

# PREVIEW OF URBAN AND REGIONAL PLANNING

## URP 4000 SUMMER B 2023

Section 7PRV; Class Number 15394

*“By far the greatest and most admirable form of wisdom is that needed to plan and beautify cities and human communities.”*

— Socrates

**INSTRUCTOR:** Laura Dedenbach, Ph.D., AICP  
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**STUDENT HOURS:** Wednesdays from 1:00p to 3:00p or by appointment

**CLASS MEETING TIMES:** Tuesdays Period 3 (11:00a – 12:15p)  
Thursdays Period 3-4 (11:00a – 1:45p)

**CLASS MEETING LOCATION:** Rinker 220

**COURSE DESCRIPTION:** An overview of the comprehensive planning process designed for undergraduates who may be considering a career in urban and regional planning or who may be pursuing studies where some knowledge of the planning process is desirable.

**PURPOSE OF COURSE:** Planning is a collaborative act in which people come together to build safe, healthy, sustainable communities that enrich people’s lives. Planning is a “big picture” discipline in which planners examine the interactions of the built environment, the natural environment, economic systems, health, and social, cultural, and behavioral systems in cities, counties, and regions. The planning process asks us to learn from the past, understand the present, and prepare for the future.

The purpose of this course is to introduce the major concepts and issues in urban and regional planning. We will study the social, economic, environmental, structural, demographic, legal, cultural, and political problems that cities face today. We will also engage in planning activities, such as data collection, demographics, mapping, SWOT analysis, fieldwork, public engagement, and attending a public planning meeting.

**REQUIRED TEXT:** All required readings for the course are posted to the class Canvas site or available through the UF Libraries Course Reserves.

**USE OF UF APPS & UF G SUITE TOOLS:** Throughout the semester, we will use various Apps and the G Suite tools. Instructions on the use of Apps for in-class activities and assignments will be provided on Canvas. For the use of G Suite tools, you will need to sign in to your UF Google account for access. To access G Suite tools, please visit <https://cloud.it.ufl.edu/collaboration-tools/g-suite/>. Apps and G Suite are provided through UF at no cost to the student.

**COURSE GOALS AND/OR OBJECTIVES:** The following table describes the UF General Education student learning outcomes (SLOs) and the specific course goals of URP 4000.

URP4000 is a Humanities general education course. Humanities courses provide instruction in the history, key themes, principles, terminology, and theory or methodologies used within a humanities discipline or the humanities in general. Students will learn to identify and to analyze the key elements, biases and influences that shape thought. These courses emphasize clear and effective analysis and approach issues and problems from multiple perspectives.

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

Gen Ed SLOs	URP 4000 Course Goals	Assessments
<p><b>Content: Identify, describe, and explain the history, underlying theory, and methodologies used within the discipline</b></p>	<ul style="list-style-type: none"> <li>• Describe the role of planning in the urbanization and suburbanization of the United States</li> <li>• Explain basic concepts of planning theory, history, and ethics</li> <li>• Discuss the role of Comprehensive Plan and Land Development Codes in shaping our cities, counties, and regions</li> <li>• Situate the planning profession in relation to other design professions, real estate professions, and legal professions</li> <li>• Defend the role of planning and public participation in citizenship and good governance</li> </ul>	<ul style="list-style-type: none"> <li>• Class assignments</li> <li>• Midterm and Final assignments</li> <li>• Class participation</li> </ul>

Gen Ed SLOs	URP 4000 Course Goals	Assessments
<p><b>Communication: Communicate knowledge, ideas, and reasoning clearly and effectively in written or oral forms appropriate to the discipline.</b></p>	<ul style="list-style-type: none"> <li>• Communicate with peers and professionals using planning terminology</li> </ul>	<ul style="list-style-type: none"> <li>• Oral communication assessment using planning information (class participation)</li> <li>• Presentations</li> <li>• Discussion Board Posts</li> </ul>
<p><b>Critical Thinking: Identify and analyze key elements, biases, and influences that shape thought with the discipline.</b></p> <p><b>Analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems.</b></p>	<ul style="list-style-type: none"> <li>• Utilize basic planning techniques</li> <li>• Identify and analyze key issues</li> <li>• Synthesize course materials and apply content to analysis</li> <li>• Evaluate planning processes</li> </ul>	<ul style="list-style-type: none"> <li>• Discussion Board Posts</li> <li>• Walking Tour</li> <li>• Planning Meeting Report</li> <li>• Midterm and Final assignments</li> <li>• Class participation, including activities and games</li> </ul>

**TEACHING PHILOSOPHY:** Through new knowledge and new experiences, we can develop new ways of seeing. Students and instructors are co-producers of knowledge and together we can create new understanding.

