



URBDP 501: Comprehensive Planning and Implementation

AUTUMN 2021

Course Description

A comprehensive plan is generally understood to be an official statement of the local development policy to guide future growth and development of a community. This course focuses on understanding the comprehensive planning process and learning how to create a comprehensive plan. You will also review and critique a wide range of land use planning and comprehensive plan implementation tools. This course is designed to help you learn planning skills that are critical for your success as a practitioner.

The four major aspects of comprehensive plan making, and implementation addressed in this course include:

1. Comprehensive Plan Making Process
2. Community Participation and Consensus Building
3. Land Use Planning – Tools and techniques
4. Introduction to Plan Implementation Tools

Learning Objectives

It is expected that by the end of this course you will be able to:

1. Articulate what constitutes a good comprehensive plan and the key components of the comprehensive plan.
2. Identify, collect, and analyze the information required for preparing a good comprehensive plan.
3. Create a framework for the professional planning process require to prepare/ update a comprehensive plan for a community.
4. Understand the various components of a land use planning program and know how the land use plan fits into the comprehensive plan.
5. Understand and appreciate the role of Comprehensive Plans in addressing broader growth and development challenges

While the primary focus of this course is to learn how to formulate a comprehensive plan in a professional manner, class discussions and assignments are also designed to improve your professional skills of data interpretation, policy analysis, writing of planning memoranda, and develop ability to access literature and data critical to plan-making and zoning.

Teaching Philosophy

Through this course, I share my passion for the field of urban planning. My lectures, discussions, and class activities are designed to encourage critical thinking. I encourage students to discuss their perspectives openly during class discussions. I endeavor to create an inclusive environment to allow for respectful discussion on broad range of subjects related to the topics relevant for this course. I often share real world examples from my practice and elsewhere to compare and contrast the theoretical expectations with real world situations. I also encourage students to share their experiences. I do encourage students to take ownership of their education experiences. I regularly post additional news articles, examples, webpages in the learning management system, Canvas. Students are free to consume this material at their own pace and ask questions, initiate discussion on these posts online or in class. Overall, I strive to encourage active learning through activities, and assignments that require application of various theories, concepts, and ideas discussed in class. I do believe this facilitates enhanced learning and better retention of knowledge in this course.

Prerequisite(s)

There are no formal prerequisites for this course. General academic skills of analytical thinking, comparison, essay writing, working with statistical material, map reading will be helpful.

Related Courses of Interest

Infrastructure Planning and Finance; Urban Economics

Classroom Norms & Expectations

Equity, Diversity & Inclusion

The University of Washington and the Department of Urban Design and Planning (UDP) believe that equity, diversity, and inclusion are integral to excellence. View the UDP Diversity Plan.

UDP Mission

UDP is striving to shift the culture of planning to engage and enhance diversity, equity, and inclusion, not just within the academic context, but also in the profession. We aspire to drive change not merely by responding to trends, but also by leading the change we seek.

UDP Values

Equity - Strive for fairness of results/outcomes rather than equal access to opportunity.

Diversity - Vibrant and healthy community involves recognizing and supporting differences.

Inclusion - Create an environment where everyone can participate and everyone belongs.

In this class, we will value and honor diverse experiences and perspectives and strive to create a welcoming and respectful learning environment for all students. In this class, we will also respect the general goals of academic freedom and ensure that they are maintained. Differences of opinion, critical analysis, and honest feedback are welcomed, and should be expressed in a manner that supports the learning process.

Course Culture

The class meets twice a week. The format for the course will include a mix of instructional presentations, and discussions on course readings. Students are expected to apply their own knowledge and past experiences to analyze issues and arguments presented in the lecture and class discussion. Please understand this is a reading intensive course. In our structured and unstructured discussions and dialogues, we also will have many opportunities to explore some challenging, high-stakes issues and increase our understandings of different perspectives. Our conversations may not always be easy; we sometimes will make mistakes in our speaking and our listening; sometimes we will need patience or courage or imagination or any number of qualities in combination to engage our texts, our classmates, and our own ideas and experiences. Always we will need to respect others. Thus, it is important for all students to be respectful of others and in time we will see an increase in our ability to engage with the sometimes difficult conversations that arise inside issues addressed in this course as we deepen our understanding of multiple perspectives – whatever our backgrounds, experiences, or positions.

