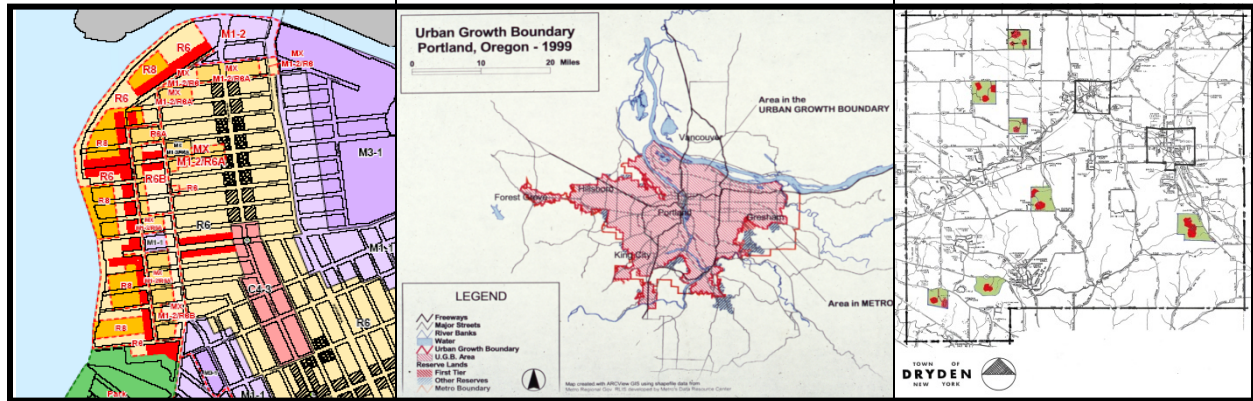


Course Syllabus: PLAN A6108 (Spring 2017)



I. Course Information

Course Title: Urban Land Use Planning
Course No: PLAN A6108
Course Section: N/A
Course Format: Lecture/Group Project
School: Graduate School of Architecture, Planning and Preservation
Department: Urban Planning
Program: City and Regional Planning
Days: Friday
Time: 11:00 AM—1:00 PM
Location: Buell Hall 300 South (lab sessions meet in Fayerweather 202)
Course Coordinator: Margaret J Wiryaman (m.wiryaman@columbia.edu)
Prerequisites/Restrictions: None

II. Instructor Contact Information

Name: Jonathan Martin, Ph.D., AICP
Academic Title: Adjunct Associate Professor
Office Location: N/A
Office Hours: By appointment (generally before/after class)
Phone No(s): (718) 399-4340 or (914) 648-8317
Appropriate Times to Call: Weekdays (afternoon)
Email Address: jonathan.martin@columbia.edu
Class Webpage: Columbia Courseworks
Special Instructions: None
Teaching Assistant: TBD

III. Course Description

A. Bulletin Description:

This course presents the nuts and bolts of land use planning as practiced in the US today and provides the opportunity to develop/design a land use plan for a small hypothetical city. Through lectures and readings you will be exposed to contemporary land use planning issues (including urbanization and urban growth trends, ethics, quality of life indicators, ecological land use planning and inner city revitalization).

B. Detailed Description:

This course also devotes attention to case study analysis of several large-scale planned developments in New York City. Much of our focus will be on what constitutes a comprehensive plan, principles of good plan-making, where to start, specific steps to take, information needs, and how to choose methods to accommodate a range of community situations. You will learn analytic and synthesis skills, practice oral, graphic, and written communication skills, and participate as an effective member of a planning team.

A workbook guides us through the planning process using a computer based (GIS) visual and analytical model of a small hypothetical city, 'HypoCity' (very little GIS experience is necessary). Instructions for applying the plan-making process for HypoCity are included, but the design and character of your HypoCity will be all your (and your group members') own. Students work in groups to flesh out the socio-economic, cultural, environmental and political aspects of the city to form a context for planning that allows pursuit of particular issues of interest.

C. Course Goal(s):

The objective of this course is to teach students the overall process of land use planning as part of the comprehensive planning process. The tangible result of the semester's work will be a professional-grade land use plan. Previous students have successfully used this document in job interviews.

D. Student Learning Objectives:

By semester's end, students in the course will have an understanding of how to:

- a) Assess existing and emerging community conditions;
- b) Formulate goals for land use/comprehensive planning;
- c) Translate projections of economic and population change into their land use implications for land, location, and community services;
- d) Determine the suitability of land, area requirements and locations for various land uses;
- e) Apply computer technology to specific plan-making tasks such as map presentations, land suitability analyses, and the drawing of plans.

