

## CITY AND REGIONAL PLANNING - SCHOOL OF URBAN AND PUBLIC AFFAIRS - THE UNIVERSITY OF TEXAS AT ARLINGTON

## CIRP 5310: PLANNING, URBAN DEVELOPMENT &amp; STRUCTURE

Fall 2013, Wednesdays 7:00 to 9:50 PM, University Hall 01

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Office UH 546 – Phone 272-3338 – Email [audirac@uta.edu](mailto:audirac@uta.edu)**COURSE DESCRIPTION**

This course provides an introduction to the substantive /functional areas of planning (e.g., housing, transportation, urban design, community development, etc.) and basic knowledge in urban development and urban structure. It offers an overview of social, political and economic factors that shape the development of cities and metropolitan regions. Historically, the planning profession has been a response to the myriad problems stemming from urbanization processes. Thus, this course builds the background necessary for understanding how cities grow and change and how diverse American planning concerns relate to managing the process of urban growth (or decline in some instances). Planning functional areas typically deal with: guiding a community's development patterns (e.g., land-use patterns), the provision and maintenance of infrastructure (e.g., roads, sewer, and water), the siting of public facilities (e.g., schools, community centers, parks and recreational facilities), the provision of affordable housing, protection of the natural environment, and the promotion of economic development, healthy communities and quality of life, etc. However, because planning decisions have social implications (i.e., winners and losers), planning is a highly political activity inserted in a legal framework and a political process that enable but also delimit the planning power of local governments. In addition, global, national, and regional economic, social, environmental and political factors affect local communities and make planning a dynamic and complex interdisciplinary field, which must aptly respond to many a community's internal and external forces. This course provides an overview of these forces and factors and an introduction to how comprehensive planning and specialized planning fields tackle them in the U.S. It also offers a snapshot of planning in countries outside the U.S.

This foundational knowledge is indispensable in the training of professional planners regardless of the student's particular interest or planning specialization. Keeping this in mind, the course is organized in three discrete, yet interrelated modules.

Module WEEK	Date	COURSE AT A GLANCE
Module 1	8/28	Introduction — Census Geography – Urban Scales
1	9/4	Origins and Development of Cities Urbanization of America and the History of Planning
*Dr. Anjomani 2	9/11	North American Cities and History of Planning
3	9/18	Regional Development Central Places
4	9/25	Urban Development
APA-TX Galveston 5	10/2	Metropolitan Regions
Module 2 6	10/9	Functional Areas – Land & Land Use Planning -- Midterm Exam
7	10/16	Urban Transportation & Transportation Planning
8	10/23	Housing and Neighborhood/Community Development
9	10/30	Planning & Government / Social Issues
10	11/6	Comprehensive Planning & Growth Management
11	11/13	Urban Design & Environmental Planning

Module 3 12	11/20	Economic Development
Thanksgiving 13	11/27	Developing Countries (Planning Project) (presentation & discussion 12/4)
14	12/4	Wrap up Planning Theory & Future
15	12/11	Final

### Student Learning Outcomes:

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

- Identify and assess the importance of major physical, social, political, and economic forces that have shaped urban spatial development in the U.S. and elsewhere.
- Identify and describe major substantive (functional) planning areas and their characteristics
- Understand major planning and policy issues that are the foci of substantive planning areas (e.g. housing, land use, transportation, etc.)
- Relate a broad understanding of urban development and planning issues to their area of specialization
- Formulate questions about planning and urban development for in-depth exploration in subsequent courses and research.

