

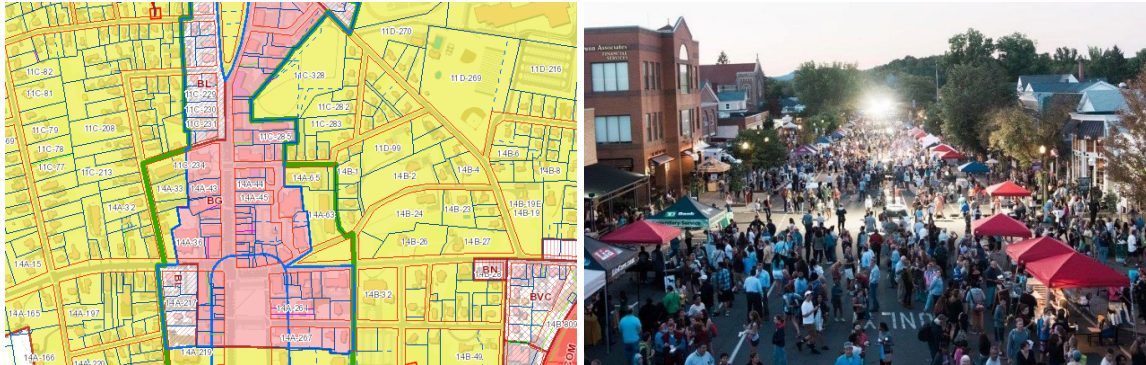
# City Planning

SYLLABUS, FALL 2023

SUSTCOMM 574 / REGIONPL 574 (3 credits)

University of Massachusetts Amherst

Department of Landscape Architecture and Regional Planning



*Left: Town of Amherst zoning. Right: Amherst Block Party*

Meeting            Tuesdays & Thursdays, 8:30 – 9:45am  
Integrative Learning Center S140

Instructor        Peter Dunn, Ph.D.  
Lecturer, LARP

[ptdunn@umass.edu](mailto:ptdunn@umass.edu)

Office:            Design Building 228

Office hours:    Tuesdays & Wednesdays, 10:30 – 11:30am

Or book another time at [calendly.com/ptdunn](https://calendly.com/ptdunn)

TA                 Paromita Shome  
Ph.D. Student, Regional Planning

[pshome@umass.edu](mailto:pshome@umass.edu)

Office:            Design Building 353

Office hours:    Thursdays, 11:30am – 12:30pm

Website          <https://umamherst.instructure.com/courses/5173> (Canvas)

## OVERVIEW & OBJECTIVES

Welcome to SUSTCOMM / REGIONPL 574, City Planning! In this class you will learn about the social, economic, and environmental forces that shape the places we live. You will also learn about the tools of professional planners, and how planners use policies and programs to try to improve our communities. City planning is an important way to understand and address many of the issues we care about: environmental protection, social justice, community building, economic development, public health, quality of life, and

much more. The class is only an introduction to a broad field, but it will prepare you for further study, for interacting with professional planners, and for being a more engaged citizen.

At the completion of this class, you will be able to:

- Demonstrate an understanding of the connection between cities' built and social environments.
- Describe the tools with which planners shape cities.
- Summarize the main specializations within professional planning.
- Apply your knowledge of planning to issues in a specific community.

This is an upper college-level introductory class. You are expected to have curiosity and a readiness to be active in your education, but are not expected to have specific prior knowledge of the topic. The class is a requirement for the BS in Sustainable Community Development and the BS in Landscape Architecture. Students in other undergraduate and graduate programs with an interest in the topic are welcome.

The class is mostly lecture format, with opportunities for student engagement during class. You will learn by attending and participating in class, reading assigned texts, and completing an independent project.

### *Required Texts*

You are not required to purchase any texts for this class. All readings will be available electronically, either as an ebook or PDF. Most of our readings come from the following texts:

Cullingworth, B., and Caves., R.W. (2014). *Planning in the USA: Policies, Issues and Processes*. 4th edition. Routledge.

Levy, J.M. (2017). *Contemporary Urban Planning*. 11th edition. Routledge.

Crane, R., and Weber, R. (eds.). (2012). *The Oxford Handbook of Urban Planning*. Oxford University Press.

Hamin, E.M., Geigis, P., and Silka, L. (eds.). (2007). *Preserving and Enhancing Communities: A Guide for Citizens, Planners, and Policymakers*. University of Massachusetts Press.