E. Course Calendar/Schedule (required readings shown in **bold**):**Week 1: -----**Friday, January 20: **Land Use Planning—Origins, History, Process & Ethics (Course Overview)**

- Reading(s) Due:
 - **ULUP:** Chapter 1 "Framing the Land Use Planning Process"
 - **ULUP:** Chapters 2 "Shaping Plans through the Sustainability Prism Model"
 - **ULUP:** Chapters 3 "What Makes a Good Plan"
 - **Community Planning:**
 - Chapter 22 "Planning Ethics and Values"
 - **WWW:** "**AICP/APA Statement of Ethical Principles in Planning**"
 - <https://www.planning.org/ethics/ethicalprinciples.htm>
 - **WWW:** "**AICP Code of Ethics and Professional Conduct**"
 - <https://www.planning.org/ethics/ethicscode.htm>
 - **CR:** Condon, Patrick M. Seven Rules for Sustainable Communities: Design Strategies for a Post-Carbon World. Washington DC: Island Press, 2010. Chapter 1: "Introduction."
 - **CR:** Berke, Philip and David Godschalk. "Searching for the Good Plan: A Meta-Analysis of Plan Quality Studies. *Journal of Planning Literature*, 2009.
 - **CR:** Lin Ye, Sumedha Mandpe and Peter B. Meyer. "What Is 'Smart Growth?'—Really?" *Journal of Planning Literature*. Feb. 01, 2005 19: 301-315.
- Assignment(s) Handed Out:
 - Class Questionnaire Handed Out (email to professor by Wednesday, January 25, 2017)

Week 2: -----Friday, January 27: **Urban Growth and Change: Urban Sprawl and Coastal Resiliency**

- Reading(s) Due:
 - **CR:** Frey, William H. "Diversity Explosion: How New Racial Demographics are Remaking America. Washington DC: Brookings Institution, 2015. READ CHOICE OF EITHER
 - Chapter 3: America's New Racial Map (pp. 43-64)
 - Chapter 8: Melting Pot Cities & Suburbs (pp. 149-166)
 - **CR:** Ewing, Reid and Shima Hamidi. "Compactness versus Sprawl: A Review of Recent Evidence from the United States." *Journal of Planning Literature* 30(4) 412-432, 2015
 - **CR:** Beatley, Timothy. "Planning for Resilient Coastal Communities: Emerging Practice and Future Directions." In *Adapting to Climate Change: Lessons from Natural Hazards Planning*, Eds. Bruce Glavovic and Gavin Smith, London: Springer: 171-192, 2014.
 - **CR:** Beach, D. 2003. *Coastal Sprawl: the Effects of Urban Design on Aquatic Ecosystems in the United States*. Pews Oceans Commission, Arlington, Virginia. (Read Abstract, Executive Summary, and Section IV - *Strategies and Tools for Protection*)
- Phoenix Case Study** Film (time allowing)
- Film: Making Sense of Place- Phoenix: The Urban Desert (2003, Lincoln Institute of Land Policy) WWW: <http://www.makingsenseofplace.org/>
- **CR:** BROWSE FOLLOWING FOR CONTEXT FOR FILM:
 - City of Phoenix (AZ). Sonoran Preserve Master Plan: An Open Space Plan for the Phoenix Sonoran Desert. Tempe, AZ: The Herberger Center for Design Excellence, 1998.
 - Ewan, Joseph, Rebecca Fish Ewan and James Burke. "Building Ecology in the Planning Continuum: Case Study of Desert Land Preservation in Phoenix, AZ." *Landscape and Urban Planning* 68 (2004) 53-75.
- Assignment(s) Handed Out:
 - Assignment 1 (Plan Review) Handed Out
 - Assignment 2 (Land Use Definitions) Handed Out
 - Form HypoCity Working Teams

Week 3: -----**Friday, February 3: Sustainability: Sensitive Areas—Climate Change**

