

Neighborhood Planning - URP 6686-014

Spring 2010

Instructor:

Dr. Pamela Wridt

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Co-Instructor:

Siegmund J. Langegger

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Location/Time:

Tuesdays – 2:30PM to 5:20PM

Room CU 320A

**Course Description**

Neighborhood planning examines urban residential environments and issues involving land use and development, zoning, transportation, social capital, and economic development, offering cities the opportunity to identify, coordinate, and prioritize a variety of goals with the involvement of the local community. Another goal of neighborhood planning is to build social capital, which is the ability of the neighborhood to organize itself to identify problems and solve them in partnership with elected officials, businesses, and public agencies. Neighborhood planning on a comprehensive level can help residents and business owners identify their community's priorities, plan for long-term sustainable development, and ensure the consistency of their community's goals with those of the larger city. Neighborhood planning is a way to unify and improve place-based social and physical conditions at a local scale.

Course Format

This course is designed as a hybrid of face-to-face instruction, online instruction and field-based research. Students will be introduced to main concepts, theories, models and approaches to neighborhood planning through lectures and classroom discussion until the end of February via face-to-face instruction. From March to April students will work independently on field-based research and structured online learning activities with limited face-to-face classroom discussions on select dates to complete a neighborhood plan for a community of their choice. In May, students will present their neighborhood plans to classmates via face-to-face instruction.

Office Hours

Dr. Wridt will provide online support throughout the semester. If needed, students can request telephone conversations with Dr. Wridt from March-May.

January-February

Dr. Pamela Wridt

Room: CU 506

Mondays, 1:00PM to 5:00PM

March-May

Siegmund J. Langegger

Room: TBD

By appointment

Learning Outcomes

- Understand the history and future of neighborhood planning within the field of urban and regional planning, particularly within in the US context
- Understand the neighborhood planning process, including the process in which neighborhood plans are developed, approved and implemented
- Analyze social, political, economic, geographic and cultural forces that shape neighborhoods
- Observe, analyze and evaluate neighborhoods for their current and future potential as viable, healthy communities
- Develop a neighborhood plan

Course Requirements & Evaluation

Class Participation & Attendance	10%
Online Learning Activities	50%
Neighborhood Plan	40%

Grading & Assessment

Students will be provided with rubrics outlining what is expected of them in advance of each assignment. These rubrics are designed to provide ongoing feedback to students about their progress in the course and a basis for improving overall performance. Students are responsible for reading rubrics in advance of each assignment and asking questions if something is not understood. **All due dates for assignments are posted in advance. It is the students' responsibility to make up any missing work if they miss class.**

Class attendance and participation is essential for success in this course. If absent, it is your responsibility to clarify missed assignments with classmates or with me prior to the next class. Requests for exceptions to these policies must be discussed with me in advance. Students will be provided with a final grade in coherence with university policies towards +/- grades.

Course Materials

1. Jones, Bernie (1990). *Neighborhood Planning: A Guide for Citizens and Planners*. Washington, DC: American Planning Association.
2. Other readings assigned by instructor and available on Blackboard.

Course Schedule, Content, Readings & Assignments

NOTE: This is a tentative schedule of activities. Readings and assignment due dates are subject to change. It is the student's responsibility to regularly check the course schedule on Blackboard to learn of new developments and changes.

Dates with () indicate the class will not meet face-to-face, but rather, will be conducted entirely online.***

January 19 – Introduction to Neighborhood Planning

Key concepts:

Defining neighborhood planning and the concept of neighborhoods, neighborhood planning vs. comprehensive planning, resident choice and neighborhood preferences, designing quality neighborhoods

Readings:

Brower, Sidney. (2000). "Satisfactory Neighborhoods." In *Good Neighborhoods: A Study of In-Town and Suburban Residential Environments*. (NOTE: This reading will be distributed in class)

January 26 – History of Neighborhood Planning

Key concepts:

Historical precedents of neighborhood planning, neighborhood planning models (e.g., neighborhood unit, Garden cities, marketplace, etc.), global trends in neighborhood planning

Readings:

Rohe, William M. (2009) 'From Local to Global: One Hundred Years of Neighborhood Planning', *Journal of the American Planning Association*, 75: 2, 209 — 230

Silver, Christopher. (1985) 'Neighborhood Planning in Historical Perspective', *Journal of the American Planning Association*, 51: 2, 161 — 174

Stillman, Seymour. (1948) 'Neighborhood Unit Planning: A Useful Method of City Planning', *Journal of the American Planning Association*, 14: 3, 42 — 43

February 2 – Neighborhood Planning in Regional Context

Key concepts:

Regional and local factors shaping neighborhoods, (e.g., population change and diversity, crime and public safety, designing healthy communities)

Readings:

Downs, Anthony. (1979) 'Key Relationships Between Urban Development and Neighborhood Change', *Journal of the American Planning Association*, 45: 4, 462 — 472

Greenberg, Stephanie W. and Rohe, William M.(1984) 'Neighborhood Design and Crime A Test of Two Perspectives', *Journal of the American Planning Association*, 50: 1, 48 — 61

