

URP 6007: SURVEY OF URBAN & REGIONAL PLANNING FALL 2025

3.0 CREDIT HOURS

CLASS NUMBER (25656), SECTION 6007

CLASS MEETINGS: Rinker Hall, Room 210

Monday | Periods 5-6 (11:45 AM - 1:40 PM)

Wednesday | Period 5 (11:45 AM - 12:35 PM)

INSTRUCTOR: Dr. Kristin Larsen, FAICP klarsen@ufl.edu

OFFICE HOURS: Mondays and Wednesdays from 2:00 – 3:00 PM, I will hold office hours in my office 464 Architecture Building. Please sign up for a time slot through the course’s Canvas Calendar. These meetings can be in person or via Zoom, so please indicate when you sign up for a time slot which you prefer. I can also meet with you outside of office hours by appointment at times that work for both of our schedules. Just send an email to the above address through our Canvas class site so we can find a mutually agreeable time.

COURSE WEBSITE: UF Canvas – <https://elearning.ufl.edu/>

COURSE DESCRIPTION: Planning is a collaborative act, bringing us together to build safe and healthy 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. In this course, we survey both the process and outcomes of urban and regional planning, including major concepts and issues in the profession. This study examines the social, economic, environmental, structural, demographic, legal, cultural, and political problems that cities face today and models that suggest a way forward. Understanding various perceptions of the public interest forms an integral component of this course.

LEARNING OBJECTIVES: There are eight learning objectives for this course. Upon completion, students should:

1. Describe the role of planning in the urbanization and suburbanization of the United States.
2. Be able to apply the planning process at a variety of scales from neighborhood planning to regional planning.
3. Explain basic concepts of planning theory, history, and ethics.
4. Discuss the role of the Comprehensive Plan and Land Development Codes in shaping our cities, counties, and regions, including the interrelationship of various

functional elements of these documents.

5. Situate the planning profession in relation to other design professions, real estate professions, and legal professions.
6. Be able to read, understand and effectively critique planning documents.
7. Defend the role of planning and public participation in citizenship and good governance.
8. Improve writing and presentation skills.

HOW THIS COURSE RELATES TO THE STUDENT LEARNING OUTCOMES IN THE DEPARTMENT OF URBAN AND REGIONAL PLANNING: This course presents an overview of the urban and regional planning profession for graduate students who are considering a career in urban and regional planning or who are pursuing studies, such as urban analytics, where some knowledge of the planning process is desirable.

TEACHING PHILOSOPHY: This course allows students to practice the kinds of skills they will use as planning professionals consistent with the learning objectives above. In addition, this course enables you to begin thinking from an interdisciplinary perspective to inform work in the built environment and with the public, seeking collaborative innovations that move the planning profession forward.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint or belief.

INSTRUCTIONAL METHODS: This course will be run primarily as a seminar and will include reading assignments, lectures, discussions, presentations, in-class individual and group activities, and written assignments. Writing well is a critical skill in planning. Thus, being able to effectively communicate your ideas and analysis of course material in writing will form an important component of this course. **Please note, the University standard is for students to expect to study at least 3 hours weekly for each credit hour. So, for URP 6007 you should expect to study 9 hours per week outside of class.**

CANVAS: It is your responsibility to regularly check this course's Canvas site. The syllabus, course schedule, readings, lecture slides, videos, other materials (e.g., assignment instructions), and important announcements will be provided via Canvas. Grades will be posted via Canvas.

COURSE COMMUNICATIONS: Announcements will be used to notify you about course updates, additions, and corrections. Private questions can be emailed to the instructor through the Canvas email. I typically check my email once a day (usually after lunch). If it is an urgent matter, I will do my best to respond as promptly as possible. In general, I typically respond within 1-2 business days (Monday-Friday). Please do not ask questions over email that require a long response. You should see me during office hours to ask any in-depth questions. I do not respond to emails over the weekend. As a rule of thumb, please ask yourself if your question: (a) can wait until our next

meeting (including class, office hours, or scheduled appointments), (b) is already answered in the syllabus, and/or (c) is already answered on the Canvas site via Announcements.

COURSE TEXTS:

- Levy, J. M., Hirt, S. A., & Dawkins, C. J. (2024). *Contemporary Urban Planning* (12th Ed.). New York: Routledge. Available through UF All Access. This is a required textbook.
- The Course Schedule lists all assignment dates and the readings assigned for each class. Those not in the textbook are accessible in Canvas or through the UF Library website. See more about accessing Course Reserves via Ares [here](#).

COURSE ORGANIZATION:

ASSIGNMENTS: During the term, you will prepare a Walking Tour Graphic Story, attend and prepare a memo about a City Plan Board Meeting, and Interview a Planner. You will also prepare four (4) reflection papers at key moments in the semester and a final assignment in two parts over the last weeks of class that synthesizes the course material. There are also some minor assignments. You will find more information on the assignment instructions in Canvas.

