

UNIVERSITY OF WISCONSIN - MILWAUKEE
School of Architecture and Urban Planning

URB PLAN 316

Planning for Great Cities of America [U.S.A.]

Tuesday and Thursdays, 2:00 - 3:15 p.m.

AUP 110 (small lecture hall)

Fall 2019

Instructor: Adjunct Prof. Janet Grau, MSCRP, M.Arch, AICP AUP 223 office grau@uwm.edu or leave a message for me at (414) 229-5563 (SARUP main office)	Office Hours: Tuesdays, after class to 4:30 p.m. Thursdays, after class to 4:30 p.m. Or by appointment (contact by email to set up)
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The focus of this course is on the origins and development of Great Cities in the United States. We will see how these cities have evolved over time and understand how planning, design and regulatory interventions respond to challenges large cities face. Great Cities continually adapt and improve the quality of life for residents and commerce in these significant settlements. We will see this cycle of challenge and adaptation in one city after another.

COURSE OBJECTIVES

- See how major trends in planning and urban policy have played out in major U.S. cities, for better or for worse.
- Learn about the variety of challenges that great cities are dealing with today and the tools and strategies that they are using to address them.
- Understand the “ingredients for success” that shape interventions, redevelopment projects or planned districts within cities or that, in the aggregate, help to create a great city.

GRADING

Urban Planning Terms Quiz (based on vocabulary hand-out)	5%
Point of View essay on what makes a great city (two parts: short paragraph at beginning of the semester paired with a long paragraph near end of the semester)	10%
One ‘Pecha Kucha’ style presentation (6 slide PowerPoint)	15%
Two “Great Cities in the News” article reviews (10% each)	20%
Midterm	25%
Final exam	25%

LATE ASSIGNMENTS, MISSING PRESENTATIONS OR EXAMS.

Late assignments, missing presentations or exams shall be made up at the course instructor’s discretion and at the earliest possible time. Students should notify the instructor in advance of a planned absence.

UWM course policies on a range of topics, including but not limited to disability accommodation, religious accommodation, academic misconduct (cheating), grade appeal, etc., are posted with the syllabus on D2L.

COURSE READINGS

Textbook:

Garvin, Alexander. *The American City: What Works, What Doesn't*. New York: McGraw Hill. Third Ed., 2014.
Available through multiple booksellers, ranging from \$25 and up (used and rental are also available).

This is an excellent book from which you can learn a great deal about the history of urban planning.

Additional readings are posted to D2L. A complete bibliography of the other readings for the course is posted online. If you notice a reading missing from that list, please let me know so that I can correct the omission.

Recommended readings delve deeper into topics covered in that class session. These are especially helpful if you need to miss class. The content in recommended readings will not be on exams unless it was covered in class.

Attendance: A student with no more than three absences from class will receive a bump to the next grade level—for example, a C to a C+, a B+ to an A-, etc.

HISTORICAL, REGULATORY, AND PLANNING CONTEXT: How Great Cities are Built

Date	Topic
Sept 3 Class 1	Introduction: What makes a Great City? Syllabus —hand-out Urban Planning Terms Hand-out –review terms for short quiz Sept 10
Sept 5 Class 2	POV Essay Assignment Evolution of Cities and City Planning: Major Historical Movements in Planning and Urban Design Garvin: <ul style="list-style-type: none">• Parks and the Urban Sanitation Movement pp. 33-46• Frederick Law Olmsted pp. 376-382• City Beautiful Movement: Columbia World Exposition pp. 123-125• Garden Cities Movement pp. 437-445• Burnham and the Planning Movement pp. 573-581• Le Corbusier’s Vision: Modernism and Urban Renewal pp. 193-199 Recommended: Gerckens, “Historical Development of American City Planning,” pp. 20-59

**Sept 10
Class 3**

Short Quiz on Planning Terms (first part of class)

Garvin's Elements of Successful Plans (along with Frank's Corollary)

Garvin, Chapter 2

**Sept 12
Class 4**

Public Sector Tools to Implement Plans

Garvin:

- Chapter 1 (8 pp)
- Chapter 17, pp. 490-511 (22 pp)

More Recent Movements in Planning and Urban Design

- New Urbanism
- Main Street Program (National Trust for Historic Preservation)
- Capacity Building
- Citizen Led Initiatives

Turn in POV Essay Part I to Dropbox D2L by 4:00 p.m.

