costsbenefits.pdf • Mark Delucchi, Cost of automobiles http://www.its.ucdavis.edu/people/faculty/delucchi/ • Costs of Sprawl Revisited Burchell et al. http://ntl.bts.gov/lib/21000/21500/21538/PB99124216.pdf
B	**INTERNATIONAL PERSPECTIVES** **Substitution, sustainability, quality of life, and international perspectives:** Transportation, health and environmental benefits	• Paul AT Higgins Exercise-based transportation reduces oil dependence, carbon emissions and obesity 2005 • Robert Puentes Supporting Integrated Planning and Decision Making by Joining-Up Housing and Transportation, Brookings 2009 • Pucher and Dystra 2003
3. **Ap 12** **A**	**ENVIRONMENTS FOR WALKING** **Walking versus walkability** Instruments to capture walking (surveys, diaries, counts, accelerometers, gps) versus Walkscore **Walkability at the regional level**: How walkable are our metropolitan regions—urban and suburban environments? Actual and latent demand for walking, the case of the Puget Sound	• Moudon and Lee review 2005 • WBC GIS tool, BRFFS, HH Surveys • Puget Sound Milestones: Central Puget Sound Regional Growth Centers [pdf] http://www.psrc.org/assets/229/growthcenters.pdf • Moudon & Hess 2000 • Pedestrian Location Identification Tools (PLIs) http://depts.washington.edu/trac/bulkdisk/pdf/519.1.pdf • TELUMI http://depts.washington.edu/trac/bulkdisk/pdf/620.1.pdf
B	**Walkability at the district and neighborhood level**: Likelihood of walking as related to the built environment	• WBC Moudon et al 2007; 2006

	Transit accessibility	• Lee, B. H. Y. (2005). Parcel-level measure of public transit accessibility to destinations. In D. Levinson & K. J. Krizek (Eds.), Access to Destination: Rethinking the Transportation Future. Oxford: Elsevier, 215-239. • Moudon [PSRC] 2002, Monitoring/ measuring land use change around transit stations • Dill J. Travel and transit use at Portland area transit-oriented developments (TODs): Transportation Northwest Regional Center X (TransNow); 2006. TNW2006-03. http://www.transnow.org/publication/final-reports/documents/TNW2006-03.pdf. • **STREET ASSIGNMENT TEAM SELECTION**
4. **Ap 19** **A**	**STREETS FOR WALKING** **Street design:** Pedestrian infrastructure and facilities Street classification systems Case studies of great and good streets	• Moudon et al [WSDOT] 2003 Transportation Efficient Land use Reference Manual http://depts.washington.edu/trac/bulkdisk/pdf/574.1.pdf • Jacobs 1993, Gehl 1996, Jacobs et al. 2002
B	**Case studies of Seattle's street design: A critique**	• **STREET ASSIGNMENT PRESENTATIONS** •
5. **Ap 26** **A**	**CSS/CONTEXT SENSITIVE SOLUTIONS** A "Nouveau Engineering" transportation approach CSS website http://itre.ncsu.edu/CTE/Education/css-coursefiles.asp	• NCHRP 2002 http://www.trb.org/news/blurb_detail.asp?id=1373 • ITE 2006 http://www.ite.org/bookstore/RP036.pdf
B	**DISCUSSION OF SOLNIT**	• **WRITE UP ON SOLNIT** • **DISTRIBUTE TRAVEL LOG**
6. **May 3** **A**	**SAFETY** **Safe walking**: Modeling collision frequency and severity	• Campbell, BJ, CV Zegeer, HH Huang and MJ Cynecki (2004). A review of pedestrian safety research in the United States and abroad, Federal Highway Administration. • Pucher and Dystra 2003
B	**TRAC study and travel log** **Measures of walking:** what's a walk trip? # trips, distance covered Guest presentation by Phil Hurvitz, Ph.C.	•
7. **May 10** **A**	**BICYCLING** **Bike share programs** Guest presentation by Max Hepp-Buchanan	• Velib Paris, Gordon Price Pricetags http://www.pricetags.ca/pricetags/pricetags101.pdf
B	**Implementing bicycle policies for diverse user groups** Guest presentation by Tessa Greegor, Cascade Bicycle	•
8. **May 17** **A**	**SHOPPING FOR FOOD** Guest presentation by Junfeng Jiao, Ph.C.	•
B	**SAFE ROUTES TO SCHOOL** Guest presentation by Lin Lin, Ph.C., and Orion Stewart	•