Assignments	Points Possible	Percent of Grade
Introduce Yourself	35	3.5%
Writing Expectations and Avoiding Plagiarism	30	3%
Mid-point Reflections	35	3.5%
Reflection Papers (50 each)	200	20%
Walking Tour Graphic Story	120	12%
City Plan Board Meeting Report	120	12%
Interview a Planner Memo	120	12%
Presentation – Future of Planning & the Reflective Practitioner	120	12%
Essay – Future of Planning & the Reflective Practitioner	150	15%
Attendance & Participation	70	7%
Total:	1000	100%

In written work, the format for all attributions should follow the format used by the *Journal of the American Planning Association* (JAPA) based upon the *Publication Manual of the American Psychological Association, 7th Edition* (2020). For a quick online guide to in-text citations, see: <https://apastyle.apa.org/style-grammar-guidelines/citations>. Citations should appear in text as follows (using the course text): (Levy et al., 2025) when using a general idea from the text or (Levy et al., 2025, p. 59) when using a specific quote or data from the text (in this case, on page 59). All papers must include a reference list. For a quick online guide to proper formatting of reference lists, see: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>.

Brief descriptions of the assignments follow. In all cases, be sure to review the detailed assignment instructions before preparing and submitting your materials:

- Introduce Yourself to the Class
- Writing Expectations and Avoiding Plagiarism: a series of exercises with the goal of preparing you to be a successful writer in this and other graduate classes.
- Mid-point Reflections: your review of the course at the mid-point of the semester that allows you to reflect on the first part of the course and shape the remainder of the course.
- Reflection Papers: 2-page papers assigned at key points in the class on specific topics.
- Presentation – Future of Planning and the Reflective Practitioner: Review the *2025 APA Foresight Trend Report for Planners* and prepare a 6-8 minute PowerPoint presentation that considers what future challenges cities face, issues that may emerge from these challenges, and potential planning interventions.
- Essay – Future of Planning and the Reflective Practitioner: Prepare a 3-5-page paper based on your presentation.
- Class Attendance & Participation: You are expected to come to class on time, do the readings ahead of time, be prepared to discuss them, be an active listener, and participate regularly. Roll will be taken at the beginning of each class. Please notify the instructor beforehand if you need to miss a class or need to leave early.

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found

at: <https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

WEEKLY TOPICS: This course is organized around the following weekly topics with the readings and assignments as listed, more detailed information can be found in the Canvas course site:

Week	Topics Covered
Part 1: Foundations of Planning	
Week 1	Common Themes: Introduction to Urban and Regional Planning <ul style="list-style-type: none"> • Readings: Levy, Overview (Ch. 1); APA Publication Manual, Chapter 8 • Assignment: Introduce Yourself to the Class • Assignment: Writing Expectations & Avoiding Plagiarism
Week 2	Planning History and Theory <ul style="list-style-type: none"> • Readings: Levy, Urbanization (Ch. 2) & History Pt. 1 (Ch. 3)
Week 3	Planning History and Theory continued & Intro to the Profession <ul style="list-style-type: none"> • Readings: Levy, History Pt. 2 (Ch. 4); Wachs (2016); AICP Code of Ethics • Assignment: Reflection Paper 1 – Planning Ethics – ID a critical ethical dilemma in urban planning and relate to the current AICP Code of Ethics
Part 2: Planning Practice	
Week 4	Comprehensive Planning, Strategic Planning, & Community Engagement <ul style="list-style-type: none"> • Readings: Levy, Chs. 8 & 15, Linkous (2023)
Week 5	Plan Implementation – Tools of Land Use Planning <ul style="list-style-type: none"> • Readings: Levy – Ch. 9; Quattro and Ochoa (2025) • Assignment: Reflection Paper 2 – Plan Implementation: What are the advantages and disadvantages of using traditional zoning to implement the Comprehensive Plan?

Week 6	Planning Law <ul style="list-style-type: none"> • Readings: Levy – Ch. 5 & 6
Part 3: Planning Specializations	
Week 7	Urban Design and Historic Preservation <ul style="list-style-type: none"> • Readings: Levy – Ch. 10; Redaelli (2021) • Assignment: Reflection Paper 3 – How do urban design, urban planning, and historic preservation differ? Discuss with examples from planning documents. • Assignment: Mid-point Reflections
Week 8	Environmental Planning <ul style="list-style-type: none"> • Readings: Levy – Ch. 14; Berke (2008); Feiden (2018) • Assignment: Walking Tour Graphic Story
Week 9	Resilience and Smart Cities <ul style="list-style-type: none"> • Readings: Berke et al. (2014); Vale (2014) • Assignment: City Plan Board Meeting Report
Week 10	Transportation Planning <ul style="list-style-type: none"> • Readings: Levy – Ch. 12; Levine et al. (2012) • Assignment: Reflection Paper 4 – Create Your Own Street.
Week 11	Economic Development Planning <ul style="list-style-type: none"> • Readings: Levy – Ch. 13.
Week 12	Planning for Housing <ul style="list-style-type: none"> • Readings: Levy, 7 & 11; State of the Nation’s Housing (available online) • Assignment: Interview with a Planner Memo
Part 4: Synthesis and the Future of Planning	
Week 13	Future of Planning and the Reflective Practitioner <ul style="list-style-type: none"> • APA Foresight Trend Report 2025 • Assignment: Presentation – Future of Planning & the Reflective Practitioner
Week 14	No Class Meetings – Thanksgiving Holiday Week
Week 15	Course Conclusion <ul style="list-style-type: none"> • Assignment: Essay – Future of Planning & the Reflective Practitioner

