The objectives of this course are to help you become more aware and informed about the regulatory policy and planning context within which design, development, decision-making, and deliberation of our built environment take place. This environment consists not only of physical characteristics (e.g., land, resources, infrastructure, housing, public space) but also of economic, social, ecological, and cultural values that have shaped, and been shaped by, human-constructed environments. By studying urban planning and policy fields, we will learn how planning/policy debates have influenced our lived experience of place (e.g., home, work, community, recreation), as well as in turn how our lived experience of place has influenced such planning/policy debates.

The main expectations for this course are that you will come with a prepared and an open mind -- ready, willing, and able to reflect critically about planning activities you may experience around you. The focus of the course will be to comprehend familiar (and unfamiliar) planning programs and practices in their various aspects: the intellectual, instrumental, and institutional roots of the planning field; the emergence of land-use regulation and resource management; the scope of public investment in infrastructure, housing, and social services; the ongoing critiques of and challenges to planning, as well as efforts to implement sustainable community strategies.

Course Readings (available at Amherst Bookstore, or on limited reserve in LARP Department)

https://www.amherstbooks.com/Textbooks/


Evaluation of student work will rely upon the following weighted criteria:

- 25% for attendance to complete in-class exercises and quizzes
- 25% for an individual planning portfolio (possible topics, formats, media TBA)
- 25% for midterm examination; 25% for final examination (generally non-cumulative)
Specifically and concretely, we will cumulate the points from these course requirements, tabulating your individual score out of a possible total of 110, but then dividing your actual total by 100 to derive the final grade (i.e., you’ll have a ten-point ‘cushion’).

*In-class exercises and quizzes:* These will be relatively simple and straightforward if you do the assigned reading for class, and will require around ten minutes sometime during the class. You will earn 1 point for each satisfactory assignment or answer; 0 if you miss class, do not do the reading, or turn in obviously unacceptable work; or 2 points for *exceptionally* good work, up to a possible total of 29, but with your individual total divided by 25 (= a four-point ‘cushion’).

*Individual planning portfolio:* You will select a town/city/metro district and identify its various planning organizations and its planning information/data resources. The focus of your project is to identify and address that town’s/city’s/metro district’s key planning issues, goals or challenges, related to course readings and lectures. You will be expected to speak or meet with key planning professionals and civic leaders, attend public forums, and keep a journal/document log of your research. You will write a 1–2 page proposal detailing your portfolio plan/strategy in terms of topical focus, format, media, audience, goal, strategy, and preliminary info/data sources. Grades for the portfolio will consist of three parts: a possible total of 5 points for the proposal; 7 points for a progress report several weeks later; and 15 points for the final product you submit -- i.e., a possible total of 27, but with your individual total divided by 25 (= a two-point ‘cushion’).

*Midterm and Final Examinations:* These will be standardized, bubble-sheet exams (c. 17 multiple-choice questions each) with some short answers/identifications (c. 10 responses each), for a total of $27 + 27 = 54$ possible exam points, but with your individual total divided by 50 (= a four-point ‘cushion’). We will provide review assistance and a study guide before each exam.

Given the importance of these criteria for evaluating students’ work, anyone who needs to miss a class meeting, turn in an assignment late, or request other arrangements must address such matters with the instructor as far in advance as possible. Please note university policies on academic conduct, which we will discuss: [http://www.umass.edu/dean_students/codeofconduct](http://www.umass.edu/dean_students/codeofconduct)
The University of Massachusetts is committed to providing equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS) http://www.umass.edu/disability/students, you may be eligible for relevant accommodations to help you better succeed in this course. If you have a documented disability that requires an accommodation, please notify us at the start of the semester so that we may make appropriate arrangements.

It is expected that all students will abide by the Student Honor Code and the Academic Honesty Policy (available at the the Academic Honesty Office [Ombud’s Office] or online at http://www.umass.edu/honesty/). Sanctions for academic dishonesty range from receiving a grade of F, probation or suspension for a period of time, or dismissal. Students have the right of appeal through the academic honesty board. Your Library Liaison for research data and other resources is Madeleine Charney: http://guides.library.umass.edu/profile.php?uid=5550

We are all responsible for maintaining an environment that is conducive to learning and discussion. In order to assure that we all have the opportunity to gain from time in class, please review and respect these standards for creating a reciprocally responsible learning environment.