## NORMS & EXPECTATIONS

### *Student responsibilities*

To make this class as a success, your responsibilities are to:

- Actively attend each class meeting.
- Take class assignments seriously; complete assignments on time and to a high standard.
- Respect your classmates and their work.
- Think about how *you* can get the most out of this class.

If you do all of these, you will learn a lot, you will get a good grade, and you might even enjoy yourself.

*Instructor responsibilities*

The responsibilities of the instructor and TA mirror yours: to arrive prepared for all classes; to provide timely and constructive feedback on assignments; to create an environment in which all students can learn; and to take your academic goals, your work, and the class material seriously.

*Equity, diversity, and inclusion*

The University of Massachusetts Amherst states the following in its diversity mission statement:

The university recognizes and values the wide range of voices and perspectives in all spheres of the academic enterprise. The University of Massachusetts Amherst is committed to policies that promote inclusiveness, social justice, and respect for all, regardless of race, color, religion, creed, gender, sexual orientation, age, national or ethnic origin, physical or mental disability, political belief or affiliation, marital status, veteran status, immigration status, gender identity and expression, genetic information, or any other characteristic or status protected by state or federal laws.

Planning, as a profession and a discipline, is also committed to promoting the values of equity, diversity, and inclusion, which we might define as follows:

*Equity:* Striving for fairness of results or outcomes, rather than equal access to opportunity.

*Diversity:* Recognizing and supporting differences that create vibrant and healthy communities.

*Inclusion:* Creating an environment where everyone can participate and everyone belongs.

I wholeheartedly agree. In this class, we will value and honor diverse experiences and perspectives and strive to create a welcoming and respectful learning environment for all students. We will also respect the goals of academic freedom and ensure that they are maintained. Differences of opinion, critical analysis, and honest feedback are welcomed, and should be expressed in a manner that supports the learning process.

## WORK &amp; EVALUATION

Your learning will be assessed through regular reading quizzes, a midterm exam, and a planning report. Your final grade will be calculated as follows:

- 10% Team reading quizzes
- 30% Individual reading quizzes
- 30% Midterm exam
- 30% Planning Profile

Attendance is not a separate component of your grade, but is a foundational expectation. Students must attend class to receive a good grade.

Note also that you must make a significant effort in each of these components to get credit for the class. In other words, you cannot skip an entire component worth 10% of your grade and expect to get a B; if you have no work in an entire component, you will fail.

Percentage-based numerical scores will be converted to letter grades according to the following scale:

	A ≥ 93%	A- ≥ 90%
B+ ≥ 87%	B ≥ 83%	B- ≥ 80%
C+ ≥ 77%	C ≥ 73%	C- ≥ 70%
D+ ≥ 67%	D ≥ 60%	F < 60%

I reserve the right to deviate from this scale if I believe that doing so will better reflect your achievement of course objectives. A grade of INC (incomplete) may be awarded *at my discretion* to students who (a) have satisfactorily completed the majority of the work for the class, (b) have an extraordinary personal circumstance preventing them from completing the remainder, and (c) have made a plan with me for completing that work.

### *Team reading quizzes*

For each class meeting with assigned readings, there will be an in-class team quiz on the reading. These will be open-book and very brief, no more than five minutes.

Quiz teams will be assigned at the beginning of the semester. Your quiz team will also become a resource for asking questions, sharing notes, getting feedback on your work, and providing support.

Team scores will be shared with the class, and winning teams will receive prizes. *Your team's quiz score will not count for your grade.* You will get full credit for each quiz you participate in. You can miss three team quizzes without penalty.

### *Individual reading quizzes*

After each class with a team reading quiz, but before the beginning of the next class, you will complete an online quiz on Canvas individually. *It will be the exact same quiz that you already took in class with your team.* This time, the score will count for your grade. You may retake the quiz before the deadline without penalty.

### *Midterm exam*

The midterm exam will cover material from lectures and readings from the first seven weeks of the course. Details about the format will be provided. You will be allowed to bring your notes to the exam.

After you receive your initial exam grade, you will have the opportunity to revise and resubmit your exam for partial credit.

### *Planning Profile*

You will select a city, town, or other place and independently research its plans and planning issues, in parallel with the topics introduced in class. This will give you a chance to see how planning actually works in practice. The assignment will be broken into smaller parts, mostly in the second half of the semester. It culminates in a final planning profile due on the day of our final exam, when we will meet and celebrate our work together. Specific instructions will be provided.

