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**and**

**URPL-GP 1603**

**Urban Planning Practice Workshop**

**Spring 2024**

**Section 1** (20 students)

Lecture: Thursday 10:00 am – 11:40 am, 60 Washington Sq S (Kimmel) Room 803

Lab: Monday 2:00 pm – 3:40 pm (in person), 7 East 12th St Room 123

**Section 2** (19 students)

Lecture: Wed 6:45 pm – 8:25 pm, 194 Mercer St Room 306A

Lab: Mondays 08:35pm -- 10:15pm (online)

**Professor Zhan Guo**

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Office Hours: Tuesday 5 – 6 pm

**Teaching Assistant**

Section 1: Maggie Huang [mh5919@nyu.edu](mailto:mh5919@nyu.edu)

Section 2: Katya Rudnik [kr2807@nyu.edu](mailto:kr2807@nyu.edu)

**Prerequisites: None**

## Course Description

The course is the “practice arm” of the MUP curriculum, where students learn the process of plan making. Students will work in a team (3-5 members) on a neighborhood project and propose a specific plan. In that process, students will learn about 1) where to collect neighborhood data to assess its current status, neighborhood needs, and challenges, 2) how to identity related stakeholders based on the nature of the project, 3) how to engage these stakeholders in the plan making process, 4) how to manage the teamwork and project effectively, and 5) how to communicate the findings to various audiences.

This class is not a Capstone as our focus is on the plan making process and the various projects serve more like “case studies”. Many projects may not have a real client. In case the project is proposed by a neighborhood partner, the collaboration is informal instead of contractual. Regardless the client situation, students need to identity and engage various stakeholders for their projects.

The first half of the class will cover key issues on plan making at the lecture sections and essential skills at the lab sections. The second half will reserve most class time for teamwork except some invited guest lectures. Students are expected to dedicate much of their time inside the neighborhood: site visits, meeting with clients/stakeholders, data collection, or communicating their solutions.

## 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 data;

4) identify and map relevant stakeholders;

5) engage stakeholders through an effective process to get their input;

6) develop practical solutions based on objective data and stakeholder input;

7) concisely and effectively communicate findings and recommendations; and

8) effectively manage the project and organize the teamwork

## Team Formation

The class will form teams based on students’ background: familiarity with New York City, previous experience in urban planning, English language skills, part-time vs. full-time, specializations, etc. We will send out a survey a week before the class starts and announce the teams before the first class.

## Neighborhoods

For section 1, the targeted neighborhood is Chinatown in Manhattan, a dying, ethnic diverse community that faces many challenges. For section 2, the neighborhood is Red Hook in Brooklyn with many complexities. Please see the final project guideline file for details.

## 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](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 (10%): Students are required to attend all lectures, labs, teamwork sessions (in and out of class), and scheduled neighborhood engagement. Missing one lecture, lab, teamwork session, or a scheduled neighborhood engagement event will result in one point deduction 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.

Lab Assignments (10% x 2 = 20%): There are two assignments. Each counts 10% of your final grade. Assignment #1 asks students to present a story about the neighborhood based on their data analysis from Census or community profiles. Assignment #2 is the zoning analysis by individual students.

Project Selection Presentations (10%)

Based on the data collection, site visits, and communication with stakeholders, each team needs to select a project and present their rationale in class: what specific challenge/problem they plan to address? Why and how. Each team has about 15 minutes. Project selection is very important and each team must investigate the issues thoroughly before making the decision. The presentation will happen in Week 4, which means students have three weeks to prepare. However, they will have one extra week after the presentation to finalize their choice.

Draft Solution Presentation (10%)

In the 3rd week after spring break, each team needs to present their draft solution to the selected challenge/problem. They can focus on “what” instead of “Why”.

Final Presentation (15%):

Each team will present their plan (slide presentation only) at the last class. All team members must present, and each team has 30 minutes, 15 for presentation and 15 for Q&A. Professional planners and community activists may be invited to the final presentation as jurors. The last class will last for 3-4 hours — please adjust your schedule accordingly.

