

PLAN 31280-3 | Fall 2020

Foundations of Planning + Environmental Design

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Thursday 6:30-9:15 | Robinson Hall Rm 306

COURSE OBJECTIVES

This course presents an overview of the field of planning as practiced in today's American Society. Topics include the history and development of planning, the politics of planning, planning analysis and implementation, urban design, collaborative planning and environmental design. Emphasis is placed on the changing trends of planning, including transportation, sustainable communities and participatory planning.

LEARNING OUTCOMES

The course curriculum has been designed to facilitate the following student learning outcomes:

1. Students will learn the historical context of the field of planning and how it has evolved along with the events, trends and challenges of a society.
2. Students will gain an understanding of how the field of planning reflects the cultural values and norms of society for managing activities in urban, suburban and rural areas.
3. Students will comprehend the political basis of planning including the constitutional and legal foundation upon which it is rooted.
4. Students will be able to articulate the basics of planning analysis and implementation, urban design, and environmental planning.
5. Students will be familiar with the latest trends of planning including public participation, green infrastructure and sustainable communities.
6. Students will have a working knowledge of the planning lexicon, including understanding the applied professional definitions of terms and basic planning concepts.

Rowan Core (General Education)

All first-year, non-transfer student who entered Rowan Fall 2018 or later must complete the Rowan Core general education requirements. (Students who arrived before Fall 2018—and all new transfer students—continue to follow the previous general education requirements.) Students in Rowan Core must complete course requirements in six literacies: Artistic, Communicative, Global, Humanistic, Quantitative and Scientific. *Foundations of Planning and Environmental Design* is a course that satisfies the *Humanistic Literacy*. All students in this course will be assessed on the following Rowan Core learning outcomes for this literacy:

- Students can explain the impact of geographic, ecological, political, economic, and socio-cultural contexts on human experience and activity.
- Students can locate and explain how basic concepts and/or paradigms of different disciplines can provide context for diverse interpretations of a present or past event.
- Students will evaluate claims, assess evidence, and exercise ethical standards to build a coherent argument on an event or topic.

For details on the new Rowan Core requirements, please consult your advisor or the Undergraduate Catalog (<https://sites.rowan.edu/catalogs/>).

REQUIRED TEXTS

The following texts are required for the course. Those denoted with an asterisk are available in the E-reader pdf and or on Canvas as separate readings.

- **Levy, John. *Contemporary Urban Planning*. 11th ed.. Routledge, 2017.**
 - **Note: Feel free to purchase a less costly older version of this text, 9th ed. or higher.**
- *Jacobs, Jane. *The Death and Life of Great American Cities*. Vintage Books, 1992, pp. 3-25.
- * Richard Rothstein – *The Color of Law*. 2017 ISBN978-1-63149-453-6
See instruction on Canvas for reading
- *Gehl, Jan and Birgitte Svarre. *How to Study Public Life*. Translated by Karen Ann Steenhard. Island Press, 2013, pp. XI-35.
- *National Endowment for the Arts. *Creative Placemaking: An Action-Oriented Guide to Arts in Community Development*. National Endowment for the Arts, 2016, pp. 1-3; 38-68.
- *2017 *State of New Jersey Complete Streets Design Guide*. New Jersey Department of Transportation, 2017, pp. i-29.
- *Dean, Cornelia A. *Against the Tide: The Battle for America's Beaches*. Columbia University Press, 1999, pp. 1-14.
- *Beatley, Timothy. *Biophilic Cities: Integrating Nature into Urban Design and Planning*. Island Press, 2011, pp. 1-16
- Additional weekly readings will be provided on Canvas and as links below

OFFICE HOURS

Please contact me by email, phone or text to schedule a time to meet.

COMMUNICATION

Email or text is the best way to get a hold of me. If texting please tell me your name and which class that you are from, as I teach more than one class.

EVALUATION

Final grades for the class will be calculated by the following assignments:

Class Participation & Design Journal	15 points
Discussion Facilitation	5 points
Audio Tenement Story	10 points
Midterm	25 points
Site Design: Site ID Report	5 points
Site Design: Existing Conditions	15 points
Site Design: Improvement Report	25 points
TOTAL	100 points

The following +/-grading scale will be used to determine your final grade for the course based on the percentage of points earned throughout the semester. Check pass/fail specifications for your major.

