

Urban Planning 140 – Fall 2019
**ISSUES IN CONTEMPORARY URBAN PLANNING:
CITY MAKERS IN URBAN DESIGN AND PHYSICAL PLANNING**

Department of Urban Planning
School of Architecture and Urban Planning Room 110
University of Wisconsin-Milwaukee

INSTRUCTORS

Faculty team leader

- Larry Witzling larry.witzling@graef-usa.com (team leader) Office hours by appointment, AUP 377

Instructor team members

- Stephanie Hacker
- Tanya Fonseca
- Ben Block
- Danya Littlefield

Teaching assistants

- Carl Thomas Glasemeyer glaseme2@uwm.edu Office hours: T 12:00-1:00 pm, AUP 208
- Erin Seaverson: seavers2@uwm.edu Office hours: W 12:30 to 1:30 pm, AUP 367

COURSE COMMUNICATIONS

All questions concerning course should be directed to the Teaching Assistant who leads your discussions section. Office hours and additional contact information for TAs will be established at the first lecture.

TEACHING OBJECTIVE

This course is designed to provide students with an introduction to the issues, concepts, and tools for professional city planning. The class will provide students with a broad base of knowledge about the planning profession.

Part 1 City planners “make” cities by influencing the form of the city. The physical form of the city determines constraints upon, and opportunities for, human activity. Planners influence the form by planning the community’s visual character, circulation systems, social and economic activities, natural environment, and the ongoing operation and maintenance of the city. To understand this complex and never-ending process, we need to begin by understanding the form of the city.

Part 2 Once planners understand the form of the city, we can begin to explore how city form influences, and is influenced by, human activity.

CLASS FORMAT

Students will attend two lectures and one discussion session each week. Lectures take place every Tuesday and Thursday from 10:00 to 10:50 a.m.

READING ASSIGNMENTS

The course readings for Part 1 will be distributed after August 29th
A second set of course readings for Part 2 will be distributed after October 1st

WEEKLY ASSIGNMENTS

1. Weekly assignments must be completed by noon the following Monday, one day before your discussion section meeting. **All assignments must be received by your TA by noon, on the Monday following the assignment.**
2. Late assignments will NOT be accepted, and you will receive a grade of F for late assignments.
3. Assignments which are delayed or missing due to problems with email, computer use, technology or internet will NOT be accepted. It is YOUR responsibility to make sure they are received on time.
4. No hard copy submissions.

5. No file formats other than PDF.
6. All essays should be 1-2 pages (250-500 words). Submission requirements for other non-essay assignments will be described in class.
7. You are expected to write clearly, spell words correctly, and use correct grammar. TAS are not expected to correct your written assignments. If you have difficulty writing there are other on-campus resources, you may access for assistance.
8. Your assignments will be graded based ***on relevance to the assigned topic, clarity of expression, and demonstration of critical thinking.***

GRADING

Students are expected to complete readings and assignments in advance of the discussion and come prepared to take part in discussion. Class participation during discussion sessions will be included in your evaluation.

75% of your grade will be based on the sum of all grades for your assignments. Each essay grade will be weighted as follows:

- 25% relevance to the assigned topic
- 25% clarity of expression
- 25% demonstration of critical thinking

25% of your grade will be based on both (a) faculty evaluation of your class participation and (b) attendance.

Unexcused absences will result in grade reductions as follows:

- **2 unexcused absences = maximum grade of B for the course, grade may be lower based on essays and participation**
- **3 unexcused absences = automatic D, grade may be lower based on essays and participation**
- **4 unexcused absences = automatic F**

EXPECTED TIME INVESTMENT (IN HOURS) FOR 15 WEEKS

24	Lectures 29 @ .8 hours each
12	Discussions 15 @ .8 hours each
53	Weekly reading averaging 3-4 hours per week
53	Weekly assignments @ average of 3-4 hours each
5	Miscellaneous research and discussion
0	No midterm or final exams
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147	TOTAL

Additional policies are stated by the Secretary of the University at this website:

www4.uwm.edu/secu

<https://uwm.edu/secu/wp-content/uploads/sites/122/2016/12/Syllabus-Links.pdf>

WEEKLY CLASS SCHEDULE, TOPICS, READINGS, AND ESSAYS

INTRODUCTION

1 Tuesday 3-Sep - *Witzling*

Introduction: role of planners in “making” cities – experience from the field

Why would someone become a planner? How can you plan in today’s diverse communities?

