Course Description

This survey course surveys the historical development of cities; urban society and culture; the history of urban planning; the uses of and problems with the most common planning tool, zoning; several substantive planning areas, including housing and transportation; and issues of power, representation, participation, and conflict within urban planning. Students will develop a theoretical, practical and political understanding of the urban planning process.

The major objectives of the course are: (1) to describe how cities work and who lives in them, (2) to provide a working knowledge of the concepts and theories used by planners in deciding how to plan in contemporary urban areas; (3) to survey substantive areas of planning such as community economic development, housing, and transportation planning, and (4) to understand whose interests are served by urban planners and plans.

Course Materials

BOOK

The book is in the Rutgers Bookstore on Albany Street, but if you prefer you can purchase a Used or New copy from an online retailer like amazon.com or half.com.


ARTICLES

All articles on WebCT (webct.rutgers.edu). You are all automatically enrolled on the WebCT site, just sign in with your NetID and Password to access articles.


**VISUAL MEDIA**

**Grade Distribution**

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<th>Assignment</th>
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<td>Class Participation / Attendance</td>
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<td>Response Papers</td>
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<td>In-Class Exam</td>
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<td>Group Presentation</td>
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<td>Take Home Exam</td>
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**Important Deadlines**

- Exam in Class: September 27
- Group Presentation: November 13
- Take Home Exam: December 13

**Description of Assignments**

*Class Participation*

Attendance and active participation is very important, as we will not be lecturing very often.

*Response Papers*

For this writing assignment, each student is to write a brief 1-2 page (double-spaced) essay responding to the reading assignment due for that particular class. The essay is an opportunity for each student to reflect on and ANALYZE what they read. The essay should be organized in a clear way and demonstrate that the student not only read the assigned reading but understood it. In the event that the student does not understand portions or all of a reading, then the essay is an opportunity for the student to ask questions about the reading. Each completed writing assignment will be graded out of 3 points. There will be a total of 5 response papers.
In Class Exam
This exam is designed to test your understanding of the concepts covered in class. It will focus on arguments for planning, urban utopias, and modernism. The exam will consist of several short answer questions and one larger question.

Group Presentations
The class will split into groups of four. Half the groups will present work on Topic A and the other half will present their work on Topic B. Presentations should last between 20-25 minutes, and each student will speak for the same amount of time. Those that exceed this time limit will be penalized. Presentations should be lively and engaging and will be graded along the following criteria: creativity (using innovative media, photos, movies); comprehensiveness (address all major points, tie back to course readings); clarity (structure and organization). While more information will be given during the course, the following provides a brief description of each topic.

Topic A: Public Space Audit - New York City
Students will choose to visit 3 public spaces in Midtown Manhattan and audit each according to plans detailing each public park/plaza’s required features (provided by instructors). Besides the audit, the group should develop some recommendations for improving each space along concepts of use, interaction, liberty, security, etc.

Topic B: Design Guidelines - College Avenue Campus, New Brunswick
Students will write strategic design guidelines for the redevelopment the College Avenue Campus. Each group’s proposed design guidelines should include 1) the goal(s) of redevelopment, 2) guiding principles to achieve this goal, and 3) the design strategies (solutions) that you proposed. You should not only follow the goals identified by Rutgers for the design competition. Be creative and include visual aids to help your presentation.

Take Home Exam
For this exam you will answer one out of three larger questions relating to planning theory and current challenges. The take home exam should not be shorter than 3 pages and no longer than 4 pages, double spaced, Times New Roman size 12, one inch border settings. References and graphs can be added on separate sheets.

Writing Guidelines
- Use a style manual. Whichever manual you use, be consistent throughout the paper. Some typical choices might be Chicago Manual of Style, APA Guidelines, etc.
- Follow format conventions: 11/12 point font, one inch margins, page numbers, and double-spacing of lines.
- Avoid run-on sentences and sweeping generalizations; always run spell check.
- Always include an alphabetized bibliography.
- Use an appropriate citation system. For the social sciences, the most commonly used is the author-date format: (Author Year, Page Number) or (Author Year)—if no page number is appropriate. For example: “All students must use citations carefully” (Smith 2000, 56). Note that the period follows the parentheses. The details of citation are important, but most important is that you behave honorably and credit work that is not your own.
- If a quotation is more than 3 lines, use a block quotation format.
- Avoid contractions and informal language; use active rather than passive verbs.
Assignments and Schedule

All readings on the following page come from the required text or will be handed out to you. VERY IMPORTANT: The readings should be completed BEFORE the class under which it is listed. Assignments are due on the day they are listed.

