

2021

Program Information

URBAN

PLANNING

Graduate School of Architecture, Planning
and Preservation

Columbia University

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01

FROM THE PROGRAM DIRECTOR

FROM THE PROGRAM DIRECTOR

Spring 2021

Dear Students,

Congratulations on your accomplishment – gaining admission to the Urban Planning Program at Columbia University’s Graduate School of Architecture, Planning and Preservation (GSAPP).

You now have an important decision to make, matching your interests and aspirations with what we have to offer. As much as we look forward to welcoming you as a member of our incoming class, we want to be sure it's the right decision for you. Given the unfolding global health situation we are in, I hope you will learn more about what makes the Urban Planning Program at Columbia an outstanding choice through digital and unconventional ways. This program booklet contains a wealth of information, and our website (www.arch.columbia.edu/urban-planning) hosts sample student work, recordings of lecture series and much more. GSAPP's Admissions Office also will be in touch about additional ways to connect with us.

Among many strengths, I encourage you to explore these highlights of our program:

- Global outlook – we look to planning issues in New York City and internationally for studio projects, classroom case studies, thesis research, and professional capstone. By studying the impact of global linked processes (e.g. climate change and immigration) as well as local conditions on cities and communities, we think creatively about planning and policy approaches to improve processes and outcomes in cities around the world.
- Social justice – we have an unwavering conviction in social, racial and climate justice as the motivating value in the planning process across different spatial scales of urban change, and we prepare students to confront and break down structures and practices of oppression rooted in class inequality, racism, and sexism.
- Urban analytics – we are among the first in planning programs to engage data science and visualization in addition to spatial analysis to address urban problems, collaborate on design projects for the built environment, and inform planning efforts within a variety of contexts and practices.
- Innovative and flexible curriculum – we support our students' interests in planning and related fields, and you can fulfill some or all of elective requirements by taking courses offered in the Urban Planning Program, GSAPP, or other schools at Columbia. Curricular innovations take place continuously, through new courses (e.g. machine learning, urban informatics, cities in crisis, urban infrastructure, and resilience planning), as well as practicum courses based on case studies, to name just a few.

- Connection to practice – we draw from the large and diverse community of planners, practitioners, and scholars in New York and beyond to support our curriculum, in addition to our dedicated full-time faculty. Being part of GSAPP, our program also connects with design, preservation, and real estate faculty and professionals to add to ideas and techniques developed by planners and social activists.
- Career services – New York City presents unmatched opportunities for internships and jobs. Our extensive career services include alumni panels and networking events, job search workshops, resume and portfolio feedbacks, visits to public planning agencies and private consulting firms, one-on-one meetings with local employers at the Career Fair, a mentorship program with program alumni, as well as a job board with up-to-date postings of employment, internship, and fellowship offerings. We prepare students to be well positioned for evolving roles of planners and to be agile in a shifting career landscape.

Take your time to explore about our program. We are here to help you make the right decision. Our Program Manager, Emily Junker (elj2130@columbia.edu) can follow up with you and help connect with students and faculty.



Weiping Wu
Professor and Director

FULL TIME

Weiping Wu, Program Director and Professor. B.Arch and MUP, Tsinghua University; PhD, Rutgers University.

Specializations: International Planning and Development, Infrastructure and Financing, Urban Economic Policy, China.

Hiba Bou Akar, Assistant Professor. B. Arch, American University of Beirut; MCP, Massachusetts Institute of Technology; PhD, University of California at Berkeley.

Specializations: International Planning and Development, Urban Theory, Conflict Urbanism, Middle East.

Lance Freeman, Professor. B.S. SUNY Buffalo; MCRP and PhD, UNC-Chapel Hill.

Specializations: Housing Policy, Community Development, Fair Housing and Residential Segregation, Built Environment and Public Health.

Malo Hutson, Director of Doctoral Program and Associate Professor. BA and MCP, University of California at Berkeley; PhD, Massachusetts Institute of Technology.

Specializations: Community Development and Health Equity, Circular Economy/Sustainability, Built Environment and Health, Racial and Ethnic Inequalities and Urban Policy.

Leah Meisterlin, Assistant Professor. B.A., Smith College; MSUP and M.Arch, Columbia University.

Specializations: Geographic Information Systems, Spatial Analysis, Urban Digital Technologies, Data Representation and Ethics.

Hugo Sarmiento, Assistant Professor. PhD, Urban Planning, University of California, Los Angeles.

Specializations: Climate Change Adaptation, Post Disaster Recovery, Spatial Inequalities, Political Economy, Latin American Urban Geographies.

02

FACULTY

PART TIME

Stefan Al, Senior Associate Principal, Kohn Pedersen Fox Associates (KPF)

Jit Bajpai, Adjunct Faculty (Sustainable Cities), SPS, Columbia University; Former Senior Advisor, World Bank

Andrea Batista Schlesinger, Partner, HR&A Advisors

Anthony Borelli, Vice President, Planning and Real Estate, Edison Properties

Amy Boyle, Senior Advisor, NYC City Hall

Corrêa d'Almeida, President and Founder, ARCx Center Applied Research for Change; Principal Consultant, Global Futures Group; Columbia University SIPA, Assistant Director, Master of Public Administration in Development Practice

Ryan, Devlin, Visiting Professor, Pratt Institute; Adjunct Assistant Professor, John Jay College

Kate Dunham, Urban Design Consultant

Roberta Fennessey, Principal UDP Consulting

Adam Freed, Principal, Bloomberg Associates

Richard Froehlich, Chief Operating Officer, Executive Vice President and General Counsel, NYC HDC

Maxine Griffith, Former Senior Advisor to the President, Columbia University

Boyeong Hong, Postdoctoral Researcher, NYU Marron Institute of Urban Management

Purnima Kapur, Former Executive Director, NYC DCP; Cheif of University Planning & Design, Harvard University

Rebecca Karp, Principal and CEO, Karp Strategies

Jeffrey Lin, Vice President and Economist, Federal Reserve Bank of Philadelphia

Adam Lubinsky, Managing Principal, WXY Studio

Peter Marcotullio, Director, CUNY Institute for Sustainable Cities; Professor, Geography, Hunter College

Ariella Maron, Founder and Principal, Lion Advisors for Community and Environment

Jonathan Martin, Senior Associate, BFJ Planning; Professor, Urban Planning, Pratt Institute

Kevin McQueen, Director of Lending, The Leviticus Fund; Partner, BWB Solutions LLC

Olivia Moss, Principal, HR&A Advisors

Moira O'Neill, Associate Research Scholar, Sabin Center for Climate Change Law, Columbia Law School

Kate Owens, Principal Consultant, HR&A Advisors; Former Development Specialist, World Bank

Thaddeus Pawlowski, Managing Director, Center for Resilient Cities and Landscapes

Kaz Sakamoto, Senior Data Scientist, Lander Analytics; Research Affiliate, Civic Data Design Lab, MIT

Howard Slatkin, Deputy Executive Director for Strategic Planning, NYC DCP

Jamie Torres Springer, First Deputy Commissioner, NYC Department of Design and Construction

Anna Stokes, Project Manager, Northeast Corridor Commission

Adam Tanaka, Senior Analyst, HR&A Advisors

Graham Trelstad, Vice President, WSP USA

Jose Luis Vallejo, Director, Ecosistema Urbano Design and Consulting Co.

Sybil Wa, Senior Associate, Diamond Schmitt Architects

Rachel Weinberger, Founding Principal, Weinberger & Associates; Senior Fellow for Transportation, Regional Plan Association

Adam Weinstein, President and CEO, Phipps Houses and its affiliates

Kate Wittels, Partner, HR&A Advisors

Douglas Woodward, Chief Planning Officer, Lincoln Center Development Project

Thomas Wright, President & CEO, Regional Plan Association

EMERITUS

Robert Beauregard

Peter Marcuse

Elliott Sclar

03

CURRICULUM

The Master of Science (M.S.) in Urban Planning is accredited by the Planning Accreditation Board. It requires the completion of 60 points in two years: 27 points in required courses, and 33 points in a concentration (at least 12 points) and electives of students' own choosing. Students may take courses offered in the Urban Planning Program, other programs at GSAPP, or other departments and schools at Columbia to fulfill some or all of their elective requirements. Each student is required to complete a Master's thesis or capstone project during the second year of study.

Curriculum offerings equip students with familiarity with the range of analytic and research techniques used by planners, practical skills through a semester-long studio project and other class projects, and competency in both general and specialized knowledge of planning.

Semester 1 — Fall	>15 points
History and Theory of Planning	3 points
Geographic Information Systems	3 points
Planning Methods	3 points
Electives/Concentration Courses	6 points
Semester 2 — Spring	>15 points
Economics for Planners	3 points
Planning Law	3 points
Planning Studio	6 points
Electives/Concentration Courses	3 points
Semester 3 — Fall	>15 points
Thesis/Capstone I	3 points
Electives/Concentration Courses	12 points
Semester 4 — Spring	>15 points
Thesis/Capstone II	3 points
Electives/Concentration Courses	12 points
Total	>60 points

*A new part-time option will take a student approximately four years (eight semesters) continuously to complete the degree requirements, with a half course load typical of full-time study each year. To qualify, a student must have work experience in planning or a related field for at least two years full-time or four years part-time prior to application.

REQUIRED COURSES, STUDIO, AND THESIS/CAPSTONE

History and Theory of Planning

This course provides a survey of key historical moments and contemporary theoretical debates that have shaped the field of urban planning. It emphasizes how the profession has been shaped simultaneously by local socio-economic, political, and spatial processes as well as transnational and global circulations of capital, commodities, services, and people. The course has three objectives. First, it introduces students to key paradigms in planning thoughts and provides insights on the struggles and complexities that have shaped the field. It focuses on how planning practices have been implemented, negotiated, transformed across cities of the Global North and Global South. Second, the course enables students an in-depth understanding of how spaces are developed, governed, lived, and contested, by foregrounding debates on spatial justice that have been central to planning practice. Third, it invites students to reflect on the role of the planner-practitioner by examining the various spatial formations that planners aim to professionally engage and transform and the ethical implications of planning interventions.

Geographic Information Systems

This course introduces core concepts of geographic information systems and science (as well as technical skills) critical for working within urban environments. Students will learn critical approaches to spatial analysis and visualization techniques as well as data acquisition and management, spatial research methodologies, and cartographic principles through a combination of lectures and focused lab sessions.

Planning Methods

This is an introductory course designed to help prepare students for common analysis methods used in planning practice. Common methods of analysis are covered using publicly available data sets and data collected through assignments. Through weekly readings, lectures and lab sessions students will gain a basic understanding of the tools and skills required in planning practice. In addition to the lecture, students attend one of 3 weekly lab sections, which are assigned at the start of the semester.

Economics for Planners

Why do cities exist? What determines urban growth and decline? Who lives where? What makes cities good places to work and live? This course provides an overview of the basic concepts and methods that urban and regional economists use to understand the spatial structure of cities and regions. The first part of the course will cover core economic theories of cities and foundational evidence. This part will emphasize frameworks for understanding economic theory, measurement, and inference. The second part of the course will apply these tools to understand important recent economic developments in cities and critically evaluate urban policies. The course will emphasize recent frontier research in urban and regional economics.

Planning Law

The premise of the course is that planners need to have a working knowledge of the principles and concepts that guide land use law and regulation and of how these laws and regulations shape the built environment. Students will be introduced to a variety of topics in land use law and of the various critiques of that have been made of zoning and other forms of regulation. While material for the course is drawn from throughout the United States, many examples will come from New York City, which has been a laboratory for many innovations.

Studio

In the Urban Planning studio, there is a real client with a real-world issue that will be analyzed by students working as a team under the direction of faculty. The deliverables that result will reflect critical analysis of socioeconomic, environmental, and political conditions as well as stakeholder engagement, and encourage students to consider “best practices” in planning and innovative thinking. Studio takes place in the spring of the students’ first year and is thus not a “capstone” project, but a way of integrating classroom learning with practical experience early in the students’ education.

