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"Practicum: Planning and Mega Projects in Global Cities"
Fall 2017

A. COURSE OVERVIEW

This course is intended to examine the governance, political economic and planning process issues across three global cities – New York City, London and Cape Town. These aspects will be viewed through case studies associated with mega projects, school planning, and transportation. The intention is consider the issues around large-scale projects from the perspectives of both practical planning procedures and the broader systemic shift they represent.

On a paradigmatic level, the provision of housing and infrastructure has changed over the last century. Public housing, as provided by municipal or national governments, is rarely being developed and is more frequently being transferred into private management. Models for affordable housing provision have increasingly looked to the private market, often leveraging subsidies provided by market-rate housing. Infrastructure provision - whether it be roads, subways, broadband or schools – is being developed in conjunction with private entities or sometimes entirely under the control of private entities.

The shift away from centralized modernist planning to a more neoliberal approach to housing and infrastructure provision has led to concerns, as described by urbanists such as Manuel Castells, Stephen Graham and Simon Marvin, of cities with separated enclaves and "splintering urbanisms."

In the last 20 years, the increased demand for affordable housing and infrastructure combined with rising land values has fostered the emergence of private mixed use mega-projects in many global cities. Developers with enormous reservoirs of capital and the capacity for complex construction efforts have been working with municipal governments to build on large sites thousands of new homes with portions that include "affordable" apartments, subway line extensions, schools, parks and even power stations.

As we pursue this course of study, students will be asked to consider the following critical questions:

- How is private capital influencing the location, delivery and approach to development, and consequently, broader land use patterns and infrastructure provision?
- How are municipal governments and planners facilitating the new developments through policy and negotiation?
- How does this new paradigm for delivery influence the resulting spatial plans?
- Will these projects reinforce social inequities and establish enclaves or provide a new kind of mixed use, mixed income community that breaks more recent patterns of development?

In the first three classes, students will examine mixed use mega-projects in New York City, London, and Cape Town and their development processes. Whereas much of the preoccupation with mega-projects has been focused on large-scale public infrastructure projects, this course will look consider mega-projects that are primarily privately generated with a mix of uses incorporating large-scale residential and commercial development. Projects such as

Hudson Yards in New York City, Earls Court in London, and the V&A Waterfront in Cape Town, will be considered. The review of these projects will assess how the developments got off the ground, including who the developers were, how issues such as site selection and land assembly, local policy making and master planning facilitated the mega-projects, and what kind of team and disciplines were required to move these considerable planning processes forward.

From an environmental impacts perspective, two of the greatest challenges for these mega-projects and other current planning projects are satisfying the school demands and the transportation needs. The last four weeks of the class will be spent examining these two areas. These impacts will be considered both in light of the required planning procedures as well as in terms of the implications of this shift away from the 20th century modernist planning paradigm.

In the fourth and fifth classes, the students will consider how environmental reviews in the New York and London context addressed the school demand. The course will consider how concerns over school impacts often prevent development from moving forward and will highlight analytical tools that facilitate new ways of understanding the number of children being “generated” by new development and how new development and school zoning policies relate to residential patterns and segregation.

The sixth and seventh classes will examine transportation, both in terms of the kinds of infrastructure and planning that were required to enable the mega-projects as well as a consideration of the changing nature of urban mobility. This will include a review of how car-share, rideshare and the prospect of autonomous vehicles are starting to affect planning and regulatory processes as well as how new urban freight needs based on skyrocketing “just-in-time” delivery needs (e.g. Amazon Prime and Fresh Direct) is requiring urban design adjustments to our streetscapes.

The final class will include a summary and discussion of the course's lessons and presentation of student assignments.

B. COURSE GOALS

The objective of this course is to provide a critical and practical understanding of current development processes and planning challenges in global cities. The course will facilitate the development of analytical skills and an ability to synthesize information related to planning regulations, population change, urban policy and spatial design issues that will further the student’s understanding of global cities today and tomorrow.

