**NYU Wagner Logo
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**URPL-GP 1603**

**Planning Practice and Methods**

**Spring 2021**

**Section 1** (19 students)

Lecture: Monday 9:30AM - 11:10AM, Online

Lab: Monday 2:00AM - 3:40PM, Online

**Section 2**  (14 students)

Lecture: Monday 6:45PM – 8:25PM, Classroom MEYR Room 121

Lab: Tuesday 8:35PM-10:15PM, Online

**Professor Zhan Guo**

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Office Hours: Monday, 5:00-6:00pm Online

**Teaching Assistant:**

Maitri Pujara ( [mvp329@nyu.edu](mailto:mvp329@nyu.edu) )

**Lab Lecturers:**

Monday Afternoon: Jiaqi Dong ( [jd3036@nyu.edu](mailto:jd3036@nyu.edu) )

Tuesday Evening: Francesca Patrizze Malubay ( [fpm239@nyu.edu](mailto:fpm239@nyu.edu) )

**Prerequisites: None**

**Course Description**

The course will introduce students to the planning process by reviewing commonly used planning practices and tools. As an intermediate level course, broad overviews of each topic will be provided. The intention is to expose students to the many considerations that go into planning, while introducing them to skills that can be incorporated into their “planner toolkit” which can be expanded upon through future coursework and work experience. Students will be expected to apply skills and concepts learned in class to a simulated planning project based on a real neighborhood in New York City.

Beyond the “toolkit,” students will be encouraged to identify and establish their own set of values and visions that underlie their work as planners. Through lectures, lab sections, and group project work, students will be expected to think critically about the tools being used by planners today – how are these tools useful (or not) to the planning process? Are these tools still relevant? What is missing from the planning process, as it currently exists? What can you, as future planners, do to improve the planning process?

**Learning Objectives**

By the end of the course, students should be able to

1) identify and scope planning problems and issues;

2) determine the information required to address the issues;

3) collect, analyze, and synthesize planning information; and

4) concisely and effectively communicate findings and recommendations.

**Course Components**

Lectures

The lectures are organized to provide students with the information and skills necessary to complete the final project. More broadly, the course is designed to address the following questions: “where are we now?”, “where do we want to go?” and “how do we get there?” The first two questions are related to establishing knowledge about the project site and the broader context for the plan before extending that information to develop innovative concepts to support the area’s strengths and solutions for challenges. The third question is about understanding how different stakeholders may evaluate the plan in order to successfully implement the plan. Students should keep these three core questions in mind throughout the semester.

Readings

The readings include planning documents from planning agencies as well as academic articles or books. A few are from the flagship planning journal, Journal of American Planning Association. For labs on economic analysis, a book titled “Community Analysis and Planning Techniques” by Richard E. Klosterman is especially helpful and available from the NYU bookstore or Amazon. All readings are either available online from Agency’s website or through NYU E-journals.

To access E-journals, go to <https://library.nyu.edu/> click “Journals” and type journal’s title in the search bar and click Go. If NYU subscribes that journal (in our cases, all journals on this syllabus are subscribed), it will show up as a hyperlink. Click, multiple providers may show up with different years of subscription from NYU. Please choose the one with the year where your interested article was published.

Labs

Beginning with Week 1, students must attend the 12 computer labs (9 labs with graded exercises). The labs cover key technical skill sets for planners and as such are considered mandatory (unless otherwise noted by the instructor). Each of the 9 labs includes a short presentation/tutorial followed by individual exercise. Students are expected to complete lab exercises, and turn it in next week to get a grade. All lab exercises are individual work except specified otherwise.

Neighborhood Outreach Assignments

Besides lab exercise, students need to reach out to the neighborhood in order to prepare for the neighborhood plan. They need to complete two outreach assignments, which will get students familiar with the neighborhood and its stakeholders and incorporate their opinion into the rezoning plan. All outreach efforts could be done remotely. You don’t need to be in the neighborhood physically to complete the assignments. Please see assignment documents for details. Outreach Assignments are individual work.

Final Project

You will be assigned to a team during the first week of class to make a rezoning plan for a neighborhood of your choice in New York City. You are representing the neighborhood as a whole, not any specific stakeholders. The plan should articulate the rationale behind the rezoning proposal, be visionary in nature, grounded in the community’s needs and aspirations, while practical given the current political, economic, and social contexts, and implementable through the available technical, regulatory, and financing tools and strategies. The team will present the plan to a jury of external practitioners. The grading of the final project is based on the quality of your plan, your presentation, and the organization of the plan-making process of your team.

