



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

**URPL-GP 1603
Planning Practice and Methods
Spring 2022**

Class Schedule/Location

Lecture: Monday 6:45PM – 8:25PM; Silver 401

Lab 1: Monday 8:35PM-10:15PM; Silver 403

Lab 2: Tuesday 2:00PM-3:40PM **Zoom link**: <https://nyu.zoom.us/j/93373470734>

Professors Michele Alonso and Perris Straughter

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Office Hours: By appointment only

Lab Lecturers:

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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 Newark, New Jersey.

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 are primarily planning documents from planning agencies instead of academic articles or books, to reflect the practical nature of this course. 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. Readings will prepare you primarily for lab exercises and neighborhood outreach.

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 11 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 next week to get a grade. All lab exercises are individual work except specified otherwise.

Neighborhood Outreach Assignments

Besides lab exercises, students need to get acquainted with one of the two focus neighborhoods in order to prepare for the neighborhood plan. There will be three written outreach assignments in addition to a required neighborhood visit. These assignments will get students familiar with the neighborhood and its stakeholders and incorporate their opinion into the neighborhood plan. Outreach Assignments are a mix of individual and teamwork.

Final Project

You will be assigned to a team during the first week of class to make a comprehensive plan for the Ironbound neighborhood in Newark, NJ. You are representing the neighborhood as a whole, not any specific stakeholders. 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 that will include local residents and other stakeholders. The team also needs to submit the final neighborhood plan. 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.

Team Formation

Team will be randomly assigned by the instructor. Students are to arrange team meetings on their own.

NYU Brightspace

All announcements and resources will be delivered through NYU Brightspace.

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](#). 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 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](#)

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 (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.

Outreach Assignments (24%): The three assignments each count for 8% of the final grade.

Lab Exercises (33%)

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 11 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 (23%): 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 13%.

Learning Assessment Table

Graded Assignment	Course Objective Covered
Participation	All
Assignment 1	#1
Assignment 2	#1 and #2
Assignment 3	#2 and #3
Assignment 4	#3 and #4
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.

Week	Lecture (Monday)	Lecture Topics	Labs (Technical Skills)	Neighborhood Outreach
1	Jan 24/25	City Renaissance and Gentrification	Lab 1 Demographics	Outreach Assignment 1
2	Jan 31/Feb 1	Outreach & Stakeholders	Lab 2 Land Use Analysis	Required neighborhood visit Outreach Assignment 2 Outreach Assignment 3
3	Feb 7/8	Land Use Regulation	Lab 3 Zoning Analysis	
4	Feb 14/15	Neighborhood Resilience <i>(Guest Lecturer)</i>	Lab 4 Economic sectors	
5	Feb 21	President Day for Monday		
6	Feb 28/Mar 1	Rezoning	Lab 5 LQ + Shift share	
7	Mar 7/8	Neighborhood Plan	Lab 6 Neighborhood Plan part 1	
8	Mar 14/15	Spring Break		
9	Mar 21/22	Affordable Housing	Lab 7 Affordable housing	Outreach Assignment 1 due 3/21
10	Mar 28/29	Transportation Analysis	Lab 8 Travel Pattern	
11	Apr 4/5	Economic Development	Lab 9 Traffic Impact	
12	Apr 11/12	Financing	Lab 10 Neighborhood Plan part 2 (last 40 minutes is presentation by team) teamwork	Outreach Assignment 3 due 4/15
13	Apr 18/19	Urban Design & Public space <i>(Guest Lecturer)</i>	Lab 11 Key Site Design	
14	Apr 25/26	Neighborhood Plan Workshop	Neighborhood Plan Workshop	Outreach Assignment 2 due 4/25
15	May 2	Final Presentation	Final Presentation	Neighborhood Plan (team); Team member

				evaluation (individual)
16	May 9	Final Assignments due		

Week 1: City Renaissance and Gentrification

- Background reading on city renaissance and gentrification
- [Decennial Data Compiled by DCP](#)
 - Numerical Population Changes 2000 -2020 by Census Tracts
 - Percentage Population Changes 2000 -2020 by Census Tracts

White Non-Hispanic Numerical Changes 2000-2020 by Census Tract
White Non-Hispanic Percentage Changes 2000-2020 by Neighborhood Tabulation Areas (NTAs)

Hispanic Numerical Changes 2000-2020 by Census Tract
Hispanic Percentage Changes 2000-2020 by Neighborhood Tabulation Areas (NTAs)

Black Non-Hispanic Numerical Changes 2000-2020 by Census Tract
Black Non-Hispanic Percentage Changes 2000-2020 by Neighborhood Tabulation Areas (NTAs)

Housing Units Numerical Changes 2000-2020 by Census Tract
Housing Units Percentage Changes 2000-2020 by Census Tract

Vacant Units Numerical Changes 2000-2020 by Census Tract
Vacant Units Percentage Changes 2000-2020 by Census Tract

- [NYC 2020 Census Briefing Booklet](#)
- Newark Population Change
<https://data.dailyrecord.com/census/total-population/total-population-change/newark-city-essex-county-new-jersey/060-3401351000/>

Week 2: Outreach & Stakeholders

- Ironbound Community Plan
 - ICC's website and PlaNewark
- Brownsville Plan [Brownsville - HPD \(nyc.gov\)](#)
- The Edgemere Community Plan and Edgemere ULURP

[Resilient Edgemere | Homepage](#)

[NYC Planning - Zoning Application Search](#)

Please read not only the application materials but also the CEQR materials, which includes the Environmental Impact Statement.