- The instructor, teaching assistant, and students will recognize and respect each other.
- Respect may include appropriate humor, enjoyment, or other indications of a comfortable and pleasant classroom community.
- We will be on time for class: please plan for no late arrivals and no packing up early.
- We will avoid disruptions during class such as loud noises, private conversations, reading newspapers, speaking on cell phones or texting, using a laptop for something other than current classroom work, and, of course, sleeping (especially snoring). Please be present!
- We will avoid negative behavior viewed as racist, sexist, homophobic, transphobic, or in other ways excluding, disturbing or bullying to members of our local/campus community.

Attendance is not mandatory, but is factored into the participation grade. We reserve the right to give an incomplete or an F for any student with more than four unexcused absences, and will make exceptions only for medical and family emergencies or other pre-approved reasons. The letter grade equivalents to the numerical scores are: > 94 = A; 90-94 = A-; 87-90 = B+; 83-87 = B; 80-83 = B-; 77-80 = C+; 73-77 = C; 70-73 = C-; 63-70 = D; <63 = F
Part I  Orientations to and Origins of the Planning Field

Week 1  9/04/18  Introductions  Course Organization
        9/06/18  Initial Inquiries  Groundrules/Guidelines

Week 2  9/11/18  Intellectual Roots  So What Is (Not) City Planning?
        Readings: Cullingworth and Caves, Ch. 1
                   Editors’ Introduction in E. Hamin et al., eds.
        9/13/18  Instrumental Roots  Urban-Industrial Technics ↔ Culture?
        Readings: Cullingworth and Caves, Ch. 2

Week 3  9/18/18  Institutional Roots  Professional ↔ Political Authority?
        Readings: Cullingworth and Caves, Ch. 3
        9/20/18  Intermural Roots  Private Property ↔ Public Rights?
        Readings: Cullingworth and Caves, Chs. 4 and 5 in 4th ed. (Ch. 4 in 3rd ed.)
                   K. Leahy and A. Cooper, Ch. 2 in E. Hamin et al., eds.

Part II  Design ↔ Development: Regulating Land or Resource Uses and Impacts

Week 4  9/25/18  Legal and other Local Limitations
        Readings: Cullingworth and Caves, Ch. 6 in 4th ed. (Ch. 5 in 3rd ed.)
                   E. Hamin and J. Levine, Ch. 1 in E. Hamin et al., eds.
        9/27/18  Comprehensive Planning Elements and Strategies
        Readings: Cullingworth and Caves, Ch. 7 in 4th ed. (Ch. 7 in 3rd ed.)
                   S. Smith et al., Ch. 5 in E. Hamin et al., eds.

Week 5  10/02/18  Standard and Special Tools and Techniques
        Readings: Cullingworth and Caves, Ch. 8 in 4th ed. (Ch. 6 in 3rd ed.)
                   J. Wickersham et al., Ch. 6 in E. Hamin et al., eds.
10/04/18  Development Costs: Finances and Fees  
Readings: Cullingworth and Caves, Ch. 9 in 4th ed. (Ch. 8 in 3rd ed.)
R. Kuehn, Ch. 4 in E. Hamin et al., eds.

Part III  Development ↔ Decision-Making: Regional Expansion and Integration

Week 6  [University Holiday 10/08/18; Monday schedule 10/09/18; no class meeting]
10/11/18  Growth Management: Local and Metropolitan Strategies  
Readings: Cullingworth and Caves, Ch. 10 in 4th ed. (Ch. 9 in 3rd ed.)
P. Geigis et al., Ch. 17 in E. Hamin et al., eds.
Assignment: Individual planning portfolio proposal due

Week 7  10/16/18  [LARP midterm studio presentations – no class meeting]
10/18/18  Growth Management: Regional and State Strategies  
Readings: Cullingworth and Caves, Ch. 11 in 4th ed. (Ch. 10 in 3rd ed.)
J. Pfister et al., Ch. 7 in E. Hamin et al., eds.