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**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 pre-conceived 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 those same years. 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 appending this memorandum to 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. All students and faculty are subject to deadlines and 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.

The Bloustein School plays an important role in the planning and public policy agenda. Our work and our students must be above reproach.
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<td>Wednesday, 9/6</td>
<td>Introduction</td>
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<td><strong>Week 2: Planning and Urbanization</strong></td>
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<td>Monday, 9/11</td>
<td>Arguments for/against Planning</td>
<td>Klosterman (WebCT)</td>
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<td>Wednesday, 9/13</td>
<td>The City of Dreadful Night</td>
<td>Hall (WebCT)</td>
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<td><strong>Week 3: City Beautiful, The City in the Garden, The City of Towers</strong></td>
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<td>Monday, 9/18</td>
<td>Garden City, Broadacre, etc.</td>
<td>Fishman (WebCT)</td>
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<td>Wednesday, 9/20</td>
<td>The Radiant City, CIAM</td>
<td>Hall (WebCT)</td>
<td>Response Paper 1</td>
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<td><strong>Week 4: Modernism – Science, Technology and Efficiency</strong></td>
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<td>Monday, 9/25</td>
<td>Robert Moses, Modernism (+film)</td>
<td>Cullingworth, Ch. 2</td>
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<tr>
<td>Wednesday, 9/27</td>
<td>Exam (in class)</td>
<td>N/A</td>
<td>Exam</td>
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<td><strong>Week 5: An Attack on Modernist City Planning</strong></td>
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<td>Monday, 10/2</td>
<td>Death of U.S. Cities (+film)</td>
<td>Jacobs (WebCT)</td>
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<td>Wednesday, 10/4</td>
<td>The Postmodern Turn</td>
<td>Beauregard (WebCT)</td>
<td>Response Paper 2</td>
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<td><strong>Week 6: Toward Postmodernism</strong></td>
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<td>Monday, 10/9</td>
<td>Theoretical Trajectory</td>
<td>Sandercock (WebCT)</td>
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<td>Wednesday, 10/11</td>
<td>New Directions in Planning</td>
<td>Fainstein (WebCT)</td>
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<td><strong>Week 7: Topics in Planning: Design</strong></td>
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<td>Monday, 10/16</td>
<td>Design I</td>
<td>Whyte (WebCT)</td>
<td>Response Paper 3</td>
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<td>Wednesday, 10/18</td>
<td>Design II</td>
<td>Punter (WebCT)</td>
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<td><strong>Week 8: Topics in Planning: Housing and Zoning</strong></td>
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<td>Monday, 10/23</td>
<td>Housing Issues (JW)</td>
<td>Cullingworth, Ch. 13</td>
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<td>Wednesday, 10/25</td>
<td>Zoning</td>
<td>Cullingworth, Ch. 4-6</td>
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<td>Monday, 10/30</td>
<td>Community Development (AF)</td>
<td>Cullingworth, Ch. 14</td>
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<td>Wednesday, 11/1</td>
<td>Economic Development</td>
<td>Cullingworth, Ch. 14</td>
<td>Response Paper 4</td>
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<td><strong>Week 10: Topics in Planning: Eminent Domain and Historic Preservation</strong></td>
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<tr>
<td>Monday, 11/6</td>
<td>Eminent Domain (AC)</td>
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<td>Wednesday, 11/8</td>
<td>Historic Preservation (BC)</td>
<td>Cullingworth, Ch. 9</td>
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<td><strong>Week 11: Presentations</strong></td>
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<td>Monday, 11/13</td>
<td>Group Presentations</td>
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<td>Wednesday, 11/15</td>
<td>Group Presentations</td>
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<td>Monday, 11/20</td>
<td>Group Presentations (if necessary)</td>
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<td>Wednesday, 11/22</td>
<td>THANKSGIVING (No class)</td>
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<tr>
<td>Monday, 11/27</td>
<td>Environment</td>
<td>Cullingworth, Ch. 15</td>
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<td>Wednesday, 11/29</td>
<td>Energy (NL)</td>
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<td><strong>Week 14: Topics in Planning: Transport and Smart Growth</strong></td>
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<td>Monday, 12/4</td>
<td>Transport Policy</td>
<td>Cullingworth, Ch. 12</td>
<td>Response Paper 5</td>
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<td>Wednesday, 12/6</td>
<td>Smart Growth Principles/ TOD</td>
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<td>Monday, 12/11</td>
<td>Wrap up</td>
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