### *Workload and time management*

In university classes, each credit-hour is expected to require three hours of work per week. This includes doing readings, completing assignments, studying, preparing for class, and actually attending class. This class is worth 3 credits, and so expects that you will devote approximately 9 hours per week to it. Here's how that might look in a typical week:

3 hours	Attending class
2 – 4 hours	Readings and quizzes
2 – 4 hours	Study for midterm OR work on Planning Profile

Of course, each week will be a little different, but this is a good baseline expectation for you to plan your schedule around.

## POLICIES

### *Attendance*

Attendance at every class meeting is expected. If for any reason you are unable to attend class, please notify me or the TA in advance.

If you are sick, please do not come to class.

If you will be absent for a religious observance, please notify me in advance. Together we will make a plan for you to continue your learning in the class. I am happy to accommodate without penalty (as is also required by university regulations). However, you must make arrangements with me *before* the date of your absence, and preferably in the first week or two of the semester.

Students with frequent absences, whether excused or not, are neglecting an essential part of their learning. Completing assignments does not compensate for missing class. If there's something going on that's preventing you from attending class regularly, please get in touch with me to discuss options *before* you fall too far behind. I will contact you if I notice you have several consecutive absences without notifying me. However, communication about circumstances affecting your success in the class is ultimately your responsibility.

Please arrive on time and prepared to engage in class. Entering or leaving the classroom while class is in session is distracting and disrespectful. Please make every effort to avoid it.

### *Electronics in class*

The use of laptops, phones, and other electronic devices in class is prohibited.

Students with an appropriate accommodation through Disability Services may use a laptop for specified purposes in support of their learning. If you do not have a DS accommodation but believe that your learning depends on the use of an electronic device (e.g., English is your second language and you use translation software), please contact me to request special permission.

From time to time, we will do an in-class activity involving internet research. On these occasions, you may use your laptops as instructed. Students will work together, and so not everyone will need to have a laptop in class.

### *Assignment submission and deadlines*

*“Because I am literally stuck in traffic at this very moment, I will not be able to perform your heart surgery this morning. Would it be possible to get an extension? Let me know.”*

from Jake Kennedy, “Undergraduate excuses, used in other contexts.” May 20, 2023, [newyorker.com](https://www.newyorker.com).

Respect deadlines. In professional contexts, deadlines are very often not flexible. Practice meeting them now.

Work done in class, i.e., team reading quizzes and the midterm, cannot be submitted late. Individual reading quizzes on Canvas are not accepted late. Otherwise, late work will be penalized 10% of total available points for each day (or portion thereof) after the deadline it is submitted. Assignments received more than 7 days after the deadline will not receive credit.

To allow you some buffer in learning the skill of meeting deadlines, each student is permitted one free, no-questions-asked deadline extension of one day (24 hours), for one assignment in the class. Simply notify me or the TA by email *before the submission deadline* that you want to use your late day.

If an *extraordinary* circumstance prevents you from meeting a deadline, please discuss the possibility of an extension with me as soon as you are aware of the need. I am much less sympathetic to requests for extensions received after deadlines.

Assignments will be submitted electronically through Canvas. Specific instructions and a deadline will be provided for each assignment.

### *Academic honesty*

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst.

Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent ([umass.edu/dean\\_students/codeofconduct/acadhonesty/](https://umass.edu/dean_students/codeofconduct/acadhonesty/)).

In particular, plagiarism is a serious offense, but unfortunately students are sometimes not aware that they are plagiarizing. Plagiarism is easy to avoid, and it is the student's responsibility to know how to do so. If you are not sure what's OK, just ask!

Presenting work that has been written in whole or in part by artificial intelligence as your own constitutes academic dishonesty.

### *Accommodations*

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements. For further information, please visit Disability Services ([umass.edu/disability/](https://umass.edu/disability/)).

It is my goal that through this class we can create an environment in which all students are included and have the opportunity to learn. If you find that any aspect of the class is preventing this, please let me know as soon as possible. Note that I am unable to provide accommodation for a disability without prior notification from DS.

### *Title IX statement on gender-based discrimination*

In accordance with Title IX of the Education Amendments of 1972 that prohibits gender-based discrimination in educational settings that receive federal funds, the University of Massachusetts Amherst is committed to providing a safe learning environment for all students, free from all forms of discrimination, including sexual assault, sexual harassment, domestic violence, dating violence, stalking, and retaliation. This includes interactions in person or online through digital platforms and social media. Title IX also protects against discrimination on the basis of pregnancy, childbirth, false pregnancy, miscarriage, abortion, or related conditions, including recovery. There are resources here on campus to support you. A summary of the available Title IX resources (confidential and non-confidential) can be found

at the following link: <https://www.umass.edu/titleix/resources>. You do not need to make a formal report to access them. If you need immediate support, you are not alone. Free and confidential support is available 24 hours a day / 7 days a week / 365 days a year at the SASA Hotline 413-545-0800.

