

Updated August 17, 2023

PADM 5300: Introduction to Urban Planning

Wednesdays, 6 – 8:50 PM

Chilton 274 (Fall 2023)

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Course Description

Urban planning is the process of analyzing, designing, and distributing collective resources to produce equitable and sustainable human development patterns. At its best, urban planning empowers community members and policymakers to develop sustainable cities that enhance the lives of all people. At its worst, planning has been used as a tool of segregation and control. Why are some cities more livable than others? How does the built environment influence human behavior and interaction? Which forms of governance create synergistic relationships across the public, private and civic sectors? What kind of professional knowledge and expertise helps to enhance the sustainability and quality of cities and regions? These are the questions that interest and motivate urban planning professionals.

In this course, we will examine the evolution of urban planning as both a professional endeavor and a collective practice. We will investigate how the physical, economic, and social development of cities created historical and contemporary antecedents for urban planning. We will assess the evolution of planning goals, strategies, and practices across a variety of contexts, paying particular attention to how professional competency has changed over time. We will examine different types of plans used by municipalities and regional agencies – land use, environmental, transportation, economic development, housing and historic preservation, and community development – and the techniques used to prepare and implement them. We will debate the complexities and challenges of a profession and field of study that coalesces politics, economics, law, human behavior, social advocacy, design, environment science and the common good. Our goal is to equip you with a basic understanding of urban planning issues most relevant to city managers and local government officials and provide you with the ability to affect change in your own communities.

Course Objectives

By the end of this course, students will be able to:

1. Discuss how urban planning impacts the physical, economic and social development of society;
2. Understand the techniques and tools of planning practice;
3. Be fluent in the terminology, major issues and debates of contemporary planning;

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4. Leverage planning tools and processes to make changes in their community;
5. Complete a site design and financial analysis for a neighborhood redevelopment project;
6. Conduct an analysis of zoning and infrastructure planning in a DFW municipality

Required Reading:

- Duerksen, C., Dale, G. C., & Elliott, D. L. (2019). *The citizen's guide to planning: Fourth Edition*. Routledge. ISBN: 9781351179669 (listed as *APA* in course schedule)
- Articles, reports and other materials on Canvas

Required Technology:

- Microsoft Office Suite (Word, Excel, PowerPoint) or equivalent

Course Philosophy: Inclusion and Diversity

Learning is a social activity. We all (students and instructors) share responsibility for the teaching and learning that we accomplish in each class. Active participation requires regular class attendance, fully completing and understanding assigned readings in advance of each class session and engaging in discussion by listening and speaking with others in a respectful and constructive exchange of ideas.

It is my intent that students from all diverse backgrounds and perspectives be well-served by this course, that students' learning needs be addressed both in and out of class, and that the diversity that the students bring to this class be viewed as a resource, strength, and benefit. It is my intent to present materials and activities that are respectful of diversity: gender identity, sexuality, disability, age, socioeconomic status, ethnicity, race, nationality, religion, and culture. Your suggestions are encouraged and appreciated. Please let me know ways to improve the effectiveness of the course for you personally, or for other students or student groups.

Department of Public Administration: Anti-bias Statement

The Department of Public Administration believes in the fundamental principles of life, liberty, equality, equity, and in doing good to all people as we serve our students and the public interest.

- We believe in the importance of diversity and inclusion
- We believe in fairness and equity for all faculty and students in and out of class
- We believe in mutual respect and civility for all students and faculty
- We believe that faculty and students have a right to a redress of grievances
- We believe that students and faculty should be actively engaged in good works

Course Assignments

This is a graduate level survey course that meets once a week on Wednesday evening. The course is structured around three modules Planning History, Law and Processes; Specialization Areas in Planning; Implementation and Emerging Issues. Class meetings include a mix of labs, lectures, guest speakers, site visits and in-class group project. Your grade is based on the following components:

	% Final Grade	Due Date
Planning Meeting Memo	10%	9/13
Planning Analysis Project	50%	
<i>Zoning Analysis</i>	15%	10/4
<i>Infrastructure Plan Analysis</i>	15%	11/1
<i>Executive Summary</i>	10%	11/24
<i>Final Presentation and Report</i>	10%	12/6
Midterm Exam (Online, Open Note)	20%	10/27
Development-in-Practice (In-Class Activity)	20%	11/15

