

MAXINE LEVIN COLLEGE OF URBAN AFFAIRS

UST 418 Introduction to Urban Planning	W: 6:00 – 9:00pm
James Kastelic, B.A., University of Kansas M.A., Kent State University	Office Hours: by appointment
Office Location: Levin College, Room 26B	Office Phone: 216-687-2200
Class Room: UR 106	Email: Use BlackBoard's email function
Prerequisite: None	j.m.kastelic@csuohio.edu

COURSE DESCRIPTION

The nature of physical planning and its relationship to social and economic planning; steps in the planning process; levels of planning; preparation and criticism of plans and planning studies.

COURSE GOALS

This is an introductory course about the field of urban planning. Our time is dedicated to the **exploration of urban planning**. This class will **introduce** you to, **or enhance your knowledge of** urban planning, **inform** you further about planning projects of local and/or regional importance and provide an opportunity to **analyze** and **synthesize** the knowledge you've gained about urban planning.

WHAT TO EXPECT

Our class time is dedicated to everything urban planning. A typical class consists of announcements/news, review of readings, discussion of a topic, introduction of new material and expectations for next class. Some classes may have guest speakers, field work, activities, group work, independent work, videos, web-based activities, or demonstrations. It's also possible that other learning opportunities arise that we can benefit from. You should be prepared to do a lot of reading and writing! A 3 credit hour class requires up to 9 hours of work outside of class time.

For technical assistance with the online Blackboard system, contact [CSU Technical Support](#). Please contact the professor for questions about the material, assignments, or any other concern pertaining to the course. I will respond to your emails as soon as possible. It is the student's responsibility to ensure that the technology you're using to complete the coursework is functional and available (device, internet access, software used to compose assignments). Some assignments will require the use of the Blackboard Discussion Board. Assignments outside of the Discussion Board will require the use of [SafeAssign](#).

GENERAL EDUCATION STATEMENT

This course is approved as a General Education 08 course meeting the requirements for Writing Across the Curriculum (WAC). Skill areas for this class include Writing to Learn and Writing to Communicate.

Writing Across the Curriculum Criteria

This course also fulfills the Writing Across the Curriculum (WAC) requirement. The criteria for meeting the WAC requirement are:

1. The course requires students to write between 3,000 and 5,000 words (10-14 pages, double-spaced, in 12-point font, with 1" margins) in writing assignments.
2. Final versions of at least one assignment should total at least 2,000 words (eight pages).
3. The course teaches students writing-to-learn strategies that foster students' experiences in learning, and writing-to-communicate strategies that foster students' respect of readers' experiences. Students will be assigned writing complex enough to require substantive revision for most students. Students may be given feedback to assist in preparing subsequent papers or drafts of papers.
4. The course provides instruction in discipline-appropriate forms of texts, arguments, evidence, style, audience, and citation. Students will be required to use the American Psychological Association (APA) style. The CSU Library website lists citation guides including links to the APA style guide:
<http://www.ulib.csuohio.edu/research/vrd/citations.html>;
or go to the APA website, <http://www.apastyle.org/>
5. There will be two major writing assignments throughout the semester (see Grading section)
6. The course will address the needs of students regarding library competency.
7. In order to receive a C or better in the course, students must write at a satisfactory skill level (C or better). If the student's writing is weak, but shows understanding of the course material, the student may be assigned a D, in which case WAC credit will not be received for the course.

TEXTBOOK

[Levy, J.M. \(2016\). *Contemporary Urban Planning*. 11th Ed. New York, NY: Routledge.](#)

ISBN-10: 1138666386

ISBN-13: 978-1138666382

GRADING

The grade for this class is based on the accumulation of points divided by the total number of points possible. The types of items the student can accumulate points include in-class presentations, assignments, final exam and class attendance and participation.

Points are awarded for:

- Essay on a planning pioneer **due October 18th** (20 points)
- Presentation on planning pioneer on **October 18th** (5 points)
- Essay on Thanksgiving assignment, due **November 28th** (10 points)
- Essay on a current local planning issue in your community **due December 6th** (20 points)
- Presentation on current planning issue on **December 6th** (10 points)
- Final exam (25 points)
- Attendance and class participation (10 points)

Essay 1 – Conduct research on assigned planning pioneer. Explain why he/she is regarded as an important contributor to the field of planning. Provide pertinent biographical information as needed. What were their main academic, practical, theoretical or environmental fields of concentration? Cite and explain examples of their work. Include photos and maps as appropriate and provide full documentation. (**due October 18th**). **3-5 pages**

Essay 2 – Identify a recent controversial planning issue in your neighborhood or community. Why was it controversial and what were the issues and concerns? How was it resolved? Who were the project advocates and who was opposed to the project? After talking to them, do you feel the project was resolved appropriately? What planning principles were involved? Provide project details, photos and maps as needed, as well as full documentation. (**due December 6th**). **4-6 pages**

Essay 3 – See Week 13 assignment (**due November 28th**). **3-5 pages**

Points are deducted for submitting assignments late at a rate of 1 point per day, beginning one minute after class time.