COURSE POLICIES:

POLICY ON USING AI IN THIS CLASS: This policy is adapted from “[Classroom Policies for AI Generative Tools](#)”. Artificial intelligence is a rapidly evolving field that has many applications and implications for various disciplines. Different courses and instructors will have different policies regarding the use of AI tools and services. It is your responsibility to follow the AI policies for each of the courses where you are enrolled. Violating the AI policies of any course may result in serious consequences, such as a lower grade or a failing mark.

A Word about Integrity: Integrity – other people’s perception of your word as true – is one of the most valuable assets you can cultivate in life. Being attentive to integrity in academic settings allows others to trust that you have completed work for which you are taking credit. In your profession, it is symbolic of the public trust, professional liability, and ethics associated with planning and related fields.

This is my current thinking on generative AI and will serve as policy for this course. As I learn more, along with you, about these tools and as they evolve, I may adjust this policy. If I make any adjustments, I will always announce them ahead of any upcoming assignment to which the policy will apply. This policy applies to all written assignments (including discussion posts and responses), all presentations (including your notes for presentation as well as graphics/images and slides), and any other class assignments we will have over the course of the semester.

The purpose of assignments in this course is for you to demonstrate your writing, presentation, and critical thinking skills while providing you with opportunities to grow as a communicator, thinker, scholar, and professional. Overall, I ask you to embrace the challenges of learning, scholarship, and personal growth and write without using GenAI. If you must use it, the following is permitted:

- Brainstorming and refining your ideas;
- Providing background knowledge (with the understanding that GenAI tools are often wrong—always fact-check to ensure accuracy); and/or
- Drafting an outline to organize your thoughts – the caution here being not to use it to generate any written material for this class by copying the material.

Note: I understand that programs such as Word check and correct your writing (i.e., grammar and spelling); I consider such tools an appropriate use of AI in this class.

If you use GenAI for any of the assignments in this class, please keep the following in mind. There is a good possibility that using tools like these is going to become an important skill for careers in the near future. In the meantime though, it's going to take a while for society to figure out when using these tools is/isn't acceptable and under what conditions. There are four primary reasons why:

- Work created by AI tools is not considered original work. It is derived from previously created texts from other sources that the models were trained on but does not cite those sources.
- AI models have built-in biases (i.e., they are trained on limited underlying sources; they reproduce, rather than challenge, errors in the sources).
- AI tools have limitations (i.e., they lack critical thinking to evaluate and reflect on criteria; they lack abductive reasoning to make judgments).
- AI fabricates or “hallucinates” seemingly credible data all the time. It can generate wholly inaccurate content that is nonetheless highly persuasive. This is especially true when asking it for references, quotations, citations, and calculations.

Presenting material in any assignment as if it is your own, when it is not, whether generated by AI, copied from a text, or copied from a website, is considered plagiarism in this class. The writing exercises and assignments in this class must be your original work. Remember, I expect you to use class and other relevant resources, particularly the course readings, as evidence to reinforce your points, and when you do so to properly cite those sources as outlined on page 3 of this syllabus. **GenAI is not permitted as a means to generate your writing in this class for any assignment. Do not quote it. Do not use it for this purpose.**

You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or a GenAI model. Throughout this course, keep the following in mind: AI is not appropriate for all situations and contexts. If you choose to use it consistent with course policy, be thoughtful in how you use it. AI is not a replacement for knowing and understanding the material. **Finally, be alert for AI-enabled phishing. Generative AI has made it easier for malicious actors to create sophisticated scams at a far greater scale.**

If you have questions about AI use and/or proper attribution of other people's work, please come ask me! Scholarly citing is not particularly intuitive, and part of my role is to help you learn the rules for intellectual attribution.

ATTENDANCE: Attendance is mandatory and is part of your class grade. Attendance will be recorded at the beginning of every class. If you are not feeling well, stay home and take care of yourself. 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 this link: [UF Attendance Policies](#) are excused. Please inform me of your absence as early as possible and be prepared to provide appropriate documentation. You are responsible for contacting a classmate to obtain notes on the materials covered.