9. May 24	**INSTITUTIONAL CONTEXTS** **Seattle Pedestrian Master Plan** Guest presentation by Peg Staeheli (SVR) **Regional approach to Ped planning** Guest presentation by Robin Mayhew **UW ped planning** Guest presentation by Celeste Gilman	• http://www.seattle.gov/transportation/ped_masterplan.htm • Mental Speed Bumps by David Engwicht. Chapters 2 and 3, available online at • http://www.mentalspeedbumps.com/samplepages.htm. •
10. May 31	**MEMORIAL DAY** **STUDENTS PRESENTATIONS**	• **TRAVEL LOG ANALYSES DUE THIS WEEK** • DATE/TIME TBD •

UrbDP 479 THE URBAN FORM Fall 2012

Anne Vernez Moudon, Professor, Karis T Puruncajas and Yue Ray Gong , Teaching Assistants

10:00 to 11:20 AM. Mondays and Wednesdays Gould Hall 435

City form, and its corollary, city building, are essential components of the urban planner's and designer's vocabulary. Urban designers and planners regularly help to create parts of cities or modify existing cities, piece by piece. In so doing, they must have a vision of the whole, of the distribution of land uses, employment, housing, transportation, related land values, and other socio-economic issues. They must also have an understanding of common building practices and of the ways the different actors (the builders, land owners, developers, bankers, policy makers, and others), act on the city, and why they do so. They must be familiar with the products of these actions: buildings and spaces that typically get shaped at given times and in given locations within the city.

City planners have developed ideas and normative theories, some of which have remained on paper while others have been effective in shaping special communities (as, for example, in the case of the Garden Cities and the Modernist cities). Yet other theories have had multiple impacts (as those enacted in land use zoning). For their theories to be effective, however, urban designers and planners need to know what forces shape the city and how these forces then manifest themselves in the reality of the physical city.

Course Objectives

How are cities built? What are they made of? Students will become familiar with the elements that structure urban form and the principles that shape the urbanization process. The city emerges bits by bits, area by area, project by project, house by house. Thus the course will review common land subdivision practices, and typical building forms for different times and places. The impact of natural settings and the relationship with agricultural production will also be studied, using examples of North and South American, European, and Asian cities. Urban form is not a static object, but an on-going process of land development, building, and inhabiting. Urban morphology, the study of urban form and its related theories, will constitute the core approach used in the course.

Course Format

The course consists of lectures, guest lectures, field trips, readings, research/writing assignments, in-class quizzes, and a final take-home examination. Students are required to attend all class sessions. Required readings and assignments will be distributed in class. Discussion sessions are an important part of the course. Students are required to participate in class efforts, and encouraged to ask questions, to make suggestions, and generally to broaden or to specify the material treated.

In addition to the material in the reader, students should be familiar with the following texts:
Ford, Larry R. Cities and Buildings: Skyscrapers, Skid Rows, and Suburbs. Baltimore, MD: John Hopkins University Press 1994.
Hartshorn, Truman. Interpreting the City: An Urban Geography. New York: Wiley [Current or previous editions are all acceptable]

Grading:

Assignments: Readings, research, quizzes, and presentations	70%
Exam	25 %
Participation in class	5 %
TOTAL	100 %

https://catalyst.uw.edu/workspace/ygong/16261/91727

GIS TUTORIAL: A 5-week tutorial in ArcGIS is offered to students by the Department of Urban Design and Planning. Students are strongly encouraged to take the tutorial. Data on elements of urban form are now commonly available in GIS, which are transforming the designer's and planner's ability to understand existing urban form patterns and to evaluate the impacts of changes in these patterns. Students will have the opportunity to experience first-hand the power of GIS as a tool for urban planning in the 479 class second assignment.

