Welcome and Introduction

The adventure of a lifetime is about to begin!
We promise excitement, but far less peril than the Hunger Games.

On-line courses require somewhat different learning skills. To succeed in this course and receive a high grade, the key is to be really disciplined about following assignments on your own and doing them every day – or the work will pile up fast on you.

Set aside time each day and WORK!
INTEGRITY AND PROCEDURES

I am very serious about the integrity of the grading process. On-line courses require your personal commitment to work independently – AND A PLEDGE TO ACADEMIC HONESTY. Please be aware that we use various screens and systems to review, monitor and evaluate your performance – and we’ve been at it for quite a while (I have noted, for example, that an unusual number of grandmothers fall ill on various course due dates).

OUR PROCEDURE IS THAT YOU COMMUNICATE FIRST WITH OUR TA, Virginia PLEASANT, ABOUT COURSE ISSUES, ESPECIALLY Discussion Boards AND COMPUTER ISSUES. IF NOT RESOLVED, SHE WILL CONTACT ME AND I WILL ADDRESS YOUR CONCERNS.

Please note that I am not on campus this semester, so our communications will be mostly limited to electronics. On the occasions when I will be in W. Lafayette, I will give you advanced notice and would be quite pleased to meet in my office for course matters or just to chat about urban planning, careers, etc.

I have tried to minimize your expenses by ordering my Classic Readings in Urban Planning, 2nd edition as the main text. During the school year I would be happy to autograph it for you. It costs about half the price of the book previously used in the course and also has some nice pictures. It also works perfectly with the course design. Similar to Steve Jobs at Apple, we have full integration of the software and the hardware.

All the best for a great semester.

Introduction to Dr. Jay M. Stein, FAICP

In a traditional classroom setting, I would normally introduce myself in the first session and discuss my education, background and experiences. I think it is important for students to have that knowledge. So please do not view the inclusion of this brief biosketch as an act of immodesty, but rather as an effort to inform.

Although this is the first time that this course is being offered at Purdue, I have taught similar courses for several years at my previous home – the School of Geographical Sciences and Urban Planning at Arizona State University, where
I served as Distinguished Professor of Practice. The concept of “practice” is worth noting, because urban planning is one of the few academic endeavors where faculty can actually practice and bring those experiences to the classroom. The highest professional credential for a practicing planner is the designation, American Institute Certified Planners (AICP). I am one of only a very small number of academics selected to be a Fellow of the American Institute of Certified Planners (FAICP). My academic preparation includes degrees from Canadian and US universities with my doctorate is in urban and regional planning from the University of Michigan.

I have served as a faculty member, department chair, interim dean, dean, and founding center director at Georgia Institute of Technology, Stanford University, University at Buffalo, and University of Florida (UF); and Provost and Vice President for Academic Affairs at SUNY Plattsburgh. My nineteen years at UF included about eleven years as department chair, seven years as dean of the College of Design, Construction and Planning, and two years as founding director of the Center for Health and the Built Environment.

My academic work and professional practice (including expert witness testimony) has been on issues of sustainability and growth management, economic development, historic preservation, and active living environments to enhance health. In my administrative roles, at the University of Florida our college initiated the “Greening UF” program, which sponsored many campus events including Bike\Walk days, and built the first LEEDS certified, green building on campus, the Rinker School of Building Construction. In terms of my personal interests, I enjoy cycling, all sports and my dog, Lucy.

**COURSE CONTENT and URBAN PLANNING**

The course focuses on the interaction of urban planning, habitats, health, and community development. Urban planning is both a field of study and a profession. As a field of study, it is concerned with urban settlement patterns and the myriad social, economic, political, and natural forces that shape those patterns. One very powerful force is the urbanization of the world’s population. For the first time in history, in 2008 more than half the world’s population lived in urban area and by 2050 this will rise to 70 percent. The bulk of this growth will take place in developing countries - in the southern hemisphere. The challenges created by this growth are enormous in terms of environmental sustainability, climate change, socio-spatial equity, oil depletion, and food security.
The British Petroleum Deepwater Horizon oil spill in the Gulf a few years ago was a tragic event with enormous environmental risk. But it cannot be viewed as just a failure of technology and oil company management. Rather, it must be seen in the larger perspective of our urbanization patterns that are so dependent on the availability of low cost fossil fuels. Low-density, sprawling development patterns have been enabled by the availability of these fuels which, in turn, contribute to greenhouse gas emissions and global warming.