Thesis/Capstone

The thesis/capstone requirement is the culmination of the two-year course of study and should demonstrate a synthetic understanding of the professional skills and substantive knowledge bases, which form the content of the curriculum of the Urban Planning Program. In the fall semester of the second year, each student will write a thesis or capstone proposal. The research design specified by the proposal will be implemented in the spring semester.

The thesis/capstone is an essential part of the urban planning curriculum. It is an individual investigation of the student’s own choice that is supervised closely by a faculty member of the Urban Planning Program. Theses are intended to demonstrate the student’s ability to structure an argument about an issue or problem significant or clearly relevant to planning practice, planning thought, and/or the planning profession. Structuring an effective argument is the process of organizing and making a compelling and logical case for an idea, theory, testable hypothesis, policy position, or empirical finding. In research, this involves gathering and analyzing evidence in a systematic way.

Capstones, on the other hand, require students to apply knowledge and skills gained from the curriculum to address important planning issues. It provides an opportunity to demonstrate understanding of the dynamics of the issues, constraints, and potential solution(s). It should focus on an applied, real-world project for an actual client; the only exception is a project conducted under close faculty supervision in a research setting.

The topic of a thesis or capstone can come from a wide variety of subject areas but you should select a topic within your concentration (Built Environment, Community and Economic Development, International Planning and Development, or Urban Analytics). It can be in functional areas of planning, focus on a particular geographic area, or address a particular aspect of planning thought or method.

The research design of a thesis can be a case study, a comparative analysis, a mathematical model, a program evaluation, or a statistical assessment. The student should work closely with his or her advisor, to choose the most appropriate design for their particular topic. In general, a thesis consisting of only a review of existing literature in a certain topical area is unacceptable. Conversely, doing extensive original research is well beyond the acceptable thesis standards at the Master's degree level.

Students deciding to complete a capstone may choose to address a specific challenge faced by a planning organization or community, and are particularly encouraged to consult with their advisor about projects that may involve non-traditional forms of delivery (e.g. app, video ethnography). Below are examples, though not an exclusive list by any means, of professional capstone projects:

- § The (re-)design of an urban neighborhood, including detailed design drawings,
- § A plan for a transit corridor or hub,
- § A client report commissioned by an advocacy organization or government agency,
- § A public health analysis drawing upon data collected on a community,
- § A Geographic Information System (GIS) analytical model, or
- § An app developed to respond to client need.

For topics of theses and capstones in the past eight years, please go to the theses/capstones section of our website here:

<https://www.arch.columbia.edu/programs/10-m-s-urban-planning/theses>

CONCENTRATIONS

By the end of their first year, students are required to choose at least one concentration area among four options: Built Environment, Community and Economic Development, International Planning and Development, and Urban Analytics. Students may consult with the Program Manager or faculty overseeing each concentration to ensure they will meet the concentration requirements by graduation.

Built Environment

Planning of the built environment balances competing demands on the land and environment brought about by urban and rural growth. This concentration prepares students to work with stakeholders to guide public and private development processes in ways that ensure an adequate supply of land and resources to meet people's present and future needs, while complying with environmental and fiscal requirements.

Community and Economic Development

Planning education promotes the redistribution of resources and social justice in cities as much as the creation of wealth. This concentration prepares students to undertake community and neighborhood planning and decision-making, local economic development, and/or housing and redevelopment activities. Students examine resource, institutional and socioeconomic issues at various spatial scales, paying particular attention to disadvantaged population and communities.

International Planning and Development

This concentration prepares students to work with governments, NGOs, consulting firms, and international development agencies around the world. Students receive multidisciplinary training to understand the impact of global flows as well as local conditions on cities and communities in various world regions and to think creatively about planning approaches in developing countries.

Urban Analytics

This concentration prepares students to engage and assess the increasing abundance and availability of data to address urban problems, collaborate on design projects for the built environment, and inform planning efforts within a variety of contexts and practices. Students acquire skills in data science and visualization, spatial and statistical analysis, and research design with stakeholder engagement, in addition to the planning skills taught in the core curriculum.

ELECTIVE COURSE DESCRIPTIONS

Advanced Joint Historic Preservation/Urban Planning Studio

This advanced studio seeks to develop student skills in mapping, assessing, and integrating cultural heritage as an instrumental component of sustainable urbanization, international and/or community development, and social-spatial justice. As a project-based studio, students work collaboratively to research, analyze, and propose recommendations for future action, compiling findings in a collective final report. The studio is multi-disciplinary, engaging students from Historic Preservation and Urban Planning. As an advanced studio, this course is a facilitated learning experience. Through independent and collective research, data collection, and analysis, the students shape the direction of the study and its ultimate proposals, in consultation with institutional collaborators in the field. Specific learning objectives include: working collaboratively on a client-informed project and report; locating and aggregating relevant data resources; developing rapid survey and appropriate data collection methods; mapping and visualization of urban and heritage data; and developing and effectively communicating proposals for the integration of heritage within broader urban planning efforts.

Advanced Spatial Analysis

This advanced seminar examines and develops techniques of spatial analysis and representation specific to urban contexts. The course centers around key methodologies—including advanced spatial statistics, spatial decision support systems, feature recognition, and interpolation—interrogating their use and applicability to different contexts in research and practice. Through case studies, we will learn several new methods, comparing distinct approaches to similar questions and considering the implications (ethical and otherwise) of spatial analysis and cartography.

Affordable Housing

This course offers an investigation into the policies and practical tools that are used to create affordable housing in New York City, the birthplace of affordable housing in the US. The course follows the evolution of affordable housing policy and practice, beginning with its origins as a purely governmental undertaking to the largest public-private partnership in New York City. Students will gain an understanding of the varied and complicated tools used by practitioners, including financing techniques, land use, tax policies, and regulation. Through a combination of primary source documents and background readings, the course will enable the emerging professional to understand how affordable housing is planned and executed, as well as some of the inherent trade-offs that attend these decisions. Students will also examine affordable housing from the standpoint of the user – the resident – and delve into the vexing issues that surround government-owned housing by examining the largest public housing authority in the US, the NYC Housing Authority (NYCHA).

Approaches and Tools for Urban Economic Development

The course will apply a variety of lenses to the theory and practice of economic development in the urban context. It will focus on the evolution of goals and strategies, as a “traditional” growth-oriented economic development has aimed at attracting and retaining investment, talent and amenities in cities, and as the practice has gradually evolved to an understanding that sustainable and equitable urban growth demand focus on quality job creation, inclusive investments, preservation of neighborhood character, and community engagement. Through in-depth case studies and assignments, it will provide the planner with practical tools for undertaking the range of work of contemporary economic development, such as analyzing and negotiating business incentives as well as subsidies and infrastructure provision for real estate development, creating community benefits agreements, using public infrastructure capital investments to promote growth and equity goals, investing in sustainability and resiliency, and the work of Business Improvement Districts and Community Development Corporations. The course will also provide an overview of the framework for analyzing and supporting outcomes of economic development in neighborhoods and more broadly, including regional economic analysis and economic impact analysis.

Built Environment Disruption: Partnerships and Urban Technology

During the second half of the 20th century and accelerating to the present, the financial, institutional, legal, political and conceptual boundaries between public and private have become less distinct, with public and private roles in urban development and governance overlapping. Developers and public authorities alike think of their work as social (i.e. mission-driven) and entrepreneurial. Meanwhile, companies like Uber, Airbnb, and WeWork have disrupted established economic and socio-spatial patterns, influencing the choices that people have and make in the realms of housing, work, consumption and travel. Finally, entities in the so-called “third sector” – civic organizations, cooperatives, and non-profits – have proliferated, assuming a large role in shaping urban built environments. In this context, the definition of a public benefit is often contested, as is the question of who should be responsible to define and defend the public interest in citymaking. This course relies on a series of cases to illustrate and explore the ways in which cities – and planning – have changed with the acceleration of entrepreneurial activity across sectors in recent decades. Students will be exposed to both academic thinking on important questions of ownership and public responsibility, as well as best practices in planning and policy designed to encourage successful integration of new technology and business models to improve how we live, work, consume and play in cities today and into the future.

Chinese Urbanism in Global Context

While urbanizing China is undergoing socioeconomic and spatial transformation resembling patterns seen elsewhere in the world, parts of its trajectory and prospect clearly push the limits of contemporary urban and planning theories and experience. This course situates Chinese urbanism in the global context, exploring the institutional settings, policy and planning interventions, and urban realities. We will focus on four broad topic clusters and explicitly compare with conditions and practices in other countries: China's urbanization path and growth patterns, migration and socio-spatial inequalities, land management and financing urban

development, and planning under climate change and pandemic. Course materials are drawn from academic publications, policy documents and analyses, and mass media.

Circular Cities: A New Urban Future

As traction and momentum around the circular economy builds globally, it will be important for planners and policy makers to understand its implications for urban systems and city residents. The primary question this workshop will seek to explore is “How can the principles of circular economy be applied across the main urban systems (mobility, built environment, water, energy, food) and what are the interlinkages across these systems?”

Cities in Crisis: Planning in Comparative Perspectives

This course focuses on the role of planning in cities facing crises such as hurricanes, earthquakes, explosions, economic crisis, and racial violence. The course will explore the use of the controversial term “crisis,” critiques of the term, and what it means to be a “city in crisis.” Thinking comparatively across cities in the Global North and South, we will review case studies both recent and historical. We will consider what happened in the event, what planning interventions followed, and what the implications—or repercussions—of those interventions may be. Case studies will include hurricanes and earthquakes in Santiago (Chile), Port-au-Prince (Haiti), Mexico City (Mexico), Zagreb (Croatia), and San Juan (Puerto Rico); explosions in Fukushima (Japan), Maputo (Mozambique), and Beirut (Lebanon); economic crises in Caracas (Venezuela), Buenos Aires (Argentina), Athens (Greece), and Dakar (Senegal); racial violence in Sanford, Florida (USA), Paris (France), and Bogota (Colombia).

Climate Adaptation in Cities

Cities are on the frontlines of climate change – both in terms of experiencing its impacts (e.g., nearly two-thirds of cities are coastal) and responding to it. This course discusses the current and future climate risks facing cities, drivers of major risks, actions cities can take to reduce these risks (including planning, policy, design), and strategies to scale these actions. Case studies will be drawn from cities that are reshaping their streets, buildings, waterfronts, natural systems, and resource sheds to protect their residents and economies from climate risks. A focus will be placed on the inequitable distribution of climate risks and impacts, particularly on communities of color and lower-income residents, and solutions to address this.

Climate Justice in Our Own Backyard

In this practicum we will be learning about the impacts of environmental injustice and climate change in the neighborhoods surrounding Columbia University. We will be listening to local voices who have struggled against environmental racism in the form of urban renewal, housing discrimination, and dumping of noxious infrastructure and industries in communities of color. We will question the active and passive roles that Columbia University has played in this legacy, and examine some of the ways that students and communities have worked together in the past to fight for environmental justice. We will engage in a critical and proactive

discourse on how GSAPP can better promote climate justice in our own backyard. Throughout the semester, we will work with high school students from Washington Heights Expeditionary Learning School (WHEELS). These students and their teachers have also been studying environmental injustice and have proposed a plan to turn the street in front of their school into a “clean green corridor.” Together, we will help to guide them as they develop an implementation strategy for turning 182nd Street from Broadway to Amsterdam Avenue into a park. We will walk through a formal planning process including climate projections, urban design analysis, building capital and operational budget, stakeholder engagement plans, and public approvals. Along the way we will examine how existing systems such as ULURP and Environmental Review might be reimaged to better serve this kind of transformational project, as a possible model for Green New Deal projects.

Community Development Finance Practicum

This course examines “impact investing” through the lens of community development and real-world projects. It consists of three components: (1) classroom instruction to build technical skills in financial analysis and deal underwriting and structuring, (2) team projects that allow students to work in partnership with community-based organizations and government agencies to complete feasibility studies or business plans for financing their community economic development strategies, and (3) lectures by community development finance experts on specific finance-related issues and techniques.