Potential Projects

A separate document will provide a list of potential neighborhoods as a reference. You can pick one from the list or choose your own. The project area could be exactly the neighborhood on the list or a portion of it.

Team Formation

Team will be assigned by instructor based on the following factors: familiarity with New York City, planning experience, part-time or full-time, interest areas, international vs. domestic, technical skill sets, etc. The information will be collected by a student survey before class starts.

**NYU Classes**

All announcements and resources will be delivered through NYU Classes.

**Academic Integrity**

Academic integrity is a vital component of Wagner and NYU. Each student is required to sign and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). Plagiarism of any form will not be tolerated since you have all signed an Academic Oath and are bound by the academic code of the school. Every student is expected to maintain academic integrity and is expected to report violations to me. If you are unsure about what is expected of you, *ask*.

**Henry and Lucy Moses Center for Students with Disabilities at NYU**

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website at [www.nyu.edu/csd](http://www.nyu.edu/csd) and click on the Reasonable Accommodations and How to Register tab or call or e-mail CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

**NYU’s** [**Policy on Religious Holidays**](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html)

University policy states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Students do not need to ask the instructor for permission, but they may choose to notify faculty in advance of such an absence. Whenever feasible, exams and assignment due dates will not be scheduled on religious holidays.

**Student Resources**

Wagner tutors are available to help students with their writing skills. Please see details on <https://wagner.nyu.edu/portal/students/academics/advisement/writing-center>.

The web also has some good resources to help you write better. After you finish writing your paper but before you submit it, you can obtain automated readability statistics here:

<https://igm.rit.edu/~jxs/services/TestReadability.html> and some additional feedback here: <http://writersdiet.com/test.php> . Use these services to improve your prose.

**Assignments and Evaluation**

Class Participation (15%): Students are required to attend all lectures and labs, unless noted in the syllabus, and contribute to classroom discussion. Missing one lecture or one lab will result in a one point deduction until maximum of 15 points is reached. Please contact the instructor if any issues arise during the semester. Students are encouraged to participate in class discussion.

Outreach Assignments (12%): The two assignments each count 6% of the final grade.

Lab Exercises (27%)

Labs will teach students key skill sets used to make a neighborhood plan. Each lab completes one technical task in the plan making process. Labs are individual work unless specified otherwise but team members should coordinate their work so the whole team can cover related issues for the neighborhood plan.

The nine lab exercises (each counts 3% of the final grade) are graded on a scale of 0 (not submitted)/ 1 (submitted but deficient)/ 2 (submitted and adequate). In a few occasions, 3’s are awarded to extraordinary products as a bonus. However, students should expect to earn a 2 for a job well done, and that constitutes full credit.

Teamwork (10%)

Teamwork will be evaluated based on the final team peer evaluation.

Term Project (36%): The final project includes one in-class presentation and the final report (a neighborhood comprehensive plan). All components are to be completed as a team. Presentation counts 10%, and the final report counts 26%.

**Learning Assessment Table**

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| --- | --- |
| Graded Assignment | Course Objective Covered |
| Participation | All |
| Assignment 1 | #1 |
| Assignment 2 | #1 and #2 |
| Lab exercises | #2 and #3 |
| Team work | #3 and #4 |
| Term project | #1, #2, #3 and #4 |

**Grading Scale and Rubric**

Students will receive grades according to the following scale:

(A) Excellent: Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Numeric value=4.0 points.

(A-) Very good: Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards. Numeric value=3.7 points.

(B+) Good: Work is well-reasoned and thorough, methodologically sound. This grade indicates the student has fully accomplished the basic objectives of the course. Numeric value=3.3 points.

(B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Meets key course objectives but evidence suggests that understanding of some important issues is less than complete. Numeric value=3.0 points.

(B-) Borderline: Meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Numeric value=2.7 points.

(C/-/+) Deficient: Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students. Numeric value = 2.3; 2.0; 1.7 points.

(F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive. Numeric value = 0.0 points.

