INTRODUCTION TO URBAN PLANNING AND CITY DESIGN
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Edward J. Bloustein School of Planning and Public Policy
Rutgers, The State University of New Jersey
FALL 2017
SCOTT HALL –205
Tuesday 6:10 – 9:00 pm

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Office Hours: Saturdays, Noon to 2pm - Bloustein School, 2nd Floor Lounge

COURSE DESCRIPTION

Purpose/Goal:

Traditionally, urban planning is viewed as a technical field that primarily consists of the usage of land use planning practices. However, today, a more comprehensive approach to the development of cities must be considered in order to effectively execute urban planning practices. This course will introduce students to the theoretical principles and professional practices involved in urban planning. The reading assignments and class discussions will cover theoretical topics that shape the foundation of planning. The group exercises will provide students with practical experience in the Planning field.

This course provides an introduction and overview of the historical development of American cities; the history and theories of planning; the uses of and problems with the most common planning tool, zoning; and a variety of significant contemporary issues in planning including Smart Growth, New Urbanism, Energy, and Sustainability. At the conclusion of the course successful students will:
- Understand the impact that planning decisions have on the lives of people affected by them.
- Understand the value of citizen participation in planning.
- Care more about how cities are planned and the quality of the built environment.

Wherever possible, this course will include local examples in New Jersey. New Jersey has a deep and long tradition of planning, and many of the issues facing the planning profession are being dealt with in New Jersey.
ASSIGNMENTS & OTHER EXPECTATIONS

Attendance & Class Participation
Attendance and class participation is mandatory, especially when guest speakers are scheduled, since the class format is not solely lecture-oriented. Please note that attendance and participation will count towards 10% of your overall grade. Each student will be expected to contribute to the discussion with respect to the readings and in-class discussions.

Quizzes
Each class will begin with a reading quiz and will last no more than 15 minutes. The quiz will pertain to the assigned readings. If you anticipate tardiness or absence, you will be required to make up the quiz within a one-week timeframe. If you do not make up the quiz the following week, you will receive a zero grade for that quiz. The ‘make-up quiz’ exception will be allowed no more than Two (2) times during the semester in addition to religious holidays (if applicable).

Blog Posts
Each student will contribute to the class blog “zoning the garden state”, posting an approximately 400-word response to the class readings 5 times during the course of the semester. There are a number of ways to approach these open-ended posts: consider the reading in relation to its historical or theoretical context; write about an aspect of the week’s reading that you don’t understand, or something that was surprising to you; or formulate an insightful question or two about the reading and then attempt to answer your own questions; or relate the week’s readings from various newspapers, magazines, website and blogs from planning, policy, or public health professionals (see Web Resources posted on Sakai). Students may also submit blog posts based on the research conducted for the class project. In any case, strive for thoughtfulness and nuance. In addition, students will be required to respond to another student’s blog post. Students will be required to submit your blog post to the instructor by the evening before class.

Blog Grading Criteria
A Grade: Exceptional. The blog post is focused and coherently integrates examples with explanations or analysis. The post demonstrates awareness of its own limitations or implications, and it considers multiple perspectives when appropriate. The entry reflects in-depth engagement with the topic.

B Grade: Satisfactory. The blog post is reasonably focused, and explanations or analysis are mostly based on examples or other evidence. Fewer connections are made between ideas, and though new insights are offered, they are not fully developed. The post reflects moderate engagement with the topic.

C Grade: Underdeveloped. The blog post is mostly description or summary, without consideration of alternative perspectives, and few connections are made between ideas. The post reflects passing engagement with the topic.
D Grade: *Limited*. The blog post is unfocused, or simply rehashes previous comments, and displays no evidence of student engagement with the topic.

F Grade: *No Credit*. The blog post is missing or consists of one or two disconnected sentences.

**Class Project:**
This portion of the class will allow students to observe and learn how the planning principles discussed in class are applied in the profession. The class will be divided into small groups, with each group choosing to research a New Jersey municipality. The group will conduct a comprehensive analysis of the municipality, evaluating its comprehensive master plan, zoning ordinances, housing and open space plans, and redevelopment plans. The group will also complete a site plan review of a development application within the municipality. The group will be required to present their findings to the class during regular intervals throughout the semester, submit interim reports during the semester, and prepare a complete analysis and presentation at the end of the semester. Final presentations should last 25-30 minutes and each student should speak for equal time. Presentations will be graded on clarity (i.e. Structure and organization), comprehensiveness (i.e. Address all relevant planning issues in the municipality, and, if applicable, creativity (i.e. Site plan review). Class time will be set aside to assist groups with their respective presentations.

**Reading Assignments**
All readings should be completed **BEFORE** the class.

**GRADING & POLICIES**

**Grade Distribution**
- Class Participation / Attendance - 10%
- Blog Posts – 15%
- Quizzes - 15%
- Mid-Term Exam - 30%
- Class Project - 30%

**Required Readings:**
This book is available at the Barnes and Noble/Rutgers University bookstore.

**COURSE POLICIES**

**Rutgers University’s Academic Integrity Policy:**
Academic misconduct includes cheating, plagiarism, failure to cite sources, fabrication and falsification, stealing ideas, and deliberate slanting of research designs to achieve a pre-conceived result. The University’s Academic Integrity Policy can be found at: [http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf](http://academicintegrity.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf)
Find the Bloustein School’s perspective on academic misconduct at the end of this syllabus.
ASSIGNMENTS:
WEEK 1 (Tuesday, September 5, 2017) COURSE OVERVIEW/INTRODUCTIONS AND PHILOSOPHY/LOGIC OF GOVERNMENT AND PUBLIC INTERVENTIONS
Required Readings:
Wolfson, Adam (2007). “Public Interest Lost?”. Daedalus. The American Academy of Arts and Sciences
Optional Readings:
Glazer, Nathan (2007). “Realizing the Public Interest: Reflections on an Elusive Goal”. Daedalus. The American Academy of Arts and Sciences