Description of the course framework and purpose.

Thursday 5-Sep- *Witzling*

Learning the form of cities: maps, plans, learning to read a city

Readings: [Chapter on Physical Planning \(Witzling\)](#)

Assignment: [Describe the “places” where you grew up from the viewpoint of a community observer.](#)

PART 1 – UNDERSTANDING CITY FORM AND HOW IT IS PLANNED

- 2 *Tuesday 10-Sep - Witzling*
Attitudes toward urban form: changing attitudes by communities and city makers
People discussed: Jefferson, Jacobs, Sitte, Olmsted, Milwaukee leaders
Thursday 12-Sep - Witzling
Example: Park East -- freeways and city form
Readings: Excerpt from The Intellectual Vs the City (Morton and Lucia White)
Assignment: Make a hand drawn map of places for the campus and surrounding area (instructions will be presented in class and will not require use of special software)
- 3 *Tuesday 17-Sep - Witzling*
Learning the form of cities – organic forms
Thursday 19-Sep - Witzling
Learning the form of Cities – grids and networks
Readings: Excerpt from The Architect and the City (J.B. Jackson)
Assignment: Essay – Describe form and activity around UWM
- 4 *Tuesday 24-Sep - Witzling*
Principles for form – how do principles begin and why does it matter.
Person discussed: Camillo Sitte and “City Planning According to Artistic Principles”
Thursday 26-Sep Seaverson/Glasemeyer
How do you become a planner?
Readings: Excerpt from City Planning According to Artistic Principles, (Sitte)
Assignment: Essay – Can a city be a work of art? Or only a place where artists work? Why?
- 5 *Tuesday 1-Oct-19 - Witzling*
What is the role of urban designers?
People discussed: Jane Jacobs, William White, Denise Scott-Brown
Thursday 3-Oct – Witzling
The City Beautiful and The Congress for the New Urbanism
People Discussed: Frederick Olmsted, Daniel Burnham
Readings: Excerpt from American City Planning Since 1890 (Mel Scott)
Assignment: Essay – Since the time called “the spirit of reform”, as excerpted in the reading, what issues, attitudes and ideas seem to be the same, which seem to be different, and why?
- 6 *Tuesday 8-Oct-19 - Witzling*
Local examples: Racine, Kenosha, MacArthur Square
Thursday 10-Oct-19 - Witzling
Public Places – the street – the Stroget
Readings: Excerpt from The Death and Life of Great American Cities (Jane Jacobs)
Assignment: Essay: describe the good, the bad, and/or the ugly of Wisconsin cities and justify your opinion

PART 2 – MAKING COMMUNITIES WITHIN THE CITY FORM

- 7 *Tuesday 15-Oct - Witzling*
Public Places – theories and methods (Colin Rowe, Chris Alexander, Kevin Lynch)
Thursday 17-Oct – Faculty panel
Faculty team discussion – what do we do every day?
Readings: an RFP (to be distributed in class)
Assignment: Essay – outline the major ideas you would emphasize in the RFP ‘approach’ and explain why you think it would be a successful proposal?
- 8 *Tuesday 22-Oct - Hacker*
Welcome to the block – who really makes the city?
Thursday 24-Oct - Littlefield
Community engagement and participatory planning

Why is community engagement important, models of participation, NIMBY-ism, the “right” to the city

Readings: Excerpt from Transform Milwaukee

Assignment: What do you think about gentrification and why?

9 Tuesday 29-Oct - *Fonseca*

Who improves the neighborhood?

