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

P11.1603: Planning Practice and Methods
Fall 2014 Syllabus (updated on 9/2/2014)

Professor Zhan Guo
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Office Hours: Wed, 5:00-6:00pm or by appointment

Lab Lecturers: Gehad Hadidi (gah322@nyu.edu)
Emily Rhodes (ear457@nyu.edu)

Wednesday Lectures
6:45 – 8:25pm
194 Mercer Street, room 307

Thursday Lab
8:35 – 10:15pm
194 Mercer Street, room 304

Friday Lab
9:00 – 10:40am
194 Mercer Street, room 304

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 Chinatown area. At the two 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 existing condition report. 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 14 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 Chinatown in Manhattan. 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 (10%)**
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 10 points is reached. Please contact the instructor if any issues arise during the semester. Students are encouraged to participate in class discussion.

**Homework Assignments (25%)**
Assignment #1 counts 5%, and Assignments #2 and 3 is each worth 10% 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 (25%)**
The 14 lab exercises 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 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%.
<table>
<thead>
<tr>
<th>Week</th>
<th>Lecture (Wednesday)</th>
<th>Topics</th>
<th>Lab Topic (TH &amp; FR)</th>
<th>Assignment Due</th>
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<tr>
<td>1</td>
<td>September 3</td>
<td>Lecture: Making a Plan (Professor Guo)</td>
<td>Zoning Analysis</td>
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<td>2</td>
<td>September 10</td>
<td>Lecture: Land Use Planning (Professor Guo)</td>
<td>GIS: Introduction</td>
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<td>3</td>
<td>September 17</td>
<td>Lecture: Rezoning in NYC (Guest Lecturer: Winston Von Engel to be confirmed)</td>
<td>Census Data: Population</td>
<td>Plan Comments (individual work)</td>
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<td>4</td>
<td>September 24</td>
<td>Discussion: Ethnic Enclaves in New York City</td>
<td>Census Data: Economic</td>
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<td>October 1st</td>
<td>Lecture: Public Participation (Guest Lecturer: Allen Zerkin)</td>
<td>GIS: Mapping Skills</td>
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<td>6</td>
<td>October 8</td>
<td>Group Study Day</td>
<td>Population Analysis: Pyramid &amp; Projection</td>
<td>Public Outreach Memo (team work)</td>
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<td>7</td>
<td>October 15</td>
<td>Lecture: Affordable Housing (Guest Lecturer: Marc Jahr)</td>
<td>Population Analysis: Cohort-Component</td>
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<td>8</td>
<td>October 22</td>
<td>Lecture: Gentrification (Professor Guo)</td>
<td>GIS: Spatial Analysis I</td>
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<td>9</td>
<td>October 29</td>
<td>Lecture: Economic Development (Guest Lecturer: James Mettham to be confirmed)</td>
<td>GIS: Spatial Analysis II</td>
<td>Existing Condition Analysis (team work)</td>
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<td>10</td>
<td>November 5</td>
<td>Lecture: Retail Analysis (Guest Lecturer: Tina Lund)</td>
<td>Economic Analysis: Location Quotient</td>
<td>Teamwork Self-reflection (individual work)</td>
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<td>November 12</td>
<td>Discussion: Future of Chinatown</td>
<td>Economic Analysis: Shift Share</td>
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<td>12</td>
<td>November 19</td>
<td>Lecture: Resilience &amp; Waterfront Development (Guest Lecturer: Jamie Torres Springer)</td>
<td>Thanksgiving</td>
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<td>13</td>
<td>November 26</td>
<td>Lecture: Development Financing (Professor Guo)</td>
<td>Demand Analysis: Retail</td>
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<td>14</td>
<td>December 3rd</td>
<td>Lecture: Politics of Development (Guest Lecturer: Mitchell Korbey)</td>
<td>Demand Analysis: Travel</td>
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<td>15</td>
<td>December 10</td>
<td>Group Study Day</td>
<td>GIS: Spatial Analysis III</td>
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<td>16</td>
<td>December 17</td>
<td>Final Presentation</td>
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<td>Neighborhood 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 October 8th

Week 1: Neighborhood Comprehensive Plans
Required Readings:

Select at least one comprehensive plan from below:
- San Diego 2008 General Plan (2010 APA Best Comprehensive Plan Award)
  http://www.sandiego.gov/planning/genplan/
- Garfield County Comprehensive Plan
  http://www.garfieldcomprehensiveplan2030.com/Home.html
- Tysons Corner Comprehensive Plan (2011 APA Best Comprehensive Plan Award)
  http://www.fairfaxcounty.gov/tysons/comprehensiveplan/
- Denver 2000 Comprehensive Plan
- Augusta County 2007 Comprehensive Plan
  http://www.co.augusta.va.us/Index.aspx?page=279
- Baltimore 2006 Master Plan

Week 2: Land Use Planning
Required Readings:
- The Zoning Section on NYC’s website

Recommended Readings:
Week 3: Rezoning in New York
Required Readings:


Recommended Readings:


Week 4: Ethnic Enclaves in New York City
Recommended Readings:


Week 5: Public Participation
Required Readings:
Week 6: Group Study (No Lecture)

Week 7: Affordable Housing
Required Readings:

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

Week 8: 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 9: Economic Development
Required Readings:
- Light, Ivan et al. 1994 Beyond the Ethnic Enclave Economy. Social Problems, 41 (1) 65

**Week 10: Retail Analysis**
Recommended Readings:

**Week 11: Future of Chinatown**
Recommended Readings:

**Week 12: Resilience and Waterfront Development**
Required Readings (please download from the website directly):

**Week 13: Development Financing**
Required Readings:


**Week 14: Politics of Development**

Required Readings:

- Media coverage on NYU 2031