If you feel that any of these standards are not being met by a fellow student or an instructor, you should discuss your concerns with the instructor or TA, or bring them to the attention of the department Chair.

Communication

I recognize the value and efficiency of communication between faculty and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. I send all course related student email correspondence only to a student's UW email address and consider email from students official only if it originates from a UW student account. This allows me to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. You may also use the email communication tool through the Canvas site for this course.

Participation

This class relies heavily on active participation of students. You are expected to come to class prepared with the readings completed and participate actively in class discussions. Active participation involves: (i) adequate preparation for class by completing all readings and bringing relevant notes to class; (ii) Engagement with other members of the class in a respectful and inclusive manner, and; (iii) Responding to questions and discussion issues in a way that is relevant and enhances comprehension. Your class participation grade will be based on the above factors.

- Reading Groups - The class will be divided into readings groups of 3-4 members each. Every in-class discussion on the assigned readings will be led by a group randomly selected on the day of the class. The lead group is required to present 8-10-minute summary of the assigned reading and propose 3-4 questions for discussions for other groups to respond to. This is a participatory process and individual participation in class will be graded by the Instructor. Instructor will also provide opportunity for peer-assessment for the members of the lead group.

Course evaluation

Formal course evaluation occurs at the end of the quarter university-wide. If you are experiencing a problem with the class, please let me know as soon as possible, as I might be able to correct for changes if needed within the course of the class. [Consider including some informal check-ins on class climate or how the class is going for the students.]

Technology in the Classroom

Laptops may be used only for legitimate classroom purposes, such as taking notes, downloading class information from Canvas, or working on an in-class exercise. E-mail, instant messaging, surfing the Internet, reading the news, or playing games are not considered legitimate classroom purposes; such inappropriate laptop use is distracting to those seated around you and is unprofessional. If I notice students using laptops in lectures to check Facebook pages or browse websites that are non-related to lectures, I will ask to close the laptop until it is needed for a specific activity. I may also designate a specific laptop-free location in the class for students who do use computers in class and do not wish to be distracted by others who do.

Attendance

Attendance is recommended but not required for this class.

Course Requirements

Required Readings

There is only one required text for this course. This text will also be required for studio prep and studio courses later in the MUP program.

- Daniels, Thomas L. *Small town planning handbook* (Third Edition). Planners Press, American Planning Association, 2007.

Additional required reading material, if necessary, will be uploaded on the Canvas website. Please make sure you have access to all reading materials prior to first day of the class. Reading material will be updated regularly, so make it a point to check the course website frequently

Optional Readings

The following texts are recommended (you may be required to purchase some of them in other courses):

1. Berke, P., Godschalk, D. R., Kaiser, E. J., & Rodriguez, D. A. (2006). *Urban land use planning*. Urbana, IL: University of Illinois Press.
2. Kent, T.J. (1964). *The Urban General Plan*. Chandler Pub. Co.
3. Kelly, E. D. (2009). *Community planning: An introduction to the comprehensive plan*. Island Press.

4. American Planning Association (Ed.). (2006). Planning and urban design standards. John Wiley & Sons.
5. Hopkins, L. D. (2001). Urban development: The logic of making plans. Island Press.
6. Cullingworth, B. J., Cullingworth, J. B., & Caves, R. (2013). Planning in the USA: policies, issues, and processes. Routledge.
7. So, F. S., Stallman, I., Beale, F., & Sarnold, D. (1988). The practice of local government planning, Municipal Management Series. International City Management Assoc.