Community Development Planning

This course provides a theoretically-informed understanding of the community development field, incorporates a real-world perspective on practice through case studies, and requires students to question the assumptions underlying past programs and policies, identify opportunities, and think critically about the programs and policies that will be needed going forward. How can theories from multiple disciplines help us understand the context for community development practice? What are the respective roles of government, community development corporations, foundations and community organizers? What are the most promising practices emerging in the field? As we consider these questions, we will explore the tensions that exist between people- and place-based policies, the difficulties of “swimming against the tide” of larger economic and political forces, and the challenges of measuring the impact of community development investments. Throughout the course, we will also discuss the opportunities and obstacles faced in implementing programs at the local level.

Community Outreach and Engagement: A Harlem Practicum

Stakeholder relations, including community outreach and engagement, are important elements of any planning process. This course will provide students with an opportunity to actively participate in the community engagement process, guided by a set of lectures, readings, and case studies, as well as the experiences of knowledgeable practitioners. In teams, students will undertake a semester-long exchange with stakeholders around one of three university-sponsored projects. They will learn standard techniques of engagement; how to determine who truly

represents a given community; how to conduct public meetings and presentations; the use of oral, graphic, written and social media tools and approaches to cope with racial, ethnic and class sensitivities. By the end of the semester students will have an understanding of the outreach and engagement process and a set of tools to undertake this process under a range of differing circumstances. Moreover, students will have helped Harlem residents to fully participate in three important initiatives and will have given the managers of these initiatives vital information about the community they serve. In Fall 2019, the three projects are: cloud enhanced open software-defined mobile-wireless testbed for city-scaled deployment COSMOS, post-incarceration re-entry plan for West Harlem, and Community Promises Kept.

Delivering Urban Public Infrastructure: Practicum on Industrialized Cities

Many industrialized and post-industrialized cities find themselves with severe infrastructure challenges. This practicum will examine key approaches to addressing these challenges, positioning the emerging professional to lead or work within multidisciplinary efforts to plan and deliver infrastructure in the modern industrial/post-industrial city. It will include a practical study of the planning, regulatory and legal environment for public infrastructure delivery, and will examine case studies, such as New York City's coastal resiliency projects, the expansions of transit and transit-oriented development in London and Los Angeles, the planned investment by Sidewalk Labs in the Toronto waterfront, and the rollout of broadband and wireless technology.

Digital Restructuring of Urban Space

This seminar will investigate the extent to which digital technologies are producing structural changes in urban environments, processes, and practices. Through a series of case studies, we will question the nature of those changes—their effects on the material condition and organization of cities, their benefits and costs, their promises and their failures. Ultimately, we will ask whether, and how, this potential restructuring carries with it a concomitant re-imagining of 'the city' itself and the ways in which we plan for its future.

Environmental Data Analysis in Context of Climate Change

Planners are increasingly in need of analyzing environmental data to curb and anticipate the effects that come with climate change for adaptation and mitigation. This course introduces methods of environmental data analysis across varying geographic scales and underlying planning issues in the context of climate change. The structure of the course will be defined through four modules (Global, National, Regional, and City), to introduce students to the variety of environmental data and analyses for different geographies. Each module will underscore planning approaches to climate change, including addressing rising temperatures and urban heatwaves, energy supply vulnerability and the challenge of mitigating greenhouse gas emissions through compact city simulation and planning for urban heat island adaptation. Students master different skills including spatial suitability, data management, scenario development and machine learning to answer scale-specific research questions. The course will use analytics that will propel planners into the world of big data and help model the complexities of climate change related environmental processes.

Environmental Impact Assessment

This course will explore the key procedural elements of NEPA, SEQRA, and CEQR; the key analytic techniques used in impact assessment; and investigate how application of environmental impact assessment affects project outcome. Lectures will introduce students to the statutory requirements of the laws, important judicial decisions interpreting the laws, and standard methodologies for conducting environmental assessments. Case studies will be used to illustrate the effect of the environmental impact assessment on design and implementation of projects or governmental actions. Practical assignments will give students an introduction to the state of practice and the range of analytic techniques used in environmental impact assessment.

Exploring Urban Data with Machine Learning

Urban planning decisions are inherently difficult, as cities comprise systems of immense complexity and increasingly large volumes of data. While planners aren't new to qualitative and quantitative tools to model such decisions, this course will engage the role of technologies in the planning process by focusing on challenges and advantages gained from three new skills in particular: data munging, machine learning, and data visualization. Students will learn to apply the skills and techniques necessary to describe, model, and evaluate their results alongside the history and theory intersecting technocracy and urban planning.

Genesis and Development of Zoning

This course will provide a comprehensive introduction to the history, theory, and practice of zoning with a particular emphasis on the use of zoning as a planning and regulatory tool in dense urban environments like New York City. Topics to be addressed include: the early development of Euclidean zoning; the New York City planning process (ULURP, as-of-right development, the framework of the NYC Zoning Resolution); regulatory alternatives to zoning (e.g., master-planning and local development plans); zoning tools in other US and world cities; form-based codes, traditional neighborhood development (TND), transit-oriented development (TOD), transfer of development rights (TDR), and innovative practices and programs like mandatory inclusionary housing and zoning for quality and affordability. The goal of the course will be to provide students with both a thorough grounding in the theory of zoning and the practical tools needed to work with zoning regulations in the urban planning context.

Global Healthy Cities

The majority of the world's population now resides in cities and this presents a set of challenges and opportunities for urban planners and public health practitioners (and others) concerned about protecting and promoting the health and well-being of their residents. The Global Healthy Cities course explores the common origins of urban planning and public health, from why and how the fields separated and strategies to reconnect them, to addressing urban health inequities. Specifically, this course discusses the influences of urban population health, analyzes the determinants of health, and roles that city planning and public health related agencies and organizations play at both the local and global level.

Infrastructure Planning and Practice in Developing Countries

This course covers cross cutting themes in three types of economic infrastructure – water supply, electricity and transportation – with a special focus on developing countries. The first two lectures outline the importance and difficulties of infrastructure service delivery by reviewing old and new theories of infrastructure and its links to economic development, as well addressing the ‘right’ to basic services and the politics of infrastructure provision. It then introduces students to the practice of designing and delivering infrastructure services, exploring (a) demand for infrastructure from firms and households; (b) infrastructure delivery structures; (b) options for financing services; (c) governance considerations including management and incentives and (d) thoughts on the infrastructure planning process. Drawing on international case studies, the course offers an overview of infrastructure in the developing world context, with an emphasis on helping students develop an understanding of the political economy and practice of planning, designing and implementing infrastructure policies and services.

Introduction to Housing

This course will address many of the housing issues that have vexed Planners and policy makers for decades. Examples of such questions include: Why is there a shortage of affordable housing? Should everyone be guaranteed a right to decent housing? When, if ever, should the government intervene in the provision of housing? This course will provide students with the analytical skills to address the questions listed above. In addition, students will learn to take advantage of the plethora of housing data available so as to be able to assess housing market conditions in a particular locality. With these skills students will be better prepared to formulate effective housing policies.

Introduction to International Planning

This course is designed to introduce students to theoretical approaches and practical tools for planning in an international context. This course uses theories, concepts and case examples drawn mostly from the global South as vehicles to explore challenges and new directions for the field of planning generally. At the same time, it will provide students with practical tools and knowledge to operate as informed practitioners in the sphere of international planning. Students will use in-depth examination of specific case studies to explore questions such as “who plans?” “how does planning take place?” and “in whose interest?” Students are expected to critically compare and discuss the nuanced differences across planning environments, assess the level of effectiveness and results of planning approaches, and envision better planning practices in the attainment of more just cities.

Introduction to Transportation Planning

This course explores how planners understand transportation by viewing transportation in its historical context. We will examine the theoretical underpinnings of the transportation/land use relationship, how transportation supports or undermines the economy, how it affects health and the environment, and finally how transportation planning is practiced. Topics include travel forecasting, travel behavior and demand management, the auto/highway system, public transit,

livery and transportation networked companies, sharing (cars, bikes, scooters), equity and environmental justice, mobility pricing, and freight.

Introduction to Urban Data and Informatics

This course is intended to provide an introduction to the technical, theoretical and practice-based dimensions of urban analytics. It is centered around data acquisition, numerical analysis, spatialization, visualization and interaction, and civic technologies. Students will learn major concepts, software tools, and analytical techniques to extract meaningful information from various data sources. Students also will have an opportunity to develop their project that combines the technical aspects in a final analysis and visualization.

Land Use Planning

This course presents the nuts and bolts of land use planning as practiced in the US today and gives you 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).

Local Government Politics and Law

Local government entities provide essential services and shape much of our daily life. We will study the source and scope of local government power. We will examine federalism, government formation, educational equity, and public finance, the relationship between states and local entities, conflicts between neighboring entities, and the relationship between local government and the people within and around these entities. We will discuss how local governments can engage and be responsive democratic communities. We will examine the social-equitable impact of local governance—addressing themes of race, gender, and class to understand how local governance is both structured and experienced.

Metropolitan Planning

This course will explore strategies for planning metropolitan regions, with special focus on the institutions and issues that transcend local political boundaries, including transportation, resilience, housing and governance. Drawing on the experiences of Regional Plan Association’s four landmark plans for the New York region and national and international case studies, the course will examine the success and failure of various strategies for protecting open space, addressing the challenges of climate change, supporting economic development and affordable housing, and investing in transportation infrastructure. What models have been most successful in addressing these challenges? What new structures will be needed in the face of economic and technological changes? And how will we pay for the investments necessary to create fair, sustainable and prosperous metropolitan regions in the future?

On Spatial Exclusion and Planning

This course investigates the idea of geographies of exclusion through a multi-disciplinary inquiry which locates spatial production and planning practice at its center. The course cross-thinks issues of spatial exclusion and social justice across cities in the Global North and the Global South. What are geographies of exclusion? Who gets excluded, why, by whom, and how? What are some of the legal, spatial, socio-economical, moral, and political apparatuses that get articulated in producing segregated spaces of poverty and lavishness, violence and fear, connectedness and confinement? What are the roles of state agencies and “experts” such as planners, architects, and policy makers in producing such geographies, and how are these practices reproduced in the everyday? To that end, we will examine the mechanisms through which certain populations in our cities are left “outside” (through gated communities, “mean” streets, policing, security barriers, segregated parks, etc.), or kept “inside” (prisoners, refugees in camps, locked-in domestic workers, etc.).

Planning for Natural Disasters and Climate Change

This course provides an introduction to the roles of planners in preparing for and rebuilding after disasters. The course emphasizes planning for climate-related disasters. Planners are concerned with the long-term aspects of disaster: the processes of pre-disaster hazard mitigation, climate adaptation, and post-disaster recovery. The course focuses mostly on planning in the U.S., within the context of national policies, though we will also cover the major international frameworks which guide international disaster risk reduction and climate adaptation policies. To deepen our understanding of recovery after large disasters, we will include both U.S. and international cases. The course will include basic readings on all the above topics, coupled with case examples, a hazard mitigation group project, and a group project on post-disaster recovery.

Planning for Urban Energy Systems

This class explores planning for urban energy systems. The course is divided into four sections. The first section examines the history of energy use in cities. The second section examines the components of contemporary urban energy systems from primary energy supply to end use. The third section examines the consequences of urban energy use in cities including local to global environmental and health impacts as well as vulnerabilities. In the final section, we examine the politics and planning of these systems, paying particular attention to mitigation efforts.

Planning, Politics & Power

The planning and development process exists at the intersection of policy, politics and geography and is neither linear or one dimensional. The course will consider the interplay of relationships among government, its citizenry and other key stakeholders. Students will gain knowledge and understanding of the ways that politics, community action and governmental procedure influence the planning process and how to develop a successful plan adoption strategy informed by these influences and by critical analysis and reasoning. The course will be guided by a set of lectures, readings, case studies and discussions with knowledgeable stakeholders and planning practitioners.