### General Areas of Knowledge

#### I. Urbanization and Urban and Regional Development

- Understanding origin of cities and regions, their nature, and reasons for their existence, growth and decline
- Development of North American cities, urbanization and economic growth in the United States; trends in size and structure of urban areas
- Introduction to census information: Census divisions, major definitions, planning related data and sources, size and ranking of major metropolitan areas and cities
- Regions, Metropolitan Areas and Cities: transportation and land use relationships, metropolitan subcentering.
- Globalization and local development
- Quality of life issues

#### II. Functional or Substantive Planning Areas

- Comprehensive planning
- Land use: land use dynamics, CBD, retail structure, office, industrial and wholesale, etc., land use planning process
- Social issues: poverty, welfare, racial segregation, equity/efficiency.
- Housing: housing and neighborhoods, household change and interurban migration, market for housing, housing finance and investment, problems and politics, brief history of U. S. housing policies and legislation
- Transportation: Transportation system, historical development of U. S. Transportation, public transportation, government policies and financing issues, transportation and urban form, introduction to transportation planning
- Economic development and community development
- Environmental issues and environmental planning
- Urban design & redevelopment
- Growth management
- Planning in the developing world

### COURSE REQUIREMENTS

1. **Readings:** each student should have read the assigned readings and be prepared to participate in class discussions.
2. **Weekly brief.** A one-page statement with 3 or more takeaways obtained from the required weekly readings will be collected before the beginning of each session. This brief should contain a summary of reflections written in the student's own words. Quotations should be used sparingly and when used, the text should be included in quotes followed by the author, publication date and page (example: "text quoted" (Schmid 2002, p. 17)). The weekly brief should be posted, no later than 5:30PM before class, to the "Weekly Briefs" section in Blackboard (Bb)—after such time no further posting is possible. A total of 10 brief postings (out of 13 possible briefs) is required for participation credit. Although individual briefs will not be graded, the instructor will assess the quality of student postings using the weekly brief rubric found in Bb's "rubrics" section.

3. **Class discussion/presentation.** Depending on class enrollment, one or two students will lead class discussion on one or more assigned topics. Students leading the class discussion are expected to cover the background, the central theme(s) or issues, their history, and the major policy implications.
  - a. As part of their training, Ph.D. students are expected to prepare and deliver a formal lecture on the subject and to use readings and materials beyond the ones assigned for the week.
  - b. Presentations for class discussion or lecture can be delivered using Powerpoint. Quality of oral presentations will be assessed using the CIRP Oral Presentation Rubric found in Bb/Rubrics.
4. **Presentation summary.** A one-page short written report summarizing three or more major takeaways of the student presentation/discussion will be handed out to the rest of the students in class at the time of the presentation. This should be a summary of what the class should remember about your presentation and points for discussion. It should not be a bulleted outline or Powerpoint handout of the presentation. The summary and PPT file should be posted to the "Presentations" section in Bb.
5. **Midterm exam.** An exam similar to the AICP exam will be administered.
6. **Final paper.** A six-page paper related to the subjects covered in the course and applied to an urban area in Texas or elsewhere. Prior consultation with the instructor and submission of a short proposal and an outline is required. Paper guidelines will be provided in class.

### Class Participation and Leading of Class Discussion

The success of the course as a learning experience depends, to a large extent, on the level and quality of participation by students. Class participation by everyone in the class is therefore required. Participation quality is enhanced by the students' willingness to challenge the readings, established concepts and theories, and each other or by highlighting the important and interesting points. This can only be accomplished by prior preparation and attendance to all class sessions. In your presentations and in writing your short briefs you should strive to relate the ideas read to your own urban experience, to contemporary urban issues discussed in the news, or to issues relevant to the planning field. You should highlight planning implications of the theories, concepts, and issues learned.

### REQUIRED TEXTS

The following two required texts cover the general knowledge on urban development and introduction to planning. Additional readings found in the syllabus are available through **Blackboard (Bb)**.

1. J. M. Levy, *CONTEMPORARY URBAN PLANNING*, 10th edition, (Prentice-Hall, 2010) - **JL**
2. D. Kaplan, J. Wheeler and S. Holloway, *URBAN GEOGRAPHY*, 2<sup>nd</sup> Edition, (Wiley, 2008) - **DK**

### RECOMMENDED TEXTS

These texts are recommended as additional reading.