The CSU grading scale is used:

A	92.51 to 100
A-	89.51 to 92.50
B+	87.51 to 89.50
B	82.51 to 87.50
B-	79.51 to 82.50
C+	77.51 to 79.50
C	69.51 to 77.50
D	60 to 69.50
F	< 60

Incomplete Grade: The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student.

An "I" grade can be assigned by the instructor when all three of the following conditions are met:

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor;
3. The student has notified the instructor prior to the end of the grading period.

SCHEDULE

The following schedule is a guide to what we will cover during the semester. It's possible that other learning opportunities arise that we can benefit from and will be incorporated at the discretion of the instructor. ***Cited chapters must be read and ready to be discussed students prior to each week's class.*** Additional readings may be assigned in class. *The schedule is subject to change at any time.*

Week One: Wednesday, Aug 30

- Welcome, Introductions & Course Expectations
- Chapter 1: Planning Overview

Week Two: Wednesday, Sept 6

- Chapter 2: Urbanization and the Impacts of Sprawl

Week Three: Wednesday, Sept 13

- Chapters 3 & 4: History of Planning

Week Four: Wednesday, Sept 20

- Greenprint Training (*Cuyahoga County Planning Commission*)
- Chapters 6 & 7: Planning, Politics and Social Issues

Week Five: Wednesday, Sept 27

- Chapter 5: The Legal Basis of Planning
Guest Lecturer: Al Sulin, President and CEO, Zaremba Group

Week Six: Wednesday, Oct 4

- Chapters 8 and 9: Land Use Planning; Comprehensive Planning

Week Seven: Wednesday, Oct 11

- Chapter 10: Urban Design
 - Site Planning
- Guest Lecturer: Matt Schmidt, Trust for Public Land*

Week Eight: Wednesday, Oct 18 (Mid-term)

- Student Presentations on Urban Planning Pioneers

Week Nine: Wednesday, October 25

- Chapter 11: Urban Renewal & Community Development
- Guest Lecturer: Chris Alvarado, Executive Director, Slavic Village Development*

Week Ten: Wednesday, Nov 1

- Chapter 12: Transportation Planning
- Guest Speaker: Sara Byrnes Maier, Senior Park Planner, Cleveland Metroparks*
- Chapter 13: Economic Development Planning

Week Eleven: Wednesday, Nov 8

- Chapter 14: Growth Management, Smart Growth, and Sustainable Development

Week Twelve: Wednesday, Nov 15

- Chapters 15 and 16: Environmental and Energy Planning; Metropolitan Planning
- Guest Lecturer: Howard Maier, Former Executive Director, NOACA*

Week Thirteen: Wednesday, Nov 22

NO CLASS: However, students must watch and review PBS special *10 Towns that Changed America* (<https://shar.es/1ehi2V>) and in 3-5 pages, describe policies or projects in Cleveland that have been transforming the city. What are additional policies that need to be considered to augment this transformation? Please include links and visuals (if applicable). Submit your response to the Blackboard assignment by **November 28th** to the appropriate link.

Week Fourteen: Wednesday, Nov 29

- Chapters 17 – 19: National and International Planning; Planning Theory
- Guest Speaker: Dr. Robert Simons*

Week Fifteen: Wednesday, Dec 6

- Student presentations on Local Planning Issues

Week 16: Wednesday, December 13

Final Exam

FINAL EXAM WEEK

The final submission date for this course is **Friday, December 15th, 6 pm.**

STUDENTS WITH SPECIAL NEEDS

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147. Accommodations need to be requested *in advance* and will not be granted retroactively.

RIGHTS & RESPONSIBILITIES

Just like the American democratic process, students and instructors have the right to criticize and question what is being read or heard, without fear of ridicule or threat of retribution. Students and instructors have the right to be treated equally and with respect. Students have the right to be fully informed of course requirements, grading procedures and to receive prompt and helpful feedback on assignments.

Students' first responsibility is to give the instructor, classmates, guests, and urban communities the same respect students have the right to expect. The instructor expects students to be respectful of others at all times. Students do not necessarily have to agree, but students do have to respect the public space and its dialogue. The instructor will not tolerate abuse or insult of any individuals or groups. Students are expected to show up for class regularly, on time, and prepared and focused on the issues of the classroom. Students may be asked to leave a class if their actions or behaviors are distracting other students or the instructor.

It is the instructor's obligation to respect student rights and act in accordance with them. The instructor will treat criticisms and questions with the full respect they deserve, apply rules equally, return graded work promptly, and provide a quality course experience. It is the instructor's right and responsibility to inform students when there is a violation of the rights of others to a respectful, focused, classroom environment. The [CSU Code of Conduct](#) is your guide to acceptable and unacceptable behaviors on and off campus.