Project Management: From Idea to Execution

This practitioner-led course exposes students to fundamental project management concepts and the behavioral skills necessary to launch, lead, and actualize benefits from projects across sectors. Planners, designers, policy makers, real estate developers, and those working in adjacent industries are often in a position of leading, supporting, or influencing projects and initiatives with multiple moving pieces. Skilled project managers oversee resources, schedules, scope, risks, and both internal and external factors to deliver positive results. In this course, students explore project management with a hands-on, pragmatic approach through case studies, real exercises, and live examples. Students can expect a combination of reading and hands-on work to practice real-life skills and application to advance current and future projects, with exposure to different software programs that are commonly used by today's practitioners. We will give special attention to controversial projects, operating in a resource-constrained environment, and “managing up” as a project manager. As a class, we will review causes of project failure and success, and risk mitigation during early project phases.

Public Financing of Urban Development

This will be an introduction to how public entities (cities, states, public benefit corporations) finance urban development on a pay as you go budget basis and by issuing public securities. By examining different kinds of financial tools, we will review how investment is made in mass transit, health care facilities, schools, public utilities, airports and housing. The class will also delve into rating agency requirements, security disclosure rules, current market dynamics and the mechanics of offering bonds for public sale. Students will have an opportunity to discuss criticism of public financing as well as look at failures and bond defaults. Students will be expected to review offering statements and related financial information for actual finance transactions being marketed in the public markets.

Practicum: Planning the Cultural Space

This practicum will provide a complete picture of the current trends and issues in planning for cultural spaces, especially performing arts centers (PACs), cultural innovation districts (CID), and creative clusters. We will investigate the paradox of the tremendous surge in cultural planning and development in the face of the dwindling appeal of the traditional performing and visual arts. As competing options in all the arts and the increasing accessibility of personal digital platforms for popular music and performances are changing the ways the arts are curated, produced, and consumed, cultural organizations are facing existential questions about the shape of what their future should be. The course will have intensive interaction with the planners, curators, architects, fundraisers, board members, and cultural leaders to discover the techniques and change in planning paradigms that are necessary to address the challenges for cultural production. Among the case studies will be Lincoln Center for the Performing Arts, The Shed, BAM, Carnegie Hall, Perelman Center, MoMA, Folk Art Museum, Whitney, Museum of Art and Design (MAD), and one or two international examples like the new hall at the Southbank Center in London by Diller Scofidio + Renfro and the Elbphilharmonie by Herzog and DeMeuron in Hamburg.

Practicum: Planning and Mega Projects in Global Cities

As cities struggle to pay for new infrastructure and services and seek to attract visitors and residents, they have increasingly turned toward partnerships with private developers to create large mixed-used districts. With the availability of global capital searching for investment opportunities and new financing mechanisms, a paradigm of privately-led mega-projects has emerged. This practicum will analyze and compare the programmatic structure of these developments, their designs for urban spectacle, the planning procedures that have facilitated their creation, and their potential to evolve in a post-COVID global city.

Practicum: Reimagining Public Space in Pandemic and Post-Pandemic NYC

Through fieldwork in New York, this practicum will give students the opportunity to document, categorize, map, analyze and evaluate changes to the city's landscape. The temporary and ad-hoc urban forms produced by the pandemic embody both precarity and opportunity. In addition to documentation, this practicum will therefore ask students to think critically and creatively about how these short-term interventions might inform longer term shifts in the ways we conceptualize and plan for public space. Can the new urban forms of the pandemic city play a part in building a more inclusive and just post-pandemic public realm? How can we move from crisis and uncertainty towards an enduring vision for a more dynamic, equitable, and healthy city?

Practicum: Residential Planning in Global Cities

As the world's urban population grows towards six and a half billion by 2050, cities all over the world are resorting to the mass-production of residential super-blocks to address new urban housing demands. But is this model appropriate for all cities, regardless of their environmental, social, political and economic differences? This seminar will provide students with a hands-on opportunity to understand how planning code regulations – specifically residential codes – can shape the design and functioning of future urban neighborhoods. Through the lectures, readings and projects students will be exposed to an array of different residential zoning systems from around the world. Students will work in teams to document case studies of existing regulatory systems from a selection of global cities chosen for their distinctive residential developments. Based on what they learn in the seminar, students will also have a chance to explore their own ideas about how regulatory codes can address the new challenges ahead that come with unprecedented urban expansion. Because this seminar integrates topics of planning, design and real estate, students from all GSAPP programs are invited to join if interested.

Professional Skills and Communication

This course is a hands-on practicum to build and expand professional skills essential for planning practice. Class activities and assignments focus on written, graphic and oral communication skills, and help students acquire these skills by engaging with critical issues in the planning process such as client relations, community engagement, and professional ethics. In addition, each student participates as a member of a "planning team" to prepare and present for a moot Planning Commission session before current and former planning commissioners and senior staff of planning departments.

Prototyping for Urban Policy & Decision Making

This course teaches how to prototype for a contemporary urban issue, with an emphasis of how to use open data for evidence-based policy making. We will cover how to apply design-thinking and other strategic frameworks to breakdown urban issues, which are highly complex and entail multiple stakeholders, into defined solutions. First half of the course focuses on strategic thinking, problem definition and prototype ideation. The mid-term will be a verbal pitch and written proposal that outlines clear user need of a prototype idea, their requirements for a solution and any specific workflows. Second half will consolidate from those proposals and dive into feasibility assessment and technical implementation of a minimally viable product (MVP) which should allow for functioning user interaction and analysis workflows. The end assignment will be a demo of that prototyped solution alongside a how-to guide.

Quantitative Methods

This course introduces students to the concepts, techniques and reasoning skills necessary to understand and undertake quantitative research. Students will learn and hone their skills through a combination of attending weekly class meetings, participating in weekly labs, completing written assignments and writing a research paper that tests a hypothesis using quantitative techniques. In addition to the lecture, students attend a weekly two-hour lab session.

Real Estate Finance and Development

This course will explore how real estate projects are financed in an urban context. Students will learn the building blocks of finance and apply those fundamentals to both the development of and investment in real estate. Through lectures, financial modeling exercises, problem sets, and case studies, students will build and develop the tools to analyze project-level real estate economics, including: creating operating budgets, sizing debt for construction and permanent operations, building project pro forma, and calculating returns such as Net Present Value and Internal Rates of Return (IRR). These skills can be applied across various real estate asset classes; however, the course will primarily focus on both market-rate and affordable housing. Using New York City as the laboratory, Urban Planners will gain an understanding of how federal, state, and city governments create incentives and policies to facilitate the development and financing of multifamily rental housing.

Site Planning and Support Systems for Development

Human settlements are created and communities structured mostly by private individuals or firms constructing buildings on parcels—as long as the sites are accessible, somehow related to nodes of other urban activity, and equipped with support services. In the United States, this practice has been called "site planning" or "subdivision" and has created millions of houses and thousands of commercial centers around all American metropolitan areas and cities since World War II. The results have been roundly criticized from an urbanistic point of view; however, the public preference is still strongly in favor of this type of development. We should be able to do this job well, and seek methods through which a better environment,

at affordable costs, can be built. Within this course, the specific techniques that planners and developers can employ toward achieving good site development are discussed, and a reasonable degree of skill in application is expected to be obtained by the students. To take specific physical actions alone is not enough—they also need to be understood in terms of their effectiveness and sustainability.

Sustainable Urban Planning and Design

This course introduces advanced techniques of sustainable planning and design with an emphasis on regulations that support green building practices and promote sustainable development patterns. Attention is given to the history, development and incidence of a variety of progressive planning and design techniques. Subjects covered will range from bioclimatic architecture and urban design to advanced regulatory techniques aimed at managing growth, promoting inclusion and affordability, and improving livability. Other topics include green infrastructure (low-impact design) and sustainable zoning techniques (e.g. solar access and wind apparatus placement), and good urban form (e.g. Transit-Oriented Development, Design Guidelines and Form-Based Codes). Several innovative community case studies will also be discussed, including Solar City (Linz, Austria), Bo01 (Malmö, SE), Hammarby Sjöstad (Stockholm, SE), and Civano (Arizona). Of interest to the student is a focus on the practical questions of what works, what doesn't, and why?

Sustaining Access and Mobility in Cities

This course covers planning practices to achieve access and mobility in global cities. The lectures and project-based case studies will prepare students to address the key issues under three interconnected themes: i) accessibility management at regional and local (e.g., Transit-Oriented-Development) levels to nurture growth, inclusiveness and a healthy environment; ii) mobility planning for emerging transport technologies, modal integration, pricing, incentives, regulations and zoning measures to promote efficient, affordable, low-carbon travel; and iii) governance and funding to strengthen synergies between land-use planning and transport.

Transformational Planning Frameworks for Equitable Climate Action

Climate change is a multiplier of existing city risks, including those related to housing affordability and quality, health and wealth inequalities, and aging infrastructure. For example, flooding can lead to property loss, displacement, and stranded economic assets; extreme heat can worsen health issues; and both disproportionately impact socially vulnerable populations and exacerbate existing inequality. However, addressing climate change provides an opportunity to address historical inequities, leveraging new actions that reduce greenhouse gas emissions and strengthen community climate resilience to benefit an area's most vulnerable residents. This course situates climate action in a local planning context, exploring different approaches and tools to help planners address the twin challenges of climate change and inequality. We will focus on three broad topic clusters: equitable greenhouse gas mitigation policy, collaborative governance structures to scale equitable climate action, and community planning. Course materials are drawn from policy documents and analyses; non-governmental organizations including environmental justice, social movement, climate action groups; and mass media.

Urban Analytics and Human-Centered Decision Making

This practical and multidisciplinary course helps students learn the skills and knowledge required to work with organizations in making urban innovation decisions involving technology. With a focus on institutions, data analytics and decision-making tools, and with the support of case studies, lectures and guest speakers, students work in teams with a real organization (a.k.a. client) throughout the semester. The team's mission is to identify and address a critical issue the client faces regarding its urban innovation efforts. This year, the class will be divided into two groups to work on different projects. Locally, the project will be a smarter city plan for the Bronx, NYC, in partnership with The Bronx Community Foundation. Globally, the project will be about artificial intelligence and smarter digital government in Brazil, in partnership with ITS-Rio.

Urban Datascapes

This seminar pairs theories of technological "smartness" in urban environments with concepts and practices in critical cartography to investigate, both, the infrastructures ordering data collection and creation and the sociospatial systems of representation they engender. From sensors to social media, surveillance to resilience, decision making to community building: What are the means by which our data infrastructures are designed and planned? How do these systems influence urban research and visualization? And what implications do they carry for urban practice? Following close reading, discussion, and short response papers, the final project-based deliverable asks students to explore these questions through techniques of mapping and data analysis (qualitative and quantitative) comparing alternatives, narratives, and outcomes.

Urban Design for Planners

How should urban designers give shape to the city? What urban design methods could they apply? This course helps students acquire the principles that can inform urban design practice. It has three major pedagogical objectives. First, it helps students understand the contemporary city through a series of urban design tools. Second, it covers both historical and modern urban design principles. Finally, it includes all the scales in which urban designers operate, ranging from the fundamentals of social interaction in public space, to environmental sustainability of a region. The course is structured around the most typical problems that urban designers will be asked to solve. Each week, students will apply key urban design readings to research and design exercises that will build a fundamental urban design understanding and skill set.

Urban Informality

In this course, students will learn about the informal city from a variety of perspectives. We will review the ways in which informality has been conceptualized over the years by urbanists in both the North and South and critically analyze the assumptions different approaches make about the causes, meaning, process, and political possibilities of urban informality. The course will also use cases drawn from the North and South to examine how planners and policy makers have engaged with the informal city, for better and for worse. In addition to surveying empirical

examples, the class will also delve into theoretical questions about the nature of informality. How does informal practice challenge ideas of planning? Is practice and theory of planning irreconcilable with informality? If not, what do we gain by planning with and for informality? What ideas and values of planning are we forced to give up or leave by the wayside? What does “planning for/with informality actually look like? Is it still “planning”? By the end of this course, students should have a deeper understanding of the intellectual history of the study of informality, as well as a grounding in the various theoretical approaches to the issue. Students will also learn from an examination of different examples of practice in planning, policy, architecture, and urban design. Understanding the informal city requires a fine grained, ethnographically grounded approach to urban research. Therefore, in this course students will be asked to apply what they have learned from theories and practical examples to their own research of informal practice, and will learn various key methodological approaches to developing a grounded, ethnographically-based understanding of informal practice.

