

CLEVELAND STATE UNIVERSITY
COLLEGE OF URBAN AFFAIRS
DEPARTMENT OF URBAN STUDIES

UST 607 URBAN PLANNING
FALL SEMESTER, 2007

MEETING TIME: 6:00-9:50 p.m. Thursdays
ROOM: UR 254 (Bonda)

INSTRUCTOR: Norman Krumholz
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OFFICE HOURS: 9-5 most days

COURSE DESCRIPTION

Urban planning is a perpetual opportunity, equally rich in promise and frustration. It is a field for those who wish to explore and shape our collective future, one that grows directly out of our institutional and political past. In planning, theory meets practice in the most obvious way: every planning strategy reflects a bet, a working theory, a practical hypothesis about what is worth seeking and about how it might be achieved.

The field of planning is changing. Early myths of all-embracing expertise have given way to more pragmatic myths. Certain difficulties remain: what should the scope of public sector planning be in a society that values individual freedom? What should the role of citizen participation be? Can one be a professional in a fully political world? Can one balance ethics and professional standards against political and business pressures?

For a definition of planning, what planners do, and the skills a planner needs, as defined by The American Planning Association, go to <http://www.plannng.org/careers/field.htm>

COURSE OBJECTIVES

This course will introduce graduate students to the conceptual challenges faced by the planning profession. It will allow us to explore the complexities and ambiguities of planning in real settings. Students should become familiar with planning history and theory. They will also get a taste of actual planning by helping prepare a real plan for a real client.

The course is structured as a large seminar. Students are required to read carefully and to bring questions, arguments, and counter-arguments to class to offer for collective consideration. Attentive listening, response and participation in class become elements of common courtesy. The diversity of class members' experience is a resource for us all.

COURSE REQUIREMENTS

Four papers are required. Paper #1 (3 to 5 pages) is a review of one of the nine (9) ethnographic books on pages 11-12. The books range from The Jungle, a literary classic set in turn-of-the-last century Chicago about the life of an immigrant in Chicago's meat-packaging district, to Tell Them Who I Am, a contemporary book on the lives of homeless women. Paper #1 is due September 20.

Paper #2 is an approximately 5-page in-depth, critique of the Urban Renewal Program one of America's most ambitious urban programs that lasted from 1954 to 1974. Your paper should touch on these questions:

- Who cared about the federal urban renewal legislation and why?
- What subsidies were offered to spur program implementation?
- What problems were to be solved by the program?
- What actually happened both "good" and "bad"?
- Why was the program ended?
- What program(s) replaced the urban renewal program and why?

Suggested web references:

Teaford, Jon C. "Planning for the Post-War City" in The Rough Road To Renaissance. 1990. O'Connor, Alice, "Swimming Against the Tide..." in Ferguson and Dickens Urban Problems and Community Development. 1999

Paper #2 is due October 18.

Paper #3 is a 5-page comparison between the Cleveland Planning Commission's 1975 Policy Plan Report (Click on library, electronic reserve, and UST 607) and the Commission's 1990 Civic Vision Citywide Plan. (Click on "Cleveland City Planning" for contents of 1990 plan.) How are they different? What were the key elements in each plan? How was each plan to be implemented at the local, state, and federal level? What different models of "planning" inspired and animated them? In your judgment, which was "better" or "more effective" and why? Paper #3 will be discussed in class and is due November 15.

Paper #4 is a group project. (Land Use Plan for Kinsman) The class will be divided around each of the six problems on page 12 of the syllabus. Each group will prepare a 10-15 page solution including maps & designs to solve the problem. Each student will share in the preparation of the solution. Recommendations will be presented by Powerpoint maps or other on December 6th, the final day of class. (For grading purposes, each student's contribution should be identified.)

Due dates and percent of grade for the papers are:

Paper #1	September 20, 2007	20%
Paper #2	October 18, 2007	20%

Paper #3	November 15, 2007	25%
Paper #4	December 6, 2007	25%
Class Participation:		10%

Written assignments must be typed, double-spaced and submitted at the due date (see class assignment list). Late assignments will receive reduced grades. No assignments will be accepted more than a week after the due date. Grades will be based on coverage of topic, content, organization, grammar and style.

Grading:

A	= 90 points and above
B	= 80-89
C	= 70-79
D	= 60-69
F	= below 60 points

NOTES ON WRITING:

Papers should be typewritten, clean, and carefully proofread. Papers with more than random typos or misspellings will be downgraded. A local planner summarized the "the politics of typos" in planning this way: "Look, if we send a memo or report over to the Mayor's office, on our letterhead, and it has words misspelled and typos in it, we look like idiots... We just can't have that."