For purposes of Title IX reporting, I am considered a “responsible employee” at UMass (<https://www.umass.edu/titleix/about>). That means that if you tell me about a situation involving sexual assault, sexual harassment, domestic violence, dating violence, stalking, and retaliation, I must share that information with the Title IX Coordinator. Making a report to the Title IX Coordinator is my legal obligation, meets the University’s goal of providing members of our community with supportive resources they might need, and enables the University to obtain a more accurate picture of the extent of sexual violence in our community. It will be completely up to you to determine if and how you want to work with the Title IX Coordinator’s office. You will not be in trouble for reporting to me that you have experienced any of these situations, and the law prohibits retaliation against anyone who participates in a Title IX process. For the purposes of this class, if you choose to discuss your own personal experiences of sexual violence as part of a written assignment or a discussion, we do not consider that a report covered by Title IX.

### *Student support*

Your success as a student is not separate from other aspects of your life. I know that if you are facing a significant personal struggle—things like difficulty meeting basic food and shelter needs, the demands of caregiving responsibilities, an ongoing interpersonal conflict, issues with physical or mental health, or grieving a personal loss—then attending to that issue will take precedence over our class. And I know that life as a student can be challenging even without facing such a major issue.

Please take care of yourself. Ask for help when you need it. And help others when you can.

We are very fortunate to be at a university with a number of amazing resources for students. Some key links to know are:

- Single Stop Resources (links to support for housing, food, legal advice, employment, healthcare, etc.):  
[umass.edu/studentlife/single-stop](https://www.umass.edu/studentlife/single-stop)
- Dean of Students Office (for personal and academic challenges)  
[umass.edu/dean\\_students](https://www.umass.edu/dean_students)
- Center for Counseling and Psychological Health:  
[umass.edu/counseling](https://www.umass.edu/counseling)

If any personal circumstances are preventing you from bringing your best self to class, please use these resources, and do not hesitate to reach out to your community for support. I too am ready to support you in whatever way I can.



*Course feedback*

There is no need to wait until course evaluations at the end of the semester to provide feedback to the instructors. If you have any concerns or suggestions related to teaching, assignments, organization, classroom environment, or other elements of the class, you are welcome and encouraged to let me know at any time. This gives me the opportunity to make improvements as we go.

If you prefer to give feedback anonymously, you may do so online at <https://forms.gle/nqAx6FnDEKFqM3Nv5>. This form will remain open all semester, and I will see responses as soon as they are submitted.

You may also raise any concerns directly with the chair of the Department of Landscape Architecture and Regional Planning, Robert Ryan ([rlryan@larp.umass.edu](mailto:rlryan@larp.umass.edu)).

*Communication*

Up-to-date course information, including assignment instructions, readings, and deadlines, will be shared on Canvas. Please be sure you are checking Canvas and your university email regularly. If you are absent from class, check with a classmate to find out if you missed any announcements.

Email is my preferred mode of communication. I will do my best to respond within 24 hours, although this will be longer on weekends. For many questions, it's helpful to include both me and the TA on your email.

I am also usually available for quick questions before or after class, and you are highly encouraged to visit me during office hours. Please do not think that you need to have a question that demonstrates your brilliance before you talk to me. I'd love to hear from you, so just come as you are.

## SCHEDULE

*A note on readings:* For some reading assignments, I will provide reading notes in advance. These will advise you to skim or skip certain sections, or to pay particular attention to others. Readings are subject to change.

*Key to acronyms:*

PUSA = *Planning in the USA* (Cullingworth & Caves).

