

## COMPREHENSIVE PLANNING AND IMPLEMENTATION

Urban Design and Planning 501, Winter Quarter 2014

**Class:** Monday and Wednesday,  
9:00 to 10:20 am  
110 Gould Hall

**Instructor:** Prof. Jan Whittington  
448D Gould Hall,  
Tel. 221-6298  
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**Office hours:** Monday  
10:30 am to 12 noon,  
448D Gould Hall

**Teach Asst.:** Susmita Rishi (Sush)  
418 Gould Hall  
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**Office hours:** Tuesday  
11:00 am to 12 noon,  
418 Gould Hall

**Course Webpage:** <https://catalyst.uw.edu/workspace/janwhit/9370/>

**Course Description:** This course is about plans. Plans are products of political organization, regulations, natural constraints, and community interests. Readings, discussions, and assignments address why plans are created, for what purpose, and to what effect on the natural and built environment. Materials survey technical means for plan-making for their strengths and limitations, though focus is on how plans are developed at the scale of the neighborhood and city, as well as providing a critical framework for realizing how to recognize and take advantage of opportunities to plan. This course is a requirement for the Masters in Urban Planning degree; enrollment is limited to graduate students in this and closely related disciplines.

### Required Texts:

Hopkins, Lewis. 2001. *Urban Development: The Logic of Making Plans*. Washington, DC: Island Press. (UW Bookstore)

Berke, Philip et al. 2006. *Urban Land Use Planning*. (5<sup>th</sup> Edition) Urbana, Illinois: University of Illinois Press. (UW Bookstore)

Kent, T. J. Jr. 1990. *The Urban General Plan*. Chicago, Illinois: American Planning Association.

Babcock, Richard F. 1966. *The Zoning Game*. Madison, Wisconsin: University of Wisconsin Press.

**Recommended Text:** [The Chicago Manual of Style](#) (16<sup>th</sup> edition)

Disabled students are always welcome in my class. If you have a disability (physical, learning, or psychological) that makes it difficult for you to carry out the coursework as outlined and/or you require accommodations, such as note-takers, readers, or extended time on assignments and exams, please contact Disabled Student Services within the second week of the quarter. DSS is available at (206) 543-8924, or at [uwdss@u.washington.edu](mailto:uwdss@u.washington.edu) and will be able to provide you with information and review appropriate arrangements for reasonable accommodation. For more information: [http://www.washington.edu/students/genocat/front/Disabled\\_Student.html](http://www.washington.edu/students/genocat/front/Disabled_Student.html).

**Course Structure:** The course follows the topics and flow of two texts, one by Hopkins (2001) and the other by Berke (et al. 2006), as they introduce the means and methods for developing three major types of plans: a state of the community report, an area-wide plan, and a small-area

plan. Assignments progress in terms of the breadth and knowledge expected of participants of the class, building cumulatively toward completion of reports and presentations.

**Course Objectives:** Develop skill in writing technical memoranda for a political setting; demonstrate ability to access the literature critical to plan-making and zoning in a local government context; obtain facility with the core concepts and critiques of local government and plan-making and zoning; develop a foundation of data and analysis necessary to complete the first-year studio for the Master of Urban Planning degree.

**Course Requirements (perfect grade = 400 points):**

Participation in class discussions	50
Planning Commission Report	50
Policy Memo	100
Initial Conditions Report	100
Policy Tool Report & Presentation	100

**Academic Standards:**

Turn in your papers printed, in person, at the beginning of class; with an additional electronic version submitted as an e-mail attachment to your professor and teaching assistant. As a courtesy to your fellow students, late assignments will not be accepted.

Grading will be based on content, organization, and measures of style appropriate to writing at the graduate level. Style refers to your method of citing sources, grammar, punctuation, and related issues. I (strongly!) urge you all to refer to the Chicago Manual of Style (16<sup>th</sup> Edition, University of Chicago Press) as you compose and edit your work. When in doubt, check it out. Any paper using a hot link as a replacement for a full citation will instantly lose all credit for the assignment. See this site: <http://guides.lib.washington.edu/citations>

Odegaard Library makes it easy for you to ask and have questions answered, so please make use of the expertise and resources available to you. This is one of numerous writing centers on campus, available to you free of charge, which you can learn about at the following website: <https://depts.washington.edu/owrc/>

Plagiarism is defined as the use of creations, ideas or words of publicly available work without formally acknowledging the author or source through appropriate use of quotation marks, references, and the like. Plagiarizing is presenting someone else's work as one's own original work or thought. This constitutes plagiarism whether it is intentional or unintentional. The University of Washington takes plagiarism very seriously. Any student who is uncertain whether his or her use of the work of others constitutes plagiarism should consult the course instructor for guidance before formally submitting the course work involved. At minimum, visit the following site, which articulates and expands on University policy in this regard: <http://depts.washington.edu/grading/pdf/AcademicResponsibility.pdf>

Plagiarism is not acceptable, so I advise each of you to read the Chicago Manual of Style in order to learn how to avoid it. There are other style sheets and websites that may guide you, but you, as the author of your paper, are ultimately responsible for this. Anyone found to plagiarize will be given a failing grade on the assignment and their case reported to the Associate Dean for Academics and Operations for formal review.

## Course Schedule

<b>Date</b>	<b>Topic</b>	<b>Readings</b>
Jan 6	Introductions	None required
Jan 8	Plans in History	Hopkins, Chapter 1 Kent, Chapters 1 and 2 Babcock, Chapter 1
Jan 13	Sustainability	Hopkins, Chapter 2 Berke, Chapters 1 and 2
Jan 15	Good Plans	Hopkins, Chapter 3 Berke, Chapter 3
Jan 20	<b>No Lecture</b>	<b>Planning Commission Report Due</b> Berke, Chapter 4 Babcock, Chapters 2 and 3
Jan 22	Forecasting	Hopkins, Chapter 4 Berke, Chapter 5 Babcock, Chapter 4
Jan 27	Interests in Plans	Hopkins, Chapter 5 Berke, Chapter 8
Jan 29	Regulation	Hopkins, Chapter 6 Babcock, Chapters 5 and 6
Feb 3	Environment	<b>Planning Memo Due</b> Berke, Chapter 6
Feb 5	Land Use and Zoning	Berke, Chapter 7 Babcock, Chapters 7 and 8
Feb 10	Planners and the State of the Community	Hopkins, Chapter 7 Berke, Chapter 9
Feb 12	Purpose of the Plan	<b>Initial Conditions Report Due</b> Hopkins, Chapter 8 Kent, Chapter 3
Feb 17	<b>No Lecture</b>	Kent, Chapters 4 and 5
Feb 19	Making City Plans	Hopkins, Chapter 9 Berke, Chapters 10 and 11
Feb 24	Land Uses	Berke, Chapters 12 and 13
Feb 26	Small Area Plans	Berke, Chapter 14 Babcock, Chapters 9 and 10
Mar 3	Opportunities to Plan	Hopkins, Chapter 10
Mar 5	<b>Presentations</b>	
Mar 10	<b>Presentations</b>	
Mar 12	<b>Presentations</b>	<b>Land Use Policy Tool Report Due</b>
Mar 17	<b>No Final Exam</b>	

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