BEWARE: Students who are just beginning to learn word-processing often expect the computer to do their thinking, revisions, and editing for them. Alas, the computer will not. Check your papers with care.

As noted above, the course will be taught partially through lecture methods and partially in a seminar case study format. Professional visitors will be invited. This means that the value of our meetings will hinge as much on the student's advanced study, insightfulness and active class participation as the professor's. Our discussions will consistently try to spotlight interactions between planners and government, business and ordinary citizens, cities, and suburbs, rather than focus on government alone.

Discussion Questions:

We will discuss and try to answer important planning questions like these below:

1. What is city planning, what do city planners do, what skills should they have?
2. How does city planning in the U.S. differ from city planning in the E.U. Why the difference? Is one better than the other?
3. Concentrated poverty seems to be a major issue in city decline. How can planners plan to avoid it?

4. Was the "Urban Renewal" program a "success" or a "failure"? Can we learn from it?
5. Why is metro government so elusive? Should we care?
6. How can we overcome the spatial mismatch?
7. Can planners help improve public schools? How?
8. Should planners try to move resources toward poverty neighborhoods or decentralize the poor toward resources?
9. Zoning and transportation systems can have major impacts on city populations. How can planners serve ethical issues in preparing such plans?
10. "Urban Sprawl" is a major planning issue. How can planners control sprawl? Should they try?

ATTENDANCE POLICY

Students will be expected to attend all classes; sign-up sheets will be circulated.

REQUIRED TEXTS AND SUPPLEMENTAL READINGS

Three books are required: Classic Readings in Urban Planning, 2004. Jay M. Stein (ed.) Chicago: APA Planners Press; Making Equity Planning Work, Norman Krumholz and John Forester (Temple University Press, 1990); and Planning Theory For Practitioners. 2002. Michael P. Brooks. Chicago: APA Planners Press. A few supplementary readings will also be available at the Reserve Desk in the Rhodes Tower library, at the College of Urban Affairs, and at the CSU Library Home page (click on electronic reserves and UST 607).

Video

For a 2003 discussion by Norman Krumholz and the late Ernie Bonner on the origins of equity planning in Cleveland, see Whatever Happened to Equity Planning? @ June 2, 2003 Forum at Portland State University, go to <http://www.media.pdx.edu/PSU/>, and choose IMS-060203.ASX. You will need Windows Media Player to play the video. For a copy of the Cleveland Policy Plan Report of 1975 click on library, electronic reserve and UST 607. Also click on www.readoldo.com for a different point of view of Cleveland politics.

UNIVERSITY POLICIES

Refer to the graduate CSU Bulletin for procedures for course add/drop and withdrawal, grading and incomplete procedures.

Physically Challenged

It is important that students with handicaps requiring special accommodations identify themselves to the instructor immediately so that we can seek appropriate arrangements.

Students with Special Needs

Anyone anticipating needing special accommodations to take exams or complete assignments must identify themselves to the instructor by the end of the second week of classes. These include accommodations for physical handicaps, learning disabilities, and English as a second language.

CLASS SCHEDULE:

August 30:	Introduction and Overview
September 6:	History of Urban Planning in U.S.
September 13:	Planning Theory
September 20:	Planning Ethics and Dilemmas; the public Interest (Paper #1 Due)
September 27:	Legal and Governmental Context
October 4:	The Comprehensive Plan and its Critics
October 11:	Zoning and the Comprehensive Plan
October 18:	U.S. Federal Policy Toward Cities (Paper #2 due)
October 25:	Selected Central City Issues
November 1:	Overview of City Revitalization Strategies
November 8:	Planning for Downtown
November 15:	Planning for Neighborhoods (3 rd paper due)
November 22:	Thanksgiving No Class
November 29:	Regional Issues
December 6:	Presentations of Class Projects to Clients (Paper #4 due)

READINGS:Date

August 30: Stein, Part I articles by Mumford, Reys, Davidoff
Brooks, Chapters 1 and 2.
Krumholz and Forester, Preface and Chapters 1 & 2.

WEB
SUPPLEMENT: Frederick Hayek, Chapters 4-6, The Road to
Serfdom, University of Chicago Press, 1994 ed.

Michael B. Tietz, Reflections & Research on the
U.S. Experience.

REFERENCES: Scott, Melvin. 1995. American City Planning, 2nd
edition Chicago: APA Press.

September 6: Brooks, Chapters 3, 4, 5
Stein Part I articles by Alshuler, Popper & Innes
Krumholz & Forester, Chapter 3

WEB
SUPPLEMENT: Herbert J. Gans, A City Planning in America: A
Sociological Analysis, @ in People and Plans:
Essays on Urban Problems and Solutions (NY: Basic
Books, 1968, pp. 57-77).