93-100	A	73-76	C
90-92	A-	70-72	C-
87-89	B+	67-69	D+
83-86	B	63-66	D
80-82	B-	60-62	D-
77-79	C+	Below 59	F

Class Participation & Design Journal Class participation is an important part of this course and students are expected to come to class regularly and on time. Participation in class is actively contribution to the class dialogue in a respectful and informed way. Cell phones should remain off during class, unless there is a critical reason to have it on, which was approved prior to the start of class.

The design journal includes thematic design prompts to help exemplify course material. Student responses will be graphic in nature, allowing students the opportunity to exercise their design and spatial analysis skills; both of which are critical within the professional field of planning. Each of the 10 design journal responses is worth 1 point. Links to these digital journal prompts available as Google Slides pages and students will be responsible for uploading completed pages in .pdf format to Canvas each week

Discussion Facilitation Each student will be assigned a day where they will oversee facilitating class discussion, based on selected pre-class research assignments. Students need to come to class prepared to discuss the assigned video, podcast or reading, as well as asking 3-4 questions prompting a class discussion of the pre-class research item.

Audio Tenement Story After exploring the history of urbanization in the US, each student will create and record a 3-4 min. fictional story introducing themselves as a resident of a tenement building at the turn of the 20th century (roughly 1880-1910). Each story should include details about what brought their character to the city, where they work, opinions about their environment, who they live with and any other details that demonstrate a strong understanding of what life was like in American cities in the early 1900's. Although not required, it's encouraged for students to investigate their own family heritage (if possible) to pull details that are based in their individual history, albeit fictionalized. Stories will be submitted in an audio format and basic audio editing will be discussed in class. The following rubric will be used to evaluate each submitted audio story.

Topic	Outstanding	Strong	Good	Satisfactory	Needs Revision	Not Present
Story Discusses 4-5 Elements of Early 20 th Century American Urban Life Covered in Class	5	4	3	2	1	0
Organization & Clarity	5	4	3	2	1	0

Midterm The Midterm will include 20 points of multiple choice and 5 points of essay from both assigned readings and class discussion. Make-ups **will not be granted** for missed exams (unless due to *extreme* circumstances). If you know you will not be able to make the exam, please make arrangements with me **ahead of time**.

Site Design Project Overview **Site Design Project Overview** Each student will choose a public space to which they would like to apply course concepts. Public spaces are usually defined as those that are open and accessible to the public. In the strictest sense of the term, public spaces are also not only open to the public, but they are owned by the public (city, state, or federal government). Public libraries, schools, parks, sidewalks, streets, and transit stations or hubs are our most public spaces intended to serve all citizens and populations of the municipality. Students need to choose a public space in which they can physically visit several times throughout the semester.

Using this self-selected public space, students will study and fictionally redesign this space using the theories and design concepts articulated in the course materials. The project as a whole consists of three separate assignments to be turned in at different times throughout the semester. The details of these three assignments are described below.

Site Design: Site Identification Report

Students will identify and provide an overview of their chosen public space in a Google Slides presentation designed for a wide public audience. While students will not present this slide deck, they will communicate information about their site within at least 5 slides; or roughly a total of 350 words for the slide deck. The slide deck should include:

- Introduction to the chosen site: name (if applicable), location, marked aerial map (instructions will be provided) and general description
- An overview of five different student-selected data sets from the US Census Bureau that contextualize the demographic, housing and transportation characteristics of the municipality of the chosen site
- The name(s) of any planning organization(s) whose jurisdiction includes the chosen site area
- A properly formatted bibliography

Site Design: Existing Conditions

Understanding the existing conditions of a site or within a municipality is a necessary part of any planning process. Examining existing conditions can be done through primary and secondary research. For this assignment, each student will utilize primary research (personal observations) to analyze the existing conditions of the site. Drawing from the best practices of public life studies discussed in class, students will use observational fieldwork techniques to observe their chosen site for at least 30 minutes during three different times of day and week.

Students will submit a Word document that includes a 6 (six)-page overview summary of their observations, two pictures of the site, as well as a table that organizes the following information by each observation.