The United Nations’ Planning Sustainable Cities: Global Report on Human Settlements (Kenya: UN-Habitat, 2009:1) observes that urban planning is a significant management tool for dealing with the unprecedented challenges facing 21st century cities, including:

- the environmental challenges of climate change and the cities’ excessive dependence on fossil fuel-powered cars;
- the demographic challenges of rapid urbanization, rapid growth of small- and medium towns and an expanding youth population in developing nations, and, in developed nations, the challenges of shrinking cities, aging and the increasing multicultural composition of cities;
- the economic challenges of uncertain future growth and fundamental doubts about market-led approaches that the current global financial crises have engineered, as well as increasing informality in urban activities;
- increasing socio-spatial challenges, especially social and spatial inequalities, urban sprawl and unplanned peri-urbanization; and
- the challenges and opportunities of increasing democratization of decision-making as well as increasing awareness of social and economic rights among ordinary people.

This course will provide you with an excellent background in contemporary issues of urbanization. You will also learn at a basic level about the tools, techniques and challenges of being a planner. If you decide to pursue advanced study in planning, this course will give you a strong foundation. If your studies take you in other directions, this course will be a step on the road to being a global citizen.
The American Planning Association (APA)

The APA is an excellent resource for professional planners, planning or zoning board members, appointed and elected officials, citizens concerned with planning issues, and students.

This information is condensed from the APA website: APA was created in 1978 by the consolidation of two separate planning organizations, but its roots grow all the way back to 1909 and the first National Conference on City Planning in Washington, DC. APA is an independent, not for profit educational organization that provides leadership in the development of vital communities. *We measure our success by the successes of our members and the communities they serve.*

I recommend that students familiarize themselves with the website [www.planning.org](http://www.planning.org) and consider a student membership in the organization. Membership gives students access to *The New Planner*, an electronic publication; extra savings on subscriptions to the *Journal of the American Planning Association*; low rates on chapter and national conference registration; and the opportunity to begin building a professional network toward a career in planning. Many other countries have professional planning organizations and bring a different perspective to their mission and the role of planning.

**Course Logistics (Purdue Policies)**

*Students are expected to be present for every meeting of the classes in which they are enrolled.* *(I amend this given our on-line course to cover specifically Discussion Board assignments and quiz dates).* Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible. For unanticipated or emergency absences when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, or by contacting the main office that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor's department because of circumstances beyond the student’s control, and in cases of bereavement, the student or the student’s representative should contact the Office of the Dean of Students.

**Grief Absence Policy**

Purdue University recognizes that a time of bereavement is very difficult for a student. The University therefore provides the following rights to students facing the loss of a family member through the Grief Absence Policy for Students (GAPS). GAPS Policy: Students will be excused for
funeral leave and given the opportunity to earn equivalent credit and to demonstrate evidence of meeting the learning outcomes for misses assignments or assessments in the event of the death of a member of the student’s family.

Emergencies

In the event of a major campus emergency, course requirements, deadlines and grading percentages are subject to changes that may be necessitated by a revised semester calendar or other circumstances beyond the instructor’s control. Relevant changes to this course will be posted onto the course website or can be obtained by contacting the instructors or TAs via email or phone. You are expected to read your @purdue.edu email on a frequent basis.

Violent Behavior Policy

Purdue University is committed to providing a safe and secure campus environment for members of the university community. Purdue strives to create an educational environment for students and a work environment for employees that promote educational and career goals. Violent Behavior impedes such goals. Therefore, Violent Behavior is prohibited in or on any University Facility or while participating in any university activity.

Students with Disabilities

Purdue University is required to respond to the needs of the students with disabilities as outlined in both the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990 through the provision of auxiliary aids and services that allow a student with a disability to fully access and participate in the programs, services, and activities at Purdue University.

If you have a disability that requires special academic accommodation, please make an appointment to speak with me within the first three (3) weeks of the semester in order to discuss any adjustments. It is important that we talk about this at the beginning of the semester. It is the student’s responsibility to notify the Disability Resource Center (http://www.purdue.edu/drc) of an impairment/condition that may require accommodations and/or classroom modifications.

Academic Dishonesty

Purdue prohibits "dishonesty in connection with any University activity. Cheating, plagiarism, or knowingly furnishing false information to the University are examples of dishonesty." [Part 5, Section III-B-2-a, University Regulations] Furthermore, the University Senate has stipulated that "the commitment of acts of cheating, lying, and deceit in any of their diverse forms (such as the use of substitutes for taking examinations, the use of illegal crib, plagiarism, and copying during examinations) is dishonest and must not be tolerated. Moreover, knowingly to aid and abet, directly or indirectly, other parties in committing dishonest acts is in itself dishonest." [University Senate Document 72-18, December 15, 1972]
Use of Copyrighted Materials

Among the materials that may be protected by copyright law are the lectures, notes, and other material presented in class or as part of the course. Always assume the materials presented by an instructor are protected by copyright unless the instructor has stated otherwise. Students enrolled in, and authorized visitors to, Purdue University courses are permitted to take notes, which they may use for individual/group study or for other non-commercial purposes reasonably arising from enrollment in the course or the University generally.