1. P. McCain, *Urban and Regional Economics*. (Oxford: Oxford University Press, 2001) - **PM**
2. C. J. Hoch, L. C. Dalton & F. S. So, *THE PRACTICE OF LOCAL GOVERNMENT PLANNING*, 3rd ed., (ICMA, 2000) – **HDS**
3. T. A. Hartshorn, *INTERPRETING THE CITY: AN URBAN GEOGRAPHY*, 2nd edition, (John Wiley and Sons, Inc., 1992), - **TH**

### ASSESSMENT

Assessment is based on the following criteria:

	Master's	PhD
<input type="checkbox"/> Class participation and briefs	15%	15%
<input type="checkbox"/> Presentation/Discussion & Summary (Ph.D. Lecture)	15%	25%
<input type="checkbox"/> Mid-term examination	25%	20%
<input type="checkbox"/> Final Paper	45%	40%
<input type="checkbox"/> <b>Grading Scale:</b> A: > 90.6; B > 78.6 – 90.6; C > 69.6 – 78.6; D < 69.6.		

### Lateness & Course Deliverables Policy

Late papers will conflict with the course grading process, so they are not acceptable. If extenuating circumstances prevent you from meeting a deadline, please contact me immediately. Incomplete grading or extensions are not available unless severe illness or documented extenuating circumstances justify it.

### Expectations for Out-of-Class Study

Beyond the time required to attend each class meeting, students enrolled in this course should expect to spend at least an additional 9 hours per week of their own time in course-related activities, including reading required materials, completing assignments, and preparing for class.

## CONTACT ME

If at any time you feel the need to discuss any issue related to the class or your performance in this class, do not hesitate to email me or to schedule an appointment during my office hours (shown on the first page). If you need to meet outside office hours, e-mail me or call to set an appointment. Do not leave it until later if I can help make this course a fun and fruitful learning experience.

## IMPORTANT NOTES

**A. Seminar** – The course will be run as a seminar with active student-instructor interaction. Students are required to attend class and to make high-quality presentations and contributions to the class discussion. Students will be expected to have read the assigned material thoroughly and to have thought through its relationship to material from previous sessions.

**B. Blackboard** – The syllabus and other materials for this course will be available from Blackboard. Go to: <https://elearn.uta.edu/webapps/login/>

**C. Writing Quality** – Written assignments and presentations for this class must be of professional quality. Students should carefully edit and proofread all written work for typing, stylistic, spelling, and grammatical errors, and for clarity. Writing quality will affect the student's grade. It is very important to consult Turabian, K.L. (2007). *A manual for writers of research papers, theses, and dissertations*, (7th edition), which provides detail guidance in this matter and in the use and application of the Chicago Manual of Style.

Other useful sources by John R. Trimble:

Writing with Style: <http://uts.cc.utexas.edu/~rhart/courses/materials/papers/trimble.html>

Revising for Clarity and Conciseness:

[http://mooreschool.sc.edu/UserFiles/moore/Documents/Revising\\_for\\_Clarity\\_x\\_Conciseness.pdf](http://mooreschool.sc.edu/UserFiles/moore/Documents/Revising_for_Clarity_x_Conciseness.pdf)

Language: Revising for Clarity and Conciseness: <http://owl.english.purdue.edu/owl/resource/648/02/>

**D. Class Rubrics** – Oral presentations, written assignments, and weekly briefs postings will be assessed using the following rubrics:

[MCRP Term Paper Rubric \(writing skills\)](#)

[AACU Oral Communication skills](#)

Weekly Briefs Rubric ( in Bb).

Please consult these rubrics and use them as guidance for preparing work submitted.

**E. Academic Honesty** –“It is the philosophy of The University of Texas at Arlington that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University.

Scholastic dishonesty includes but is not limited to cheating, plagiarism, collusion, the submission for credit of any work or materials that are attributable in whole or in part to another person, taking an examination for another person, any act designed to give unfair advantage to a student or the attempt to commit such acts." (Regents' Rules and Regulations, Series 50101, Section 2.2).

