# URP 4000, Preview to Planning
## Spring 2025

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**Class Meeting Times:**
  [M]   10:40am – 12:35pm  (Rinker 210)
  [W]   10:40am – 11:30am  (Zoom)

**Office Hours, by request/appointment**
  [M] 2pm-3pm, ARC 441
  [TR] 2pm-3pm, Zoom
  [TBD] Zoom/phone by appointment

## Course Overview

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.

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. The course introduces students to the planning profession and academic discipline of urban and regional planning. 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 Texts

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

## Course Goals and Objectives

The following table describes the UF General Education student learning outcomes (SLOs) and the specific course goals of URP 4000. By the end of the course, students will be able to:

| Gen Ed SLOs | URP 4000 Course Goals | Assessment Methods |
|---|---|---|
| Content: Demonstrate competence in the terminology, concepts, methodologies, and theories used within the discipline | *Describe the role of planning in the urbanization and suburbanization of the United States*<br><br>*Explain basic concepts of planning theory, history, and ethics*<br><br>*Discuss the role of Comprehensive Plan and Land Development Codes in shaping our cities, counties, and regions*<br><br>*Situate the planning profession in relation to other design professions, real estate professions, and legal professions*<br><br>*Defend the role of planning and public participation in citizenship and good governance* | *Weekly reading quizzes*<br><br>*Midterm and Final Exam*<br><br>*Class participation* |
| Communication: Communicate knowledge, ideas, and reasoning clearing and effectively in written or oral forms appropriate to the discipline. | *Communicate with peers and professionals using planning terminology* | *Class participation*<br><br>*Presentations*<br><br>*Discussion Board Posts* |
| Critical Thinking: Analyze information carefully and logically from multiple perspectives, using discipline specific methods, and develop reasoned solutions to problems. | *Utilize basic planning techniques to analyze and evaluate city plans and their outcomes* | *Discussion Board Posts*<br><br>*Walking Tour*<br><br>*Planning Meeting Report*<br><br>*Class participation, including activities and games.* |
| Humanities:<br>Content: Identify, describe, and explain the history, underlying theory and methodologies used. | *Explain basic concepts of planning theory, history, and ethics*<br><br>*Analyze and evaluate city plans and their outcomes* | *Weekly reading quizzes*<br>*Midterm and Final Exam* |
| Critical Thinking: Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives. | *Evaluate planning concepts within the framework of the Public Interest*<br><br>*Communicate with peers and professionals using planning terminology* | *Class participation*<br>*Discussion Board Posts*<br>*Walking Tour*<br>*Planning Meeting Report* |
| Critical Thinking: Identify and analyze key elements, biases and influences that shape thought within the subject area. Approach issues and problems within the discipline from multiple perspectives. | *Evaluate planning concepts within the framework of the Public Interest*<br><br>*Communicate with peers and professionals using planning terminology* | *Class participation*<br>*Discussion Board Posts*<br>*Walking Tour*<br>*Planning Meeting Report* |

| Communication: Communicate knowledge, thoughts and reasoning clearly and effectively. | | *Class participation, including activities and games.* |
|---|---|---|

## Learning Objectives

- To provide students with an overview of urban areas of the world
- To introduce students to countries and cultures throughout the world
- To give students a basic understanding of urban development and different urban systems (e.g. grid patterns, organic patterns, ecological systems, transit systems, etc.)
- To guide students through the processes of urbanization and to help them comprehend the regional and global consequences of each process
- To gain in-depth familiarity with one important world city/region

## Expectations

Posted online lectures will be supplemented by readings and assignments. These components have been assimilated into the course content to take a holistic approach to studying urban planning. Students are expected to participate in all the activities planned for the course.

Students are expected to:

- **read** the required text in a timely fashion
- **submit** assignments by the scheduled deadlines
- **properly cite** references and credits for all materials
- **list** contributions in group projects
- **behave** according to guidelines concerning computer use and web etiquette
- **abide** by University of Florida's rules and regulations, including the Student Honor Code

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.

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.

## Course Requirements

- Regularly read textbook assignments and support materials
- Regularly access lectures
- Regularly attend class sessions
- Complete required, graded assignments by posted deadlines

The following are course standards:

- Plagiarism will not be accepted under any circumstances. This includes "self" plagiarism (i.e. turning in duplicative work for more than one course).
- For individual assignments, collaboration with other persons, through any medium, is expressly prohibited.
- Citations are required for all material that is not directly from you (e.g. narrative, text, photography, videography, etc.).

## Attendance Policy, Communication, and Make-Up Policy

Students are expected to attend both weekly sessions of class times:

- Mondays in-person on campus, and
- Wednesdays synchronously via Zoom

Attendance will be taken each class period and will be worth 5% of the final course grade. Absences pre-approved by the instructor will be marked as excused. More than 1 absence due to illness will require a doctor's note or other acceptable communication from a healthcare provider.