Notes taken in class are, however, generally considered to be “derivative works” of the instructor’s presentations and materials, and they are thus subject to the instructor’s copyright in such presentations and materials. No individual is permitted to sell or otherwise barter notes, either to other students or to any commercial concern, for a course without the express written permission of the course instructor. To obtain permission to sell or barter notes, the individual wishing to sell or barter the notes must be registered in the course or must be an approved visitor to the class. Course instructors may choose to grant or not grant such permission at their own discretion, and may require a review of the notes prior to their being sold or bartered. If they do grant such permission, they may revoke it at any time, if they so choose.

Students are expected to be present for every meeting of the classes in which they are enrolled. Only the instructor can excuse a student from a course requirement or responsibility. When conflicts or absences can be anticipated, such as for many University sponsored activities and religious observations, the student should inform the instructor of the situation as far in advance as possible... For unanticipated or emergency absences when advance notification to an instructor is not possible, the student should contact the instructor as soon as possible by email, or by contacting the main office that offers the course. When the student is unable to make direct contact with the instructor and is unable to leave word with the instructor’s department because of circumstances beyond the student’s control, and in cases of bereavement, the student or the student’s representative should contact the Office of the Dean of Students.

Nondiscrimination

Purdue University is committed to maintaining a community which recognizes and values the inherent worth and dignity of every person; fosters tolerance, sensitivity, understanding, and mutual respect among its members; and encourages each individual to strive to reach his or her own potential. In pursuit of its goal of academic excellence, the University seeks to develop and nurture diversity. The University believes that diversity among its many members strengthens the institution, stimulates creativity, promotes the exchange of ideas, and enriches campus life.

Purdue University prohibits discrimination against any member of the University community on the basis of race, religion, color, sex, age, national origin or ancestry, genetic information, marital status, parental status, sexual orientation, gender identity and expression, disability, or status as a veteran. The University will conduct its programs, services and activities consistent with applicable federal, state and local laws, regulations and orders and in conformance with the procedures and limitations as set forth in Executive Memorandum No. D-1, which provides specific contractual rights and remedies. Any student who believes they have been discriminated against may visit www.purdue.edu/report-hate to submit a complaint to the Office of Institutional Equity. Information may be reported anonymously.
Course Structure

Modules

The course is arranged by modules. See the course document of this term's calendar to see corresponding dates for quizzes, discussion boards and final exam. In each module you are responsible for viewing/completing all assignments during the designated period.

Readings

Readings come primarily from two sources. Those with the prefix CLASSIC are available in Course Documents and are from the first edition of Jay Stein's Classic Readings in Urban Planning. Please do not confuse these readings with assignments in the TEXT (which is the 2nd edition). As you know, the second edition is required for this class. You should take notes, interpret the readings, analyze, integrate and critically think about each module. This will greatly improve your performance on Quizzes.

Grading:
Discussion Boards (4): 10 points each, 40 points total
Quizzes (2): 15 points each, 30 points total
Final Exam (1): 30 points
Total Possible: 100

Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
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<tbody>
<tr>
<td>A+</td>
<td>95.00-100</td>
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<tr>
<td>A</td>
<td>90.00-94.99</td>
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<tr>
<td>A-</td>
<td>85.00-89.99</td>
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<tr>
<td>B+</td>
<td>80.00-84.99</td>
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<tr>
<td>B</td>
<td>75.00-79.99</td>
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<tr>
<td>C+</td>
<td>70.00-74.99</td>
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<tr>
<td>C</td>
<td>65.00-69.99</td>
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<td>D</td>
<td>60.00-64.99</td>
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<td>F</td>
<td>50.00-59.99  and Below</td>
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(subject to possible revision)
Stein, p. 9

More on Discussion Boards...
You will be assigned to one of four groups (soon!); each group will participate and be required to post comments on the assignments in a given weekly period. You will receive a maximum of 10 points for each of your four assignments. Reference when your group is responsible for discussion boards on the schedule. Discussion board postings will be due on Thursday at midnight of the week the assignment is due.