**EXPECTATIONS:** Students can expect from me: enthusiasm for the course and the field of planning, engaging lectures, application of knowledge through classroom activities and fieldwork, organized and neat course materials, and availability to meet outside of class. I expect students to approach the course with enthusiasm and an open mind. I also expect students to come to class prepared to actively participate in our class discussions and activities. The University standard is for students to expect to study at least 3 hours for each credit hour. For example, URP 4000 is a 3-credit course. Therefore, you should expect to study 9 hours per week outside of class.

**FIRST WEEK OF CLASSES:** The first week of class during the drop/add period will consist of an introduction to the course. Please carefully read the syllabus and complete the Introductory Discussion Board Post. Include a picture of your favorite animal in the Introductory Discussion Board Post to receive 10 points extra credit.

**A SAFE & WELCOMING CLASSROOM:** It is important to me that you feel welcome and safe in this class; and that you are comfortable communicating with me and your classmates. If your preferred name is not what shows on the official UF roll, please let me know. I would like to acknowledge the name and pronouns that reflect your identity. You may also change your "Display Name" in Canvas. The Display Name is what you want people to see in the UF Directory, such as "Sam" instead of "Samantha." To update your display name, go to one.ufl.edu, log in, and click on the profile icon at the top right. Select "View & Update Profile Information" and click "Edit" for the Name option. Uncheck "Use my legal name" and update how you wish your name to be displayed as Chosen Name. Click "Submit" at the bottom. This change may take up to 24 hours to appear in Canvas. This does not change your legal name for official UF records.

**INSTRUCTIONAL METHODS:** This course is based on lectures, discussion of assigned readings, viewing of multi-media materials, activities during and outside of class, and student research and writing outside of class. Class format will combine discussions, lectures, multi-media activities, practice-based activities, and electronic communications and assignments. We may also have guest lecturers. Students should take notes for lectures, guest speakers, and videos, as use of this material will be incorporated into class assignments. My lecture slides will be posted in the corresponding weekly modules on Canvas. Students are expected to take adequate class notes.

If there are issues, ideas, or readings that you want to bring into the course, please share. You are encouraged to invest some of your time into finding relevant materials of interest and leading discussion on those new ideas.

### **COURSE COMMUNICATIONS:**

**Canvas:** We will use Canvas, UF's e-learning system, as our online "homebase". It is your responsibility to check Canvas regularly for announcements related to the course. Readings and changes to the syllabus will be posted on Canvas. You are also encouraged to download the Canvas App and allow notifications, so that you receive announcements and assignment due dates.

To login to Canvas you will need to provide your GatorLink User Name and Password. If you are new to Canvas or have any problems using Canvas, please contact the Help Desk at 392-HELP.

**Email:** I will answer your email as quickly as possible but please allow up to 24 hours for a reply during the week, and 48 hours for a reply on weekends. Proper email etiquette is expected. Professional, courteous standards for all emails and discussions includes:

- Descriptive subject line
- Address the reader using proper title and name spelling
- Body of the email should be concise but have sufficient detail
- Give a respectful salutation (e.g., thank you, sincerely, respectfully)
- Minimize textspeak (e.g., OMG, WTH, IMO)

**Netiquette:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please read the [UF Netiquette Guide for Online Course](#).

## COURSE POLICIES

**ATTENDANCE POLICY: Attendance is mandatory and is part of your class grade.**

Attendance will be taken at the beginning of every class. After class, attendance will be entered into Canvas.