Technological Proficiency and Hardware/Software Required

Students will need to submit typed responses to various assignments electronically and may be required to present in class. Therefore, basic skills in using common word processing and presentation software are necessary. Knowledge of design software such as Photoshop and adobe illustrator will be useful. Past experience with ARCMAP will also be helpful with some assignments.

Please see the note below on Academic Accommodations if you need to use technology in the classroom due to a disability.

Students who require a device to use for academic purposes have access to the UW Student Loaner Program, please visit <http://be.washington.edu/spaces/computing/student-loaner-program/> (Links to an external site.) Students are also welcome to conduct any needed computer-based work in the Digital Commons in the basement of Gould Hall or in other computer labs on campus.

Course Costs

No class trips/ field trips or purchase of special equipment is required for this course.

Key Instructions

Assignment instructions can be accessed through weekly modules page

Grading

Performance criteria

The written assignments will be graded based on the following rubric -

Criteria	Weight	Inadequate =D = 1.0 (Below standard)	Minimal=C = 2.0 (Does not meet all standards)	Adequate=B= 3.0 (Meets standards)	Exemplary=A= 4.0 (Far exceeds requirements)

<i>Organization and format</i>	10%	40% (4 points) Writing lacks logical organization. It may show some coherence but ideas lack unity. Serious errors and generally is an unorganized format and information.	60% (6 points) Writing is coherent and logically organized, using a format suitable for the material presented. Some points may be contextually misplaced and/or stray from the topic. Transitions may be evident but not used throughout the essay. Organization and format used may detract from understanding the material presented.	80% (8 points) Writing is coherent and logically organized, using a format suitable for the material presented. Transitions between ideas and paragraphs create coherence. Overall unity of ideas is supported by the format and organization of the material presented.	100% (10 points) Writing shows high degree of attention to details and presentation of points. Format used enhances understanding of material presented. Unity clearly leads the reader to the writer's conclusion and the format and information could be used independently.
<i>Content</i>	40%	62.5% (25 points) Some but not all required questions are addressed. Content and/or terminology is not properly used or referenced. Little or no original thought is present in the writing. Concepts presented are merely restated from the source, or ideas presented do not follow the logic and reasoning presented throughout the writing.	75% (30 points) All required questions are addressed but may not be addressed with thoughtful consideration and/or may not reflect proper use of content terminology or additional original thought. Additional concepts may not be present and/or may not be properly cited sources.	87.5% (35 points) All required questions are addressed with thoughtful consideration reflecting both proper use of content terminology and additional original thought. Some additional concepts may be presented from other properly cited sources, or originated by the author following logic and reasoning they've clearly presented throughout the writing.	100% (40 points) All required questions are addressed with thoughtful indepth consideration reflecting both proper use of content terminology and additional original thought. Additional concepts are clearly presented from properly cited sources, or originated by the author following logic and reasoning they've clearly presented throughout the writing.

<i>Critical Thinking</i>	40%	62.5% (25 points) Shows some thinking and reasoning but most ideas are underdeveloped, unoriginal, and/or do not address the questions asked. Conclusions drawn may be unsupported, illogical or merely the author's opinion with no supporting evidence presented.	75% (30 points) Content indicates thinking and reasoning applied with original thought on a few ideas, but may repeat information provided and/or does not address all of the questions asked. The author presents no original ideas, or ideas do not follow clear logic and reasoning. The evidence presented may not support conclusions drawn.	87.5% (35 points) Content indicates original thinking, cohesive conclusions, and developed ideas with sufficient and firm evidence. Clearly addresses all of the questions or requirements asked. The evidence presented supports conclusions drawn.	100% (40 points) Content indicates synthesis of ideas, in-depth analysis and evidence beyond the questions or requirements asked. Original thought supports the topic, and is clearly a well-constructed response to the questions asked. The evidence presented makes a compelling case for any conclusions drawn.
<i>Grammar, Mechanics, Style</i>	10%	40% (4 points) Writing contains many spelling, punctuation, and grammatical errors, making it difficult for the reader to follow ideas clearly. There may be sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices disrupts the content. Additional information may be presented but in an unsuitable style, detracting from its understanding.	60% (6 points) Some spelling, punctuation, and grammatical errors are present, interrupting the reader from following the ideas presented clearly. There may be sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices may detract from the content. Additional information may be presented, but in a style of writing that does not support understanding of the content.	80% (8 points) Writing is free of most spelling, punctuation, and grammatical errors, allowing the reader to follow ideas clearly. There are no sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices enhance the content. Additional information is presented in a cohesive style that supports understanding of the content.	100% (10 points) Writing is free of all spelling, punctuation, and grammatical errors and written in a style that enhances the reader's ability to follow ideas clearly. There are no sentence fragments and run-ons. The style of writing, tone, and use of rhetorical devices enhance the content. Additional information is presented to encourage and enhance understanding of the content.
	100%				