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| **Wk** | **Lecture (Monday)** | **Lecture Topics** | **Labs (Technical Skills)** | **Neighborhood Outreach** |
| 1 | Feb 1 | Rezoning in NYC | Lab 1 Population Projection & Pyramid | #1 Community Meeting Assignments Out |
| 2 | Feb 8 | Regulating Land Use I | Lab 2 Land use inventory table |  |
| 3 | Feb 18 | Outreach & Stakeholders | Lab 3 Land use compliance table I | #2 Stakeholder Opinions Assignment Out |
| 4 | Feb 22 | **Rezoning Workshop (with Prof. Guo and Lab Instructors)** | |  |
| 5 | March 1 | Regulating Land Use II | Lab 4 Land use compliance table II |  |
| 6 | Mar 8 | Regulating Land Use III | Lab 5 Land use analysis |  |
| 7 | Mar 15 | Understanding Neighborhood Economics | Lab 6 Economic sectors | Community Meeting Assignments Due |
| 8 | Mar 22 | **Rezoning Workshop (with Prof. Guo, Professional Planners, and Lab Instructors)** | |  |
| 9 | Mar 29 | Provision of Affordable Housing | Lab 7 LQ + Shift share |  |
| 10 | April 5 | Neighborhood Transportation Needs | Lab 8 Affordable housing |  |
| 11 | Apr 12 | Development Financing | Lab 9 Travel Impact Analysis | Stakeholder Opinions Assignment Due |
| 12 | Apr 19 | No Class | |  |
| 13 | Apr 26 | **Rezoning Workshop (with Prof. Guo, Professional Planners, and Lab Instructors)** | |  |
| 14 | May 3 | **Final Presentation** | |  |
| 15 | May 10 | **Rezoning Plan Due** | | Team member evaluation (individual) Due |

**Topic 1: Rezoning in New York City**

* [Williams, Alfred M. Jr.](http://ezproxy.library.nyu.edu:2264/HOL/AuthorProfile?action=edit&search_name=Williams%2C%20Alfred%20M.%20Jr.&collection=journals) 2016. Reforming New York City's ULURP: Less Confusing than Its Name. [Journal of civil rights and economic development](https://getit.library.nyu.edu/resolve?umlaut.institution=NYU&url_ver=Z39.88-2004&url_ctx_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Actx&ctx_ver=Z39.88-2004&ctx_tim=2017-01-22T16%3A41%3A10-05%3A00&ctx_id=&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft.jtitle=Journal+of+civil+rights+and+economic+development&rft.object_id=3280000000000105&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rfr_id=info%3Asid%2Fsfxit.com%3Acitation&umlaut.institution=NYU). Vol. 28, Issue 3, pp. 399-418 (available from NYU Library E-journal online)
* Tom Angotti. 2010. Land use and the New York City Charter

<http://www.hunter.cuny.edu/ccpd/repository/files/charterreport-angotti-2.pdf>

* NYC Department of City Planning. Uniform Land Use Review Procedure (ULURP)

<https://www1.nyc.gov/site/planning/applicants/applicant-portal/step5-ulurp-process.page>

**Topic 2: Land Use Regulation I: Residential**

* The 2018 NYC Zoning Handbook <https://www1.nyc.gov/site/planning/zoning/zh.page>
* Chapter 1: Introduction to Zoning
* Chapter 2: Applying Zoning
* Chapter 3: Residence Districts
* New Density and Shrink-Wrapped Streets: Contextual Zoning Policy in New York City

**Topic 3: Outreach & Stakeholders**

# Case Study: Inwood Rezoning and Nullification. Please review all related documents to reconstruct the community outreach efforts in the rezoning process and explain why it was struck down by the court one year after the City Council approved the rezoning.

# Court Ruling: <https://iapps.courts.state.ny.us/fbem/DocumentDisplayServlet?documentId=ohnOnriTnXSFDkH80Bx1KQ==&system=prod>

# Inwood Neighborhood Planning website

# <https://edc.nyc/project/inwood-nyc-planning-initiative>

# Inwood 2017 Action Plan

# https://edc.nyc/sites/default/files/filemanager/Projects/Inwood\_NYC/InwoodNYCActionPlan\_english\_digital.pdf

**Topic 4: Land Use Regulation II: Commercial, Manufacturing, and Special Zones**

* The 2018 NYC Zoning Handbook <https://www1.nyc.gov/site/planning/zoning/zh.page>
* Chapter 4: Commercial Districts
* Chapter 5: Manufacturing Districts
* Chapter 6: Special Area Rules
* Chapter 7: Special Purpose Districts