Urban Informatics II

In recent years, interest in “public life”—people’s daily interactions within the built environment (Gehl 2011)—has been renewed as urban spaces are being transformed into areas for recreation, socializing and human activity. However, many of the commonly- accepted theories in environmental psychology and planning were generated from limited observations—limited by time and space. Especially salient in what would have been Kevin Lynch’s 100th birthday, this course will revisit these studies performed by Gehl, Whyte, Lynch, and others in enumerating human activities in public space by utilizing sensor and pervasive computing technologies that available to us today. This course asks in what ways can sensing technologies validate or challenge these theories of public space and social interaction, and how do we intersect them with aspects of environmental quality, sustainability, and overall general well-being? Participants in this hands-on workshop will design and implement prototypes for the creating of data on human activity, and environmental conditions and quality. Students will also learn methodologies to analyze and present the data. We will use the university context as a living laboratory to test and reevaluate the commonly-accepted theories of public life while engaging in critical conversations that balance the positive aspects of better- informed design and policy with the challenges concerning data ethics, surveillance, and privacy.

The Urban Planning Program offers year-round career development resources to help students take advantage of our location in New York City and discover unmatched opportunities for jobs and internships. Our career services include resume and portfolio feedback, job postings to GSAPP's career services platform Engage, visits to select public planning agencies and private consulting firms, meeting with employers at the Career Fair, an alumni mentorship program, alumni panels, job search workshops, and bi-weekly newsletter with announcements about upcoming networking opportunities and conferences.

Each year, the program connects students to alumni through the annual speed-networking event. The American Planning Association's New York Metro Chapter offers additional networking opportunities through talks, mixers, and local conferences. The program supports travel to the APA national conference each year.

To support our alums, our office offers one-on-one consultations on resumes, cover letters, and general job search advice up to one year after graduation. Alums enjoy continued access to Engage, where they can explore job opportunities and connect with employers; we also post jobs of all levels to the Columbia University Urban Planners LinkedIn group. In addition, alums can continue to view the program newsletters for upcoming planning events and networking opportunities.

04

CAREER SERVICES

ENGAGE CAREER PLATFORM

Engage is a new career services management system for Columbia GSAPP students. Through this online platform, you can explore jobs and internships (updated regularly by UP and the other programs), register for events, and share your resume with employers currently recruiting at GSAPP. An account has already been created for all students; simply create a password to login for the first time.

OFFICE VISITS

During each semester, the UP Program organizes tours to agencies and firms within New York City to give students exposure to different careers and opportunities available to urban planners. Students have visited the Regional Plan Association, Karp Strategies, New York City Housing Authority, NYC Emergency Management, Arup, WSP, HR&A Advisors, and the NYC Department of Housing Preservation and Development.

CAREER FAIR

Each spring semester, students have the opportunity to meet with top employers in the NYC area at our UP Career Fair. Employer representatives from the public and private sector interview students one-on-one for job and internship opportunities. At the 2020 UP Career Fair, we hosted representatives from HR&A Advisors, VHB, BuroHappold, FEMA, NYC EDC, Port Authority of New York and New Jersey, LONGFOR Properties, CallisonRTKL, Envelope, and the Office of the Bronx Borough President.

MENTORSHIP PROGRAM

The UP program organizes a mentorship program for the duration of the academic year, pairing alumni with second year students based on their fields of interest and experience. Mentors help students explore their career interests, discuss the transition into the professional world, give feedback on their strategy for the job search, and help make introductions to others in the field. The main goal of mentoring is to help students achieve their potential and discover their strengths.

CAREER PATHS

On the next page, you will see a table illustrating thirteen of the possible career paths related to urban planning. The second column gives examples of organizations for each career path. The third column gives recommendations for what type of coursework you should consider during your time in the MSUP program to help prepare you for that career.

Career Path	Example Organizations	Consider Coursework in
Municipal government agency in planning or neighboring fields	NYC Dept of City Planning (DCP) NYC Dept of Housing Preservation and Development (HPD) NYC Dept of Transportation (DOT) NYC Emergency Management	Built Environment Concentration Courses in politics and policy
State or federal government agency in planning or neighboring fields	U.S. Dept of Housing and Urban Development (HUD) U.S. Dept of Transportation (DOT) U.S. Naval Facilities Engineering Command NYS Department of Environmental Conservation	Built Environment Concentration Courses in politics and policy
Nonprofit corporation or joint venture	Empire State Development Corporation NYC Economic Development Corporation (EDC) NYC Housing Development Corporation (HDC) Port Authority of New York and New Jersey	Community and Economic Development Concentration Courses in Business School
Nonprofit organization or community based organization	Harlem Community Development Corporation Hester Street Collaborative Waterfront Alliance WE ACT	Community and Economic Development Concentration Courses in Public Health
Advocacy group	Association of Neighborhood Housing Developers (ANHD) New York Immigration Coalition (NYIC) Regional Plan Association (RPA) of New York Urban Justice Center	Community and Economic Development Concentration Courses in Public Health
Global NGO (non-governmental organization)	CARE International Council for European Urbanism Oxfam Slum Dwellers International	International Planning Concentration Courses in SIPA Courses in Public Health
International organization	Asian Development Bank Inter-American Development Bank United Nations (UN) World Bank	International Planning Concentration Courses in SIPA Courses in Public Health
Research organization or think tank	Earth Institute Urban Institute Urban Land Institute World Resource Institute	Courses with more theoretical content Courses with comparative content Courses in research methods
Private consulting firm	AECOM Calthorpe Associates HRA Advisors WSP	Built Environment Concentration Courses in Economic Development Urban Analytics Concentration Courses in RED program
Real estate firm	Camber Property Group Compass JLL Savills Beijing	Courses in Economic Development Courses in RED Program Courses in Business School
Urban technology firm	CAUPD - Alibaba UrbanX Lab Envelop.City Gridics Sidewalk Labs	Urban Analytics Concentration Courses in Visual Studies Courses in Data Institute
Design firm	Ecosistema Urbana Kohn Pedersen Fox Associates (KPF) One Architecture & Urbanism WXY Architecture and Urban Design	Built Environment Concentration Courses in Visual Studies Courses in Architecture
Doctoral studies	Columbia GSAPP MIT UC Berkeley University of Tokyo	Courses with more theoretical content Courses with comparative content Courses in research methods

INTERNSHIPS

Though not required as part of the program, internships provide a substantive opportunity for students to practice applying their expertise and skills in a real world setting. They allow students to work with practitioners and industry experts to explore their interests in more depth and to expand their knowledge of current environments in their fields. Additionally, internships provide students with an inside view of planning and the chance to develop connections in their professional network.

Students can take PLAN4050 UP Internship Course after the first year of study, and foreign students should concurrently apply for Curricular Practical Training to complete a paid internship outside Columbia. Through the course, students are able to analyze their progress through bi-weekly write-ups, which provide the opportunity for reflection on their work advancement, progress of skill development, connection to current coursework, and exposure to certain areas within planning.

UP students compete successfully for prestigious internships in the New York area. Students have recently interned at the following places:

Public Sector

Department of Defense U.S. Special Operations Command – Africa
Manhattan Community Board
Mayor's Office of Capital Project Development
Metropolitan Transportation Authority (MTA)
NYC City Council
NYC Department of City Planning
NYC Department of Environmental Protection
NYC Department of Health
NYC Department of Housing and Preservation and Development
NYC Department of Small Business Services
NYC Department of Transportation
NYC Department of Youth and Community Development
Port Authority of New York and New Jersey

Private Sector

AECOM
AKRF
ArchDaily
Arup
BFJ Planning
BRT Planning International
BuroHappold
Camber Property Group
Carthage Advisors
Envelope.City
Federal Home Loan Bank
Greenland USA
GWW Planning + Development

International WELL Building Institute
Karp Strategies
Kohn Pedersen Fox Associates PC
Marble Fairbanks Architects
Midwood Investment and Development
Metropolitan Transportation Authority (MTA)
Midwood Investment and Development
Monadnock Development
One Architecture & Urbanism
Philip Habib & Associates
Public Works Partners
Real Estate Board of New York
Real Takk, inc.
Robert A.M. Stern Architects
Savills Studley
SCG America
Sidewalk Labs
Suzuki Capital
WXY

Non-profit

100 Resilient Cities
Alliance for Downtown New York
Ascendant Neighborhood Development
Center for Urban Disaster Risk Reduction & Resilience
Citizens Housing Planning Council
Community Preservation Corporation
Downtown Brooklyn Partnership
Garment District Alliance
Hester Street
Ideation Worldwide
Lincoln Center

Municipal Art Society of New York
New York Economic Development Corporation
New York League of Conservation Voters
New York State Association for Affordable Housing
New Yorkers for Parks
PolicyLink
Project for Public Spaces
Regional Plan Association
RiseBoro Community Partnership
Sustainable Urbanism International
The Mega-Cities Project, Inc.
Waterfront Alliance

Higher Education Sector

Center for Spatial Research, Columbia University
Center For Urban Development, Columbia Earth Institute
City University of New York
Digital Social Science Center, Columbia University
Earth Institute, Columbia University
Moelis Institute for Affordable Housing Policy, NYU Furman Center
National Center for Disaster Preparedness, Columbia University

International Organizations

UN-Habitat
United Nations

Other U.S. Locations

Calthorpe Associates
Katerra
DAHLIN
MKThink
Modus
San Francisco Planning Department
IntelliPro Group
Gensler
InterAmerican Development Bank
Save Ellis Island
New Jersey Transit
Massachusetts Institute of Technology
Earthship Biecture
Bergmann Associates
Dept. of Real Estate, University of Pennsylvania
Memphis/Shelby County Office of Planning and Development

International (Select)

Ministry of Housing and Urban-Rural Development, China
Tsinghua Tongheng Planning and Design Institute
Capgemini
Cushman & Wakefield
East China Architectural Design & Research Institute
FA Design and Consulting
Schindler
Nikken Sekkei
Bin Majid, LLC
Riwaq Centre for Architectural Conservation

GRADUATE PLACEMENT

UP graduates work in critical and leading roles in government, private firms, nonprofit organizations, advocacy groups, multilateral institutions, and international NGOs. Here are some examples:

Public Sector

Bank of China
Bronx Borough President's Office
Manhattan Borough President's Office
Metropolitan Transportation Authority
Northeast Corridor Commission
NYC DCAS Energy Management
NYC Department of City Planning
NYC Department of Housing Preservation and Development
NYC Department of Parks & Recreation
NYC Department of Transportation
NYC Emergency Management
NYC Housing Authority (NYCHA)
NYC Housing Development Corporation
NYC Mayor's Office of Media and Entertainment
Roosevelt Island Operating Company
UN Women

Private Sector

AECOM
Agile Group
AKRF
ATZL, NASHER & ZIGLER P.C.
BDI Plus
BFJ Planning
BizFree Global
Brookfield Property Partners
CallisonRTKL
Camber Property Group
CARTO
CB&I
Century Construction Group Corp.
China Overseas America, Inc
Compass
David Baker Architects
Denham Wolf Real Estate Services, Inc.
Eastone Equities
Eileen Fisher, Inc
EnTech Engineering PC
Envelope.City
EPIC Commercial Realty
ERG Property Advisors
Essar Capital Americas
Ferzan Company
Fleet Financial Group
FLO Living
Forsyth Street Advisors
Gowanus Bay Terminal (GBX)
HR&A Advisors
Jamaica Center Business Improvement District
Karp Strategies
Largo NYC
Localize.city

Mithun
Nelson\Nygaard Consulting Associates
New York Times
Philip Habib & Associates
Real Estate Board of New York
Sam Schwartz
SCG America
Shorewood Real Estate Group
SIMCO Engineering, P.C.
Starr Whitehouse Landscape Architects and Planners
StudioPOD
STV
Theory
Thornton Tomasetti
Urban Builders Collaborative
Urbane Development
Vanke
VHB
WB Property Group
Wide
Yihai Group North America