Neighborhood Engagement Plan & Results (15%)

The engagement plan should include the identification of potential stakeholders, approaches to outreach them, the questionnaire design, and the data collection process. Grade will be based on the quality of the plan and the survey, and its implementation/results.

Project Management Plan & Worklog (10%)

Each team should design a project management plan and update their progress every week on a Google doc Worklog. The worklog should detail tasks completed in the past week and by which team member. It should document the adjustment of the project management plan if there are any.

Teamwork (5% x 2 =10%)

Teamwork will be evaluated based on two team's peer evaluations. One is conducted in mid March and the other one at the end of the class. Each team member will comment on all members’ share of workload and the quality of work. Each member will be graded based on all members’ feedback.

**Learning Assessment Table**

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| --- | --- |
| Graded Assignment | Course Objective Covered |
| Participation | All |
| Assignment #1 | #1, #2, #3 |
| Assignment #2 | #1, #2, #3, #4, and #5 |
| Assignment #3 | #1, #2, #3 |
| Presentation #1 | #1, #2, #3, #4 |
| Presentation #2 | #1, #2, #3, #4, #5, #6, #7 |
| Final Presentation | #1, #2, #3, #4, #5, #6, #7 |
| Team work | #8 |

**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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| --- | --- | --- | --- | --- |
| **Weeks** | **Assignments/Tasks due date** | **Monday Labs** | **Wed (6:45-8:25pm) Section 2 Thursday (10-11:40am) Section 1** | **Neighborhood Engagement Tasks** |
| 1: Jan 22 |  |  | Class Introduction | Team formation |
| 2: Jan 29 |  | Labs: Census Data & Neighborhood Statistics | Neighborhood Introduction | Neighborhood tour |
| 3: Feb 5 |  | Labs: Project Management | NYC Rezoning Process | Neighborhood tour & Project management plan |
| 4: Feb 12 | Lab Assignment #1 Due by Feb 12 | Labs: Community Needs Assessment | Stakeholder Outreach | Identify Stakeholders & Outreach strategy |
| 5: Feb 19 | Project management plan due by Feb 19 |  | Team Presentation: project selection (PPT due before class)  External reviewer: John Shapiro (Wed), Winston (Thursday) | Neighborhood tour & Stakeholder outreach |
| 6: Feb 26 | Outreach strategy due by Feb 26 | Labs: Survey design & Distribution | Making Plans | Stakeholder outreach & Survey Design |
| 7: Mar 4 | Survey Design 1st draft due by Mar 4 | Labs: Survey design & Distribution | Zoning | Stakeholder outreach & Survey Design |
| 8: Mar 11 | Survey Design 2nd draft due by Mar 12  1st team member evaluation form due by Mar 12 | Labs: Zoning Assignment + Project Updates + Management systems | Zoning  Emily Bachman & Katherine Nessel DCP Brooklyn Office visiting class (Wed) | Stakeholder outreach & survey distribution  1st Team member evaluation |
| 9: Mar 18 |  |  |  |  |
| 10: Mar 25 | Lab Assignment #2 due Mar 25 | (Red Hook Section) Guest lecture from Radhya Kareem, Benjamin Werner, Evan Accardi, sharing work conducted during Red Hook Studio course at Pratt  （Chinatown): Team meet by themselves, no need to come to class | (Red Hook Section)  Karen Blondel from Red Hook House West (Wed)  (Chinatown Section) Teamwork on Project at classroom (Thursday) | Stakeholder outreach & survey distribution  Finalized survey for translations due |
| 11: Apr 1 |  | Workshop at class  Red Hook: remaining lecture on Zoning | Guest Lectures  (Red Hook) Maggie Haight from BJH Advisors (Wed)  (Chinatown) Eva Hanhardt from Pratt / CCCE / Chinatown Working Group | Stakeholder outreach & survey distribution |
| 12: Apr 8 | Team Presentation: Draft solution  (PPT due before lab) | Team Presentation: Draft solution  (PPT due before lab)  External Reviewer: Beth Bingham (Red Hook)  External Reviewer: John Shapiro (Chinatown) | (Red Hook) Teamwork on Project at classroom (Wed)  (Chinatown): Guest Lecture from Francesca Bruce & Azka Mohyuddin from DCP Manhattan Office (Thursday) | Draft solution PPT |
| 13: Apr 15 |  | Workshop (No class meeting) Team meet b by themselves, no need to come to class | (Red Hook) Victoria (Hagman) Alexander from Red Hook Business Alliance (Wed)  (Chinatown) Teamwork on Project at classroom (Thursday) |  |
| 14: Apr 22 |  | Workshop (No class meeting) Team meet by themselves, no need to come to class | Workshop at class |  |
| 15: Apr 29 |  | Workshop (No class meeting) Team meet by themselves, no need to come to class | Workshop at class |  |
| 16: May 6 | 2nd team member evaluation form due by May 10  Project management plan implementation summary due by May 10 | Workshop (No class meeting) Team meet by themselves, no need to come to class | Final Presentation (PPT due before class) |  |