UrbDP 479 THE URBAN FORM Fall 2012

Anne Vernez Moudon, Professor

Schedule, Readings, and Assignments

	TOPIC	Course reader and resources (*italics*) in CBE library
Week One: Sept 24	Introduction: The urban explosion	1. Abu-Lughod, Chapt. 2: Origin and Development of Cities; Chapt. 3: Urbanization of the World Shlomo, Angel. Atlas of Urban Expansion *http://video.google.com/videoplay?docid=-4008293090480628280#*
Sept 26	Case Study: Seattle and Puget Sound region, from urban to regional form	2. Artibise et al., Cascadia and Puget Sound Urban to Regional Form; 3. Moudon, Heckman, Seattle & Central Puget Sound; 4. Moudon, Hess, Suburban Clusters
Week Two: Oct 1	General Principle 1: Sharing and Owning land	5. Vance, Chapter 1 Urban Morphogenesis 6. Moudon, Teaching Urban Form 7. Conzen, Study of Urban Form in US
Oct 3	Walking Tours: Self-guided tours of U District and U Village (handout)	Day, David. The Power of Maps *Ref: Nielsen, UniverCity*
Week Three: Oct 8	DISCUSSIONS: Tours (A1 handout)	
Oct 10	General Principle 2: Networks	8. Blumenfeld, Chapt 1 Form and Function in Urban Communities, Chapt. 2 Theory of City Form, Past and Present
Week Four: Oct 15	General Principle 3: Scales in space and time (A1 due)	9. Blumenfeld, Chapt. 22 Universal Dilettante, Chapt. 23 Scale in Scale in Civic Design, Chapt. 24, Scale in the Metropolis, Chapt. 26: Continuity and Change of Urban Form.
Oct 17	Basic Element 1: Street-blocks and lots	10. Siksna, City Centre Blocks and their Evolution 11. Siksna, The Effects of Block Size and Form 12. Southworth, Owens, Evolving Metropolis 13. Moudon, Evolution of 20th c. House Forms
Week Five: Oct 22	DISCUSSIONS (A2 handout)	
Oct 25	Basic Element 2: Building types (A2 teams)	14. Blumenfeld, Chapt. 16 Residential Densities 15. Larco, Overlooked Trends and Opportunities in Suburban Multifamily Housing 16. Larco, Untapped Density *Ref: Seattle Housing Option Profiles 1996* *Ref: Geneva Indicateurs morphologiques*
Week Six: Oct 29	Basic Element 3: Mixing land uses	*Suggested Film: Road to the Future*
Oct 31	Basic element 4: The neighborhood	19. Chaskin RJ. Defining Neighborhood: History, Theory, and Practice. Chicago, IL: The Chapin Hall Center for Children at the University of Chicago; 1995
Week Seven: Nov 5	Theoretical Linkages: Urban spatial structure	20. Bertaud, Alain. The spatial organization of cities: Deliberate outcome or unforeseen consequence?
Nov 7	Case Study: Hong Kong (Guest: B. Sullivan)	17. Gaubatz, Globalization and the development of new central business districts in Beijing, Shanghai and Guangzhou Shlomo, Angel. Making Room for a Planet of Cities. 18. Pryor, Pau, The Growth of the City
Week Eight: Nov 12	NO CLASS	
Nov 14	Case Study: Los Angeles urban form measures	*Ref: KJ Kim, International Urban Form Study*
Week Nine: Nov 19	Case Study: Squatter settlements Chinese Village in the City (Yue Ray Gong)	21. Doug Saunders. The death and life of a great arrival city. And http://en.wikipedia.org/wiki/Urban_village_%28China%29
Nov 21	Case Study: Small town urban form in GIS (Guest: Orion Stewart) Land Monitoring in Oregon	
Week Ten: Nov 26	COURSE REVIEW AND DISCUSSIONS	22. Mark Dowie. Muwok, Paiute, and Ahwahneechee of Yosemite Valley.
Nov 28	Presentations (A2 due)	
Week Eleven: Dec 3	Presentations	
Dec 5	Presentations and evaluations (Examination handout)	