- Reading(s) Due:
 - **Community Planning:**
 - Chapter 16 "Planning for Parks, Open Space and Green Infrastructure"
 - **ULUP:** Chapters 6 "Environmental Systems"
 - **CR:** Condon, Patrick M. *Seven Rules for Sustainable Communities: Design Strategies for a Post-Carbon World*. Washington DC: Island Press, 2010. Chapter 7: "Create a Linked System of Natural Areas and Parks."
 - **CR:** Berke, Philip R. and Mark Stevens. "Land Use Planning for Climate Adaptation: Theory and Practice." *Journal of Planning Education and Research* 36 (3), 2016.
 - **CR:** Schrock, Greg, Ellen M. Bassett, and Jamaal Green. "Pursuing Equity and Justice in a Changing Climate: Assessing Equity in Local Climate and Sustainability Plans in U.S. Cities." *Journal of Planning Education and Research*, vol. 35, 3: pp. 282-295, 2015.
 - **CR:** Bedsworth, Louise W. & Ellen Hanak. "Adaptation to Climate Change." *Journal of the American Planning Association*, 76:4, 477-495, 2010.
 - **CR:** Mueller, Jan and Suzanne Rynne. *Integrating Energy and Climate into Planning*. Chicago: (APA PAS Memo), 2009.
 - **CR:** Roths, Richard. "Upzoning to Reduce Flood Damages." *Zoning Practice*. Chicago: American Planning Association, March, 2008.

Introduction to HypoCity and Policy Framework Plans

- Reading(s) Due:
 - **ULUP:** "State of Community Report," Chapter 9
 - **HypoCity Workbook:** Part II "Description of HypoCity," pp. 5-55
 - **HypoCity Workbook:** Exercise 1 "Creating a 'State of Community Report,' pp. 56-62
 - **Community Planning:**
 - Chapter 5 "Projecting Possible Futures for the Community"
 - Chapter 6 "Involving Citizens in Making a Plan"

Week 4: -----**Friday, February 10: Downtowns, Suburbs and Waterfronts**

- Reading(s) Due:
 - **Community Planning:** Chapter 18 "Planning for Renewal and Revitalization"
 - **ULUP:** Chapter 5 "Population and Economy"
 - **CR:** Rypkema, D.D. "The Importance of Downtowns in the 21st Century." *Journal of the American Planning Association* 69(1): 9-15, 2003
 - **CR:** Strom, Elizabeth and Robert Kerstein. "The Homegrown Downtown: Redevelopment in Asheville, North Carolina." *Urban Affairs Review*, (1) 2017.
 - **CR:** Balsas, Carlos J. L. "Downtown Resilience: A Review of Recent (Re)Developments in Tempe, Arizona." *Cities* 36 (2014) 158-169.
 - **CR:** Leinberger, Christopher. *Turning Around Downtown: Twelve Steps to Revitalization*. Washington DC: Brookings Institution, 2005.
https://www.brookings.edu/wp-content/uploads/2016/06/20050307_12steps.pdf
 - **CR:** Hyra, Derek. "The 'Back-to-the-City Movement: Neighborhood Redevelopment and Processes of Political and Cultural Displacement." *Urban Studies*. Vol. 52(10), 2015.
 - **CR:** Hyra, Derek. "Conceptualizing the New Urban Renewal: Comparing the Past to the Present." *Urban Affairs Review* 48(4), 2012.
 - **CR:** Leigh, Nancey and Nathanael Z. Hoelzel "Smart Growth's Blind Side: Sustainable Cities Need Productive urban Industrial Land." *Journal of the American Planning Association*, 78:1, 87-103, 2012.
 - **CR:** Grant, Jill and Katherine Perrott. "Where's the Café? The Challenge of Making Retail Uses Viable in Mix-use Suburban Developments." *Urban Studies* 48(1), 2011.

N.B. WEEK 4 CONTINUES ON NEXT PAGE

HypoCity Work Session—MEETS IN COMPUTER LAB

- Computer Lab Session:
 - **Introduction to Assignment 3**
 - HypoCity Workbook: Exercise 1 “Creating a ‘State of Community’ Report”
 - HypoCity Workbook: Exercise 2: “Creating a Direction-Setting Framework”
- Assignment(s) Due:
 - **Assignment 1 (Plan Review) DUE**
 - **Assignment 2 (Land Use Definitions) DUE**
- Assignment(s) Handed Out:
 - **Assignment 3**
 - HypoCity Workbook: Exercise 1 “Creating a ‘State of Community’ Report”
 - HypoCity Workbook: Exercise 2: “Creating a Direction-Setting Framework”
 - **Assignment 4**
 - HypoCity Workbook: Exercise 3 “Areawide Land Policy Plan”
 - HypoCity Workbook: Exercise 3 Supporting Exercise D “Land Suitability Analysis”