Week 8  10/23/18  Recap of Week 1-7 themes, examination review
10/25/18  Midterm Examination

Part IV  Design ↔ Development: Protecting Cultural Landscape Forms and Values

Week 9  10/30/18  Design and Aesthetics: Open Space, Adaptive (Re)Use  
Readings: Cullingworth and Caves, Ch. 17 in 4th ed. (Ch. 11 in 3rd ed.)
R. Ryan and A. Bergeron, Ch. 10 in E. Hamin et al., eds.
R. Forrant, Ch. 15 in E. Hamin et al., eds.
11/01/18  Historical and Cultural Preservation  
Readings: Cullingworth and Caves, Ch. 18 in 4th ed. (Ch. 12 in 3rd ed.)
Bischoff, Ch. 16 in E. Hamin et al., eds.
### Part V  \textit{Decision-Making ↔ Deliberation: Urban (Re)Development Strategies}

**Week 10**  \textit{11/06/18} \hfill \textit{Transportation: Mobility and Modality}

Readings: Cullingworth and Caves, Ch. 14 in 4\textsuperscript{th} ed. \textit{(Ch. 13 in 3\textsuperscript{rd} ed.)}  
J. Levine, Ch. 11 in E. Hamin et al., eds.

\textit{11/08/18} \hfill \textit{Housing: Accessibility and Affordability}

Readings: Cullingworth and Caves, Ch. 15 in 4\textsuperscript{th} ed. \textit{(Ch. 14 in 3\textsuperscript{rd} ed.)}  
T. Hall and L. Silka, Ch. 12 in E. Hamin et al., eds.

**Week 11**  \textit{11/13/18} \hfill \textit{Community and Locally-based Development}

Readings: Cullingworth and Caves, Ch. 16, 370-380 \textit{(Ch. 15 in 3\textsuperscript{rd} ed.)}  
L. Silka and V. Eady, Ch. 3 in E. Hamin et al., eds.

\textit{11/15/18} \hfill \textit{Metropolitan and Regional Economic Development}

Readings: Cullingworth and Caves, Ch. 16, 380-394 \textit{(Ch. 15 in 3\textsuperscript{rd} ed.)}  
Z. Kotval and J. Mullin, Ch. 13 in E. Hamin et al., eds.

**Assignment:** \textit{Individual planning portfolio progress report (outline, draft) due}

### Part VI  \textit{Design ↔ Deliberation: Sustainable Development Ecology, Economy, Equity}

**Week 12**  \textit{[11/19-23/18} \hfill \textit{Thanksgiving recess – no class meeting]}

**Week 13**  \textit{11/27/18} \hfill \textit{Environmental Planning: Origin and Evolution}

Readings: Cullingworth and Caves, Ch. 12, 245-261 \textit{(Ch. 16 in 3\textsuperscript{rd} ed.)}  
S. MacGregor and J. Ahern, Ch. 8 in E. Hamin et al., eds.

\textit{11/29/18} \hfill \textit{Resource Quality and Waste Management}

Readings: Cullingworth and Caves, Ch. 12, 261-281 \textit{(Ch. 16 in 3\textsuperscript{rd} ed.)}  
M. Smith et al., Ch. 9 in E. Hamin, et al., eds.

**Week 14**  \textit{12/04/18} \hfill \textit{Security ↔ Sustainability: Risks, Costs, Rights to Know}

Readings: Cullingworth and Caves, Ch. 13 in 4\textsuperscript{th} ed. \textit{(Ch. 17 in 3\textsuperscript{rd} ed.)}  
V. Eady, Ch. 14 in E. Hamin et al eds.
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>12/06/18</td>
<td><strong>Recent Trends and Future Pathways</strong></td>
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<tr>
<td></td>
<td>Readings: Cullingworth and Caves, Ch. 19 in 4th ed. (Chs. 18-19 in 3rd ed.)</td>
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<td>E. Hamin, Appendix A in E. Hamin, et al., eds.</td>
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<td><strong>Week 15</strong></td>
<td>12/11/18 [LARP final studio presentations – no class meeting]</td>
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<td>12/??/18 <strong>Final Examination</strong> [Date, Time, Location TBD]</td>
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<td><strong>Week 16</strong></td>
<td>12/18/18 <strong>Assignment</strong>: Individual planning portfolios due</td>
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