**Absences:** There are two types of absences – excused and unexcused. Absences for reasons of illnesses, religious holidays, serious family emergencies, special curricular requirements, military obligations, court-imposed legal obligations, or participation in official university activities, as described in the [Undergraduate Catalog](#) are excused. Please inform me of your absence as early as possible and be prepared to provide appropriate documentation. Students are expected to follow UF's Attendance Policies and procedures published in the Academic Regulations of the Undergraduate Catalog. You are responsible for contacting a classmate to obtain notes on the materials covered. If you encounter an emergency or illness that may cause a prolonged absence, you should contact the Dean of Students Office (202 Peabody Hall, 392-1261) for assistance.

**Tardiness:** Consistent tardiness (or leaving early) will affect your attendance and class participation evaluation dramatically. When you arrive more than 10 minutes late without explanation or leave early without prior approval, I consider that a missed class.

**ASSIGNMENT POLICY:** Assignments will be posted on Canvas well in advance of their due dates. **ALL ASSIGNMENTS ARE DUE BY THE POSTED DUE DATES IN CANVAS.** Assignments must be submitted by posting on Canvas. **Late work will not be accepted.** It is your responsibility to ensure that your assignments have been successfully uploaded to Canvas. See the Note on Computer or Canvas Problems below.

**Notice:** Certain activities require attendance at events that occur outside of our normal class meeting time. **Review the schedule carefully.** If you have valid reasons for being unable to attend these activities (e.g., team practice schedule, work, another class), then it is your responsibility to inform me of the conflict at the beginning of the semester or as soon as you know of the conflict. Accommodations for alternate assignments may only be made in advance of an assignment.

**MAKE-UP/ASSIGNMENT EXTENSION POLICY:** Missed deadlines for unexcused reasons will result in a zero. Examples of unexcused reasons include, but are not limited to, forgetting to do an assignment, being too busy with other coursework, or going on a family vacation during regularly scheduled class days on the UF calendar. If you are sick or have an emergency that prevents you from submitting an assignment at the scheduled time, it is your responsibility to contact me as soon as possible. Documentation of the illness or emergency will be required. If you need to schedule an extension, please email me with a detailed explanation and attach

documentation. Extension will be given at my discretion. Scheduling extensions is the responsibility of the student.

All assignment deadlines are posted on the syllabus and in Canvas at the beginning of the semester. If you know that you will have excused absences (for example, religious holidays, field trips, professional conferences, participation in official university activities), it is your responsibility to communicate any deadline conflicts well in advance, per UF Attendance Policies.

If you have a serious emergency or life event, please contact the Dean of Students Office ([www.dso.ufl.edu](http://www.dso.ufl.edu)), and they will contact all of your instructors so that you do not have to provide documentation of the emergency/death in order to make-up coursework. We will work together to create a schedule for make-up coursework upon your return.

**USABILITY, DISABILITY, AND DESIGN:** I am committed to creating a course that is inclusive in its design. If you encounter barriers, please let me know immediately so that we can determine if there is a design adjustment that can be made or if an accommodation might be needed to overcome the limitations of the design. I am always happy to consider creative solutions as long as they do not compromise the intent of the assessment or learning activity. You are also welcome to contact the Disability Resource Center's Getting Started page at <https://disability.ufl.edu/students/get-started/> to begin this conversation or to establish accommodations for this or other courses. I welcome feedback that will assist me in improving the usability and experience for all students.

**GROUP WORK POLICY:** There are two types of assignments in this course – individual and group. Design professions have a long history of collaborative, group-based work (such as charrettes), and individual work completed in a group setting (such as studios). As planners, we often work in multidisciplinary groups. For group assignments, you are expected to: Be a good team member. Be on time, be respectful. Be responsive with group communication. In addition, everyone is expected to participate and contribute equally to complete the assignment. If there are problems with group dynamics or participation/effort levels, please come and talk to me. *To avoid the problem of free riders, all group projects will include Peer Review attesting to your anonymous estimation of each group member's contribution to the total.*

**COMPUTER OR CANVAS PROBLEMS POLICY:** If you have computer or Canvas problems that prevent you from submitting an assignment, you have the ability to receive an extension if you follow these steps:

- Immediately contact the Help Desk (392-HELP (4357) or [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu)) to report the problem and receive a ticket to document the problem. I can only extend the submittal deadline if you have contacted the Help Desk ahead of the assignment deadline and received a ticket. The Help Desk is available by phone and email 24 hours a day, 7 days a week.
- After contacting the HelpDesk and receiving a ticket, contact me, prior to the assignment due time, and let me know there is a problem.