Week 5: -----**Friday, February 17: Land Classification Planning (Areawide Land Use Plans)**

- Reading(s) Due:
 - **ULUP:** Chapter 7 “Land Use Systems”
 - **ULUP:** Chapter 10 “The Plan-making Process”
 - **ULUP:** Chapter 11 “The Area Land Policy Plan”
 - **Community Planning:**
 - Chapter 7 “Planning for Future Land Use?”
 - CR: Land Based Classification Standards (Standard Colors for Land Use Mapping)
 - CR: Jeer and Bain. “Traditional Color Coding for Land Uses.” Chicago: APA, 1997.

HypoCity Work Session—MEETS IN COMPUTER LAB

- Computer Lab Session:
 - **Introduction to Assignment 4**
 - HypoCity Workbook: Exercise 3 “Creating an Areawide Land Policy Plan”
 - HypoCity Workbook: Exercise 3 Supporting Exercise D “Land Suitability Analysis”

Week 6: -----**Friday, February 24: Urban/Suburban Design (Part 1)—Historical Precedents**

- Reading(s) Due:
 - **CR:** Barnet, Jonathan. “Placemaking” in *Local Planning: Contemporary Principles and Practice*. Hack, Gary and Eugenie L. Birch, Paul Sedway and Mitchell J. Silver, eds. Washington DC: International City/County Management Association, 2009. pp 319-25.
 - CR: Forsyth, Ann. “Planning Lessons from Three U.S. New Towns of the 1960s and 1970s: Irvine, Columbia, and The Woodlands.” *Journal of the American Planning Association*. Chicago: American Planning Association. Autumn 2002. Vol. 68, Iss. 4; p. 387.

Urban/Suburban Design (Part 2)—Contemporary Trends/Strategies

- Reading(s) Due:
 - **CR:** Walters, David. *Designing Community: Charrettes, Masterplans and Form-based Codes*. Oxford, UK: Architectural Press, 2007. Chapter 6: “New Urbanism and Neighborhoods” pp. 135-59.
 - **CR:** Moore, Susan. “What’s Wrong with Best Practice? Questioning the Typification of New Urbanism.” *Urban Studies*, 50(11), 2013.
 - CR: Kim, Jeongseob and Kristen Larsen. “Can New Urbanism Infill Development Contribute to Social Sustainability? The Case of Orlando, Florida. *Urban Studies*, 2016.

Week 7: -----

Friday, March 3:

Land Use Regulations – Zoning and the Approvals Process

- Reading(s) Due:
 - **WWW:** Pendall, Rolf, Robert Puentes and Jonathan Martin. *From Traditional to Reformed: A Review of the Land Use Regulations in the Nation's 50 Largest Metropolitan Areas*. Washington DC: Brookings Institution, 2006. http://www.brookings.edu/metro/pubs/20060810_landuse.htm
 - **CR:** Cullingworth, J. Barry and Roger Caves. *Planning in the USA: Policies, Issues and Processes*. London: Routledge, 2014. Chapter 6: "The Techniques of Zoning and Subdivision Regulations" pp. 92-123.
 - **CR:** Micklow, Amanda C and Mildred E. Warner. "Not Your Mother's Suburb: Remaking Communities for a More Diverse Population" *The Urban Lawyer* 46(4), 2014.
 - **CR:** Shoup, Donald. "Graduated Density Zoning to Encourage Land Assembly and Infill Development." *Zoning Practice*. Chicago: American Planning Association. January 2009.

Additional Readings (optional) on New York City—Planning and Development

- Reading(s) Due:
 - **WWW:** NYC Zoning History: <https://www1.nyc.gov/site/planning/about/city-planning-history.page?tab=2>
 - **WWW:** New York City Uniform Land Use Procedure: <https://www1.nyc.gov/site/planning/applicants/applicant-portal/step5-ulurp-process.page>
 - **WWW:** New York City Zoning Resolution: <https://www1.nyc.gov/site/planning/zoning/access-text.page>

Week 8: -----

Friday, March 10:

Infrastructure Systems Planning

- Reading(s) Due
 - **ULUP:** Chapters 8 "Transportation and Infrastructure Systems"
 - **CR:** Condon, Patrick M. *Seven Rules for Sustainable Communities: Design Strategies for a Post-Carbon World*. Washington DC: Island Press, 2010. Chapter 8: "Invest in Lighter, Greener, Cheaper, Smarter Infrastructure."
 - **CR:** Levine, Jonathan, Joe Grengs, Qingyun Shen & Qing Shen. "Does Accessibility Require Density or Speed?" *Journal of the American Planning Association*, 78:2, 157-172, 2012.
 - **CR:** Keith Bartholomew & Reid Ewing. "Land Use–Transportation Scenarios and Future Vehicle Travel and Land Consumption: A Meta-Analysis." *Journal of the American Planning Association*, 75:1, 13-27, 2008
 - **CR:** Chatman, Daniel G. "Does TOD Need the T?" *Journal of the American Planning Association*, 79:1, 17-31, 2013.

Student Midterm Presentations—Areawide Land Policy (Land Classification) Plans

- Assignment(s) Due:
 - **Assignment 3**
 - HypoCity Workbook: Exercise 1 "State of Community" **DUE**
 - HypoCity Workbook: Exercise 2: "Direction-Setting Framework" **DUE**
 - **Assignment 4**
 - HypoCity Workbook: Exercise 3 "Areawide Land Policy Plan" **DUE**

Friday, March 17:

SPRING BREAK—NO CLASS

Week 9: -----**Friday, March 24: Planning for Growth—Residential and Supporting Facilities**

- Reading(s) Due:
 - **ULUP:** Chapters 13 “Communitywide Land Use Design: Residential Community Habitats”
 - **Community Planning:**
 - Chapter 8 “Planning for Public Facilities such as Parks, Roads and Utilities”
 - Chapter 20 “Planning for Housing”
 - McDonald, Noreen C. “School Siting: Contested Visions of the Community School.” *Journal of the American Planning Association*, 76:2, 184-198, 2010.

Planning for Growth— Commercial and Employment Centers

- Reading(s) Due:
 - **ULUP:** Chapters 12 “Communitywide Land Use Design: Employment and Commercial Centers”
 - **Community Planning:**
 - Chapter 21 “Planning for Jobs”
 - **HypoCity Workbook:** pp 104-107
 - **HypoCity Workbook:** Communitywide Land Use Design: Exercise 4, Supporting Exercises F & G

Week 10: -----**Friday, March 31: Planned Communities: NYC Case Study—Battery Park City & Roosevelt Island**

- Reading(s) Due:
 - **CR:** Fainstein, Susan S. “Creating a New Address I: Battery Park City” (Chapter 8) in *The City Builders: Property Development in New York and London, 1980-2000, Second Ed.* Lawrence KS: Kansas University Press, 2001. (Pages 160-174)
 - **CR:** Kohn, Margaret. “Battery Park City” (Chapter 7) in *Brave New Neighborhoods: The Privatization of Public Space.* New York: Routledge, 2004. (Pages 141-166)
 - **CR:** Broadsheet Daily. “Agreement Reached on Gateway Plaza Rents: Affordability Protected through the Year 2020.” April 4, 2009.
 - Freemark, Yonah. “Roosevelt Island: Exception to a City in Crisis.” *Journal of Urban History* 37(3), 2011
- Assignment(s) Handed Out:
 - **Assignment 5**
 - HypoCity Workbook: Exercise 4 “Communitywide Land Use Design Plan” Handed Out (including Supporting Exercises F and G)
 - **Assignment 6**
 - HypoCity Workbook: Exercise 5 “Small Area Land Use Plan” Handed Out
 - **Assignment 7**
 - HypoCity Workbook: Exercise 6 “Development Management Program” Handed Out

Week 11: -----**Saturday, April 8: FIELD TRIP—TOUR OF BATTERY PARK CITY & ROOSEVELT ISLAND (participation required)**

- Field Trip Details (see handout):
 - **SITE VISIT: Battery Park City (Saturday AM)**
 - Meet at Skyscraper Museum in BPC (via 4,5,6 Subway) at 8:30AM
 - **SITE VISIT: Roosevelt Island (Saturday PM)**
 - Meet at Roosevelt Island Tramway (59th St. and 2nd Avenue) at 1:00PM