Planning Meeting Summary. During the first module, you will attend a planning meeting (ex. planning and zoning commission, public outreach events) in a DFW municipality of your choosing. After attending, please provide a 3-page summary summarizes the major issues or topics discussed. *Note: If possible, try to attend a meeting in the municipality you have selected for the course project.*

Planning Analysis Project. The major assignment for this course is an analysis of planning and development in a DFW municipality of your choosing. The analysis will include empirical assessments and incorporate class readings and materials. The assignment has three major parts that will be graded as individual assignments during the semester and integrated into a final semester report.

- **Zoning Analysis.** You will complete a 4-to-6-page memo on the zoning practices and land use plans of your municipality that integrates readings and course material and utilized data form the Texas Zoning Atlas project. On September 20 we will complete a guided exercise of the dataset.
- **Infrastructure/Economic Development Analysis.** For this second 4-to-6-page memo, you will conduct an analysis of a municipal plan for infrastructure (ex. Transportation/Mobility, Stormwater, Parks and Recreation, Broadband) OR economic development adopted by your selected community. Your analysis should integrate readings and course material and make connections to the zoning analysis memo.
- **Executive Summary/Final Report.** For your final assignment, you will produce a 16 to 20-page report about the state of planning in your selected community that integrates memos prepared during the semester (8 to 12 pages), and a 5 – 6-page executive summary. The executive summary should provide details about the municipality’s population and growth trends, highlight the major findings of your analysis, and provides a critique of current practices and opportunities for change.
- *Note: I encourage you to work ahead on this assignment. Data for the executive summary can be assembled early in the semester and strong individual assignments will lessen the need for revisions to the final report, later in the semester. You are allowed to work in pairs to complete this project.*

Midterm Exam. A mixture of short answer, and multiple-choice questions based on the readings, guest lectures, site visits and in-class activities from Week 1 – Week 9. Exam will be open note and available online during our regularly schedule class time on October 27. Exams must be taken individually.

Development-in-Practice (DIP) Scenario Activity. During the third module of the course, you will work with a group to complete a development scenario for a fictional downtown. Using the tools provided, you will be required to design a site plan, complete a financial analysis and present a development proposal that meets several goals. This is primarily an in-class activity; attendance is expected.

Course Schedule

	Topic and Activities	Readings and Assignments
Module 1: Planning History, Law and Processes		
8/23	Course Overview + Planning 101	(1) APA, <i>Chp 1</i> (pgs. 3-15) (2) Klosterman, R. Arguments for and Against Planning. <i>The Town Planning Review</i> , Vol. 56, No. 1 (Jan. 1985): 5 – 20
8/30	Urban Growth Lab and Planning History	Regulating Urban Growth In-Class Activity (1) APA, <i>Chps 2 and 3</i> (pgs. 17 – 62) (2) Hack, <i>Shaping Urban Form</i> (pg. 33 – 63)
9/6	Planning Tools and Processes Legal Basis for Planning	(1) Forester, J. <i>Face of Power</i> , Chp 1 (pgs. 3 – 13) (2) APA, Chp 7 (pgs. 173 – 199)
9/13	Space, Place + Urban Design: Spatial + Systems Analysis Lab	Planning Meeting Memo Due PRIOR to class GIS Lab: In-Class Activity (1) Talen, <i>Introduction</i> (1 – 18), <i>Pattern</i> , (37 – 87) (2) APA, <i>Chp.4</i> (pgs. 63 – 76)
Module 2: Specialization Areas in Planning		
9/20	Land Use Planning + Zoning	Zoning DFW: In-Class Activity Form-based Codes Guest Speaker (Jocelyn Murphy, Irving) (1) Talen, <i>Regulating Place</i> (19 – 36) + <i>Reform</i> (175 – 200) (2) Whittemore, A. (2020) <i>Exclusionary Zoning</i> .
9/27	Historic Preservation	Guest Speaker + Site Visit: Denton Historic Districts (1) Scott, J. Chapter 4 (103-146) (2) Phelps and Owley (2019), Etched in Stone: Historic Preservation Law and Confederate Monuments . Florida Law Review. (3) Denton Historic Preservation Plan
10/4	Housing + Community Development	Zoning Analysis Due Guest Speaker: Laura Keyes, Aging in Place 1) Talen, <i>Use</i> (pg. 89 – 125) (2) Lazin, F. The Failure of Federal Enforcement of Civil Rights Regulations in Public Housing, 1963 – 1971: The Co-optation for a Federal Agency by its Local Constituency. <i>Policy Sciences</i> 4 (1973): 263-273 (3) Denton Affordable Housing Strategic Toolkit
10/11	Transportation Planning	(2) Bruegeman, R. <i>Sprawl: A Compact History</i> , <i>Chps 1 and 2</i> (17 – 31) (3) Grengs, J. Community-Based Planning as a Source of Political Change: The Transit Equity Movement of Los Angeles' Bus Riders Union. <i>Journal of the American Planning Association</i> 68 (2002): 165 – 178 (1) Day, K. Active Living and Social Justice. <i>Journal of the American Planning Association</i> 72 (2006): 88 – 99
10/18	Economic Development Planning	Class Meets Virtually on Zoom Guest Speaker: Habitat for Humanity Blight Research (1) Rubin, H. Shoot Anything that Flies; Claim Anything that Falls: Conversations with Economic Development