Unless otherwise stated, class meetings (either online/Zoom or in person) will not be recorded.

It is possible to contact the instructor by email throughout the course, but specific Office Hours have been listed (above) when the instructor will be available for course-related questions needing a prompt response. Of course, you can email at any time with questions and course needs.

Late work will be accepted through a communicated window (typically until that assignment is discussed in class). The penalty for late submissions is 20%, per week when applicable.

If completion of the examinations, discussion/reflection posts, and class projects are hampered by unforeseen circumstances (illness, technology issues, or other personal circumstances), the instructor needs to be informed as soon as possible before (or immediately following) the missed due date. This will enable preparation of a plan to make-up the missed assignments.  Failure to complete the work based upon the agreed upon make-up plan will be factored into the grade for that assignment.  Not doing it at all will mean 0% for that portion of the course.

All other requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies. Click here to read the university attendance policies.

## Grading

Grades will be based on evidence that students have completed assigned readings, participated actively in all discussion posts, completed weekly interactive assignments, actively participated in group projects, taken all exams, and completed all major assignments as scheduled throughout the semester. All assignments

must be submitted via Canvas by the posted deadline. Note that "A" grades require performance beyond the minimum or average – e.g., quality, depth, synthesis of ideas, originality, or creativity.

**Extra Credit**: there are opportunities for extra credit throughout the semester.

| Component | Points | Percent |
|---|---|---|
| Planning Meeting Report | 120 | 12% |
| Walking Tour Story | 120 | 12% |
| Midterm Exam | 150 | 15% |
| Weekly Quizzes (10 @ 10pts/es) | 100 | 10% |
| Intro. DBP & Reflections | 60 | 6% |
| In-Class Activities | 100 | 10% |
| DBPs (4 @ 25pts/ea) | 100 | 10% |
| Final Exam | 150 | 15% |
| Attendance | 100 | 10% |
| Total | 1,000 | 100% |

## Grading Scale (%)

| | | |
|---|---|---|
| 100 - 94 = A | 82 - 80 = B- | 69 - 67 = D+ |
| 93 - 90 = A- | 79 - 77 = C+ | 66 - 63 = D |
| 89 - 87 = B+ | 76 - 73 = C | 62 - 60 = D- |
| 86 - 83 = B | 72 - 70 = C- | Below 60 = E |

The final course grade is the only grade eligible for rounding. When the decimal point is less than "0.50," the grade will be rounded down to the nearest whole number; when the decimal grade point is greater than or equal to "0.50," the grade will be rounded up to the nearest whole number. Examples:

- 82.49: rounds to 82 (B-)
- 82.50: rounds to 83 (B)
- 82.51: rounds to 83 (B)

## 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.

## Course Schedule

The course will follow this general schedule (refer to Canvas for official assignment due dates), with some exceptions:

- Tuesday meeting time (classroom): discussion and closing of previous module; beginning of next module with lecture
- Thursday meeting time (online): activity and discussion, guest speakers

Specific assignment dates will be noted in the Canvas shell. All dates and deadlines are subject to change. Any changes to assignment deadlines, course meetings, or other course dates will be determined as far in advance as possible and communicated to students in a timely manner.

**Notice**: Class assignments 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.

| Dates | Module | What We'll Cover |
|---|---|---|
| Jan 13-15 | Introduction | • Overview of course objectives and structure<br>• Definition and scope of urban planning, role of planners |
| Jan 20 | MLK holiday | No class; walkabout 1 |
| Jan 22, 27-29 | History of Urban Planning | • Early city planning, rise of modern city<br>• Key historical figures, milestones in planning |
| Feb 3-5 | Theories of Urban Planning | • Garden City, City Beautiful, other planning movements<br>• Modernist and postmodernist approaches to planning |
| Feb 10-11 | Urban Planning Process | • Stages of planning process<br>• Role of public participation and stakeholder engagement |
| Feb 17-19 | Land Use Planning | • Zoning, land use regulations, impact on urban form<br>• Tools for land use planning and management |
| Feb 24-26 | Transportation Planning | • Relationship between transportation and urban dev.<br>• Planning for sustainable transportation systems |
| March 3-5 | Housing and Community Development | • Affordable housing and housing policy<br>• Community development strategies and impacts |
| March 10-12 | Midterm exam | • Midterm preparation (3/10) and exam (3/12) |
| March 17-21 | Spring break | |
| March 24-26 | Environmental Planning & Sustainability | • Environmental land use and sustainability<br>• Planning for climate change and resiliency |
| March 31-April 2 | NPC25 | No class; walkabout 2 |
| April 7-9 | Placemaking | • Role of culture and identity on urban spaces<br>• Managing public spaces for diverse users |
| April 14-16 | Legal and Ethical Issues | • Legal framework governing urban planning<br>• Ethical considerations in planning practice |
| April 21-23 | Contemporary Challenges | • Gentrification, urban sprawl, population fluxes<br>• Role of technology |

## Course Evaluation

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://bluera.com/ufl/. Summaries of course evaluation results are available to students at https://gatorevals.aa.ufl.edu/publicresults/.