N.B. Friday, April 7: No Class Meeting—Replaced by Field Trip on 4/8/2017

Week 12: -----Friday, April 14: **Small Area Plans**

- Reading(s) Due:
 - **ULUP:** Chapter 14 "Small Area Plans"
 - **CR:** Walters, David. *Designing Community: Charrettes, Masterplans and Form-based Codes*. Oxford, UK: Architectural Press, 2007.
 - (Read 1 of following – whichever best suits your project)
 - Chapter 8 "Downtown Redevelopment, Huntersville, NC"
 - Chapter 9 "Greenfield urban Extension, Concord, NC"
 - **Community Planning:**
 - Chapter 17 "Planning for Particular Geographic Areas"
 - Chapter 19 "Planning for Natural Hazards and Community Safety"
 - **HypoCity Workbook:**
 - Exercise 5 "Creating a Small Area Plan"
 - CR: Campoli, Julie and Alex MacLean. *Visualizing Density*. Cambridge, MA: Lincoln Institute of Land Policy, 2007. (Chapter 1)
 - CR: *Visualizing Density A: Lower Density catalog Images: 0.5-10.5 units/acre*
 - CR: *Visualizing Density B: Higher Density catalog Images: 9.1-134.5 units/acre*
 - WWW: Imagery (Urban Advantage – Envisioning Smart Growth)
<http://www.urban-advantage.com>

HypoCity Work Session—(Review of plan progress with each team)

- Assignment(s) Due:
 - **Draft of Assignment 5—Residential and Employment Allocation Tables and Draft of Communitywide Land Use Plan**

Week 13: -----Friday, April 21: **Development Management Programs**

- Reading(s) Due:
 - **ULUP:** Chapter 15 "Development Management"
 - **Community Planning:**
 - Chapter 13 "Controlling When and Where Development Takes Place"
 - Chapter 14 "Deciding When and Where to Build New Public Facilities"
 - **HypoCity Workbook:**
 - Exercise 6 "Preparing a Development Management Program"

Week 14: -----Friday, April 28: **Course Wrap-up & Evaluation****Final HypoCity Work Session—(Review of plan progress with each team)**

- Assignment(s) Due:
 - **Draft of Plan**
 - **Peer Evaluations**
 - Peer Evaluations **Handed Out**

Week 15: -----Friday, May 5: **Final Review/Critique of Land Use Plans by Invited Jury (Academics and Professionals)**

- Assignment(s) Due:
 - **Assignment 5**
 - HypoCity Workbook: Exercise 4 "Communitywide Land Use Design Plan" **DUE**
 - **Assignment 6**
 - HypoCity Workbook: Exercise 5 "Small Area Land Use Plan" **DUE**
 - **Assignment 7**
 - HypoCity Workbook: Exercise 6 "Development Management Program" **DUE**
 - Final Land Use Plan Document **DUE**
 - **Peer Evaluations**
 - Peer Evaluations **DUE**

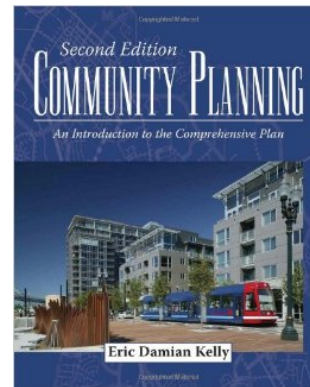
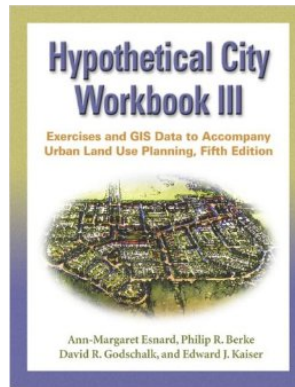
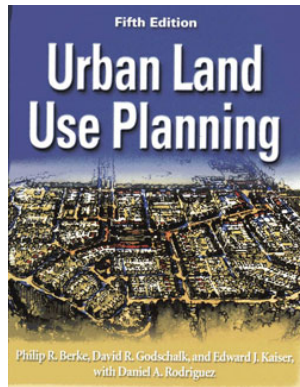
PLAN 6108: LECTURE SCHEDULE AND ASSIGNMENT DUE DATES AT A GLANCE