- If you are having a computer problem (hardware, software), describe the problem to me and we'll work out a plan. Examples of an extension-worthy issue: "I dropped my computer in the parking lot and now it won't turn on." Examples of situations that are not extension-worthy: "I went home this weekend and left my computer behind." "I went to [insert your location here] and there was no internet connection." "My roommate disconnected our wi-fi router." Plan ahead; practice time-management; be resilient by backing up your work frequently to a back-up drive, jump drive, or the cloud.
- If Canvas or the UF Network is experiencing an outage that prevents you from submitting an assignment on time, I will receive a notice from UF IT about the outage. The assignment deadline will be revised accordingly. Students will not be penalized for system or network outages.

## UF POLICIES

**UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES:** Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [www.disability.ufl.edu](http://www.disability.ufl.edu)) by providing appropriate documentation. Once registered, students will receive an accommodation letter, which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

**Students submitting an accommodation letter must also schedule a meeting with me to discuss and develop a plan to ensure that access needs are met.**

**UNIVERSITY POLICY ON ACADEMIC MISCONDUCT:** As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge: "*We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity by abiding by the Student Honor Code.*" You are expected to exhibit behavior consistent with this commitment to the UF academic community. On all work submitted for credit at the University of Florida, the following pledge is either required or implied: "*On my honor, I have neither given nor received unauthorized aid in doing this assignment.*"

You will complete all work independently unless given explicit permission to collaborate on course assignments. We will be using TurnItIn, a plagiarism detection program. **Plagiarism is a serious offense and will result in an honor code violation and potential failure of the course.** Furthermore, as part of your obligation to uphold the Honor Code, you should report any condition that facilitates academic misconduct to appropriate personnel. It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For more information, please read the [Student Honor Code and Student Conduct Code](#).

**Important:** Any use, access, or handling of technology (e.g., cell phone, smart watch) during an exam will result in an honor code violation and potential failure of the course.

**Important:** Any requests for extra credit (beyond that given in class) or special exceptions to course grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.

**RECORDING POLICY:** Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session. Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

**COURSE EVALUATIONS:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.”

**MATERIALS AND SUPPLIES FEE:** None

## HEALTH & WELLNESS RESOURCES

Resources available on-campus for students include the following:

- *U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu/](http://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* Visit [counseling.ufl.edu/](http://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.
- *Student Health Care Center:* Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu/](http://shcc.ufl.edu/).



- *University Police Department:* Visit [police.ufl.edu/](http://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center:* For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

**A PERSONAL NOTE:** If you are overwhelmed, please reach out to me or someone at UF’s Counseling and Wellness Center. I care for your wellbeing, and there are many resources available on campus to assist you.

## GRADING POLICIES

Grades will be based on evidence that students have completed assigned reading, attended and participated actively in all class discussions and activities, completed all assignments, and completed both in class and outside of class activities throughout the semester. All completed tasks will be evaluated based on content, critical thinking, and communication. Details of each assignment, including rubrics, are posted on the Canvas site. **Please note that “A” grades require performance beyond the minimum or average – e.g., quality, depth, synthesis of ideas, originality, or creativity.**

Information on current UF grading policies may be found at:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/#gradingpolicies>

The following table outlines the point-accruing components of the course. The total points earned will be summed and divided by the total points in the course: 1,000

Assignments	Points	Approx. % of Total Grade
Planning Meeting Report	150	15%
Reading Quizzes (9 @ 5 pts)	45	4.5%
Discussion Board Posts (4 @ 20 pts)	80	8%
Midterm Exam	150	15%
In-class Activities	250	25%
Final Exam	150	15%
Attendance	100	10%
Introduction & Reflections (3 @ 25 pts)	75	7.5%
<b>Total</b>	<b>1,000</b>	<b>100%</b>