Active Living Research Group (2008). *Design for Active Living Among Adults Research Summary*

Active Living Research Group (2007). *Design for Active Living Among Children Research Summary*

Active Living Research Group (2005). *Design for Active Transport Research Summary*

Other readings TBA

February 9 – Democratic Neighborhood Planning

Key concepts:

Citizen participation in neighborhood planning, neighborhood institutions and civic associations, good neighbor agreements, politics of neighborhood planning

Readings:

Sarchet, Bettie B. and Wheeler, Eugene D. (1958) 'Behind Neighborhood Plans: Citizens at Work', *Journal of the American Planning Association*, 24: 3, 187 — 195

Sirianni, Carmen. (2007) 'Neighborhood Planning as Collaborative Democratic Design', *Journal of the American Planning Association*, 73: 4, 373 — 387

Jones, Bernie. (1990). *Neighborhood Planning: A Guide for Citizens and Planners* – Chapters 1 and 2

February 16 – Neighborhood Plans

Key concepts:

Elements of neighborhood plans, relation between neighborhood and comprehensive plans, policies that impact neighborhood plans

Readings:

Jones, Bernie. (1990). *Neighborhood Planning: A Guide for Citizens and Planners* – Chapter 3

Assignments:

Online Activity 1: Critical Analysis of Two Neighborhood Plans

DUE: Sunday, February 21 by 11:55PM

February 23 - Neighborhood Plans

Key concepts:

Data sources for neighborhood plans, visual communication of local data, existing conditions analysis, neighborhood visioning and goal setting, implementing and monitoring plans

Readings:

Jones, Bernie. (1990). *Neighborhood Planning: A Guide for Citizens and Planners* – Chapter 4

***March 2 – Existing Conditions Analysis, Part 1

Assignments:

Online Activity 2: Natural Environmental Features, Existing Land Uses, Zoning, and Circulation

DUE: Sunday March 7, by 11:55PM

March 9 – Special Topic: Residential alleys as community space

Key concepts:

Though alleys exist under the radar of both planners and neighborhood activists and are often associated with nefarious and illicit behavior, they do comprise vast swaths of

urban land. Today's session will explore how these marginal spaces can prove pivotal in neighborhood and ultimately urban rejuvenation.

Readings:

Martin, M. (1996). Back-Alley as Community Landscape. *Landscape Journal*, 15, 138-153.

Wolch, J., Newell, J., Seymour, M., Bradbury, H., Reynolds, K., & Mapes, J. (*forthcoming*). The Forgotten and the Future: Reclaiming Back Alleys for a Sustainable City. *Environment and Planning A*.

Skim

Cassidy, A., Newel, J., & Wolch, J. (2008). *Transforming Alleys into Green Infrastructure*. Los Angeles, CA: USC Center for Sustainable Cities.

***March 16 – Existing Conditions Analysis, Part 2

Assignments:

Online Activity 3: Housing, Community Facilities & Services, History, Demography, Social Analysis, Economic Base

DUE: Sunday March 7, by 11:55PM

March 23 – Spring Break (campus closed, no class)

March 30 – Special Topic: Urban Gardens

Key concepts:

Often urban gardens arise on vacant lots, owned either by the city or by absentee owners, which are appropriated by the local community as garden, park or community spaces. Today's session will disentangle the complex notions of ownership, use value, exchange value, and community activism as they relate to urban gardens.

Readings:

Staeheli, L. A., & Mitchell, D. (2008). Publicizing Public Property? The Struggle for the Public in New York's Community Gardens *The People's Property: Power, Politics and the Public* (pp. 95-114). New York: Routledge.

Further Readings TBA

***April 6 – Neighborhood Visioning

Assignments:

Online Activity 4: Neighborhood Photographic Essay

DUE: Sunday April 11, by 11:55PM

April 13 – Class Debrief

Open discussion of neighborhood planning process and challenges

***April 20 – Plan Synthesis

Assignments:

Online Activity 5: Goal Setting, Recommendations, and Alternatives

DUE: Sunday April 25, by 11:55PM

April 27 – Class Debrief

Open discussion of neighborhood planning process and challenges

May 4 – Student Presentations

May 11 – Student Presentations

University Policies

Academic Honesty: Plagiarism is the use of another person's words or ideas without crediting that person. Plagiarism and cheating will not be tolerated and may lead to failure on an assignment, in the class, and dismissal from the University. You are responsible for being attentive to and observant of campus policies about academic honesty as stated in the University's Student Conduct Code.

Access, Disability, Communication: I invite students with special needs to contact me to discuss any concerns or needs they may have. Please notify me if you require accommodation for any type of physical or learning disability. Formal accommodations for students with disabilities should be coordinated through the Disability Services office, (303) 556-3450. The Disability Services office will determine the special needs and student's eligibility for special accommodation.

Course Communication: In addition to announcements made and written handouts distributed in class, I may need to contact you between classes, which I'll do through individual and group email messages. **One of the requirements for this course is that you maintain a university email address, check it regularly for messages and be sure it is working.** You are responsible for any messages, including assignments and schedule changes, I send you via email. You also may contact me via email, in addition to seeing me during office hours or calling me.