In-class presentations will be graded based on the following rubric -

Criteria	Weight	Inadequate= D = 1.0 (Below standard)	Minimal =C = 2.0 (Does not meet all standards)	Adequate=B= 3.0 (Meets standards)	Exemplary=A= 4.0 (Far exceeds requirements)
<i>Content</i>	60%	Does not seem to understand the topic very well.	Shows a good understanding of parts of the topic.	Shows a good understanding of the topic.	Shows a full understanding of the topic.
<i>Audience Engagement</i>	10%	Makes little or any use of medium, or does not attempt to engage audience attention.	Makes some use of medium to engage audience attention.	Makes fair use of chosen medium to engage audience attention.	Makes good use of the chosen medium to engage the audience's attention.
<i>Visual Tool</i>	10%	Visual aids have limited creativity or clarity or are sometimes difficult to read Presentation is not enhanced by the visual tools	Visual aids are reasonably creative, clear, and easy to read Presentation is sometimes enhanced by the visual tool	Visual aids are usually creative, clear, and easy to read Presentation is often enhanced by visual tools.	Visual aids are very creative, clear, and easy to read Presentation is consistently enhanced by the visual tools
<i>Quality of Verbal Communication</i>	20%	Speaker's voice is frequently too weak or too strong Speaker rarely uses inflections to emphasize key points an create interest or speaker sometimes uses inflections inappropriately Speaker's talking pace is often too slow or too fast	Speaker's voice is frequently too weak or too strong Speaker rarely uses inflections to emphasize key points and create interest or speaker sometimes uses inflections inappropriately Speaker's talking pace is often too slow or too fast	Speaker's voice is steady, strong and clear Speaker often uses inflections to emphasize key points and create interest Speaker's talking pace is mostly appropriate	Speaker's voice is very confident, steady, strong, and clear Speaker consistently uses inflections to emphasize key points or to create interest Speaker's talking pace is consistently appropriate

Grading Breakdown Summary

<i>Assignment</i>	<i>% of Grade</i>
Class Participation / Online Engagement	10
Planning Commission Report Assignment	15
Planning/Policy Memo Assignment	20
Zoning Assignment	20
Term Project	35
Total	100

Grading Scale

There is no standard for conversion of percentage points to a 4-point scale within the department, nor within the college, nor within the University of Washington. For this course grades will be calculated using the following Grading Scale conversions:

A	4.0	Outstanding
A-	3.8	Excellent
B+	3.4	Competency achieved to high standard
B	3.0	Competency achieved
B-	2.8	Below Competency

≥ 95%	= 4.0	88 = 3.3	81 = 2.6	74 = 1.9	67 = 1.2
94	= 3.9	87 = 3.2	80 = 2.5	73 = 1.8	66 = 1.1
93	= 3.8	86 = 3.1	79 = 2.4	72 = 1.7	65 = 1.0
92	= 3.7	85 = 3.0	78 = 2.3	71 = 1.6	64 = .9
91	= 3.6	84 = 2.9	77 = 2.2	70 = 1.5	63 = .8
90	= 3.5	83 = 2.8	76 = 2.1	69 = 1.4	62 = .7
89	= 3.4	82 = 2.7	75 = 2.0	68 = 1.3	<.7 = 0

Late Work

Not submitting the assignments on time raises ethical issues (if I give you more time, do I need to give everyone more time too), and will affect your performance in subsequent assignments and class participation, as each of the assignments is designed to help you with subsequent coursework. Therefore, please do your best to turn in your assignments on time.