		Practitioners. <i>Economic Development Quarterly</i> 2 (1988): 236 – 251 (2) Florida, R. Cities and the Creative Class. <i>City & Community</i> (March 2003): 3 - 19 (3) ICMA, Advances in Community Engagement
10/25	Exam (Online)	Exam Online
Module 3: Implementation and Emerging Issues		
11/1	Development In Practice (DIP)	Infrastructure/Economic Development Analysis Due 6 – 7:30: Group Work Session 1 7:45 – 8:30: Project Feedback Session
11/8	DIP	6 – 7:00: Group Work Session 2 7:15 – 8:15: Project Feedback Session
11/15	DIP Presentations	6 – 8:30: DIP Presentations
11/22	THANSGIVING	Planning Analysis Executive Summary Due University Closed: No Classes
11/29	Course Recap + Final Project Debriefs/Presentations	
12/6	Last Day of Class	Planning Analysis Due Friday December 8

Course Policies

Technical Requirements & Skills

Minimum Technology Requirements

To succeed in this course students should have access to a computer with Microsoft Excel or a similar spreadsheet software and be comfortable using Canvas. Students should also be familiar with presentation and graphics programs (i.e. PowerPoint, Prezi) and be comfortable using the internet to find various resources. Students will be given access to ArcGIS Story Maps during the semester. Each student is responsible for maintaining access to the online software, which will be required to complete the final assignment.

Netiquette

Netiquette, or online etiquette, refers to the way students are expected to interact with each other and with their instructors online. Here are some general guidelines:

- Treat your instructor and classmates with respect in email or any other communication.
- Use clear and concise language.
- All communication should have correct spelling and grammar (this includes discussion boards).
- Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.”
- Use standard fonts such as Ariel, Calibri or Times new Roman in a size 10- or 12-point font
- Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING.
- Limit and possibly avoid the use of emoticons like :) or 😊.
- Be cautious with humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or sound offensive.
- Be careful with personal information (both yours and other’s).

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Assignment Policy

Assignment due dates are listed in the syllabus and posted on Canvas. For each assignment, you can find instructions and additional materials on Canvas. All assignments should be submitted via Canvas, unless indicated otherwise.

The University is committed to providing a reliable online course system to all users. Students should immediately report any problems to the instructor and contact the UNT Student Help Desk: helpdesk@unt.edu or 940.565.2324 and obtain a ticket number. The instructor and the UNT Student Help Desk will work with the student to resolve any issues at the earliest possible time.

Examination Policy

We will have one online open book exam in this course. You are expected to complete the exam individually but are encouraged to prepare for the exam with your classmates using the study guide posted on Canvas.