C. COURSE STRUCTURE

This Practicum will extend over seven (7) classes. The two-hour class will typically consist of a first hour that is a presentation and discussion. The presentation will either be given by the instructor or a guest lecturer. The second hour will be an in-class lab, which will require students to work and present the assignments. There will be three assignments over the course of the seven weeks. Students will work in groups for the first assignment, work individually on a technical assignment for the second assignment, and work individually on a

short, written assignment for the final assignment. Readings will be moderate, with the focus of students on readings and research explored as part of the assignments.

Week 1

Thursday, October 26: "The Emergence of Private Mixed Use Mega Projects"

- Key themes: shifting provision of housing and infrastructure, public frameworks for private mega-projects proposals and public approval, emerging paradigm of mixed use, mixed income mega-projects
- Presentation
- In-class discussion and in-class preparations for Week 3 student presentations

Readings assigned for upcoming Week 2:

- Fainstein, Susan. *The City Builders: Property Development in New York and London, 1980-2000*. Lawrence, KS: University of Kansas, 2001. Chapter 1 pp 1-26.
- City of New York Mayor Mayor Bill De Blasio. *Housing New York*. New York City: Office of the Mayor, 2013. Executive Summary pp. 5-14. http://www1.nyc.gov/assets/housing/downloads/pdf/housing_plan.pdf
- City of New York Mayor Mayor Bill De Blasio. *Housing New York*. New York City: Office of the Mayor, 2013. Executive Summary pp. 5-14. http://www1.nyc.gov/assets/housing/downloads/pdf/housing_plan.pdf
- "Look Up, Hudson Yards" <https://vimeo.com/65819656>
- Williams, Keith (2016) "The Evolution of Hudson Yards: from 'Death Avenue' to NYC's Most Advanced Neighborhood," *Curbed New York*. December 13, 2016.
- Bagli, Charles. (2004) "Financing Plan to Rebuild Far West Side Is Unveiled," *The New York Times*. February 12, 2004.
- New York City Department of Planning, "Hudson Yards Overview" (www1.nyc.gov/assets/planning/download/pdf/plans/hudson-yards/hyards.pdf)
- New York City Department of Planning, "Hudson Yards Master Plan Preferred Direction" (www1.nyc.gov/assets/planning/download/pdf/plans/hudson-yards/prefdir.pdf)

Assignment 1 handed out:

- Group assignment to be presented in Week 3 (November 9)
 - Deep dive into a private mega-projects in NYC, London or Cape Town
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Week 2

Thursday, November 2: "Mega-Projects Analyzed"

- Key themes: inclusionary and mandatory inclusionary policies, land use, master planning and role of municipal agencies
- Guest lecture: Hudson Yards, Robin Fitzgerald-Green, KPF
- In-class discussion of Hudson Yards, NYC and Earls Court, London
- In-class preparation for Week 3 student presentations

Readings assigned for upcoming Week 3:

- Beauregard, Robert and Anne Haila. (1997) "The Unavoidable Incompleteness of the City," *American Behavioral Scientist*, 41(3): 327-341.
- Graham and Simon, *Splintering Urbanism*. London: Routledge, 2001. Chapter and part of Chapter 3 pp. 39-105

- Hatherley, Owen. *A New Kind of Bleak*. London: Verso, 2012. Chapter 1, pp 1 – 36.
 - Hatherley, Owen. "A lethal failure of oversight, like at Grenfell Tower, was going to happen sooner or later," *dezeen*. June 16, 2017.
 - Watson, Vanessa. (2003) "Planning for Integration: The Case of Metropolitan Cape Town" in Philip Harrison, Marie Huchzermeyer and Mzwanele Mayekiso (eds.) *Confronting Fragmentation: Housing and Urban Development in a Democratic Society*. Cape Town: UCT Press.
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Week 3

Thursday, November 9: "Mega-Projects Presented"

- Student presentations (Assignment 1)

Readings assigned for upcoming Week 4:

- Webber, Melvin M. (1963). 'Order in Diversity: Community without Propinquity', in L. Windo (ed.), *Cities and Space: The Future Use of Urban Land*. Baltimore: Johns Hopkins University Press.
 - Perry, C. A. and C. E. Morrow. (1933) *The Rebuilding of Blighted Areas; A Study of the Neighborhood Unit in Replanning and Plot Assemblage*. New York, NY: Regional Plan Association.
 - Perry, Clarence. (1937) 'A Method for Private Enterprise to Rebuild Cities', *Architectural Record*. 81(June 1937).
 - Mayor's Office of Environmental Coordination, *City Environmental Review Technical Manual* (March 2014), Chapter 6 – Community Facilities and Services.
 - Data Management and Analysis Group Greater London Authority, *Child Yield* (August 2005)
 - WXY Studio, *New Rochelle School Capacity Study* (2015).
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Week 4