Discussion board postings should be about 350 words of reflection and discussion on the week’s readings and lecture material. Students are expected to make thoughtful comments and connections – engage in CRITICAL THINKING –, and NOT REGURGITATE the week’s readings/assignments. Students are also expected to respond to each other’s postings (within their groups) at least twice during the assigned week.

You are only required to post for your 4 assigned weeks, but students are welcome to participate in Discussion Board forums anytime. This is your chance to test your understanding of the material and discuss the implications of the readings for enhanced understanding. Students who complete superficial discussion board postings may be asked to redo them.

NOTE: A final reader will not be provided to help you study for the Final Exam. Resourceful students, however, will note that the discussion boards provide excellent summations and insights for exam preparations.

Late policy for Discussion Boards: If you must turn your DB in late, you will have until Saturday night (midnight) to do so. You will receive 1 point off for each day it is late. (-1 if turned in on Friday; -2 if turned in on Saturday; 0 thereafter).

More on Quizzes...

Two quizzes over the semester will be used to test your understanding of major themes covered in the modules. Classes end on Friday, April 29.

The FINAL will be cumulative (with more questions on Modules 13-15) and be open on Monday, May 2 (9:00 AM) and close Tuesday, May 3 (5:00 PM).
Stein, p.10

We realize this is an online course so it may be tempting to take the quiz with a friend. **THIS IS NOT ALLOWED.** It is important that you know that there are ways of discerning this online. Quizzes are open book, open note, but NOT open internet (no use of search engines etc.). **PLEASE DO NOT JEOPARDIZE YOUR ENTIRE PURDUE CAREER BY ENGAGING IN DISHONES BEHAVIOR.**

You will be given a 24-hour period to complete the quizzes online: beginning at 11:59 PM on Wednesdays and ending at 11:59 pm on Thursday for each quiz week. The quizzes will have a time limit of one hour, and you will have one attempt to take the quiz (you may not exit and return).

It is recommended that you find a secure internet connection before entering the quiz with an updated internet browser. If you have technical problems when completing the quiz (i.e. your Internet browser closes), please email the course TAs as soon as possible to fix the problem.

**Late Policy for quizzes:** To receive full credit, you must complete the quiz by Thursday at 11:59 pm (see table of quizzes below). If you do not complete the quiz by this time you must notify the TA and they will arrange a password-protected quiz which you will have until Friday at midnight to complete; a **2 point deduction** is the penalty. If you do not complete the quiz by Friday at midnight, you will receive a zero for that quiz.

<table>
<thead>
<tr>
<th>QUIZ</th>
<th>DATE</th>
<th>MATERIAL COVERED</th>
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<tbody>
<tr>
<td>Quiz 1</td>
<td>February 24-25</td>
<td>Modules 1 – 6</td>
</tr>
<tr>
<td>Quiz 2</td>
<td>April 7-8</td>
<td>Modules 7 – 12</td>
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<tr>
<td>FINAL</td>
<td>Finals Week May 2-3</td>
<td>Modules 13-15; AND Cumulative - Modules 1 - 15</td>
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<tr>
<td>DATE/MODULE</td>
<td>MATERIAL (available via Blackboard)</td>
<td>ASSIGNMENTS/QUIZZES DUE</td>
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</tbody>
</table>
| Week 1, Jan 11  
Themes:  
Background & Development of Contemporary Planning | Read the Syllabus CAREFULLY and note all the due dates and requirements for assignments  
Seinfeld – George on Urban Planning  
http://www.youtube.com/watch?v=pCF-DUR0GmU  
Naomi Klein - This Changes Everything: Capitalism vs. the Climate  
https://www.youtube.com/watch?v=krYHHInkf2M  
NACCHO – Health and Planning Terms | Complete Introduction  
Module 1 |
| Week 2, Jan 18  
Themes:  
Urbanization of the U.S. and the World in the 19th and 20th Century | In honor of and to celebrate his life: MLK, “Letter from a Birmingham Jail”  
Read/Browse UN Habitat Report  
STATE OF THE WORLD’S CITIES 2012/2013  
https://sustainabledevelopment.un.org/content/documents/745habitat.pdf  
Read:  
Lecture 1&2: World Urbanization Happiness in America | Module 2  
Discussion Board 1, Group 1 |
| Week 3, Jan 25  
Themes:  
Continues----- | Module 3  
Discussion Board 1, Group 2 |
### WEEK 3 Cont