Thursday 31 - Oct - *Littlefield*

Placemaking and design for public spaces: the village square; William White; “Tactical” urbanism; Project for Public Spaces, privately-owned public spaces (POPS), commodification of public spaces

Readings: Excerpt from Learning from Las Vegas

Assignment: Essay – what is the best street in Milwaukee and why?

10 Tuesday 5 - Nov - *Fonseca*

Land Use + Zoning Lecture

Types of zoning, relationship of zoning to land use

Thursday 7-Nov - *Block*

Metaphors of the city - What metaphors have planners and thinkers used to understand the city, and how have these metaphors impacted how cities were designed?

Readings: Excerpt from CNU – the Charter for the New Urbanism

Assignment: Essay – Is “gaming” a good metaphor for cities (like monopoly, chess, or SIM City)?

11 Tuesday 12-Nov – *Fonseca*

Urban Renewal

Thursday 14-Nov - *Block*

Density, diversity and innovation: what is density, and how is it related to diversity? How are density and diversity related to innovation?

Readings: excerpt from <https://www.amazon.com/Where-Good-Ideas-Come-Innovation/dp/1594485380>

Assignment: What do you think about gentrification and why?

12 Tuesday 19-Nov - *Fonseca*

Regional Planning

Thursday 21-Nov- *Littlefield*

Understanding our communities through sketching, mapping, and visual notation

Example topics: Kevin Lynch, alternative/subversive mapping, dimensional accuracy and distortions, narrative maps

Readings: Excerpt from SEWRPCs Vision 2020

Assignment: Map the area around the campus to tell a story

13 Tuesday 26-Nov

Smart Cities – *Block*

What is a smart city, and how is it different from the cities of today?

Thursday 28-Nov – *no class*

Thanksgiving recess

Readings: Smart City model (Chelsea Collier)

Assignment: What is the smartest app for Milwaukee and why?

14 Tuesday 3-Dec-19 – *Faculty panel*

Parking – history, value, dilemmas of circulation in cities

Thursday 5-Dec-19 – *Faculty panel*

More and more parking – what should planners do?

Readings: Excerpt from The High Cost of Free Parking (Donald Shoup)

Assignment: Essay – what should we do about scooters?

15 Tuesday 10-Dec-19 - *Hacker*

What should planners do in your lifetime?

Thursday 12-Dec-19 - *Faculty panel*

Round table discussion

Readings: Excerpt from Reflective Practitioner (Don Schon)

Assignment: Essay – what should planners do now, to get it right in twenty years?

Syllabus Links

1. *Students with disabilities.* Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. <http://uwm.edu/arc/>
2. *Religious observances.* Accommodations for absences due to religious observance should be noted. https://www4.uwm.edu/secu/docs/other/S_1.5_ACCOMMODA_OUS_BELIEFS.pdf
3. *Students called to active military duty.* Accommodations for absences due to call-up of reserves to active military duty should be noted.
Students: <http://uwm.edu/active-duty-military/>
Employees: <https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf>
4. *Incompletes.* A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work. https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf
5. *Discriminatory conduct.* Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff. https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf
6. *Title IX/Sexual Violence.* Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: <https://uwm.edu/sexual-assault/>.
7. *Academic misconduct.* Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. <http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>
8. *Complaint procedures.* Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy. https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf
9. *Grade appeal procedures.* A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School. https://www4.uwm.edu/secu/docs/other/S_28_Grade_Appe_by_Students.pdf
10. *LGBT+ resources.* Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. <http://uwm.edu/lgbtrc/>
11. *Smoke and Tobacco-Free campus.* UWM prohibits smoking and the use of tobacco on all campus property. https://www4.uwm.edu/secu/docs/other/S_49_Smoke_Toba_Free_Policy.pdf
12. *Final Examinations.* Information about the final exam requirement, the final exam date requirement, and make-up examinations. https://www4.uwm.edu/secu/docs/other/S_22_Final_Examinations.pdf