Week 3: Land Use Regulation

- The Zoning Section on NYC's website
<http://www.nyc.gov/html/dcp/html/subcats/zoning.shtml>
- Housing New York: Zoning for Quality and Affordability Overview
<http://www1.nyc.gov/assets/planning/download/pdf/plans-studies/zqa/adoption-overview.pdf?r=1>
- Donald Shoup. 2009. Graduated Density Zoning, Journal of Planning Education and Research (available from NYU Library E-journal online)
- New Jersey MLUL
- Newark's Zoning Code <https://www.newarknj.gov>

Week 4: Staten Island and Rockaways Resilience

- Vision 2020: New York City Comprehensive Waterfront Plan
<http://www1.nyc.gov/site/planning/plans/vision-2020-cwp/vision-2020-cwp.page>
- 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>
- Retrofitting Buildings for Flood Risk
http://www1.nyc.gov/assets/planning/download/pdf/plans-studies/retrofitting-buildings/retrofitting_complete.pdf
- Coastal Adaptation:
 - [Staten Island | Governor's Office of Storm Recovery \(GOSR\) \(ny.gov\)](#)
 - NYC's [Resilient Neighborhoods \(nyc.gov\)](#)
 - [Resilient Edgemere | Homepage](#)

Week 5: President Day (No Lecture)

Week 6: Rezonings

- Williams, Alfred M. Jr. 2016. Reforming New York City's ULURP: Less Confusing than Its Name. Journal of civil rights and economic development. 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>
- 2019 NYC Charter Revision and ULURP
- Case studies: Far Rockaway, SoHo/NoHo, Long Island City
- Newark's Master Plan and Zoning Code <https://www.newarknj.gov/>
- Asbury Park Springwood Redevelopment Plan www.cityofasburypark.com

Week 7: Neighborhood Comprehensive Plans

- Brent D. Ryan (2011): Reading Through a Plan, Journal of the American Planning Association, 77:4, 309-327 (available from NYU Library E-journal online)
- PlaNYC: A Greener, Greater New York (2007): Chapters: Introduction; Land; Water; Transportation; other chapters of your choice
http://www.nyc.gov/html/planyc/downloads/pdf/publications/full_report_2007.pdf
- Community District Profiles <https://communityprofiles.planning.nyc.gov/>

- East Harlem Neighborhood Plan [EHNP_all_03122016.indd \(cb11m.org\)](#)
- Broad Street Station Redevelopment Plan <https://www.newarknj.gov/>
- Ironbound Community Plan
- Asbury Park Springwood Redevelopment Plan www.cityofasburypark.com

Week 8: Spring Break (No lecture)

Week 9: Affordable Housing

- 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>
- Housing New York 2.0 [housing-new-york-2-0.pdf \(nyc.gov\)](#)
- The Eviction Machine Churning Through New York City
<https://www.nytimes.com/interactive/2018/05/20/nyregion/nyc-affordable-housing.html>

Week 10: Transportation Analysis

- 2015 Regional Transportation Statistics Report
<https://www.nymtc.org/Portals/0/Pdf/Data%20%26%20Model/Regional%20Transportation%20Statistics/RTSR2015%20Final.pdf>
- Eastern Rockaways Transportation Study
<https://www1.nyc.gov/html/dot/html/about/easternrockaways.shtml>
- Asbury Park PowerPoint on Alternative Transportation

Week 11: Economic Development

- 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>
- The New Geography of Jobs: A Blueprint for Strengthening NYC Neighborhoods
https://comptroller.nyc.gov/wp-content/uploads/documents/The_New_Geography_of_NYC_Business.pdf

Urban economic development: BIDs, CDCs, bonds and public authorities

- Ironbound BID

Week 12: Budget & Financing

- Weber, R. and Laura Goddeeris. (2007). Tax Increment Financing (TIF): Process and Planning Issues (Working Paper). Lincoln Institute of Land Policy.
<https://datatoolkits.lincolninst.edu/subcenters/teaching-fiscal-dimensions-of-planning/material/goddeeris-weber-financing.pdf>
- Cerciello, Amy F. (2004). The Use of Pilot Financing to Develop Manhattan's Far West Side. Fordham Urban Law Journal, 32(5). Journal of civil rights and economic development (available from NYU Library E-journal online)

- Vicki Been. 2010. Community Benefits Agreements: A New Local Government Tool or Another Variation on the Exactions Theme? The University of Chicago Law Review Vol. 77, No. 1, pp. 5-35 (available from NYU Library E-journal online)
- Case study examples:
 - Brooklyn Waterfront
 - Center City Philadelphia housing development
 - Asbury Park Waterfront

Week 13: Urban Design & Public Space

- Newark Riverfront Park
- NYC DOT plaza program
- Asbury Park Murals

Week 14: Neighborhood Plan Workshop

Week 15: Project discussion

Week 16: Final Presentation