## EXTRA CREDIT

There will be two extra credit assignments offered this semester. You may do one, both, or none. Please check Canvas for the instructions and due dates for these assignments:

- 1) Analysis of Existing Conditions in the Community – 50 points
- 2) Planning & Pop Culture – 20 points

**URP 4000 GRADING SCALE:** All grades will be posted directly into the Canvas gradebook. Any discrepancies with points displayed in the gradebook should be pointed out to me. **There is no curve for this course and grades will not be rounded up.** *Any requests for extra credit (beyond that given in class) or special exceptions to these grading policies will be interpreted as an honor code violation (i.e., asking for preferential treatment) and will be handled accordingly.*

Points	Grade
940 – 1000	A
900 – 939	A-
870 – 899	B+
840 – 869	B
800 – 839	B-
770 – 799	C+
740 – 769	C
700 – 739	C-
670 – 699	D+
640 – 669	D
600 - 639	D-
Below 600	E

## STUDY AND SUCCESS TIPS:

- Read the material before you come to class. Take notes. Interact with your notes and materials early and often.
- Engage your classmates and study as actively as possible.
- Do not fall behind or procrastinate your studies. You cannot cram the night before and expect to do well.
- Check Canvas announcements/emails daily. I will post important and helpful information as announcements or emails.
- Have a positive attitude! Planning is an exciting and dynamic profession! You are learning knowledge and skills that will help you be a more engaged member of your community.

## COURSE SCHEDULE

**FINAL EXAM:** Final Exam on **Thursday, August 10, 2023.**

Date	Module	Readings & Assignments
July 6th	Course Introduction & Overview	<p><b>Readings:</b> The Syllabus</p> <p><b>Assignment:</b> Read the syllabus and complete the Introductory Discussion Board post.</p>
July 6th	The Planning Profession	<p><b>Readings:</b> Ethics and Professional Practice  <a href="#">AICP Code of Ethics</a>            Brown, L. 2021. "<a href="#">A Code of Ethics for Today's Planners</a>"            Bayer, M., N. Frank, &amp; J. Valerius. 2010. <i>Becoming an urban planner</i>. Chapter 1 and Chapter 4 pages 99-178 (Course Reserves)</p> <p><b>Assignment:</b> Reading Quiz 1; Watch City Plan Board Meeting</p>
July 11th	Foundations of Planning	<p><b>Readings:</b> History, Theory, and Law            Jacobs, J. 1961. <i>The death and life of great American cities</i>. Chapter 1 "Introduction"            Hall, P. 2014. <i>Cities of tomorrow</i>. Chapter 2: "The city of dreadful night" (Course Reserves)            Fainstein, S. &amp; J. DeFilippis. 2016. <i>Readings in planning theory</i>. Chapter: "Introduction" (Course Reserves)            Levy, J. 2017. <i>Contemporary urban planning</i>. Chapters 3 - 5.</p> <p><b>Assignment:</b> Reading Quiz 2, DBP#1 with self-grade rubric</p>
July 13th	Comprehensive Planning	<p><b>Readings:</b> Plans and Plan-Making            Steiner, F. &amp; K. Butler. 2007. Planning and urban design standards. Chapters: "Plan Making", "Types of Plans" p. 6-17. (Course Reserves)            Misrahi, E. 2021. "<a href="#">Are we planning for equity? Equity goals and recommendations in local comprehensive plans.</a>"            Loh, C. &amp; R. Kim. 2021. "Are we planning for equity? Equity goals and recommendations in local comprehensive plans." <i>Journal of the American Planning Association</i>, 87(2), 181-196.            APA. "Healthy Plan Making"            Godschalk, D. &amp; D. Rouse. 2015. <i>Sustaining places: best practices for comprehensive plans</i>. PAS Report 578.</p> <p><b>Assignments:</b> Reading Quiz 3; Create a Future Land Use Map</p>
July 18 <sup>th</sup>	Plan Implementation	<p><b>Readings:</b> Modern Zoning &amp; Plan Implementation            Whittemore, A. 2021. "Exclusionary zoning." <i>Journal of the American Planning Association</i>, 87(2), 167-180</p>