Failure to attend class regularly and/or 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. If you arrive after I have taken attendance, please see me at the end of class to ensure I mark your attendance appropriately.

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. Resources are available through their website at: <https://umatter.ufl.edu/>.

CLASS PARTICIPATION: You are expected to come to class on time, do the readings ahead of time, be prepared to discuss them, be an active listener, and participate regularly. Your participation will contribute to the learning of your fellow classmates. Sleeping, texting, being online without permission, or otherwise disengaged or disrespectful behavior will affect your class participation grade significantly.

PERSONAL CONDUCT POLICY: Above all else, the classroom is a place of respect for people and ideas. You are expected to treat your fellow classmates, the instructor, guests, and others with respect and politeness. Please arrive on time and be prepared to share your informed questions, impressions, and interpretations of that day's reading materials. If you need to leave class early, please let me know ahead of time. We will take a break in the middle of the two-hour block. Students engaging in disruptive behavior, including using their electronic devices for

any non-class uses, will be asked to leave the class and will be marked absent for the day. **Cell phones must be switched off in class and stowed away. Unless instructed to do otherwise, you should refrain from using your laptop during class.** We will have in-class assignments where you will use your laptop, and I will clearly notify you of these opportunities. If you need to take notes of the lectures, please bring pen/pencil and paper to class.

GRADING POLICIES:

LATE ASSIGNMENTS: Meeting deadlines matters! All assignments are due as indicated in the assignment instructions; UF is in the Eastern Time Zone, so all deadlines reflect this time zone. Computer problems that arise during submission will not be accepted as an excuse for late work. All work must be completed and submitted in Canvas by the designated date and time. Late assignments will be marked down half a grade for each day they are late (i.e., from a B+ to a B for being a day late). A day is defined as 24 hours and begins immediately from the due date and time (i.e., the assignment is due at 11:59 p.m. on Wednesday, and you submit it at 12:05 a.m. on Thursday - that assignment is now marked down as being one day late). Information regarding UF's grading policy can be found [here](#).

Grade scale

- A 94 and above
- A- 90-93
- B+ 87-89
- B 84-86
- B- 80-83
- C+ 77-79
- C 74-76
- C- 70-73
- D+ 67-69
- D 64-66
- D- 60-63
- E 59 and below

UF POLICIES:

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/get-started/>. 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.

UNIVERSITY POLICY ON ACADEMIC INTEGRITY AND THE UF HONOR CODE: UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida

community, pledge to hold ourselves and our peers to the highest standards of honor 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." The Conduct Code (<https://sccr.dso.ufl.edu/process/student-conduct-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

NETIQUETTE – COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats.

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/>.

ACADEMIC RESOURCES:

Graduate Coordinator: Laura Dedenbach, lauraid@ufl.edu, 352-294-1493.

For issues or technical difficulties with E-learning in Canvas, please contact the UF Computing Help Desk at 352-392-4357 or <https://helpdesk.ufl.edu/> or via e-mail at helpdesk@ufl.edu.

****** Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from the Computing Help Desk when the problem was reported to them. The ticket number will document the time and date of the problem. You **MUST** e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Career Connections Center: Reitz Union, 352-392-1601. Career assistance and counseling, career.ufl.edu/.

Library Support: cms.uflib.ufl.edu/ask various ways to receive assistance with respect to using the libraries or finding resources.

Academic Resources: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring: <https://academicresources.clas.ufl.edu/tutoring/>

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. writing.ufl.edu/writing-studio/

Student Complaints: <https://www.sfa.ufl.edu/pub/StudentComplaintPolicy.pdf>

GETTING HELP:

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact <https://umatter.ufl.edu/>, 352-294-2273 to refer or report a concern, and a team member will reach out to the student in distress.
- *Counseling and Wellness Center*: Visit <https://counseling.ufl.edu/services/> 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 <https://shcc.ufl.edu/services/>.
- *University Police Department*: Visit <https://police.ufl.edu/> or call 352-392-1111 (non-emergency) 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; <https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center>.

NOTE: Current Academic Policies and Campus Resources can be found at the following website, which is regularly updated: <https://go.ufl.edu/syllabuspolicies>.

A PERSONAL NOTE: If you are overwhelmed and feel like you just can't handle the pressure, don't try to go it alone. Please contact me or someone at UF's Counseling and Wellness Center. I genuinely care for your wellbeing, and there are many resources available on campus to assist you.

DISCLAIMER: This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change with adjustments to readings, assignments, and/or resources to enhance class learning opportunities. Such changes, communicated clearly, are not unusual and should be expected. If any changes occur, the Course Schedule and/or Syllabus will be adjusted. It is best practice to regularly consult these resources posted in Canvas as they will always be the latest versions.