**Note on previous table:** Workshop: no lecture, students work on their project/assignment either in team or alone at class unless specified as No Class Meeting.

Workshop No class meeting: team should meet up to work on their project at the class time, but don’t need to come to class/lab

**Related Readings and Resources**

**Community Statistics**

* US Census Data

<https://data.census.gov/>

* NYC Population Factfinder<https://popfactfinder.planning.nyc.gov/explorer/cities/NYC?compareTo=1>
* NYC Community District Profiles<https://communityprofiles.planning.nyc.gov/>
* NYC Neighborhood Health Atlas<https://public.tableau.com/app/profile/nyc.health/viz/NewYorkCityNeighborhoodHealthAtlas/Home>
* NYC Neighborhood Economic Profile

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

* Furman Center Core Data

<https://coredata.nyc/>

* NYC Building Permit Finder

<https://nyclpc.maps.arcgis.com/apps/webappviewer/index.html?id=0fe68c3ab3dc4bcabf45ef9276956dac>

* Retail Vacancy in New York City (2007-2017)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/>
* NYC Crime Data

<https://compstat.nypdonline.org/>

* NYC Traffic Crash Data

<https://crashmapper.org/#/>

* NYC Environmental Resources OASIS Map

<https://www.oasisnyc.net/map.aspx>

* NYC DOT major projects and initiatives

<https://nycdotprojects.info/>

**NYC Rezoning Process**

* [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>

* Gowanus Neighborhood Plan: [Final Environmental Impact Statement](https://www.nyc.gov/assets/planning/download/pdf/applicants/env-review/gowanus/noc-feis.pdf) (FEIS) Chapter 1 Project Description, Page I 4 to I 15 [Chapter 1: Project Description - DEIS (nyc.gov)](https://www.nyc.gov/assets/planning/download/pdf/applicants/env-review/gowanus/01-feis.pdf)
* Inwood 2017 Action Plan <https://edc.nyc/sites/default/files/filemanager/Projects/Inwood_NYC/InwoodNYCActionPlan_english_digital.pdf>

**Community Need Data**

* Manhattan Community Boards 1,2,3 Meeting Minutes <https://www.nyc.gov/site/manhattancb1/archives/monthly-full-board-meeting-minutes.page> <https://www.nyc.gov/site/manhattancb3/minutes/meeting-vote-records.page> <https://cbmanhattan.cityofnewyork.us/cb2/minutes/>
* Brooklyn Community Board 6 Meeting Minutes in 2019 <https://www.nyc.gov/site/brooklyncb6/meeting-minutes/meeting-minutes.page>
* Manhattan Community District 1 Budget requests

<https://www.nyc.gov/site/manhattancb1/archives/district-needs-budget-priorities.page>