Date	Module	Readings & Assignments
		<p>Liberty, R. 2021. "<a href="#">3 zoning changes that make residential neighborhoods more affordable.</a>" <i>Planning Magazine</i>.</p> <p>Chamberlain, L. 2017. "<a href="#">Zoning at 100.</a>" <i>Planning Magazine</i>.</p> <p>APA. 2004. Form-based zoning. <i>PAS Quick Notes No. 1</i></p> <p>APA. 2006. Zoning for mixed uses. <i>PAS Quick Notes No. 6</i></p> <p><b>Assignment:</b> Reading Quiz 4; DBP #2; Due Diligence Activity</p>
July 20 <sup>th</sup>	Community Engagement	<p><b>Readings:</b> Kelly: Chapter 6</p> <p>Arnstein, S. (1969). Ladder of Citizen Participation</p> <p>Morley, D. (2019). Inclusive Planning Process. <i>PAS QuickNotes</i></p> <p>Madill, H., Lennertz, B., Beyea, W. (2018). Crafting Charrettes that Transform Communities. <i>PAS Memo</i>.</p> <p>Podgers, M. (2020). 7 Emerging Tips for Equitable Digital Engagement. <i>Planning</i>, June 2020.</p> <p><b>Assignments:</b> Reading Quiz 5; Planning Meeting Report Due</p>
July 25th	Midterm	<p><b>Midterm Exam &amp; Reflection #1</b></p>
July 27th	Urban Design	<p><b>Readings:</b> Elements of Good Urban Design</p> <p>Glenn, E. 2021. <a href="#">Four trailblazing women in urban design.</a> <i>Planning Magazine</i>.</p> <p>Talen, E. 2018. Urban design for planners. Chapter: Introduction.</p> <p><a href="#">NYC Planning's Anita Laremont on the City's Principles of Good Urban Design.</a> The Planning Report.</p> <p>NYC Planning. <a href="#">Good Urban Design.</a></p> <p><b>Assignments:</b> Reading Quiz 6, DBP#3, Plaza of the Americas activity</p>

Date	Module	Readings & Assignments
August 1st	Transportation Planning	<p><b>Readings:</b> Mobility  Steiner, F. &amp; K. Butler. 2007. Planning and urban design standards. Section: "Transportation Plans" p. 18-21. (Course Reserves)  Speck, J. (2013). 4 Ways to Make a City More Walkable. TEDxMidAtlantic.  Kabbaj, W. (2016). What a Driverless World Could Look Like. TED@UPS.  Vision Zero Network. What is Vision Zero?  Smart Growth America. <a href="#">What are Complete Streets?</a> and <a href="#">Case Studies</a></p> <p><b>Assignments:</b> Reading Quiz 7, DBP#4  University Avenue Walk Audit Activity</p>
August 3rd	Planning for Sustainability	<p><b>Readings:</b>  Feiden, W. 2018. Building sustainability and resilience into local planning agencies. PAS Memo.  Hansman, H. 2021. <a href="#">Integrating land use and water planning for a sustainable future.</a> Planning Magazine.  Maclaren, V. 1996. Urban sustainability reporting. In The sustainable urban development reader. Eds. Stephen Wheeler and Timothy Beatley. (Course Reserves)</p> <p><b>Assignment:</b> Reading Quiz 8; Sustainability Indicators Activity</p>
August 8th	Planning for Resilience	<p><b>Readings:</b>  Vock, D. 2021. <a href="#">Climate migrants are on the move.</a> Planning Magazine.  Bodin, M. 2021. <a href="#">In two Portlands, climate plans lead to climate action.</a> Planning Magazine.  DeAngelis, J. 2021. Building resilience through plan integration. PAS Memo.  Resilience Roundtable Podcast. <a href="#">Episode 8: Long-term disaster recovery planning in Florida.</a> (53 min.)</p> <p><b>Assignment:</b> Reading Quiz 9</p>
August 10th	Final Exam	<b>Final Exam &amp; Reflection #2</b>

**Disclaimer:** This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunity. Such changes, communicated clearly, are not unusual and should be expected.