Thursday, November 16: "Environmental Impacts – Schools and Mega-Projects"

- Key themes: review of school impact calculations and transnational comparison, comparing EIS methodologies with observed impacts, new methodologies for calculating impacts
- Guest lecture: School Impacts and the New Rochelle Downtown Rezoning, George Janes, George Janes Associates
- In-class discussion of EIS and new development plans
- In-class lab on new methodologies for assessing school impacts

Readings assigned for upcoming Week 5:

- Ball, Stephen J. (1998) "Big Policies/Small World: An Introduction to International Perspectives in Educational Policy," *Comparative Education* (June 1998): 119-130.
- Chisolm, Linda. (1999) "Change and Continuity in South African Education: The Impact of Policy," *African Studies* 58:1 87-104.
- Gurwitt, R. (2004) "Edge-ucation: What Compels Communities to Build Schools in the Middle of Nowhere." *Governing*.
- Maile, Simeon. (2004) "School Choice in South Africa," *Education and Urban Society* 37(1): 94-116.
- Paige, Rodney. (2006) "For Equality, Try Mobility," *The New York Times*. 27 June 2006.

- Parker, Laurence and Frank Margonis. (1996) "School choice in the US Urban Context: Racism and Policies of Containment," *Journal of Educational Policy* 11(6): 717-728.

Assignment 2 handed out:

- Individual assignment focused on school impacts / student projections (due Week 5, November 30)
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Week 5

Thursday, November 30: "The Implications of New Paradigms in School Provision"

- Key themes: role of choice in school provision, effects of choice on neighborhoods, segregation, mobility
- Presentation
- In-class discussion

Readings assigned for upcoming Week 6:

- Schoettle, Brandon and Michael SivakSivak and Schoettle (2015) "Potential Impact of Self-Driving Vehicles on Household Vehicle Demand and Usage." Ann Arbor: University of Michigan Transportation Research Institute. <http://www.driverlesstransportation.com/wp-content/uploads/2015/02/UMTRI-2015-3.pdf>
- NYC Economic Development Corporation. (2016) "Brooklyn-Queens Streetcar/ Light Rail Rapid Assessment <http://origin-states.politico.com.s3-website-us-east-1.amazonaws.com/files/Brooklyn%20Queens%20Connector%20Rapid%20Assessment.pdf>. https://www.london.gov.uk/sites/default/files/crossrail_funding_spg_updated_march_2016v2.pdf
- Greater London Authority (2016) "Crossrail Funding: Use of Planning Obligations and the Mayoral Community Infrastructure Levy."
- Poon, Linda. (2017) "Mapping Cape Town's Informal Minibus Taxi Network" in *City-Lab*. <https://www.citylab.com/transportation/2017/02/mapping-cape-towns-informal-minibus-taxi-network-public-transit/516300/>

Assignment 2 is handed in.

Assignment 3 is handed out.

Week 6

Thursday, December 7: "Enabling Mobility in Mega-Projects"

- Key themes: provision of new transportation infrastructure, calculation of parking demand in new high-density development, enabling linkages within the mega-project and to adjacent areas
- Presentation
- Short video: <https://www.nycedc.com/project/brooklyn-queens-connector-bqx>
- In-class discussion

Readings assigned for upcoming Week 7:

- Fagnant, Daniel and Kara Kockelman. (2015) "Preparing a National for Autonomous Vehicles" in *Transportation Research Part A* 77: 167-181, 2015. (www.cae.utexas.edu/prof/kockelman/public_html/TRB14EnoAVs.pdf)

- Dewar, David and Fabio Todeschini. (2004) Rethinking Urban Transport after Modernism: Lessons from South Africa. Aldershot: Ashgate.