However, if you have a compelling and legitimate reason for late submission, I will consider extensions on case-by-case basis. I will need to be contacted at least 2 days before the date assignment is due. I will not entertain excuses for late submission after the due date.

Course Schedule

Date	Topics	Required Readings
01/04	<ul style="list-style-type: none"> Course Introduction <u>Planning Commission Report Assignment</u> State Regulations and Comprehensive Plans Introduction WA State Growth Management Act 	<ol style="list-style-type: none"> Neuman, M. (1998). Does planning need the plan? <i>Journal of the American Planning Association</i>, 64(2), 208-220. Anthony, Jerry. "Do state growth management regulations reduce sprawl?" <i>Urban Affairs Review</i> 39.3 (2004): 376-397.
01/06	<ul style="list-style-type: none"> Introduction to Term Project 	<ol style="list-style-type: none"> City of Sultan Comp Plan

<p>01/11</p>	<ul style="list-style-type: none"> • Overview of Comprehensive Planning Process • Key Elements of a Comprehensive Plan 	<ol style="list-style-type: none"> 1. STPH 1-3 2. Kaiser, Edward J., and David R. Godschalk. "Twentieth century land use planning: A stalwart family tree." <i>Journal of the American Planning Association</i> 61.3 (1995): 365-385.)
<p>01/13</p>	<ul style="list-style-type: none"> • What makes a Good Plan? • <u>Planning/Policy Memo Assignment (20%)</u> 	<ol style="list-style-type: none"> 1. STPH 4 2. Baer, W.C. 1997. General Plan Evaluation Criteria: An Approach to Making Better Plans. <i>JAPA</i> 63, 3: 329-344. 3. Lyles, W., & Stevens, M. (2014). Plan quality evaluation 1994–2012: Growth and contributions, limitations, and new directions. <i>Journal of Planning Education and Research</i>, 34(4), 433-450.)
<p>01/18</p>	<p>NO Class – MLK Day</p>	
<p>01/20</p>	<ul style="list-style-type: none"> • Analysis of Community Conditions - I 	<ol style="list-style-type: none"> 1. STPH 5, 6, 7 2. Wachs, Martin. "Forecasting versus envisioning: A new window on the future." <i>Journal of the American Planning Association</i> 67.4 (2001): 367-372.
<p>01/25</p>	<ul style="list-style-type: none"> • Analysis of Community Conditions -II • <u>Submit Planning Commission Report Assignment</u> 	<ol style="list-style-type: none"> 1. STPH 8, 9, 10 2. Bratt, Rachel G., Michael E. Stone, and Chester Hartman. "Why a right to housing is needed and makes sense: Editors' introduction." <i>The affordable housing reader</i> (2013): 53-71.
<p>01/27</p>	<ul style="list-style-type: none"> • Analysis of Community Conditions -III 	<ol style="list-style-type: none"> 1. STPH 11, 12 2. Miller, John S., and Lester A. Hoel. "The "smart growth" debate: best practices for urban transportation planning." <i>Socio-Economic Planning Sciences</i> 36.1 (2002): 1-24. 3. Koontz, T. M. (2005). We finished the plan, so now what? Impacts of collaborative stakeholder participation on land use policy. <i>Policy Studies Journal</i>, 33(3), 459-481.
<p>02/01</p>	<ul style="list-style-type: none"> • Land Use II – Demand Estimates, Suitability Analysis and Compatibility assessments 	<ol style="list-style-type: none"> 1. STPH13 2. Berke – Chapter 7