- Number of people using the site when you start observing
- Type of activities that are taking place within the site
- Areas of the site most used by people (using cardinal directions)
- A generalized account of people's movements through the site
- Traces left behind from people's use of the site
- Number of people using the site when you stop observing

Site Design: Improvements

Throughout the course, students will learn about different urban design and planning strategies employed to create inclusive, welcoming places. This assignment allows students to apply this knowledge to a particular site. Drawing from the existing conditions research and course material, each student will redesign the site organizing their suggested design ideas within the four categories of transportation, urban design, community development and environmental sustainability. Students need to suggest at least 2 different design

elements for each area of planning, for a minimum total of 8 different design elements.

Students will catalog their design elements in a Google Slides presentation designed for a wide public audience. While students **will not present** this slide deck, they will communicate information about their site within at least 15 slides; or roughly 1,000 total words for the slide deck. The slide deck needs to include:

- An overview of all proposed design elements, shown on a marked aerial map of the site (see Figure 1) and communicated in a general description summarizing all design elements
- At least one cross section diagram -- made for free on Streetmix -- of the proposed design changes (see Figure 2)
- Descriptions of each of the design elements (at least eight and organized by area of planning) that includes pictures, specific location(s) of each element on a marked aerial and a rationale for inclusion

Rationale for inclusion should integrate data from the Site Identification and/or Existing Conditions report(s)

- A case study documenting examples of at least four design elements being utilized in a public space anywhere in the world; for a total of 4 case studies
 - Each case study should be its own slide within the slide deck and include pictures and descriptions of how a particular design element was successfully used in another space.
 - Case studies should provide rationale for why a particular design element would be successful within the student selected space
- A concluding slide that summarizes the benefits of the design revision
- A properly formatted bibliography



EXPECTATIONS FOR ASSIGNMENTS

Completed assignments will be free of typographical and grammatical errors. All written assignments will be typed and submitted digitally using double spacing and an 11-point font. Assignments turned in not meeting this requirement will lose points. Any late assignment will have 5 points deducted from the total. Late assignments turned in more than two weeks after the initial deadline will not be accepted. Papers should be original material generated for this class only, be free of all plagiarism and properly cited in MLA style. The

Rowan University Writing Center is located in Campbell Library, Room 131 and they accept appointments. Additionally, Purdue University's Online Writing Lab (OWL) has incredible online resources available at:
<https://owl.english.purdue.edu>.

ATTENDANCE

Each student is allowed up to 2 class absences without being penalized. After the 2nd missed class, I will reduce your participation grade proportionately with your attendance unless arrangements are made in advance for University recognized reasons that are accompanied by documentation (e.g. doctor's note or other form of supporting evidence). [University recognized reasons](#) for excused absences include official University activities, documented illness, death of a family member or loved one, inclement weather and religious observance (notification must take place before the holiday)

It is the responsibility of the absent student to catch up on any missed material and do any make-up work required by the instructor. If a major life event, of any kind, is impacting your schoolwork beyond 1 week in the form of absences, tardiness, difficulty focusing in-class or completing coursework please contact the [Office of Student Life/Dean of Students](#). Their office is equipped to assist students undergoing difficult life events, including communicating with your professors if temporary accommodations are needed to help you through a difficult period.

ACADEMIC INTEGRITY

Academic integrity is expected of all Rowan students. Do not accidentally or knowingly commit academic crimes (plagiarism, cheating). Never (1) turn in an assignment that you did not write yourself, (2) turn in an assignment for this class that you previously turned in for another class, (3) present ideas or sentences that are not your own without proper citation, (4) cheat on an exam, or (5) sign someone else in on an attendance sheet. Per Rowan policy, violations of academic integrity will not be tolerated.

