NEW YORK UNIVERSITY
ROBERT F. WAGNER GRADUATE SCHOOL OF PUBLIC SERVICE

P11.1603: Planning Practice and Methods
Spring 2014 Syllabus (updated on 2/4/2014)

Professor Zhan Guo
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Office Hours: Tuesdays, 4:00-5:00pm or by appointment

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Lab Lecturers: Nolan Levenson (nolan.levenson@nyu.edu)
Alejandro Schwedhelm (schwedhelm@nyu.edu)

Tuesday Lectures
Section 1: 2:00 – 3:40pm
25 West 4th Street, Room C-4

Section 2: 6:45 – 8:25pm
25 West 4th Street, Room C-10

Friday Lab
Section 4: 9:00 – 10:40am
Waverly Building, Room 668

Friday Lab
Section 3: 8:35 – 10:15pm
Waverly Building, Room 668

Class Purpose
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 further 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 site in New York City. 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.

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?
Lectures
Due to the practical nature of this class, lectures are taught jointly by professor Guo and practitioners in the planning field in New York City. 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 the area’s 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 are from multiple sources. Many are from the flagship planning journal, Journal of American Planning Association, while others are from online resources and government documents. For two labs, population projection and economic analysis, a book titled “Community Analysis and Planning Techniques” by Richard E. Klosterman is especially helpful and available from the NYU bookstore. Students must read the required readings before the lecture. You are encouraged to continue to the recommended readings that provide additional information on the topic, often from different perspectives. All readings are either available online, through NYU e-journals, or posted on the course website.

Discussion Sessions
Discussion sessions at class allow students to explore the core issues related to the targeted community, the Gowanus Canal area, such as gentrification, superfund, waterfront resilience, and commercial development. At the four sessions, students should investigate the issues in team and present the result at class for discussion.

Assignments
Students need to complete two assignments in team: the public outreach memo and the scenario analysis. Both are parts of the term project and could be incorporated into the final presentation and the final report. Please note that assignments are due at class as specified below. It is the responsibility of the student to check the due date for each assignment to ensure they are submitted on time.

Labs
Beginning with Week 1, students must attend the 13 computer labs. The labs cover key technical skill sets for planners and as such are considered mandatory (unless otherwise noted by the instructor). Each lab includes a short presentation/tutorial followed by individual exercise. Students are expected to complete lab exercises, print out the outcome, and turn it in at the beginning of the lab next week to get a pass/fail grade. All lab exercises are individual work.

Term Project
You will form a team during the first week of class to make a comprehensive plan for the Guwanus Canal area in New York City. The plan should 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 local residents, government planners, private consultants, business representatives, designers, etc. The team also needs to submit the final neighborhood report. 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.

Coordination among Final Project, Labs, Assignments, Discussion, and Lectures
Students are expected to treat all topics integral parts of making the neighborhood comprehensive plan. They should coordinate the lectures, lab topics, and assignments with the term project. The term project starts on week 1 and students should connect the issues in lectures, discussion sessions, labs, and assignments within the scope of the project. The workload is divided into individual lab exercise, discussion sessions, and assignments. If you stay with the assignment and lab schedule, the term project should be easy to complete.

Grading
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 in the final score (100 scale) 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.

Homework Assignments (10%): Each assignment is worth 5% of your course grade. Assignments will be graded on a 10-point scale based on completeness, quality, and timeliness. Assignments must be submitted at the beginning of class (lecture or lab, as noted in the syllabus). Late assignments will not be accepted.

Lab Exercises (15%)
The 13 lab exercises are graded on a scale of 0 (not submitted)/ 1 (submitted but deficient)/ 2 (submitted and adequate) / 3 (submitted and extraordinary). Very few 3’s are awarded; students should expect to earn a 2 for a job well done, and that constitutes full credit.

Discussion (20%):
Each of the three discussion session is worth about 7% of your course grade. Discussion will be graded on a 10-point scale based on the thoughtfulness and quality of presentations.

Teamwork (10%)
Teamwork will be evaluated based on the midterm team self-reflection report and the final team evaluation.