Week	Date	Topics	Tasks	Assignments
1	1/20	Course Overview—Questionnaires Land Use Planning: History, Origins, Process and Ethics	Lecture (1) and Discussion	Questionnaire handed out (due by email on Wednesday 1/25/17)
2	1/27	Urban Growth and Change—Urban & Coastal Sprawl Phoenix case study (Film—time permitting)	Lecture (2) and Discussion	Assign 1 handed out Assign 2 handed out
3	2/3	Sensitive Areas—Open Space and Habitat Introduction to HypoCity and Policy Framework Plans	Lecture (3) and Discussion	
4	2/10	Inner Cities, Downtowns and Waterfronts HypoCity GIS Lab Session: Existing and Emerging Conditions (viz. Assignment 3) – meet in computer lab	Lecture (4) and Discussion Lab Work Session	Assignment 1 DUE Assignment 2 DUE Assign 3 handed out Assign 4 handed out
5	2/17	Land Classification Planning HypoCity GIS Lab Session: Suitability Analysis (viz. Assignment 4) – meet in computer lab	Lecture (5) and Discussion Lab Work Session	
6	2/24	Urban/Suburban Design (Part 1): Historical Precedents Urban/Suburban Design (Part 2): Contemporary Trends	Lecture (6) and Discussion	
7	3/3	Land Use Regulations: Zoning and Land Use Approval Process	Lecture (7) and Discussion	
8	3/10	Infrastructure Systems Planning Groups present “Existing and Emerging Conditions,” “Policy framework” and “Land Classification plan”	Lecture (8) and Discussion Student Presentations	Assignment 3 DUE Assignment 4 DUE
3/17 SPRING RECESS				
9	3/24	Planning for Growth: Location and Space Requirements for Residential Uses and Supporting Facilities Planning for Growth: Location and Space Requirements for Commercial and Employment Centers	Lecture (10) and Discussion	
10	3/31	Contemporary Planned Communities—NYC Case Study Battery Park City and Roosevelt Island	Lecture (9) and Discussion	Assignments 5, 6, & 7 handed out
11	4/8	Contemporary Planned Communities (Saturday) SITE VISIT: BATTERY PARK CITY & ROOSEVELT ISLAND	Field Trip	
	4/7	No Class – Field Trip on 4/8 Instead		
12	4/14	Small Area Plans: Visualizing Density: Concepts, Design and Images HypoCity Work Session: Communitywide Land Use Design Plan (viz. Assignment 5) – meet in computer lab	Lecture (11) and Discussion Lab Work Session	Draft of Assignment 5
13	4/21	Development Management Plans – Plan Implementation, Monitoring & Management	Lecture (12) and Discussion	
14	4/28	Course Wrap-up and Evaluation Final Plan Work Session – Meet in computer lab	Discussion Lab Work Session	Draft of Assignments 5, 6, & 7 DUE (Peer Evaluations handed out)
15	5/5	Final Reviews/Juried Critiques of Land Use Plans (EXACT TIME AND DATE TBD)	Student Presentations	Assignments 5, 6 & 7 DUE Group Peer Evaluations DUE

IV. Course Requirements

A. Textbooks, Readings and Materials:

Texts: (3 Required)



Berke, Philip R., David R. Godschalk and Edward J. Kaiser. 2006. **Urban Land Use Planning** 5th Edition. University of Illinois Press [**ULUP**] (*Available online at various resellers*) ISBN: 0252030796

Esnard, Ann-Margaret, Philip Berke, David R. Godschalk, & Edward J. Kaiser. 2006. **Hypothetical City Workbook: Exercises, Spreadsheets and GIS Data to Accompany Urban Land Use Planning, 5th Edition**. University of Illinois Press [**Hypocity Workbook**]. (*Available online at various resellers*) ISBN: 0252073460

Kelly, Eric Damian and Barbara Becker. 2009. **Community Planning: An Introduction to the Comprehensive Plan, 2nd Edition**. Washington, D.C.: Island Press [**Community Planning**]. (*Available online at various resellers*) ISBN: 1597265535

Optional Text (1)

Walters, David. 2007. **Designing Community: Charrettes, Masterplans and Form-Based Codes**. Oxford, UK: Architectural Press. ISBN: 075066925X .

A tentative schedule of required readings is provided in Section III-E above (required reading assignments noted in **bold typeface**). Most readings come from the **ULUP and Community Planning** texts, which cover the process of land use planning and community planning in good detail. Additional readings will be made available—provided in digital PDF file format on Courseworks, placed on reserve at the Columbia Library (Avery), or handed out in class. The three required texts are on reserve at the Columbia Library. Readings notated with “CR” will be available on the course website.