Any infraction includes the possibility of failure of the entire course. For a link to this policy please use

<https://confluence.rowan.edu/display/POLICY/Academic+Integrity+Policy>

STUDENT ACCOMMODATION

Any student with a documented disability is encouraged to contact me so we can consider any accommodations that could help. Likewise, if you find yourself having difficulty in class for whatever reason please let me know, I will try my best to assist you and/or connect you with the numerous resources available at the University. The Academic Success Center is located in Savitz Hall, 3rd Floor (856-256-4234):

<https://sites.rowan.edu/disabilityresources/index.html>

PREFERRED NAME POLICY

Many students prefer to be known by a name other than their legal name. Students who wish to have a preferred first and/or middle name appear (1) in the phone and email directories, (2) on their Rowan ID card, and (3) on Canvas may request this by sending an email to support@rowan.edu with "Preferred Name" in the subject line. Direct any questions about the policy to socialjustice@rowan.edu

VETERANS SERVICES

There are a number of services available to assist veterans with education benefits. Staff are located in Savitz Hall, 3rd floor (856-256-4233) or visit:

<https://sites.rowan.edu/veterans/index.html>

COUNSELING SERVICES

The Wellness Center at Winans Hall provides physical and mental health services for students, such as time management, test anxiety, relationship issues, career assessment tools, and crisis situations. You can make an appointment during business hours at 856-256-4333. After hours call 856-256-4922 to speak with a counselor on call. If you are in crisis call 856-256-4911. <https://sites.rowan.edu/wellness/counseling/index.html>

SEXUAL VIOLENCE AWARENESS + PREVENTION

Sexual assault is one of the most underreported violent crimes on university campuses. To reach a confidential, trained sexual violence advocate 24/7 call 866-295-7378. Rowan provides resources and programs designed to prevent sexual violence and other acts of sexual misconduct, including sexual harassment, provide information about what to do when an incident has occurred, and increase awareness of campus and community resources for support and response. <https://sites.rowan.edu/sexualviolenceresponse/index.html>

STARFISH

Throughout the term, you may receive email from the Rowan Success Network (RSN) team (Starfish®) regarding your academic performance. Please pay attention to these emails and consider taking the recommended actions. In addition, utilize the RSN's scheduling tools to make appointments at your convenience for advising, tutoring and more. Additional information about RSN may be found at www.rowan.edu/rsn.

Rowan University's Statement on Diversity

Rowan University promotes a diverse community that begins with students, faculty, staff and administration who respect each other and value each other's dignity. By identifying and removing barriers and fostering individual potential, Rowan will cultivate a community where all members can learn and grow. The Rowan University community is committed to a safe environment that encourages intellectual, academic, and social interaction and engagement across multiple intersections of identities. At Rowan University, creating and maintaining a caring community that embraces diversity in its broadest sense is among the highest priorities.

Rowan University Sexual Misconduct and Harassment Reporting, and Title IX

Rowan University and its faculty and staff are committed to assuring a safe and productive educational environment for all students. Title IX makes it clear that sexual misconduct and harassment based on sex and gender is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against protected categories such as race, national origin, etc.

University faculty and staff members are required to report any instances of sexual misconduct or harassment, to the University's Title IX Coordinator so that the appropriate resources and support options are provided. Please report any incidents of sexual misconduct and harassment by clicking [HERE](#). What this means is that as your professor, I am required to report any incidents of sexual misconduct and harassment that are directly reported to me, or of which I am somehow made aware. See Rowan's policy, [Student Sexual Misconduct and Harassment](#).

Rowan University Discrimination and Harassment Reporting, and Title VI

Rowan University prohibits discrimination, whether verbal, written, physical or psychological under the [University's Policy Prohibiting Discrimination in the Workplace and Educational Environment](#). Please report any incidents of discrimination and harassment by clicking [HERE](#). In addition, as your professor, I am required to report any incidents of discrimination and harassment that are

Confidential Resources:

Non-Confidential
Resources:

directly reported to me, or of which I am somehow made aware. Please see below available resources:

The Wellness Center, Winans Hall, 856-256-4333, www.rowan.edu/wellness

Office of Student Equity and Compliance (OSEC), Savitz Hall 203, 856-256-5830

Public Safety, Bole Annex, 856-256-4911

To learn more about Title IX go to: go.rowan.edu/titleix

To learn more about Title VI go to: go.rowan.edu/titlevi

Contact Information:

Penny McPherson-Myers,

Division of Diversity, Equity and Inclusion

mcpersonp@rowan.edu

SEMESTER
ORGANIZATION

The semester will be organized into the following four units. Please refer to the chart below for an overview and the detailed syllabus on the following page to understand what topics will be covered each class period, as well as assigned readings.