Term Project (30%): The final project includes one in-class presentation and a neighborhood comprehensive plan. All components are to be completed as a team. Presentation counts 10%, and the neighborhood plan counts 20%.
## Course Schedule

<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture (Tuesdays)</th>
<th>Topics</th>
<th>Lab Topic</th>
<th>Assignment Due</th>
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<tbody>
<tr>
<td>1</td>
<td>January 28</td>
<td>Lecture: <strong>Neighborhood Plans</strong> <em>(Professor Guo)</em></td>
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<td>2</td>
<td>February 4</td>
<td>Lecture: <strong>Plan Scenarios</strong> <em>(Professor Guo)</em></td>
<td>Land Use &amp; Zoning</td>
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<td>3</td>
<td>February 11</td>
<td>Lecture: <strong>Land-use Regulations in NYC</strong> <em>(Guest Lecturer: Winston Von Engel-afternoon &amp; Guo)</em></td>
<td>Census Data: Population</td>
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<td>4</td>
<td>February 18</td>
<td>Lecture: <strong>Public Participation</strong> <em>(Guest Lecturer: Allen Zerkin)</em></td>
<td>Census Data: Economic</td>
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<td>5</td>
<td>February 25</td>
<td>Discussion: <strong>Gentrification</strong></td>
<td>GIS: Introduction</td>
<td>Public Outreach Memo</td>
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<td>6</td>
<td>March 4</td>
<td>Lecture: <strong>Brownfield Redevelopment</strong> <em>(Guest Lecturer: Stephen Soler-evening)</em></td>
<td>GIS: Mapping Skills</td>
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<td>7</td>
<td>March 11</td>
<td>Discussion: <strong>Manufacturing</strong></td>
<td>Population Analysis: Population Pyramid</td>
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<td>8</td>
<td>March 18</td>
<td>Spring Break</td>
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<td>10</td>
<td>April 1</td>
<td>Discussion: <strong>Scenarios</strong></td>
<td>Economic Analysis: Location Quotient</td>
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<td>11</td>
<td>April 8</td>
<td>Lecture: <strong>Affordable Housing</strong> <em>(Guest Lecturer: Marc Jahr)</em></td>
<td>Economic Analysis: Shift Share</td>
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<td>12</td>
<td>April 15</td>
<td>Lecture: <strong>Development Financing</strong> <em>(Professor Guo)</em></td>
<td>Travel Demand and Impact</td>
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<td>13</td>
<td>April 22</td>
<td><strong>Economic Development</strong> <em>(Guest Lecturer: James Lima-afternoon; James Mettham-evening)</em></td>
<td>GIS: Existing GIS Data</td>
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<td>14</td>
<td>April 29</td>
<td>Lecture: <strong>Politics of Development</strong> <em>(Guest Lecturer: Mitchell Korbey)</em></td>
<td>GIS: Geocoding</td>
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<td>15</td>
<td>May 6</td>
<td>Group Study Day</td>
<td>GIS: Advanced topics</td>
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<td>16</td>
<td>May 15</td>
<td>Final Presentation</td>
<td>Neighborhoood plan &amp; Team member evaluation</td>
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Before Week 1
Things to do:
1. Complete the Student Information Sheet
2. Finish the required readings for week 1
3. Begin to select and research a public meeting for the assignment due on April 16

Week 1: Neighborhood Comprehensive Plans

Required Readings:

Select at least one comprehensive plan from below:

Week 2: Plan Scenarios

Required Readings:
- Garfield County Comprehensive Plan 2030: Alternative Scenario Comparison Matrix
- The chapters/sections on scenarios and alternatives in all seven comprehensive plans from week 1

Recommended Readings:
Week 3: Land-use Regulations

Required Readings:

Recommended Readings:

Week 4: Public Participation

Required Readings:

Week 5: Gentrification
Required Readings:
- Curran, W. 2007. From the Frying Pan to the Oven’: Gentrification and the Experience of Industrial Displacement in Williamsburg, Brooklyn. Urban Studies, Or
- Pearsall, Hamilton. 2012. Moving out or moving in? Resilience to environmental gentrification in New York City. Local Environment: The International Journal of Justice and Sustainability, 17(9)

Recommended Readings:

Week 6: Brownfield Redevelopment

Required Readings:

Week 7: Manufacturing

Required Readings:
- Why Rezoning New York City's Manufacturing Areas for Housing Makes Sense

Recommended Readings:

**Week 9: Resilience and Waterfront Development**

Required Readings (please download from the website directly):

**Week 10: Scenario Analysis**

Required Readings: Scenario section in selected comprehensive plans

**Week 11: Affordable Housing**

Required Readings:

Recommended Readings:
• Inclusionary Zoning: The California Experience. NHC Affordable Housing Policy Review

**Week 12: Development Financing**

Required Readings:
**Week 13: Economic Development**

*Required Readings:*

**Week 14: Politics of Development**

*Required Readings:*
- Media coverage on NYU 2031

**Week 15: Final Presentation**