* Brooklyn Community Board 6 Budget Requests in 2019

<https://www.nyc.gov/site/brooklyncb6/committees/budget.page>

* Register of Community Board Budget Requests: All Community districts Fiscal Year 2023

<https://www.nyc.gov/assets/omb/downloads/pdf/cbrboro4-22.pdf>

* Register of Community Board Budget Requests: All Community districts Fiscal Year 2022

<https://www.nyc.gov/assets/omb/downloads/pdf/cbrboro4-21.pdf>

* Register of Community Board Budget Requests: All Community districts Fiscal Year 2021

<https://www.nyc.gov/assets/omb/downloads/pdf/cbrboro4-20.pdf>

* Register of Community Board Budget Requests: All Community districts Fiscal Year 2020

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

* Register of Community Board Budget Requests: All Community districts Fiscal Year 2019

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

* NYC 311 Complaint Program <https://council.nyc.gov/data/311-services/>

**Manhattan Chinatown**

* Preserving Affordability & Authenticity: The Plan for Chinatown and Surrounding Areas <https://www.chinatownworkinggroup.com/_files/ugd/51a3f2_6e8064c546d14ee2a96c05a6ee7b2636.pdf>
* Chinatown Impact Study State of Neighborhood Small Businesses (2022)

<https://welcometochinatown.com/impact-study>

* [Chinatown Commercial District Needs Assessment](https://www.nyc.gov/assets/sbs/downloads/pdf/neighborhoods/avenyc-cdna-chinatown.pdf)

<https://www.nyc.gov/assets/sbs/downloads/pdf/neighborhoods/avenyc-cdna-chinatown.pdf>

* Chinatown Pedestrian Circulation Study <https://www.nyc.gov/assets/manhattancb3/downloads/fellowship/Chinatown-Pedestrian-Circulation-Study.pdf>
* Community Accessibility Study for Seniors and People with Mobility Disabilities <https://www.nyc.gov/assets/manhattancb3/downloads/fellowship/Community-Accessibility-Study-for-Seniors-and-People-with-Mobility-Disabilities.pdf>
* Trinity Church Wall Street Lower Manhattan Needs Assessment  
  <https://trinitywallstreet.org/sites/default/files/2022-04/Needs%20assesment_vs10_digital_links_rev.pdf>

**Brooklyn Red Hook**

* Red Hook: A Plan for Community Regeneration <https://www.nyc.gov/assets/brooklyncb6/downloads/pdf/bkcb6-197a-plan.pdf>
* [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>

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

<https://www.nyc.gov/site/rhcr/index.page>

* Red Hook Traffic and Truck Study

<https://nycdotprojects.info/project/red-hook-traffic-and-truck-study> <https://nycdotprojects.info/sites/default/files/RedHook-PublicPresentation12-7-23-Accessible.pdf>

**Project Management**

● Laufer, A. (Spring 2015). What Successful Project Managers Do. MIT Sloan Management Review , 43-50.

● The Four Phases of Project Management. Harvard Business Review. Nov 3rd, 2016

● Browning, T. R. and Ramasesh, R. V. (Spring 2015 ). Reducing Unwelcome Surprises in Project Management. MIT Sloan Management Review, 53-62.

● What Is A Project Management Plan and How to Create One: <https://www.forbes.com/advisor/business/project-management-plan/>

● Jones, B.J. (2001). What Makes Government Work Great: The Characteristics of Positive Public Service. Public Personnel Management, 610-628.

● Data-Driven City Management: A Close Look at Amsterdam’s Smart City Initiative. MIT Sloan Management Review. May 2016

**Zoning**

* The 2018 NYC Zoning Handbook <https://www1.nyc.gov/site/planning/zoning/zh.page>

Chapter 2: Applying Zoning

* The 2018 NYC Zoning Handbook <https://www1.nyc.gov/site/planning/zoning/zh.page>

Chapter 5: Manufacturing Districts

* The 2018 NYC Zoning Handbook <https://www1.nyc.gov/site/planning/zoning/zh.page>

Chapter 4: Commercial Districts