Massey, D. and N. Denton. 1993. American
Apartheid. Chapter 1. The Missing Link.@ Pp.
1-16; Also pp 130-147 Cambridge: Harvard Press.

September 13: Brooks, Chapter 6
Stein Part II articles by Forester & Molotch

WEB
SUPPLEMENT: Peter, Marcuse, "Professional Ethics and Beyond,"
in 42 JAPA pp. 264-274.

N. Krumholz. "A Retrospective View of Equity
Planning: Cleveland. 1969-1979" JAPA, Fall, 1982.
C.D. Barrett, et. Al. "Four Perspectives on
Ethics," JAPA, 55 (4) 1989.

September 20: Brooks, Chapter 7
Stein, Part IV articles by Wolch, Gans & Wachs.
Krumholz & Forester, Chapters 4&5

WEB
SUPPLEMENT: Pendall, Rolf. "Local Land Use Regulations and
the Chain of Exclusion" in JAPA, Spring, 2000.

Cullingworth (1993), The Political Culture of
Planning, Chapter 1, pp 9-20. N.Y.: Routledge.

REFERENCES: Fox, Kenneth. 1985. Metropolitan America,
Rutgers University Press.

September 27: Brooks, Chapter 8
Stein Part V articles by Jackson, Lynch & Jacobs.

WEB

SUPPLEMENT: Alan Black, "The Comprehensive Plan" in Principles and Practices of Urban Planning, Chapter 1, pp. 9-20. NY: Routledge.

REFERENCES: T.J. Kent. 1995. The Urban General Plan, Chicago: APA Press.

Eisner, Gallion, and Eisner. 1993. The Urban Pattern, NY: Van Nostrand Reinhold. (pp. 219-237).

October 4: Brooks, Chapter 9
Stein Part VI articles by Peattie & Saskia
Krumholz & Forester, Chapters 6, 7

WEB

SUPPLEMENT: Eisner, Gallion, and Eisner. 1993. The Urban Pattern, N.Y.: Van Nostrand Reinhold. (415-437).

REFERENCES:

Stuart Meck and Edith Netter (eds.). 1983. A Planners Guide to Land Use Control. (Chicago: APA Press).

"Growing Smart", 2002. Chicago: APA Planners Press

October 11: Brooks, Chapters 10, 11
Stein Prt VII articles by Schon & Downs.
Krumholz & Forester, Chapters 8, 9

WEB

SUPPLEMENT: Teaford, J. The Rough Road to Renaissance: Urban Revitalization in America, 1940-1985. John Hopkins University Press. 1990. Pp. 67-81. ("Planning for the Post War City" and pp. 218-231 ("Fiscal Crisis")).

October 18: Brooks, Chapters 12, 13
Krumholz & Forester, Chapter 10

WEB

SUPPLEMENT: Barnes, William R. 2005. "Beyond Federal Urban Policy" in Urban Affairs Review Vol. 40 No. 5. May. 575-589.

Mollenkopf, J. The Contested City, Princeton University Press. 1983. Pp. 81-96; 122-138; 273-281. (Chapters on the urban policy of several national administrations Truman through Carter).

Video: "Bus Riders Union".

Massey, D. and Denton, N. 1993. American Apartheid: Segregation and the Making of the Underclass. Harvard University Press. Pp. 130-147.

October 25: Krumholz & Forester, Chapter 11

WEB

SUPPLEMENT: Teaford, Jon. 1990. "Messiah Mayors and the Gospel of Urban Hype" in The Rough Road to Renaissance: Urban Revitalization in America, 1940-1985. The John Hopkins University Press. Pp. 253-311.

Judd, Dennis R. 2005. "Everything Is Always Going to Hell..." in Urban Affairs Review Vol 41, No. 2 Nov. 119-131

November 1: Krumholz & Forester, Chapter 12

WEB

SUPPLEMENT: Keating, Dennis and Krumholz, Norman. "Downtown Plans of the 1980's The Case for More Equity in the 1990's" JAPA Spring, 1991, pp. 136-152.

Markusen, Ann. 2000. "Planning as a Craft and As A Philosophy."

City of Cleveland: Civic Vision 2000: Downtown Plans (available from Professor Krumholz's personal files).

November 8: Krumholz & Forester, Chapter 13

WEB

SUPPLEMENT: Silver, Christopher. "Neighborhood Planning in Historical Perspective," APA Journal, Spring 1985, pp. 161-175.