Non-profit

Center for Active Design
Center for Urban Disaster Risk Reduction and Resilience
Clinton Housing Development Company
Community Preservation Corporation
Lincoln Center
Resilient Communities, New America Foundation
St. Nicks Alliance
The Mega-Cities Project, Inc.
Two Bridges Neighborhood Council
Women's Housing and Economic Development Corporation
GSAPP, Columbia University
Icahn School of Medicine at Mount Sinai
Munk School of Global Affairs and Public Policy, U of Toronto
Earth Institute, Columbia University
Knowledge Center, Columbia Irving Medical Center
World Monuments Fund

Beyond NYC

University of California, Berkeley
Beifang Education Group, Northern Investment Group Co.
Los Angeles Homeless Services Authority
Manatt, Phelps, and Phillips
University of Southern California, Price School
University of California, Los Angeles
Walt Disney Imagineering
HDR
Transportation Management and Design
Panoramic Interests
Alum Rock School District
City of Sausalito

Town of Addison, Infrastructure and Development Services

AECOM
SUNY Empire State
Global Agility Solutions
Triad Electric & Controls
City of Pflugerville
FILLAT+ Architecture
World Resources Institute Ross Center for Sustainable Cities
Florida Department of Transportation
Gridics
Fort Point Associates
Center for International Development at Harvard University
HDR
Mithun
WSP
John Glenn School of Public Affairs, Ohio State University
University of Virginia School of Architecture

International

AECOM
China Sustainable Transportation Center
China Unicom Research Institute
Chinese Institute of Urban Planning and Design
Deloitte
ICBC International
Institute of Comprehensive Transportation, NDRC
Macquarie Infrastructure and Real Estate
Savills
Three Gorges Group (Sanxia Jituan)
Tsinghua Tongheng Planning and Design Institute
China Southern Power Grid
Boe Technology Group
CapitaLand
Development Research Center of Shanghai Municipality
McKinsey & Co
Schindler
Shanghai Digital Intelligence System Technology Co.Ltd
Shanghai Shentongmetro Co., Ltd.
Sunac
JLL
Lay-Out
Shenzhen Transportation Center
Farpoint
Kota Kita Foundation
Greater London Authority
University of College London
University of Sydney
Ministry of Transportation
Gabinete da Deputada federal Tabata do Amaral
Municipalidad de Las Condes
Daimler AG
Hong Kong University, Dept of Urban Planning
The Onyx Group
Green Climate Fund
Lebanese American University
Urban Unit
Inter-America Development Bank
Palafox Associates

05

STUDENT LIFE

STUDENT ASSISTANTSHIPS

Columbia GSAPP offers a limited number of teaching and research assistantships to all students enrolled in full-time degree programs (registered for 12 or more points per semester). Selected candidates will be granted tuition awards and monthly stipends. Tuition awards will be applied directly to the student's account and remuneration will vary based on the position.

Students will receive information about available assistantship positions in the summer, along with application instructions. All applications should be addressed to the Dean's office via the online form, which then distributes them to the program offices or appropriate faculty for selection. Students should not apply directly to the faculty contact. The assignment of assistantships will be made on the basis of qualifications for each position. There are also hourly administrative positions available for students at the School via the casual payroll, which are posted on the website.

LECTURES IN PLANNING SERIES (LiPS)

Lectures in Planning Series (LiPS) is a weekly lecture and discussion that brings scholars and practitioners to GSAPP to discuss current ideas and issues in planning research and practice. The Series is organized by the Urban Planning Ph.D. students and is free and open to the public. Master's students are welcome to submit ideas for speakers and topics for the upcoming year.

GSAPP AND UP SOCIAL MEDIA

[GSAPP YouTube channel](#)

[GSAPP Instagram columbiagsapp](#)

[GSAPP Twitter @ColumbiaGSAPP](#)

[UP Instagram @columbia_urbanplanning](#)

[UP Twitter @gsapp_planning](#)

Lectures In Planning Series

Jan.

12 Exploring the Impact of Displacement on Cities: a Framework for Analysis

Karen Jacobsen
Henry J. Leir Professor in Global Migration, Director of the Refugees in Towns Project at the Feinstein International Center, The Fletcher School at Tufts University

19 Blockchain Chicken Farms and Taobao Villages

Xiaowei R. Wang
Creative Director, Logic Magazine

26 Cities on the Move: On Turbulent Urbanism of Irregular Migration

Dr Irit Katz
University Lecturer in Architecture and Urban Studies, Department of Architecture, University of Cambridge

Feb.

02 Monetary Sanctions and Housing Instability

Mary Pattillo
Harold Washington Professor of Sociology and African American Studies, Northwestern University

09 NYC Transformed: City Planning Practice at a Time of Crisis

Brooke Wieczorek, AICP
Assistant Vice President, Land Use, New York City Economic Development Corporation

Neil Gagliardi
Director of Urban Design, NYC Department of Transportation

Calvin T. Brown, PhD
Assistant Commissioner of Neighborhood Development, NYC Department of Small Business Services

Erick Gregory
Deputy Director of the Urban Design Office, NYC Department of City Planning

16 Housing Assistance Programs & Neighborhood Dynamics: Lessons Learned from the U.S. & Canada

Prentiss A. Dantzler, Ph.D.
Assistant Professor of Urban Studies, Georgia State University

23 International Planning in Addressing Urban Inequities

Kate Owens
Adjunct Associate Professor, Columbia University

Aline Rahbany
Urban Programming Technical Director, World Vision International

Samer Saliba
Head of Practice, Mayors Migration Council

Mar.

09 Activating Two Decades of Built Environment and Public Health Scholarship through an Equity and Covid-19 Lense

Nisha D. Botchwey, PhD, MCRP, MPH
Associate Professor of City and Regional Planning, Georgia Institute of Technology
Associate Dean Academic Affairs, Georgia Tech Professional Education

16 Opportunity Zones: A Baseline Evaluation in West Baltimore

Michael Snidal
Doctoral candidate in Urban Planning, Columbia University

23 Urban Renewal Through Preservation and Rehabilitation

Francesca Russello Ammon
Associate Professor of City & Regional Planning and Historic Preservation, Weitzman School of Design, University of Pennsylvania

30 Dignity and Displacement: Precarity and the Politics of the Humanitarian Aid Infrastructure

Dr Romola Sanyal
Associate Professor of Urban Geography, Department of Geography and Environment, The London School of Economics and Political Science

Apr.

06 Somos de Langley Park: The Fight for Fair Redevelopment along Maryland's Purple Line

Willow Lung-Amam
Associate Professor, Urban Studies and Planning and Director of Community Development, National Center for Smart Growth Research and Education, University of Maryland, College Park

SPRING 2021

STUDENT ORGANIZATIONS

Formal education is supplemented with varied extracurricular activities, which students are encouraged to attend. Evening guest lectures, the Lectures in Planning Series (LiPS), the student magazine URBAN, and student program council meetings are some of the activities that enrich the graduate school experience and create a dynamic educational setting. As part of an accredited planning program, students enjoy the benefits of the American Planning Association (APA), specifically networking events and educational opportunities through the New York Metro Chapter of APA.

There are several student organizations across GSAPP. A selection of relevant groups are listed below.

APA Student Representative Committee

The [Student Representatives Council \(SRC\)](#) of the American Planning Association provides a means for students' interests to be represented within APA and promote student participation in the organization. Events include 1-2 networking events per semester (i.e. happy hour, something casual and social), an educational tour (i.e. Newtown Creek, Freshkills), and a day of volunteering / community service.

Program Council

Program Council Representatives represent their peers and advocate for students' needs, acting as the official liaison between students and faculty/administrators.

There are three positions: Communications Manager is responsible for managing all student-facing messaging and organizing and facilitating Program Council meetings; Faculty and Staff Liaison is responsible for maintaining strong communication with faculty, UP administrators, and the Dean's office, and liaising with those parties to keep them connected to and involved in students' events and initiatives; and Student Groups Coordinator is responsible for coordinating the efforts and activities of the various student groups at UP.

Urban China Network

[UCN](#) brings students, scholars and practitioners from different disciplines into the discussion of China's urbanization. UCN holds an annual Urban China Forum in the fall.

<https://medium.com/urbanchinanetwork>

URBAN Magazine

[URBAN](#) is a magazine created, edited, and published by students of the Urban Planning Program. As a forum for discussion among the students, faculty, and alumni of the program, each semester's publication opens its pages to all realms of urban planning. URBAN is published and printed twice a year as Spring and Fall issues.

Black Students Alliance (BSA+GSAPP)

The purpose/mission of BSA+GSAPP is to support the advancement of students who self-identify as members of the African diaspora, to succeed both academically and socially during their tenure at GSAPP and beyond; enabling them to ultimately become a valuable network resource to current and future students after graduation, as alumni. The goal is to provide a community and source of collegial support mechanisms at GSAPP that actively promote the interest of the black students, alumni, and future students. It is also the aim of the organization to provide a platform for the promotion of scholarship and creativity in writing, architecture, design, real estate, finance, urban planning, historic preservation and the allied arts. The organization will also seek to foster dialog and collaboration among black designers both within and beyond Columbia University.

GreenSAPP

The mission of GreenSAPP is to promote a greater emphasis on and engagement with the topic of climate change in the curriculum and student life at GSAPP as we step into our roles as leaders in shaping the built environment.

Instagam @ columbia_greensapp

Latin GSAPP Association

LatinGSAPP is an interdisciplinary student organization dedicated to the promotion, discussion and reflection of contemporary issues and ideas in Latin America. We recognize the importance and timeliness of thoughtful practice and research in the region of Latin America and by Latin Americans across the globe. Our primary objective is to raise awareness of this work and encourage cooperative involvement.

QSAPP

QSAPP (Queer Students of Architecture, Planning, and Preservation) is a student organization that seeks to foster both conversation and community among LGBTQ students, their allies, faculty, and alumni of GSAPP. We actively explore contemporary queer topics and their relationships to the built environment through an engagement with theory and practice.

Most recently, QSAPP explored the problem of LGBTQ homeless youth and its intersection with design which resulted in a publication. All interested students, faculty, and staff are invited to attend meetings and events and reach out to our organizers for more information.

07

ALUMNI PROFILES

**Amy Boyle**

(M.S. UP & MBA '08)

Senior Advisor for Housing, Office of the Deputy Mayor for Housing and Economic Development, City of New York

(Previously: Assistant Vice President of Development, NYC Housing Development Corporation)

**Gillian Connell**

(M.S. UP & HP '10)

Managing Director of Business Operations, New York City Housing Authority (NYCHA)

(Previously: Vice President, NYC Economic Development Corporation)

Please describe your current job and its rewards/challenges.

I'm currently the Assistant Vice President of Development at the New York City Housing Development Corporation (HDC). HDC finances a lot of the affordable housing development in New York City and is a key player in the implementation of the Mayor's Housing Plan. In my current role, I'm rewarded by the knowledge that I make a difference everyday by helping to make housing more affordable in New York City. I am challenged by the tremendous scale of our work to build and preserve 200,000 affordable apartments in NYC.

How did you get to your current position?

I've held several positions in the affordable housing industry since graduating from the urban planning program, including work for a real estate developer, the State of New York, and now New York City. I found my current job using my network: an adjunct professor who I'd taken classes with at GSAPP recommended HDC and helped me get my foot in the door.

How did your education at Columbia's Urban Planning program prepare you for this job, and your career in general?

Columbia's M.S. Urban Planning program gave me the skills to prepare for a career in affordable housing and a network of people who have supported me and helped my career move forward. The studio class was an excellent opportunity to practice working in a collaborative setting, which is how all real world planning work is done. I also took classes in real estate finance and affordable housing to gain the technical skills needed for my career.

Do you have any advice to offer to current UP students?