<http://www.uta.edu/studentaffairs/conduct/saiconstitutes.html>

[http://library.uta.edu/tutorials/JA\\_Plagiarism/](http://library.uta.edu/tutorials/JA_Plagiarism/)

**F. What is PLAGIARISM?** – Although most students will be familiar with the term and would not deliberately incur in plagiarism, it is always important to review the following description to make sure your assignments uphold the highest standards of academic integrity. Basic examples of plagiarism include:

- Word-for-word copying of sentences or paragraphs without quoting and citing the source and page number;
- Closely paraphrasing sentences or paragraphs without clearly citing the source; and
- Using another person's ideas, work, data, or research without appropriate acknowledgment or citation of the source.

"If five or more words in sequence are taken from a source, those words must be placed in quotes and the source referenced with author's name, date of publication, and page number of publication.

If the author's ideas are rephrased, by transposing words or expressing the same idea using different words, the idea must be attributed to the author by proper referencing, giving the author's name and date of publication.

If a single author's ideas are discussed in more than one paragraph, the author must be referenced at the end of each paragraph.

Authors whose words or ideas have been used in the preparation of a paper must be listed in the references cited at the end of the paper.

Students are encouraged to review the plagiarism module from the UT Arlington Central Library at <http://library.uta.edu/tutorials/Plagiarism> " Source: College of Nursing, Student Handbook, p. 8, accessed 8/16/2013 from: [http://www.uta.edu/nursing/handbook/msn\\_policies.php](http://www.uta.edu/nursing/handbook/msn_policies.php)

**G. Student Feedback Survey** – At the end of each term, students enrolled in classes categorized as lecture, seminar, or laboratory shall be directed to complete a Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student's feedback enters the SFS database anonymously and is aggregated with that of other students enrolled in the course. UT Arlington's effort to solicit, gather, tabulate, and publish student feedback is required by state law; students are strongly urged to participate. For more information, visit <http://www.uta.edu/sfs>

**H. Students With Disabilities** – The University of Texas at Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including the Americans with Disabilities Act (ADA). All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of that disability. Any student requiring an accommodation for this course must provide the instructor with official documentation in the form of a letter certified by the staff in the Office for Students with Disabilities, University Hall 102. Only those students who have officially documented a need for an accommodation will have their request honored. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at [www.uta.edu/disability](http://www.uta.edu/disability) or by calling the Office for Students with Disabilities at (817) 272-3364.

## I. Library Resources

The following is a list of commonly used library resources:

Library Home Page	<a href="http://www.uta.edu/library">http://www.uta.edu/library</a>
Subject Guides	<a href="http://libguides.uta.edu">http://libguides.uta.edu</a>
Subject Librarians	<a href="http://www-test.uta.edu/library/help/subject-librarians.php">http://www-test.uta.edu/library/help/subject-librarians.php</a>
Database List	<a href="http://www-test.uta.edu/library/databases/index.php">http://www-test.uta.edu/library/databases/index.php</a>
Course Reserves	<a href="http://pulse.uta.edu/vwebv/enterCourseReserve.do">http://pulse.uta.edu/vwebv/enterCourseReserve.do</a>
Library Catalog	<a href="http://discover.uta.edu/">http://discover.uta.edu/</a>
E-Journals	<a href="http://utalink.uta.edu:9003/UTAlink/az">http://utalink.uta.edu:9003/UTAlink/az</a>
Library Tutorials	<a href="http://www.uta.edu/library/help/tutorials.php">http://www.uta.edu/library/help/tutorials.php</a>
Connecting from Off- Campus	<a href="http://libguides.uta.edu/offcampus">http://libguides.uta.edu/offcampus</a>
Ask A Librarian	<a href="http://ask.uta.edu">http://ask.uta.edu</a>

The City and Regional Planning Librarian is: Mitch Stepanovich 817-272-2945 [stepanovich@uta.edu](mailto:stepanovich@uta.edu)

## J. Student Support Services Available:

The University of Texas at Arlington supports a variety of student success programs to help you connect with the University and achieve academic success. These programs include learning assistance, developmental education, advising and mentoring, admission and transition, and federally funded programs. Students requiring assistance academically, personally, or socially should contact the Office of Student Success Programs at 817-272-6107 for more information and appropriate referrals.

\*Detailed Course Schedule available in Blackboard.