**Topic 5: Land Use Regulation III: Manufacturing, Resilience**

* The Steep Costs of Using Noncumulative Zoning to Preserve Land for Urban Manufacturing, available from <http://ssrn.com/abstract_id=1527276>
* [Up-Zoning New York City’s Mixed Use Neighborhoods : Property-Led Economic Development and the Anatomy of a Planning Dilemma](https://repository.upenn.edu/cgi/viewcontent.cgi?article=1044&context=cplan_papers) <https://repository.upenn.edu/cplan_papers/45/>
* Employment trends in M districts outside Manhattan: 2000 - 2014 <http://www1.nyc.gov/assets/planning/download/pdf/data-maps/nyc-economy/employment-nyc-manufacturing-zones.pdf>
* Can Industrial Mixed-Use Buildings Work in NYC?

https://www1.nyc.gov/assets/planning/download/pdf/planning-level/housing-economy/can-industrial-mixed-use-buildings-work-in-nyc.pdf

* Flood Resilience Text Amendment Presentation by DCP (more documents could be found from the same website)

<http://www1.nyc.gov/assets/planning/download/pdf/plans/flood-resiliency/presentation.pdf>

**Topic 6: Understanding Neighborhood Economics**

* NYC Neighborhood Economic Profile

<https://comptroller.nyc.gov/wp-content/uploads/documents/Neighborhood_Economic_Profiles_2018.pdf>

* Employment Patterns in New York City: Trends in a Growing Economy

<http://www1.nyc.gov/assets/planning/download/pdf/data-maps/nyc-economy/employment-patterns-nyc.pdf>

* Assessing Storefront Vacancy in NYC: 24 Neighborhood Case Studies

<https://www1.nyc.gov/assets/planning/download/pdf/planning-level/housing-economy/assessing-storefront-vacancy-nyc.pdf?r=1>

Note: Comptroller’s office maintains a website to review storefront vacancy and historical trend by neighborhood <https://comptroller.nyc.gov/reports/retail-vacancy-in-new-york-city/>

* Brooklyn’s Growing Innovation Economy

<https://nycfuture.org/pdf/Brooklyns_Growing_Innovation_Economy_6-12.pdf>

* An Unhealthy Commute: The Transit Challenges Facing New York City’s Healthcare Sector

<https://nycfuture.org/pdf/CUF_An_Unhealthy_Commute.pdf>

* The Creative Economy: Art, Culture and Creativity in New York City

<https://comptroller.nyc.gov/reports/the-creative-economy/>

**Topic 7: Affordable Housing**

* Keeping Neighborhood Affordable: A Handbook of Housing Strategies for Gentrifying Areas, Urban Institute

<http://www.urban.org/uploadedPDF/411295_gentrifying_areas.pdf>

* New York City Mandatory Inclusionary Housing: Promoting Economically Diverse Neighborhoods

<http://www1.nyc.gov/assets/planning/download/pdf/plans-studies/mih/mih_report.pdf>

* Behind New York’s Housing Crisis: Weakened Laws and Fragmented Regulation

<https://www.nytimes.com/interactive/2018/05/20/nyregion/affordable-housing-nyc.html>

* The Eviction Machine Churning Through New York City

https://www.nytimes.com/interactive/2018/05/20/nyregion/nyc-affordable-housing.html

**Topic 8: Neighborhood Transportation Need**

* [Red Hook Transportation Study](http://www1.nyc.gov/site/planning/plans/red-hook/red-hook.page)

<https://www1.nyc.gov/assets/planning/download/pdf/plans-studies/red-hook/full_report.pdf>

**Topic 9: Development Financing**

* The Myth of Self-Financing: The Trade-Offs Behind the Hudson Yards Redevelopment Project <http://www.economicpolicyresearch.org/images/docs/research/political_economy/Bridget_Fisher_WP_2015-4_final.pdf>
* Alternative Funding for an Equitable Park System in New York City and State

<https://digitalcommons.pace.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1776&context=pelr>

* Vicki Been. 2010. Community Benefits Agreements: A New Local Government Tool or Another Variation on the Exactions Theme? The University of Chicago Law ReviewVol. 77, No. 1, pp. 5-35 (available from NYU Library E-journal online)
* Register of Community Board Budget Requests: For The Preliminary Budget Fiscal Year 2020

<https://www1.nyc.gov/assets/omb/downloads/pdf/cbrboro4-19.pdf>

* Register of Community Board Budget Requests: For The Preliminary Budget Fiscal Year 2019

<https://www1.nyc.gov/assets/omb/downloads/pdf/cbrboro4-18.pdf>