HISTORIC AMERICAN CITIES: Boston, Philadelphia, Charleston, Savannah, New Orleans

**Sept 17
Class 5**

Hand out Assignment for Two Article Reviews: Great Cities in the News

Approaches to Historic Preservation (All Over the Map)

Garvin, Chapter 18, Preserving the Past

**Sept 19
Class 6**

Boston—150 Years of Urban Growth and Revitalization

Garvin:

- Chapter 3 (Parks and Historic Preservation)
- pp. 108-110 (Quincy Market)
- pp. 371-375 (Back Bay)

Megan Turchi, "South End Landmark District Has Complicated Past"

J. Charles Swift, "Review of *Building a New Boston: Politics and Urban Renewal, 1950-1970*"

Recommended

"West End: As the BRA Seeks to Extend Urban Renewal Powers, Exhibit Looks at Controversial Past," WBUR News, 2015

Dreier, "West End 35 Years Later"

Bunting, "The Plan of the Back Bay Area in Boston," pp.19-24

**Sept 24
Class 7**

Boston: Community-Led Renewal—Dudley Street Neighborhood Initiative

Abraham, “Trust and transformation in a Roxbury neighborhood.” The Boston Globe, July 24, 2014.

Video (in class):
Gaining ground:
building community
on Dudley Street.

Desmarais, “Dudley Neighbors, Inc. Celebrates 25 Years of Building Community Through Land Trust”

Blumgart, “Affordable Housing’s Forever Solution,” Next City, 2015.

Recommended

Dudley Street Neighborhood Initiative, www.dsni.org

- Take links on D2L, or on the About Us menu and explore other sections of the website on your own

**Sept 26
Class 8**

Philadelphia: Ed Bacon’s Legacy—Another View on Historic Preservation and Urban Renewal

Garvin, Chapter 6, with special attention to:

- Philadelphia’s grid, p. 166
- Benjamin Franklin parkway, p. 167
- Broad Street Station, p. 172
- Putting it all together to reinvent downtown Philadelphia, pp. 184-188

Adler, “Book Review: Edmund Bacon Biography by Gregory Heller”

THE INDUSTRIAL ERA CITY: Chicago

**Oct 1
Class 9**

Chicago: Redevelopment Chicago-Style

Review sections of Garvin, Chapter 6—the chapter assigned for “Philadelphia” class session

- pp. 164-165 (Chicago arterial streets)
- p. 172, 412-415 (Dearborn Station)
- pp. 182-183 (State Street)

**Oct 3
Class 10**

Chicago: Remaking Public Housing Chicago-Style

Austen, "The Last Tower"

Schmich, "Plan for Cabrini Green: For Residents 20 Years in the Making"

Recommended

Cleveland Federal Reserve Bank, "Public Housing and Concentrated Poverty"

Schuetz, "Under US Housing Policies, Homeowners Mostly Win While Renters Mostly Lose"

Schuetz, "Nine Rules for Better Housing Policy"

Badger, "Moving Poor People"

Prince, "The Robert Taylor Homes"

Recommended: Garvin, Chapter 10

GREAT INDUSTRIAL CITIES: THEN AND NOW

**Oct 8
Class 11**

Detroit: Getting Progressively Smaller

Garvin, Chapter 10

Hollander, "A Plan to Shrink Detroit (Well)"

Liu, "Building Economic Flywheels"

Recommended: Slide show of Detroit with commentary

**Oct 10
Class 12**

Robust Rustbelt Revivals: Cleveland, Pittsburgh, and Milwaukee

Garvin, Chapters 8 and 11

Recommended

2011-Re-Imagining-Cleveland-Ideas-to-Action-Resource-Book.pdf

<https://www.dropbox.com/s/p91r1skeba2ct02/2011-Re-Imagining-Cleveland-Ideas-to-Action-Resource-Book.pdf?dl=0>

AMERICA'S MOST FAMOUS CITIES: Washington DC, New York and Los Angeles

**Oct 15
Class 13**
Film: "The National Mall – America's Front Yard"

Washington, DC's Early Planning: The Mall

Garvin excerpts:

- pp. 124-134 (McMillan Plan, 1909)

Berg, *Grand Avenues*, Chapter 1, "A Pedestal Waiting for a Superstructure," pp. 3-15.