Week 7

Thursday, December 14: “New Paradigms for Mobility”

- Key themes: new paradigms in mobility and mega-projects
- Presentation
- In-class discussion

Assignment 3 is handed in.

D. COURSE OVERVIEW

WEEK	DATE	TOPIC	CLASS FOCUS	ASSIGNMENTS
1	10/26	“The Emergence of Private Mixed Use Mega Projects”	Presentation In-class discussion and lab	Assignment 1 handed out Readings for upcoming Week 2 assigned
2	11/2	“Mega-Projects Analyzed”	Guest lecture In-class discussion	Readings for upcoming Week 3 assigned
3	11/9	“Mega-Projects Presented”	Student presentations	Assignment 1 due (presentations) Readings for upcoming Week 4 assigned
4	11/16	“Environmental Impacts – Schools and Mega-Projects”	Guest lecture In-class discussion and lab	Assignment 2 handed out Readings for upcoming Week 5 assigned
<i>Thanksgiving week</i>				
5	11/30	“The Implications of New Paradigms in School Provision”	Presentation In-class discussion	Assignment 2 due (submitted) Assignment 3 handed out Readings for upcoming Week 6 assigned
6	12/7	“Enabling Mobility in Mega-Projects”	Presentation In-class discussion	Readings for upcoming Week 7 assigned
7	12/14	“New Paradigms for Mobility”	Presentation In-class discussion	Assignment 3 due

E. COURSE EXPECTATIONS

1. Assignments:

A total of three (3) assignments are due over the course of the seven-week course:

One (1) group presentation, one (1) technical assignment and one (1) written response that will be assigned and graded in five (5) stages.

2. Assessment and Grading:

Grading will be outlined for each assignment as provided, but in order to pass this course you must complete all assignments and attend class regularly.

Grades distribution for all course work as follows:

Assignment 1: Group Presentation (due 11/16)	20%
Assignment 2: Technical Assignment (due 11/30)	20%
Assignment 3: Written Assignment (due 12/14)	30%
Class Participation	15%
Attendance	15%

3. Class Meetings and Attendance:

All course members are expected to attend all class meetings. You are permitted one (1) unexcused absence from class meetings without impacting your course grade.

If you expect to miss a class for religious observances, athletic participation or illness, please inform me in writing (e-mail is fine) ahead of time. Weather and mass transit are unpredictable and occasionally cause delay or cancellation of academic activities. In these cases, excused absences from class will be granted only if the institute officially closes—if it's open, I will be here and I expect that you will too.

Please make it your responsibility to find out what you missed. Please jot down the names, phone numbers and e-mail addresses of at least two fellow students in the class. These should be people you can call to get assignments and notes if you miss class.

4. Electronic Devices:

Cell phones, iPads, Kindles, and other electronic devices must be turned off and put away during class. Anyone who is observed text messaging will be counted absent for that day.

5. Conferences and Office Hours:

If you need to speak with me regarding class matters, please feel free to contact me so we can set up an appointment. Please bring materials/assignments you wish to discuss with you to our conference(s). These sessions are likely to be scheduled before or after class or as a phone meeting.

6. Students with disabilities:

In compliance with Columbia University policy and equal access laws, I am 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 course, except for unusual circumstances, so that appropriate arrangements can be made. Students must register with Office of Disability Services (see: <http://www.health.columbia.edu/docs/services/ods/index.html> or call 212 854 2388) for disability verification and for determination of reasonable academic accommodation.

7. Academic Integrity:

Academic integrity is expected of every Columbia University student in all academic undertakings. Integrity entails a firm adherence to a set of values, 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 Columbia 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, Columbia students have a right to expect academic integrity from their peers. (For more information: <http://www.arch.columbia.edu/bulletin/plagiarism.html>)

8. Safety:

All students are expected to adhere to the specific health and safety guidelines of Columbia University.

9. Student Responsibility for Learning:

Students must take responsibility for their own learning in this course. This means that you have to do the readings ahead of class meetings and come to class prepared to engage in discourse. While the grading rubric is presented above, effort counts a lot in this course (in all my courses, actually) and what you will ultimately take from this course will depend strongly upon the effort you put forth.

10. Late or missed assignments:

You are expected to submit all work when it is due. Late assignments will be marked down by one letter grade.