Instructor Responsibilities and Feedback

As the course instructors, we will clearly communicate course expectations, and evaluation procedures. We will provide comprehensive instructions for projects and assignments, promptly answer your questions about readings or assignments, help you identify different resources and keep course content updated.

The best way to correspond with us is through email. Email communication provides an opportunity to practice drafting professional correspondence, and as such all emails should include a salutation, use appropriate language (not emoji's) and end with a signature that includes your full name and preferred email address. We will reply to your emails within 24 hours during the week and by the end of the day on Monday for any emails sent over the weekend. If you plan to be absent from class for any reason, please email us in advance.

Late assignments will be accepted for partial credit at the discretion of the instructor. Students that turn in last assignments will only receive grades equal to or lesser than the lowest grade received by a student who submitted their assignment by the due date. If unexpected circumstances prevent assignment completion on time (e.g. hospitalization, emergency travel), email the instructor as soon as possible to make alternative due date arrangements.

Attendance Policy

Students are expected to attend class meetings regularly and to abide by the attendance policy established for the course. It is important that you communicate with the professor and the instructional team prior to being absent, so you, the professor, and the instructional team can discuss and mitigate the impact of the absence on your attainment of course learning goals. Please inform the professor and instructional team if you are unable to attend class meetings because you are ill, in mindfulness of the health and safety of everyone in our community.

If you are experiencing any symptoms of COVID-19 please seek medical attention from the Student Health and Wellness Center (940-565-2333 or askSHWC@unt.edu) or your health care provider PRIOR to coming to campus. UNT also requires you to contact the UNT COVID Team at COVID@unt.edu for guidance on actions to take due to symptoms, pending or positive test results, or potential exposure. While attendance is an important part of succeeding in this class, your own health, and those of others in the community, is more important.

Syllabus Change Policy

The instructors reserve the right to make changes to the syllabus, including augmenting readings and adding activities. Any changes for a specific class meeting will be posted at least one week before the class, with notifications sent out to students via email and Canvas.

UNT Policies

Academic Integrity Policy

According to UNT Policy 06.003, Student Academic Integrity, academic dishonesty occurs when students engage in behaviors including, but not limited to cheating, fabrication, facilitating academic dishonesty, forgery, plagiarism, and sabotage. A finding of academic dishonesty may result in a range of academic penalties or sanctions ranging from admonition to expulsion from the University.

All written work submitted for this course should be expressed in your own words, except for acknowledged quotations. If you complete a project in partnership with a classmate, this should be indicated on the submitted materials. Students that participate in academic dishonesty or intentional plagiarism may receive a failing grade on the assignment, the course and/or referral to the Dean of Students, based on the severity of the offense. Plagiarism occurs when you accidentally or purposefully:

- Use someone else's words without attribution, including the use of sentences, quotes, statistics or other information from books or journals without citing your sources
- Download or copy material from the Internet and present it as your own work
- Have another student complete an assignment for you
- Turn in assignments completed for a different course without instructor approval

Still unclear? The best solution is to consult with your instructors and when in doubt, provide citations!

ADA Policy

UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the Office of Disability Accommodation (ODA) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time, however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. For additional information see the [ODA website](https://disability.unt.edu/) (<https://disability.unt.edu/>).

Sexual Discrimination, Harassment and Assault

UNT is committed to providing an environment free of all forms of discrimination and sexual harassment, including sexual assault, domestic violence, dating violence, and stalking. Federal Title IX classifies violence and harassment based on sex and gender as Civil Rights offenses. If you (or someone you know) has experienced or experiences any of these acts of aggression, UNT has staff members trained to provide support in navigating campus life, accessing health and counseling services, providing academic and housing accommodations, helping with legal protective orders, and more.

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UNT's Dean of Students' website offers a range of on-campus and off-campus resources to help support survivors: http://deanofstudents.unt.edu/resources_0. Renee LeClaire McNamara, UNT's Student Advocate, can be reached through e-mail at SurvivorAdvocate@unt.edu or by calling the Dean of Students' office at 940-565-2648. You are not alone. We are here to help.