<p>Oct 17 Class 14</p>	<p>Washington, DC: The District Today</p> <p>Widdecombe, “The Fall and Rise of Downtown D.C.” (2010)</p> <p>Garvin excerpts:</p> <ul style="list-style-type: none"> • pp. 428-430 (Pentagon City) • pp. 460-464 (Reston and Columbia, Maryland) • pp. 475-478 (Kentlands and Clopper’s Mill, Maryland) <p>Pecha Kucha Discussion and Hand-out (last fifteen minutes of class)</p> <p>ARTICLE 1 REVIEW DUE (Turn in hard copy at the beginning of class and to D2L Dropbox by 4:00 p.m.)</p>
<p>Oct 22 Class 15</p> <p>Film: “New York: America’s Busiest City—Episode 3”</p>	<p>New York, New York—A Tale of Two (or more) Cities</p> <p>Rose Hackman, “What will happen when Harlem becomes white?” (2015)</p> <p>Garvin excerpts:</p> <ul style="list-style-type: none"> • Pp. 424-428 (Battery Park City) • Pp. 511-514 (Times Square and the Theater District) • P. 514, Yorkville Special District <p>Submit ‘Pecha Kucha’ redevelopment topic proposal (turn into Dropbox, D2L by 4:00 p.m.)</p>
<p>Oct 24 Class 16</p>	<p>Outer Borough Neighborhoods: Urban Decline, Urban Renewal, and the New York City of Tomorrow</p> <p>Garvin, Chapters 13 Garvin excerpts:</p> <ul style="list-style-type: none"> • pp. 336-339 (Crown Heights, Brooklyn) • pp. 409-411 (Co-op City, The Bronx) • pp. 417-421 (Roosevelt Island) <p>Midterm Exam Review (last fifteen minutes of class)</p>
<p>Oct 29 Class 17</p>	<p>Midterm Exam (IN CLASS EXAM)</p>
<p>Oct 31 Class 18</p>	<p>Los Angeles: Megalopolis</p> <p>Gish, “Challenging the Myth of an Unplanned Los Angeles”</p> <p>Sorenson, “Moving Los Angeles”</p>

**Nov 5
Class 19**

Los Angeles in the 21st Century: Re-Thinking Density and Sprawl

Garvin:

- Chapter 14
- pp. 422-424 (Century City)

**Turn in Pecha Kucha PowerPoint slides in hand-out format for review/comment
(Turn in hard copy at the beginning of class and to D2L Dropbox by 4:00 p.m.)**

LANDMARKS IN RETAIL AND ENTERTAINMENT “Palaces for the People”

**Nov 7
Class 20**

Minneapolis-St. Paul: Trends in retailing

Garvin, Chapter 4

Garvin excerpts:

- First U.S. Shopping Center, Country Club Plaza, pp. 91-93; 110-120
- pp. 75-78 (Minneapolis parks)

Nathanson, “Minneapolis’ Oldest Skyway”

Moore, “Ground broken on \$325 million Mall of America Expansion”

**Nov 12
Class 21**

Denver: Entertainment and Tourism

Garvin, Chapter 5

GREAT (QUANTITIES & VARIETY OF) SUBURBAN DEVELOPMENT

**Nov 14
Class 22**

Atlanta: Transforming Sprawl into Edge Cities

Blumgart, “Return to Edge City” (2018)

Cornett, “Urbanization in Georgia: How it’s Changing Atlanta and Other Cities Across the State” (2016)

Garvin excerpts:

- pp. 73-75 (Beltline)
- pp. 175-176 (MARTA)
- pp. 430-431 (Atlantic Station)

**Nov 19
Class 23**

Student Presentations Pecha Kucha style: Redevelopment Topics

Half the class will present this class period, half the next class

On the day you present, turn in a hard copy of your presentation (6 slides)
and a copy to D2L Dropbox by 4:00 p.m.)

**Nov 21
Class 24**

Student Presentations Pecha Kucha style: Redevelopment Topics

On the day you present, turn in a hard copy of your presentation (6 slides)
and a copy to D2L Dropbox by 4:00 p.m.)

**Nov 26
Class 25**

Houston: A Town with No Zoning (Almost)

Kiger, "The City with (Almost) No Limits"

Satija, Collier, and Shaw, "Boom town, flood town: How Houston's development increases flood risk"

Other cities response to flood control: San Antonio, Austin, New Orleans

Nov 28

THANKSGIVING BREAK (safe travel)

SUSTAINABILITY PLANNING

**Dec 3
Class 26**

Phoenix

Phoenix: Reinventing a Sunbelt City

Reinvent PHX, Midtown, pp. 8-39.