The M.S. Urban Planning program is truly a once in a lifetime opportunity to step outside of your comfort zone and explore your interests - take advantage of it! Take classes and attend lectures that interest you (at GSAPP and other Columbia schools), make time to socialize and develop a network with your peers, and travel (I wish I'd taken more advantage of the travel opportunities that were available during my time in the program).

Please describe your current job and its rewards/challenges.

In my current role, I initiate and manage neighborhood development projects in Queens and Brooklyn, with a focus on project development and implementation. I also oversee my Division's project support and operations team. It's especially rewarding to see the projects that I've worked on get built and to see them become part of the urban fabric. In any project I work on, one of the major challenges I face is finding the best way to accommodate multiple priorities and goals in a seamless way.

How did you get to your current position?

I initially joined NYCEDC as an intern while at GSAPP and advanced over time. I was fortunate to have been given new opportunities and challenges to take on which ultimately encouraged my professional growth.

How did your education at Columbia's Urban Planning program prepare you for this job, and your career in general?

Columbia's M.S. Urban Planning program provided me with a broad introduction to urban planning, which enhanced my understanding of planning history and key planning principles that are the foundation of the field.

Do you have any advice to offer to current UP students?

I would recommend that students pursue internships and other work experiences while moving through the academic program. Doing that will help to enhance the experience and what is learned, as well as to build valuable professional connections.



Yifei Ma

(M.S. UP '16)
Assistant Professor,
Chinese Academy of Macroeconomic Research



Sahra Mirbabaei

(M.S. UP '18)
Land Use Planner,
Manatt, Phelps, & Phillips LLP

Please describe your current job and its rewards/challenges.

I am now engaged in the field of transportation research. The rewards and challenges of my job are to utilize what I learned from urban planning in the research of other domains and analyze the issues beyond my scope of knowledge. In this challenging and interesting process, I found out that the methodology and how to steer a project are really important during work.

How did you get to your current position?

I got to know the information of my current job from online posts and got the job after written examinations and interviews.

How did your education at Columbia's Urban Planning program prepare you for this job, and your career in general?

The education I received in the UP program laid a solid foundation for my research, and the multi-disciplinary classes I had also expanded my vision and helped me build a more macroscopic view in conducting research. In my two years in the UP program, I learned about and experienced various internships in both the public and private sectors, which helped me to locate the career I am passionate about.

Do you have any advice to offer to current UP students?

I would advise the new students to enjoy the diversity in the UP program, take classes in various disciplines, and acquire a bigger picture about the city in different cultural contexts. I would also suggest learning how to express ideas to different groups of people.

Please describe your current job and its rewards/challenges.

I work as a Land Use Planner at Manatt, Phelps, & Phillips LLP, a national law firm with practices in health, government, real estate, and land use, to name a few. I am based in Los Angeles, where the City is heavily charged with solving issues of housing, transportation, and growth management. Working as a planner among attorneys is fascinating, fast-paced, and rewarding. Each day I am confronted with a new land use issue that requires a unique strategic approach. For example, one day I could be demonstrating why a rezone of a client's property is appropriate given the current context and another I could be helping devise a project that complies with the California Coastal Act. The intersection of planning and law has fascinated me and I love the space I work in.

How did you get to your current position?

After graduation from Columbia in 2017, I immediately moved to Los Angeles -- a city that has had massive media coverage on its attention to a progressive and livable urban environment. I did extensive research on how the City of Los Angeles operates and thought of the type of role I wanted to take in this environment. Before graduate school I had never thought of the possibility of a planner working at a law firm, but it wasn't until I was seeking guidance from Professor Doug Woodward that I learned of the working relationship between land use attorneys and urban planners.

How did your education at Columbia's Urban Planning program prepare you for this job, and your career in general?

I believe Columbia's program really taught me the fundamental principles of land use and bureaucracy needed for any role as a planner. The understanding of good urban planning has helped me connect with other planners and also knowledgeably present projects to decision-making bodies at the City. Columbia also afforded me the opportunity to work in a startup environment under two internationally renowned transit experts who are at the forefront of their field. The responsibilities that came with working in that environment such as preparing proposals, conducting feasibility studies, and delivering a high-quality work product for a client have been vital to my successes in my job at Manatt.

Do you have any advice to offer to current UP students?

Become involved with many professional organizations such as APA, WTS, ULI, and form relationships with those who are in positions that you would like to see yourself in one day. If you can demonstrate your capabilities and knowledge, you will be able to find someone in the field who can advocate for you. My internship experience was exemplary to that where my mentors supported me in scholarship applications and letters of recommendation needed for other opportunities I came across. Understanding the importance of relationships and staying connected with professors, internship contacts, and mentors is key.



Xiaomin (Shermie) Qian
(M.S. UP '15)
Senior Research Associate,
Compass

Please describe your current job and its rewards/challenges.

I am with the Research Team at Compass Development, the new development marketing and sales division of a technology-driven real estate brokerage. My team is responsible for doing research for existing clients, potential projects and residential market performance in major U.S. cities. We are a team of four covering national new developments including New York City, Boston, D.C., Chicago, Nashville, Miami, Aspen, San Diego, Los Angeles, San Francisco, and Seattle. The challenges I have experienced were mostly cross-regional communication, inter-departmental coordination and team bandwidth. For instance, the production of Compass Quarterly Market Reports involves all above challenges, and we often have other time-sensitive project-related assignments at the same time. Therefore, prioritization and teamwork are critical. Luckily, I have turned those challenges into rewards as my professional knowledge, skills and leadership develop along with the hyper-growth of our company.

How did you get to your current position?

I would love to give full credit to the Speed Networking Events our Urban Planning program organized. I attended the events twice while I was at Columbia. During the second year event, I met one of our program alumni who worked at Compass ("Urban Compass" back then). I interviewed for the internship program at his team, but later he asked me "What do you want to be in 5 years?" My confident and direct answer was "a real estate consultant." Then he kindly led me to my current Managing Director, and I had an exciting conversation with the entire team. I started as an intern, and became a full-time employee two months later.

How did your education at Columbia's Urban Planning program prepare you for this job, and your career in general?

I was very clear about my specialty and career interest while I was in our program. The courses I selected were all about housing and real estate. Academically, I loved the comprehensiveness and flexibility that our program and Columbia University provided us. Besides the fundamental and practical classes in our Urban Planning program, I was also able to select certain specialty-relevant courses in other schools that expanded my horizon and network. In terms of career development, I appreciate the job information from the program when I just started my first semester. I turned one opportunity into my first internship even though that was my second month in this brand new country. The resource at Columbia and Urban Planning program fully supported and guided me towards my career path.

Do you have any advice to offer to current UP students?

The most important take-away from my past 5-year experience is: walk out of your comfort zone to execute each and every piece of your plan. Taking actions will bring you significant differences, as well as surprises.



Ramon Munez-Raskin
(M.S. UP '06)
Senior Urban Transport Specialist,
World Bank

Please describe your current job and its rewards/challenges.

I am a Senior Urban Transport Specialist working with the World Bank (currently based in Dar es Salaam, Tanzania). I work with local and national governments on urban mobility planning and projects in Latin America and Africa, and provide global cross-support to other regions. Some of my areas of focus include walking and cycling, public space, urban mobility planning, bus rapid transit, urban rail, integrated public transport systems, and national urban transport programs. I also work with the rail and road sectors. Working with the World Bank in sophisticated dialogues to assist governments with policies and projects can be very challenging due to the lack of capacity, knowledge, and management skills of my counterparts. However, knowing that I do it to reduce poverty and that I can actually make a difference is a genuinely rewarding experience.

How did you get to your current position?

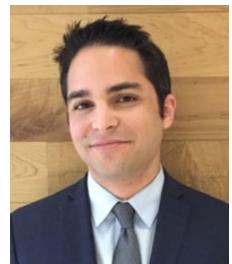
This is my second time working with the World Bank. I got my first job there in 2006 when a World Bank official found my master's thesis work interesting and followed up with me, indicating that I should apply to the World Bank.

How did your education at Columbia's Urban Planning program prepare you for this job, and your career in general?

My M.S. Urban Planning degree complemented my engineering knowledge with an understanding of the multiple dimensions that are involved in policy and decision making. I took courses in other critical skills within GSAPP (e.g. econometrics, GIS, planning theory, etc.) and elective courses in other Columbia schools such as SIPA (e.g. public management, international development, etc.) and the Business School (e.g. negotiations). I also got a lot of support from the school with grants to conduct summer research and a lot of motivation and empowerment about what I could do to make a change in my career. I still maintain friendships from the program and frequently interact with Columbia faculty.

Do you have any advice to offer to current UP students?

From my perspective, the M.S. Urban Planning program will give you tools and solid knowledge, but your success will be dependent on your own motivation and dedication to building the foundation for a solid profession. In my case, I placed a lot of emphasis on improving my non-technical soft skills (writing, public presentation, negotiations, etc.) and pursued topics that I had not been exposed to before. Also, reaching out to the Columbia alumni and professor network is not only a temporary opportunity, but even better, an investment for your future career.



Matt Schwartz

(M.S. UP '09)

Lead Investment Strategic Planner,
Naval Facilities Engineering Command

Please describe your current job and its rewards/challenges.

I started working for the United States Navy after graduating from Columbia in 2009 and have been working for them since then. In April 2018, I accepted a new position at Naval Facilities Engineering Command (NAVFAC) Headquarters as the Lead Investment Strategic Planner. My work mainly entails ensuring that bases around the world have all of the infrastructure in place to support the operations of airplanes, ships, submarines, and weapons when they are built and ready to be deployed. This can range anywhere from planning administrative facilities, housing, new roads, schools for military children, etc. I find being able to influence and inform military decision makers on how their strategic decisions may impact the built environment and recommending solutions to them incredibly rewarding and challenging.

How did you get to your current position?

Shortly after submitting my resume at the Navy booth at the APA Conference in 2009, I began working as a Community Planner with the NAVFAC Washington National Capital Region Office. I was responsible for writing RFPs and overseeing the preparation of master plans, sea-level rise plans, small area planning studies, and encroachment plans (solutions to mitigate any proposed or current activity outside of a Navy base that impacts operations, such as private high-rise condos or wind turbines). These plans and studies helped create resilient, livable and walkable communities for Navy and Marine Corps installations. Two years later, I was promoted to the Lead Planner position where I led the planning division on an integrated team of architecture and engineering professionals. I supported negotiations frequently involving unique constituencies and controversial planning and environmental and historic preservation problems that required development of custom strategies. Notably, I helped plan the renovation and proposed expansion of the Vice President's Residence, which is a historic building located at the Naval Observatory in the District of Columbia.

From 2016 to early 2018, I moved into a Program Manager role at NAVFAC Washington where I managed a \$60M land acquisition program for a new 300,000 square-foot National Museum of the U.S. Navy. I led the site planning and museum facility concept design; coordinated real estate agreements, environmental review; and conducted briefings and negotiations with multiple Department of Defense commands, congressional committees, real estate developers, community members, and federal and local regulatory agencies in the District of Columbia.

All of these experiences helped me establish and grow a reputation for smart and effective urban planning, project management, and rapport with internal and public stakeholders to successfully get projects approved, ultimately paving the way to my current position.

How did your education at Columbia's Urban Planning program prepare you for this job, and your career in general?

I believe that one of the most important skills you need to be a successful urban planner is

project management. Whether you work in the private or public sector, you will need to work with team members who have different personalities and strengths, set project goals and objectives, and keep track of milestones. I found my studio experience (shout out to Floyd Lapp and the Stamford team) to be the most useful and applicable project management experience provided by the UP program in my career today. Working with a real world client to solve their planning problems was an incredible experience. I helped coordinate and allocate the workload responsibilities amongst team members and keep track of everyone's progress to ensure that all of our milestones were met. This experience helped lay the foundation for me to learn how to be an effective project manager.

Additionally, I found the diverse coursework provided by the UP program and the electives in the Real Estate program to be very beneficial throughout my career. They gave me a broad understanding on theory and the many issues that impact our field today. Further, the coursework helped me prepare for the AICP exam which was instrumental in the advancement of my career.