UNIT NAME	Weeks	TOPICS COVERED
HISTORY	1-4	<ul style="list-style-type: none"> • US Urbanization • Planning as a Field • History of Planning
PLANNING BASICS	4-8	<ul style="list-style-type: none"> • Legal Basis • Planning Tools • Politics + Social Issues • Comprehensive Planning
TYPES OF PLANNING	9 - 14	<ul style="list-style-type: none"> • Urban Design • Transportation • Economic Dev. • Community Dev. • Growth Management • Environmental
PLANNING APPLICATION	1-16	<ul style="list-style-type: none"> • Sustainability • Site Design

Date	Lectures/Assignments/Readings
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Week 1
9/3 Course Introduction & Overview of Planning
Readings: Contemporary Urban Planning Chapter 1
Article: <https://www.nytimes.com/2018/08/10/style/numtot-urbanism-memes.html>

Week 2
9/10 **Lecture:** History of Urbanization In US
Readings: *Contemporary Urban Planning*, Ch. 2

Week 3
9/17 **Lecture:** Overview of Historic Planners & their Theories
Reading: Jane Jacobs - **The Life and Death of Great American Cities*, pp. 3-25

Article: Le Corbusier's Radiant City <https://99percentinvisible.org/article/ville-radieuse-le-corbusiers-functional-plan-utopian-radiant-city/>
Podcast: Read the article and listen to the podcast
Bijlmer City of the Future - <https://99percentinvisible.org/episode/bijlmer-city-future-part-1/>
Video: [The City](#)

Week 4
9/24

Lecture: The History of Planning
Reading: *Contemporary Urban Planning*, Ch. 3 + 4
Richard Rothstein The Color of Law – read the Preface to page 14
Video : <https://www.youtube.com/watch?v=2roWLzrqOjQ> – Richard Rothstein talks about the “Segregation Myth”
Assignment: Audio Tenement Story – assignment will be introduced and discussed

Week 5
10/1

Lecture: The Legal Basis of Planning
Reading: *Contemporary Urban Planning*, Ch. 5
Podcast: Read the article and listen to the podcast
The Pruitt Igoe Myth <https://99percentinvisible.org/episode/episode-44-the-pruitt-igoe-myth/>
Assignment: Audio Tenement Story DUE

Week 6
10/8

Lecture: The Tools of Land-Use Planning
Reading: *Contemporary Urban Planning*, Ch. 9

Week 7
10/15

Lecture: The Comprehensive Plan and Final Project Methodology
Readings: *Contemporary Urban Planning*, Ch. 8
*How to Study Public Life, pp. XI-35
Study Guide for Midterm

Week 8
10/22

MIDTERM - on Canvas

Week 9
10/29

Lecture: Planning and Politics & Social Issues of Planning
Reading: *Contemporary Urban Planning*, Ch. 6 and 7
Video: [“Greening the Ghetto”](#)
Podcast: [“Self-Gentrifying in the Bronx”](#)
Assignment – Site Identification Report Due

Week 10
11/5

Lecture: Community & Economic Development
Reading: *Creative Placemaking: An Action-Oriented Guide to Arts in Community Development, pp. 1-3; 38-68

Week 11
11/12

Lecture: Transportation Planning
Reading: *2017 State of New Jersey Complete Streets Design Guide, pp. i-29
Contemporary Urban Planning, Ch. 12
[Beyond Traffic](#) – Introduction and pg 1- 47
[The Dream of the Automated Highway](#) by Robert A. Ferlis

Week 12
11/19

Lecture: Urban Design & Environmental Planning
Reading: *Against the Tide: The Battle for America's Beaches, pp. 1-14
Contemporary Urban Planning, Ch. 10 +15
Assignment - Site Existing Conditions Report Due

Week 13
11/26

Thanksgiving – No Class

Week 14
12/3 **Lecture:** Planning for Sustainability
Reading: *Biophilic Cities: Integrating Nature into Urban Design and Planning,
pp. 1-16

Week 15
12/10 **Site Design Workshop**

Week 16
12/17 **Assignment: Site Design Improvement Project Due**