City of Phoenix, "Water," <https://www.phoenix.gov/oep/environment/water>

**Dec 5
Class 27**

Seattle: Pike Place Market; Incentive Zoning; Sustainability

Garvin excerpts:

- Chapter 17, pp. 518-524
- Smart Growth and Sustainable Development and
- pp. 505-510 (incentive zoning)

Knute Berger, "How Our 107-Year-Old Pike Place Market Survived," *Seattle Magazine*, <http://www.seattlemag.com/article/how-our-107-year-old-pike-place-market-survived>

"Moving the Needle: Seattle's First Citywide Environmental Accomplishments Report"

Recommended

Pike Place Market, "History"

ARTICLE 2 REVIEW DUE

(Turn in hard copy at the beginning of class and to D2L Dropbox by 4:00 p.m.)

**Dec 10
Class 28**

Portland, Oregon: Urban Growth Boundary, Urban Vitality, and Sustainability

Portland Metro, "Urban Growth Boundary--History"

1000 Friends of Oregon, "Making the Connections: A Summary of the LUTRAQ Project," 1997, pp. 3-16.

Garvin excerpts:

- pp. 351-353 (Pearl District)
- pp. 421-422 (RiverPlace)
- pp. 598-600 (Planning Portland)

Macht, "RiverPlace," pp. 156-173

**Dec 12
Class 29**

San Francisco

Garvin:

- p. 108 (Ghirardelli Square and Fisherman's Wharf)

Homan, "Old San Francisco: A Look Before and After the Embarcadero Freeway Came Down"

Preservation Institute, "San Francisco--Embarcadero Freeway"

O'Mara (2018) "Why One Neighborhood In The Middle Of San Francisco Hasn't Been Gentrified Yet" (audio only)

Falk (2018) "Equitable development is within reach in SF's Tenderloin"

Recommended:

Tenderloin Neighborhood Development Corporation, Strategic Plan, 2013.

DUE second part of POV Essay along with first part as an essay in two parts. (Turn in hard copy at the beginning of class and to D2L Dropbox by 4:00 p.m.)

Final Exam Review (last fifteen minutes of class)

**Friday Dec 20,
10:00 a.m.-12:00 p.m.**

Final Exam: This will be an IN-CLASS EXAM during finals week.

SUMMARY OF DUE DATES AND EXAMS:

Planning Terms Quiz (based on hand-out)	Sept. 10/ Class 3
Point of View essay – Part One	Sept. 12/ Class 4 (turn into Dropbox by 4:00 p.m.)
First “Great Cities in the News” article review	Oct. 17 / Class 14 (turn into Dropbox by 4:00 p.m.)
Submit ‘Pecha Kucha’ redevelopment topic proposal	Oct. 22/ Class 15 (turn into Dropbox by 4:00 p.m.)
Midterm Exam	Oct. 29/ Class 17
‘Pecha Kucha’ PowerPoint slides turned in for review and suggestions	Nov. 5/ Class 19 (turn into Dropbox by 4:00 p.m.)
‘Pecha Kucha’ style presentation (6 slide PowerPoint) to be presented in class	Either Tues. Nov. 19 or Thurs. Nov. 21/ Class 23 or 24 depending on assigned time slot
Second “Great Cities in the News” article review	Dec. 5/ Class 27 (turn into Dropbox by 4:00 p.m.)
Point of View essay – Parts One and Two	Dec. 12/ Class 29 (turn into Dropbox by 4:00 p.m.)
Final Exam	EXAM WEEK, Friday, Dec. 20, 10:00 a.m.-12:00 p.m.

Academic Misconduct (cheating)

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://www4.uwm.edu/acad_aff/policy/academicmisconduct.cfm

Full bibliographic information for readings is provided in an extended version of the syllabus posted on D2L.

UWM Policies Regarding Courses and Instruction

From the UWM Uniform Syllabus Policy

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. <http://www4.uwm.edu/secu/docs/other/S1.5.htm>

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.
<http://www4.uwm.edu/secu/docs/other/S28.htm>
 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/>
- Other.* The final exam requirement, the final exam date requirement, etc. https://apps.uwm.edu/secu-policies/storage/other/S_22_Final_Examinations.pdf