O'Conner, Alice. 1999. "Swimming Against the Tide" in Urban Problems & Community Development. Ferguson, R. and W. Dickens (eds). Washington: The Brookings Institution.

REFERENCES: Keating, D.; N. Krumholz and P. Star. 1996. Revitalizing Urban Neighborhoods, Lawrence: University Press of Kansas.

November 15: Krumholz & Forester, Chapter 14

WEB

SUPPLEMENT: Atlas, John. 1994. "Rebuilding the Ghetto: What the New York Times Missed." Shelterforce, January/February. Pp. 19-21.

LeMann, Nicholas, "Myth of Community Development,"

Video: Timeline History of Community Development Policy In America.

November 22: Krumholz & Forester, Chapter 15

WEB

SUPPLEMENT: Krumholz, N. 1997. "Regionalism Redux" in Public Administration Review. Vol. 57, No. 1

Zdenek, Robert. 1994. "Toward Comprehensive Approaches for Strengthening Communities." Shelterforce, March/April. Pp. 6-7.

November 29: Johnson & Silver, "Welfare Reform, Cities and Planners" in JAPA, Winter, 1998.

WEB

SUPPLEMENT: Rybczynski, W. 2000. "Where Have All The Planners Gone"

Possible Dry-Run for 12/7 presentations

December 6: Group Presentations and Final Paper Due.

Assignment #1: Due September 20, 2007

URBAN ETHNOGRAPHIC BOOK ASSIGNMENT

Select a book from the list below and write a 3-5 page double spaced book review. Each of these books deals in some way with thought, behaviors, problems, hopes, and fears of some individuals who are part of a population group that lives in the central city (e.g. immigrants, youth gangs, residents of underclass neighborhoods, etc.). Some of the books were written by urban anthropologists and socialists, some by journalists, and some by others.

Your book review should include:

1. A brief discussion of the book's organization and the method and approach, the author used in acquiring information.
2. The most important findings and conclusions of the book.
3. The value of the book has for understanding central city issues, problems, and/or solutions. How (if at all) will the book impact planning issues.
4. Your assessment of the book in terms of its strengths and weaknesses.

I suggest you look at the book review sections of a recent issue of *The Journal of the American Planning Association* or the *Journal of Planning Education and Research* as a guide in writing your book review.

Sinclair, Upton. 1963 (ed) The Jungle. New York: New American Library

Cummings, Scott. 1998. *Left Behind in Rosedale*. Boulder: Westview Press. (F394.F7C86).

Duneirer, Martin. 1992. *Slim's Table*. University of Chicago Press. (F548.9N4086).

Erenreich, Barbara. 2001. Nickle and Dimed: On Not Getting By in America. N.Y.: Metropolitan Books

Kotlowitz, Alex. 1991. *There Are No Children Here*. Doubleday. (HQ 792, U5K683).

Kozol, J. 1992. *Savage Inequalities: Children in American Schools*. NJ: Crown Publishers. (LC 4091.K69).

Larson, Eric. 2004. The Devil in the White City. Vintage Press.

Liebow, Elliot. 1993. *Tell Them Who I Am: The Lives of Homeless Women*. The Free Press. (HV 4506W2L84).

Liebow, Elliot. 2003. Tally's Corner. Rowman & Littlefield.
(Introduction by William Julius Wilson)

Class Projects

Choose One of Six - Due December 6th

1. **Garden Valley Neighborhood.** Design a land use and zoning plan to revitalize this neighborhood by 2020.
2. **Job Creation through Links to Universities and Hospitals.** How can Cleveland capitalize on the presence of CWRU, CSU, Tri-C, University Hospitals and the Cleveland Clinic to create jobs? The project should include strategy proposals as well as site-specific development projects.
3. **Increasing the Competitiveness of Downtown Cleveland.** What can be done to make downtown Cleveland a more competitive place in attracting jobs, residents and visitors? The project should include strategy proposals, site-specific development projects, and an urban design scheme for the area around East 9th Street and Euclid Avenue.
4. **Burke Lakefront Airport.** What is the highest and best use of Burke? Three alternatives have been proposed: an improved airport; a regional park; Commercial/residential redevelopment. Which is best? Why? Include data and drawings.
5. **Design a Plan for an Asiatown.** Asian shops, restaurants and homes are scattered around the Eastside. How can they be developed and concentrated to serve as a regional attraction?
6. **Small is Beautiful - Cleveland now has thousands of vacant parcels of land and very low density neighborhoods.** How can these land uses be reworked to produce better, more attractive neighborhoods? What capital improvements are needed? What zoning changes are needed?