**control of private property; emergence of regional and state planning**

- Lectures 3 and 4: Birth of Modern City Planning
- Make No Little Plans: Daniel Burnham and the American City
- Burnham’s Plan and Moody’s Manual
- Videos (overview of Chicago Plan and Burnham): [http://www.youtube.com/watch?v=Wnvr0aJ0hqs](http://www.youtube.com/watch?v=Wnvr0aJ0hqs)
- [http://www.youtube.com/watch?v=HWfyJdvUw_0&feature=related](http://www.youtube.com/watch?v=HWfyJdvUw_0&feature=related)

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### Week 4, Feb 1

**Themes:** Planning in Modern Times - the Great Depression; and the post-war period


- Naomi Klein, The Shock Doctrine: The Rise of Disaster Capitalism [https://www.youtube.com/watch?v=hA736oK9FPg](https://www.youtube.com/watch?v=hA736oK9FPg)

Lecture 5: History of Planning – Great Depression to the Present

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### Week 5, Feb 8

**Themes:** The Structure and Practice of Contemporary Planning; Planning and Politics; planners and power; the fragmentation of

| Week 5 continued | Jane Jacobs vs Robert Moses: Urban Fight of the Century  
https://www.youtube.com/watch?v=AUeuQT6t7kg  
How Can Public Spaces Change A City’s Character?  
Lectures 6 and 7:  
Legal Aspects of Planning and Development  
Planning and Politics – Planning in the Face of Power |
|-----------------|-------------|
| Week 6, Feb 15  | Readings:  
Jane Jacobs vs Robert Moses: Urban Fight of the Century  
https://www.youtube.com/watch?v=AUeuQT6t7kg  
Lecture 8:  
Concepts of Community |
| Theme:          | Module 6 Discussion Board 2, Group 1 |
| The Social Issues – Planning for Community | |
| Week 7, Feb 22  | QUIZ 1 – Feb 24-25  
<p>| Themes:         | Module 7 Discussion Board 2, Group 2 |
| The Comprehensive Plan - goals of comprehensive planning | |</p>
<table>
<thead>
<tr>
<th>The Tools of Land Use Planning – public capital investment, land use controls; zoning; combining</th>
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<tbody>
<tr>
<td>SPRING BREAK – March 14-19</td>
<td>Hallelujah (recommend Leonard Cohen rendition)</td>
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<tr>
<td>Week 10, March 21</td>
<td>Transportation Planning – Recent Trends, Paying for Transportation, Pedestrianism</td>
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<tr>
<td>Lecture 12</td>
<td>Moving People to Places</td>
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<td>Walkable Cities by Janette Sadik Khan (New Urbanism) NYC</td>
<td><a href="https://www.youtube.com/watch?v=diVUmYc2ZWo">https://www.youtube.com/watch?v=diVUmYc2ZWo</a></td>
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<tr>
<td>Lecture 13: Economic Development Planning</td>
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<tr>
<td>Module 11 Discussion Board 3, Group 2</td>
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</table>
### Week 12, April 4
**Theme:** Environmental Planning and Sustainable Development

**QUIZ 3: APRIL 9-10**
Reading:

Lectures 14 and 15
Environmental Capital and Planning
Environmental Planning II – Federal Legislation

**Websites - FYI:**
EPA’s New Climate Change Indicators Report, Fact Sheets and Home page, [http://epa.gov/climatechange/indicators.html](http://epa.gov/climatechange/indicators.html)

LEED for Neighborhood Development

Rocky Mountain Institute: [www.rmi.org](http://www.rmi.org)

### Week 13, April 11
**Themes:** Slow Cities; and Sustainable Happiness

**Lecture 16**
Happiness


### Module 13
**Discussion Board 3, Group 4**
<table>
<thead>
<tr>
<th>Week 14, April 18</th>
<th>Lecture 17: Diversity and Ethics</th>
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<tbody>
<tr>
<td></td>
<td>We Need to Talk About an Injustice</td>
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<td></td>
<td><a href="https://www.youtube.com/watch?v=c2tOp7OxyQ8">https://www.youtube.com/watch?v=c2tOp7OxyQ8</a></td>
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<tr>
<td>Week 15, April 25 (End of Classes – April 29)</td>
<td>Lectures 18 and 19 Health and the Built Environment – Children Our Imperiled Resource</td>
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<tr>
<td>Theme: Health and the Built Environment</td>
<td>The Alliance of Health and Planning</td>
</tr>
<tr>
<td>WEEK 16</td>
<td>FINAL EXAM May 2 and 3 (5:00 PM Deadline)</td>
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</tbody>
</table>


Module 14 Discussion Board 4, Groups 1 and 2