B. Project(s), Paper(s), Assignment(s):

A total of **seven (7)** assignments are due over the course of the semester: **One (1) plan evaluation, two (2) definitions paper and one (1) developed plan that will be assigned and graded in five (5) stages.**

C. 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. In addition, because much of the work in this class involves group work, your team members will be asked to evaluate your performance at the end of the semester—this peer evaluation is worth approximately 10-percent of your overall grade.

Grades distribution for all course work as follows:

Assignment 1: Plan Evaluation	10%
Assignment 2: Land use planning issues and definition of terms	10%
Assignment 3: Analysis of existing and emerging conditions for HypoCity (Ex. 1 & 2) (Including Supporting Ex. A: Computer Mapping of Existing Conditions)	0%
Assignment 4: Areawide Land classification and policy framework plan for HypoCity (Ex. 3) (Including Supporting Exercise D: <i>Land Suitability Analysis</i>)	15%
Assignment 5: Communitywide Land Use Design plan for HypoCity (Ex. 4).....	15%
Assignment 6: Small Area Plan for HypoCity (Ex. 5)	5%
Assignment 7: Land Use Plan Document (including Development Management Program—HypoCity Ex. 6) and group presentation	30%
Other: Self & Peer Evaluation (HypoCity group work)	10%
Other: Class participation and attendance.....	5%

V. Policies

- A. **Class Meetings and Attendance:** Your success in this course depends on three things: 1) your presence in class; 2) your contributions in class discussions (demonstrating that you have completed the assigned readings); and 3) your contributions to your group's project. Class attendance will be observed regularly and will factor prominently into your final grade. You are permitted one (1) unexcused absence from class meetings—all course members are expected to attend all class meetings.

If you expect to miss class(es) for religious observances or athletic participation, 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.

If you do miss class, I will expect a call or email explaining why you weren't able to attend. In such instances, 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.

NAME	PHONE NUMBER	E-MAIL

- B. **Electronic Devices:** Cell phones, laptops, iPads, Kindles, and other electronic devices must be turned off and put away during class. Anyone who is observed text messaging or using an electronic device during class will be counted absent for that day. If you earn more than two infractions, you will be asked to drop the course. **Please note that I take this policy very seriously.** If you are curious why I have adopted such a stringent policy, academic studies, including one from Cornell University (2003) and another from Princeton University (2014), show that classroom performance drops markedly when students use these devices (even to legitimately take notes).¹ The articles are listed below if you'd like to read, but a brief introduction can be found at <http://www.newyorker.com/tech/elements/the-case-for-banning-laptops-in-the-classroom>.
- C. **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).
- D. **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 semester, 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.
- E. **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 (outlined in the 2013-2014 Columbia University 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 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>)
- F. **Safety:** All students are expected to adhere to the specific health and safety guidelines of Columbia University.
- G. **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. For my part, I will provide guidance for your planning project and lead class discussions on assigned readings. Ultimately, however, the responsibility to learn is your own. Please do not take this course unless you are willing to accept this responsibility.

¹ Hembrooke, Helene and Geri Gay. "The Laptop and the Lecture: The Effects of Multitasking in Learning Environments." *Journal of Computing in Higher Education*, 2003, Vol. 15(1); Sana, Faria and Tina Weston, Nicholas J. Cepeda. "Laptop multitasking hinders classroom learning for both users and nearby peers." *Computers & Education*, 2013, Vol. 62. Wood, Eileen and Lucia Zivcakova, Petrice Gentile, Karin Archer, Domenica De Pasquale, Amanda Nosko. "Examining the impact of off-task multi-tasking with technology on real-time classroom learning." *Computers & Education*, 2012, Vol. 58; and Pam A. Mueller, Pam and Daniel M. Oppenheimer. "The Pen Is Mightier Than the Keyboard: Advantages of Longhand Over Laptop Note Taking." *Psychological Science*, 2014, Vol. 25(6).

- H. **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.
- I. **Incomplete (INC) grades:** Because the material (group work) in this course does not lend itself to make-up, I will not entertain incompletes except in a case of true emergency. If an incomplete is given, you will receive partial credit towards the next offering of this course; you will not have the option to complete the work late and hand it in for credit after the end of the semester. I am holding the line on this because much of the learning will come from participation in the course's group assignment. If you miss class, such learning opportunities are forfeited.