WEEK 2 (Tuesday, September 12, 2017) HISTORY/URBANIZATION OF AMERICA
Required Readings:
Class Project: Form groups and choose municipality

WEEK 3 (Tuesday, September 19, 2017) PLANNING LAW & POLITICS
Required Readings:
Contemporary Urban Planning: Ch. 5, pp. 72-91, “The Legal Basis of Planning” and Ch.6, pp.93-106 “Planning & Politics”
Blog Post: First blog post is due on week 3 readings

WEEK 4 (Tuesday, September 26, 2017) LAND USE PLANNING & ZONING
Required Readings:

WEEK 5 (Tuesday, October 3, 2017) URBAN DESIGN
Required Readings:
Supplemental Readings:
Readings in Planning Theory: Ch 1, pp. 21- 60 “Urban Utopias: Ebenezer Howard, Frank Lloyd Wright, and Le Corbusier.
Blog Post: Second blog post is due on week 5 readings
WEEK 6 (Tuesday, October 10, 2017) AFFORDABLE HOUSING
Required Readings:
**Contemporary Urban Planning:** Ch. 7, pp. 106-114 “The Social Issues”, Ch. 11, pp. 221-235 “Urban Renewal and Community Development”
**Housing Policy in the United States:** Ch 2, pp. 11-45 “Trends, Patterns, Problems”. Ed. Schwartz, Alex F.

WEEK 7 (Tuesday, October 17, 2017) MID-TERM

WEEK 8 (Tuesday, October 24, 2017) REDEVELOPMENT
Required Readings:
**Contemporary Urban Planning:** Ch. 11, pp 208-221
Class Project: Submit one-page memo summarizing Master Plan and other municipal planning documents

WEEK 9 (Tuesday, October 31, 2017) URBAN SPRAWL, GROWTH MANAGEMENT, & SUSTAINABLE DEVELOPMENT
Required Readings:
**Contemporary Urban Planning:** Ch 14, pp. 266-288 “ Growth Management, Smart Growth, and Sustainable Development”
**Blog Post:** Third blog post is due on week 9 readings
Class Project: Submit memo summarizing zoning codes and development regulations

WEEK 10 (Tuesday, November 7, 2017) ENVIRONMENTAL & ENERGY PLANNING
Required Readings:
**Contemporary Urban Planning** Ch. 15, pp. 291-319, “Environmental and Energy Planning”
**Blog Post:** Fourth blog post is due on week 10 readings

WEEK 11 (Monday, November 14, 2017) ECONOMIC DEVELOPMENT
Required Readings:
**Contemporary Urban Planning:** Ch. 13, pp 262-279 “Economic Development Planning”
WEEK 12 (Tuesday, November 21, 2017) THANKSGIVING – NO CLASS

WEEK 13 (Tuesday, November 28, 2017) TRANSPORTATION PLANNING
Required Readings:
Contemporary Urban Planning Ch 12, pp.195-212 “Transportation Planning”
Class Project: Submit memo summarizing demographic and other relevant statistics related to chosen municipality
Blog Post: Fifth Blog Post is due on week 13 readings

WEEK 14 (Tuesday December 5, 2017) REGIONAL/STATE/NATIONAL PLANNING
Required Readings:

WEEK 15 (Tuesday, December 12, 2017) PRESENTATIONS
Group Presentations

WEEK 16 (Tuesday, December 19, 2017) PRESENTATIONS
Group Presentations

ACADEMIC MISCONDUCT
A Bloustein School Perspective
Academic misconduct includes cheating, plagiarism, failure to cite sources, fabrication and falsification, stealing ideas, and deliberate slanting of research designs to achieve a preconceived result. We talk about misconduct and ethical behavior in classes and expectations are set forth in student handbooks and catalogues. For example, it is presented on pages 545-547 in the New Brunswick Undergraduate Catalogue for the years 2003 through 2005 and on pages 16-18 of the Edward J. Bloustein catalogue for the years 2003 through 2005. We are not repeating that material here. Note, however, that penalties for misconduct can range from failing an assignment/exam or dismissal from the university.

The Bloustein School is included in your course syllabus because we recently have detected obvious cases of plagiarism. We have found far fewer cases of other forms of academic misconduct, but we find several every year. It is imperative that you understand that unethical academic conduct is intolerable, and it is completely preventable.

Academic misconduct almost always happens for two reasons. One is ignorance of
academic rules and practices. For example, in virtually every recent plagiarism case in the School, material has been taken from an Internet site and placed in text without appropriate note or attribution. You must learn the proper rules for attribution. If you are not sure, ask your instructor! If you do not know the rules that govern the use of data sets, attribution, analysis and reporting of these sets, the faculty will help you. There is no such thing as a stupid question regarding this subject.

Pressure is the second common reason for academic misconduct. Students, faculty, every one of us are subject to deadline, financial, self-worth, peer, and other pressures. If you are potentially allowing pressure to drive you to misconduct, please step back and resist that urge. You can cope with pressure in a positive way by reaching out to friends, counselors, and faculty members. Within the Bloustein School community, you will find understanding people and positive direction. The Bloustein School plays an important role in the planning and public policy agenda. Our work and our students must be above reproach.