## Student Honor Code

Preamble: In adopting this Honor Code, the students of the University of Florida recognize that academic honesty and integrity are fundamental values of the University community. Students who enroll at the University commit to holding themselves and their peers to the high standard of honor required by the Honor Code. Any individual who becomes aware of a violation of the Honor Code is bound by honor to take corrective action. Student and faculty support are crucial to the success of the Honor Code. The quality of a University of Florida education is dependent upon the community acceptance and enforcement of the Honor Code. Click here to read more about the UF Student Conduct Code:
https://sccr.dso.ufl.edu/process/student-conduct-code/.

## The Honor 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 Honor Code. On all work submitted for credit by students 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."

## Software Use

All faculty, staff, and students of the University are required and expected to obey the laws and legal agreements governing software use.  Failure to do so can lead to monetary damages and/or criminal penalties for the individual violator.  Because such violations are also against University policies and rules, disciplinary action will be taken as appropriate.  We, the members of the University of Florida community, pledge to uphold ourselves and our peers to the highest standards of honesty and integrity.

## Special Notes Regarding Advanced Automation Tools (e.g. ChatGPT)

I expect you to use technology in this class. Technology can be as useful for writers as a calculator is for mathematicians. Some tools, such as styles and automated cross-references and tables of contents in MS Word, may already be familiar to you. Other tools, such as ChatGPT for summarizing articles, maybe less so.

Students are allowed to use advanced automated tools (artificial intelligence or machine learning tools such as ChatGPT or Bing) on assignments in this course **if that use is properly documented and credited**. For example, text generated using ChatGPT-3 should include a citation such as: "Chat-GPT-3. (YYYY, Month DD of query). "Text of your query." Generated using OpenAI. https://chat.openai.com/" Material generated using other tools should follow a similar citation convention.

Learning to use technology appropriately is important for planners. However, you must use them to learn their limits. Generative AI tools can be invaluable for generating ideas, identifying sources, synthesizing text, and starting to understand what is essential about a topic. But YOU must guide, verify, and craft your work product; do not just cut and paste without understanding.

I want to warn you about the limits of tools like ChatGPT:

- If you provide minimum effort prompts, you will get low quality results. You will need to refine your prompts to get good outcomes. This will take work.
- Don't trust anything it says. If it gives you a number or fact, assume it is wrong unless you either know the answer or can check in with another source. You will be responsible for any errors or omissions provided by the tool. It works best for topics you understand.
- AI is a tool, but one that you need to acknowledge using. Often that means a citation explaining what tool you used and how you used it that follows immediately after its use. Using these tools without proper citation constitutes plagiarism.
- If you copy verbatim from an AI tool, you must provide a citation and quotation marks, which will indicate that the words used were not your own.
- If you paraphrase an output from an AI tool, you must provide a citation (but not necessarily quotation marks), indicating that the idea, format, and syntax were not originally your own.
- Other times, it may be appropriate to include a paragraph at the end of any assignment where you used an AI tool in which you explain what you used the AI for and what prompts you used to get the results.
- Failure to do so is in violation of the academic honesty policies because the information derived from these tools is based on previously published materials and is not the product of your own, unaided mind.

## Student Accommodations and Privacy

Students requesting accommodation for disabilities must first register with the Disabilities Resource Center (DRC). The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive; therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations. Please see the DRC's website at https://disability.ufl.edu. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

Should you have any complaints with your experience in this course please visit https://pfs.tnt.aa.ufl.edu/state-authorization-status/#student-complaint to submit a complaint.

There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments.  For more information, please see the [Notification to Students of FERPA Rights](#).

## Campus Resources:

### Health and Wellness

**U Matter, We Care:**
If you or a friend is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu) or 352 392-1575 so that a team member can reach out to the student.

**Counseling and Wellness Center:** [counseling.ufl.edu/cwc](#), and  392-1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.

**Sexual Assault Recovery Services (SARS)**
Student Health Care Center, 392-1161.

**University Police Department** at 392-1111 (or 9-1-1 for emergencies), or [police.ufl.edu](#).

### Academic Resources

[E-learning technical support](#), 352-392-4357 (select option 2) or e-mail to Learning-support@ufl.edu.

[Career Resource Center](#), Reitz Union, 392-1601.  Career assistance and counseling.

[Library Support](#), Various ways to receive assistance with respect to using the libraries or finding resources.

[Teaching Center](#), Broward Hall, 392-2010 or 392-6420. General study skills and tutoring.

[Writing Studio](#), 302 Tigert Hall, 846-1138. Help brainstorming, formatting, and writing papers.

[Student Complaints Campus](#)

[On-Line Students Complaints](#)

**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.