Do you have any advice to offer to current UP students?

First, take advantage of the GSAPP program by taking as many classes as you can without stressing yourself too much on getting the highest grades. When you're getting a Master's Degree, coursework and work experiences are more important to employers than your grades. Get out of your comfort zone and take elective classes in the Real Estate and Historic Preservation programs. You will most likely have to work with these people one day and it is a great opportunity to learn their perspectives on development and design.

Second, don't expect a job to fall into your lap when you graduate. You need to be proactive and seek out multiple, diverse internship opportunities beginning as early as your first semester. There's a chance it could lead to a permanent job after graduation, but even if it doesn't, it expands your network and makes you more marketable for other jobs you may apply to in the future. I wouldn't have my job today if it weren't for my internships while I attended Columbia.

Third, get involved with the local NYC American Planning Association chapter. Volunteer for roles or just attend monthly board meetings. It's a great way to network with senior professionals and learn more about current planning issues. Additionally, go to the American Planning Association's National Planning Conference. Again, it's another great way to network and I got my job by dropping my resume off at the Navy booth.

Finally, stay in touch with your professors and classmates. We are our best network and can learn so much from each other.



Sonal Shah

(M. S. UP '08)

Founder at The Urban Catalysts and Independent Urban Planning Consultant

Please describe your current job and its rewards/challenges.

I have worked for over fourteen years with multiple organizations such as the World Resources Institute (WRI), Institute for Transportation and Development Policy (ITDP), Indian Institute for Human Settlements (IIHS). Most recently I led the ITDP India programme in New Delhi. A big part of my work has involved conducting research and advising governments on implementing sustainable transportation solutions with a focus on walking, cycling, use of public transport, and land-use and transport integration. Since September 2018, I decided to consult independently to continue the work I was doing, but with a stronger focus on streets, land-use and transport integration, inclusive transport and gender.

How did you get to your current position?

After graduating from the urban planning program in 2008, I returned to India to get on-the-ground experience. I found that the program's reputation gave me a foot in the door and allowed me to prove myself. I developed an entrepreneurial outlook working with action-oriented non-governmental organizations and each gave me an opportunity to hone different skills – from technical to participatory and strategic. I enjoyed the process of conducting research, advocacy and advising government stakeholders, learning how to work with bureaucratic processes and the value of the phrase "the devil is in the details."

How did your education at Columbia's Urban Planning program prepare you for this job, and your career in general?

The Urban Planning program instilled a research rigor. Coming from an architecture background and transitioning into an urban planning program, I appreciated the emphasis on research methodology. I valued the studios because they allowed me to use my skills as an urban planner to support communities. For example, a studio with Professor Lance Freeman on affordable housing in Brooklyn combined rezoning and economic development proposals to negotiate the challenges of affordable housing and jobs between the Hasidic and Hispanic community in the Broadway Triangle. It was a real project that would impact people's lives.

The program taught us how to recognize and negotiate differences between individuals in the course of group work. We were made aware of disciplinary boundaries and learned how to work with economists, anthropologists, transportation, urban design, architecture and real estate professionals. I also appreciated that the program trained us to be aware of inequities within communities. While facilitating a group discussion, how do you recognize who is silent? How do you get more people to participate? These are very practical tools and something that I have used a lot in my work.

The urban planning program was also structured in a way that gave me a lot of flexibility to take courses from different departments at Columbia. I took courses in SIPA, Barnard, Anthropology and MESAAS. I was offered a very wide range of multidisciplinary courses in

labour, gender, politics and development. These have been invaluable in my current work on gender and sustainable transport.

As an International student, what attracted you to Columbia's MSUP program?

Before entering the urban planning program, I had worked on urban redevelopment policies and street design projects. I came to Columbia to understand my context better, and I let my interests guide me. When I started the program in 2006, there was a lot of debate on globalization, labour, feminization of the work force and the informal working class. One of the reasons I decided to come to Columbia was that it has historically had a strong subaltern studies group. Some of the biggest thinkers around orientalism, colonialism and post-colonialism were at Columbia University. I was excited to be able to take courses with some of these faculty. My thesis on how street vendors negotiate public spaces in Mumbai was largely influenced by taking these courses.

Do you have any advice to offer to current UP students?

I would advise current and prospective students to take a mix of courses: theoretical, quantitative and qualitative research methods, and how to build consensus. Urban planners are not only technical professionals, but also consensus builders and recognizing power, silence, and absence within and across communities are extremely critical skills. Graduate school is a great opportunity to give a concrete shape to your career goals; and Columbia University offers a wide variety of courses to choose from. Take advantage of it!

**Howard Slatkin**

(M. S. UP '00)
Deputy Executive Director for Strategic
Planning
NYC Department of City Planning

**Michael Snidal**

(M.S. UP '12)
Urban Planning Ph.D. Student,
Columbia GSAPP

Please describe your current job and its rewards/challenges.

I am Deputy Executive Director for Strategic Planning at the Department of City Planning, where I oversee the divisions responsible for citywide and long-term planning and policy analysis. We supply data and analysis to inform planning and decision making, lead citywide zoning and land use initiatives, and coordinate with our borough planning offices and other agencies to support specific initiatives. I find it rewarding to be able to shape and guide planning policies with data and analysis, and with an understanding of big-picture priorities, rather than solely short-term or parochial perspectives. This is something I see as of particular importance in the present national political environment - to base public policy on sound data and reasoned evaluation, rather than on received wisdom, group affinity, or disingenuous argument.

How did you get to your current position?

My first job at DCP was in our Brooklyn borough planning office. And I was fortunate that my first major assignment was one that enabled me to work on so many deep and interesting areas of planning policy, including affordable housing, waterfront redevelopment and open space planning, economic development in former industrial areas, and community planning. My experience on this project gave me the opportunity to shape the City's evolving approach to these subjects. I moved over to the Strategic Planning division In 2007, where I led the development of new policies on these and other topics including sustainability, flood resilience, and shared mobility.

How did your education at Columbia's Urban Planning program prepare you for this job, and your career in general?

The most valuable parts of my Columbia experience in preparing me as a practitioner, perhaps surprisingly, were the most theoretical. It is possible to learn a great deal, and rather quickly, about the practice of planning through on-the-job experience. But the grounding I was able to receive in economic thinking, organizational theory, planning theory, and more is something that has complemented professional experience, and provided me tools that enable a kind of critical insight that I have found invaluable.

Do you have any advice to offer to current UP students?

The ability to communicate complex ideas in an intelligible, even intuitive way is one of the greatest assets you can have as a planner, and a particularly timely one. Effective communication with decision makers, clients, and the public is a prerequisite for turning a good idea into a workable proposal. Today, there is a tremendous quantity of misinformation and disinformation out there, with voices from all quarters insisting that up is down, and the authority that expertise has traditionally carried has in many respects collapsed. This makes communication - the telling of a factual and compelling story that explains the shaping of plans and policies - a greater and more important challenge today than perhaps it has ever been.

Please describe your current position and its rewards/challenges.

I am a second-year doctoral student in urban planning at Columbia University. I also own and run a real estate practice in Baltimore City. Pursuing a Ph.D. offers a flexible schedule, time for self-thought and development, and the opportunity to dig deep into a topic of interest while exploring new lines of thought that master's programs don't give enough time for. It can also be lonely, frustrating, and time demanding, and comes with high opportunity costs if you're unsure you want to be a researcher. Running your own business offers complete freedom and control in decision making and mission setting. But when things go awry, you only have yourself to blame! It also comes with a host of mundane, unromantic tasks.

How did you get to your current position?

Before returning to Columbia to pursue a doctorate, I worked for President Obama's field campaign in Northern Virginia, then as the Director for Community Engagement for a housing and community development non-profit, and finally as a food retail development officer and the Director of Neighborhood Development for the Baltimore Development Corporation—Baltimore City's economic development arm. As a side project, I began learning how to finance and renovate rowhomes—this eventually blossomed into a real estate practice that I am still growing.

How did your education at Columbia's Urban Planning program prepare you for this position, and your career in general?

Columbia provided a thoughtful balance between technical and theoretical, and local and global approaches to urban planning. The program offered a myriad of opinions and ideologies; one day I would find myself talking to a Marxist housing expert, and the next day working on a market solution to accommodate street vending. This balance and diversity allows students to self-shape the type of researcher or professional they yearn to be.

Do you have any advice to offer to current UP students?

Columbia has an embarrassment of opportunities and resources. Don't limit yourself to GSAPP. As a master's student, I completed the Vietnamese language program in the Department of East Asian Languages and Cultures (EALAC). This not only offered me a Fulbright/Hays Group fellowship to study in Vietnam but opened up future opportunities for international work and research. When you graduate, don't only consider conventional planning positions or New York City! I stumbled upon a political campaign in Virginia and then a series of non-planning department work opportunities in Baltimore—a fascinating place to live and work. These experiences continue to shape my thoughts around urban planning, governance, and social justice.



Thomas Wright

(M. S. UP '95)
President
Regional Plan Association

will probably come faster than the models predict. Technology is changing the nature of work and brings with it both opportunities and threats. We have to do a better job of providing housing and providing prosperity. The success we are currently seeing in New York City could turn to failure one day. Those of us New Yorkers who lived through times when the subway was falling apart and it was not safe to walk through the park at night fear that fiscal mismanagement could happen and this would happen again. We need to be investing in capital assets while we have the ability to do it—housing, transit, energy—to ensure that we have laid down the infrastructure to rebuild.

Please describe your current job and its rewards/challenges.

I am the president of the Regional Plan Association (RPA), a twenty-five-person non-profit civic group that works on long range metropolitan planning issues for the New York, New Jersey, and Connecticut metropolitan area. While I have worked at RPA for twenty-six years, in my current position as president, I am responsible for overseeing our staff, managing our board, representing RPA to public officials, fundraising, and staying involved in key policy issues. Our recent work deals with large transportation projects, affordable housing and resilience planning.

For example, one of our current projects is promoting the Gateway Project construction of a new rail tunnel under the Hudson River to serve Penn Station in New York. RPA just put out a report revealing the impacts of what would happen if one of the two rail tracks currently under the Hudson River were closed. We are thinking about how to increase capacity at Penn Station, which was only designed to serve a few hundred thousand, but serves over six-hundred-thousand, and is projected to serve over one-million travelers and commuters on a daily basis. How can we build a true gateway for New York and the rest of the world and what will it take to do that?

How did you get to your current position?

Twenty-six years ago, as a Columbia Urban Planning student, I needed to get a job to help cover my rent. I took a course on new patterns of metropolitan development with Robert Yaro, who was the prior president of RPA. I then interned at RPA over the summer and after graduation came on full time. I worked on the Third Regional Plan that came out in 1996. I took a break from RPA to work at the New Jersey Office of State Planning, where I was the Deputy Executive Director and coordinated the adoption of the 2001 New Jersey State Development and Redevelopment Plan. In 2011, I returned to RPA as the executive director, and after Robert Yaro retired in 2014, I was recommended to become the president.

Do you have any advice to offer to current UP students?

One advantage that Columbia has is its location in New York City. While you are at Columbia participate in and take advantage of relevant events in the city such as free lectures at the AIA and the Architectural League. I always encourage folks to participate in events outside of the university.

In your career it is important to spend time in public and private sectors. The way I have thought of our field of planning, there are four main sectors: the public, private non-profit, private for-profit, and academia. Having first-hand experience in all four of those fields will give you an understanding of where people you work with are coming from.

What future challenges should planners and planning students be thinking about?

Climate change, resilience, planning for sea level rise—these are all important as the trends



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Above: first-year students visited Pedra do Sal during day and night to study placemaking in Rio de Janeiro.

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“Columbia’s UP program is an intensive analysis of what it means to be a planner. It incorporates so many aspects of social, economic, international and environmental planning and then puts them all into practice with some amazing studio opportunities. Having the program within the architecture school has also pleasantly surprised me as many of my classes are made up of unique perspectives and backgrounds. On top of the great dialogues in class, we have a close cohort of fellow UP students and an amazing city to go out and explore together.”

M.S. UP Alum