CUP = *Contemporary Urban Planning* (Levy)

OHUP = *Oxford Handbook of Urban Planning* (Crane & Weber)

PEC = *Preserving & Enhancing Communities* (Hamin, Geigis, & Silka)

RQ = Reading Quiz

PP = Planning Profile

	In Class	Assignments
<u>Week 1</u>		
Tuesday Sept. 5	Course introduction	
Thursday Sept. 7	Urbanization Read: Friedrich Engels, "The Great Towns"	
<u>Week 2</u>		
Tuesday Sept. 12	Sustainability Read: Emily Talen, "Sustainability" (OHUP ch. 7).	RQ 1
Thursday Sept. 14	What is planning? Read: "The nature of planning" (PUSA ch. 1).	RQ 2
<u>Week 3</u>		
Tuesday Sept. 19	Governance Read: "The legal basis of planning" (CUP ch. 5).	RQ 3
Thursday Sept. 21	Participation Read: "Planning and politics" (CUP ch. 6); and Elisabeth M. Hamin & Jeff Levine, "Getting involved" (PEC ch. 1).	RQ 4
<u>Week 4</u>		
Tuesday Sept. 26	Zoning I Read: "The evolution of planning and zoning" and "The institutional and legal framework of planning and zoning" (PUSA chs. 5 – 6).	RQ 5
Thursday Sept. 28	Zoning II Read: "The techniques of zoning and subdivision regulations" (PUSA ch. 8); and Jay Wickersham <i>et al.</i> , "Creative zoning" (PEC ch. 6).	RQ 6
<u>Week 5</u>		
Tuesday Oct. 3	Development Read: Robert H. Kuehn Jr., "Thinking like a developer" (PEC ch. 4).	RQ 7
Thursday Oct. 5	Comprehensive Planning Read: "The Comprehensive Plan" (CUP ch. 8); and Steve Smith, <i>et al.</i> , "Comprehensive planning" (PEC ch. 5).	RQ 8 PP part 1

	<u>In Class</u>	<u>Assignments</u>
<u>Week 6</u>		
Tuesday Oct. 10	<i>No class; university follows Monday schedule.</i>	
Thursday Oct. 12	Growth Management Read: “Growth management, smart growth, sustainable development, and planning for catastrophe” (CUP ch. 14).	RQ 9
<u>Week 7</u>		
Tuesday Oct. 17	Design Read: Elizabeth MacDonald, “Beauty” (OHUP ch. 6); and “Urban design” (CUP ch. 10).	RQ 10
Thursday Oct. 19	<i>No class; LARP midterm studio presentations.</i>	
<u>Week 8</u>		
Tuesday Oct. 24	Midterm review <i>No readings.</i>	PP part 2
Thursday Oct. 26	In-class midterm exam.	Midterm
<u>Week 9</u>		
Tuesday Oct. 31	Heritage and Preservation Read: Na Li and Elisabeth M. Hamin, “Preservation” (OUP ch. 10); and Robert Forrant, “Adaptive reuse of buildings” (PEC ch. 15).	RQ 11
Thursday Nov. 2	Housing Read: “Housing” (PUSA ch. 15); and “The social issues” (CUP ch. 7).	RQ 12
<u>Week 10</u>		
Tuesday Nov. 7	Community & Economic Development I Read: Karen Chapple, “The evolving role of community economic development in planning” (OHUP ch. 24).	RQ 13
Thursday Nov. 9	Community & Economic Development II Read: “Economic development planning” (CUP ch. 13); and Zenia Kotval and John. R. Mullin, “The new economy” (PEC ch. 13).	RQ 14

	<u>In Class</u>	<u>Assignments</u>
<u>Week 11</u>		
Tuesday Nov. 14	Transportation I Read: "Transportation Planning" (CUP ch. 12).	RQ 15 PP part 3
Thursday Nov. 16	Transportation II Read: Jeff Levine, "Transportation" (PEC ch. 11).	RQ 16
<u>Week 12</u>		
Tuesday Nov. 21	Resilience Read: Thomas J. Campanella & David R. Godschalk, "Resilience" (OHUP ch. 12).	RQ 17
Tuesday Nov. 23	<i>No class; Thanksgiving.</i>	
<u>Week 13</u>		
Tuesday Nov. 28	Environmental Planning I Read: "Environmental policy and planning" and "The limits of environmental policy" (PUSA chs. 12 – 13).	RQ 18
Thursday Nov. 30	Environmental Planning II Read: "Environmental and energy planning" (CUP ch. 15) and Sharon McGregor and Jack Ahern, "Biodiversity conservation and ecosystem protection" (PEC ch. 8).	RQ 19
<u>Week 14</u>		
Tuesday Dec. 5	Special topics and review of key themes. Read: TBA	RQ 20 PP part 4
Thursday Dec. 7	<i>No class; LARP final studio presentations.</i>	
<u>Finals Week</u>		
Monday Dec. 11	Planning profile presentations. <i>Meet 9 – 10am in our regular classroom.</i>	PP: Final