02/03	<ul style="list-style-type: none"> • Land Use Management Issues and Challenges • Role of Community Participation in Plan Making • <u>Draft1: Planning/Policy Memo Assignment (20%)</u> 	<ol style="list-style-type: none"> 1. Godschalk, David R. "Land use planning challenges: Coping with conflicts in visions of sustainable development and livable communities." Journal of the American Planning Association 70.1 (2004): 5-13. 2. Jepson, Edward J. "Sustainability and planning: diverse concepts and close associations." Journal of planning literature 15.4 (2001): 499-510. 3. Samuel D. Brody , David R. Godschalk & Raymond J. Burby (2003) Mandating Citizen Participation in Plan Making: Six Strategic Planning Choices , Journal of the American Planning Association, 69:3, 245-264. 4. Leach, W. D., Pelkey, N. W., & Sabatier, P. A. (2002). Stakeholder partnerships as collaborative policymaking: Evaluation criteria applied to watershed management in California and Washington. Journal of policy analysis and management, 21(4), 645-670.)
02/08	<ul style="list-style-type: none"> • Presentation 1 	
02/10	<ul style="list-style-type: none"> • Summing up the Comprehensive Planning Process 	1. TBD
02/15	NO CLASS – Presidents' Day	
02/17	<ul style="list-style-type: none"> • Zoning and Subdivision Regulations 	<ol style="list-style-type: none"> 1. STPH 15 and 16 2. Fischel, William A. "Zoning and land use regulation." Encyclopedia of Law and Economics 2 (2000): 403-423.
02/22	<ul style="list-style-type: none"> • Discussion of Planning Policy Memo • Land Use Regulations - Exclusionary Zoning and Health Impacts 	<ol style="list-style-type: none"> 1. Watch the Video 2. Memo Writing Handout Actions 3. Pendall, Rolf J. "Local Land Use Regulation and the Chain of Exclusion." In Journal of American Planning Association. Chicago: American Planning Association, Vol. 66, Issue 2, p125, 2000.

02/24	<ul style="list-style-type: none"> Other Land Use Regulations Class Exercise : <u>Zoning Assignment: UDP Town Development Proposal Review and Variance Application</u> 	<ol style="list-style-type: none"> <u>Review Guidance for Zoning Assignment: UDP Town Development Proposal Review and Variance Application</u> Bengston, David N., Jennifer O. Fletcher, and Kristen C. Nelson. "Public policies for managing urban growth and protecting open space: policy instruments and lessons learned in the United States." <i>Landscape and urban planning</i> 69.2 (2004): 271-286.
03/01	<ul style="list-style-type: none"> Land Use and Transportation 	<ol style="list-style-type: none"> Frank, L. D. (2000). Land use and transportation interaction: implications on public health and quality of life. <i>Journal of Planning Education and Research</i>, 20(1), 6-22.
03/03	<ul style="list-style-type: none"> Introduction to Local Government Financing and Capital improvement Programs <u>Final - Planning/Policy Memo Assignment (20%)</u> 	<ol style="list-style-type: none"> Warner, Mildred, and Amir Hefetz. "Applying Market Solutions to Public Services An Assessment of Efficiency, Equity, and Voice." <i>Urban Affairs Review</i> 38.1 (2002): 70-89.
03/08	<ul style="list-style-type: none"> The Regional Perspective Planning for Safety: Natural Hazards and Climate Change Project Report Due 	<ol style="list-style-type: none"> Foster, Kathryn A., and William R. Barnes. "Reframing regional governance for research and practice." <i>Urban Affairs Review</i> 48.2 (2012): 272-283. Burby, R. J., Deyle, R. E., Godschalk, D. R., & Olshansky, R. B. (2000). Creating hazard resilient communities through land-use planning. <i>Natural hazards review</i>, 1(2), 99-106.
03/10	<ul style="list-style-type: none"> Final Project Presentation <p>Open Class (Reserved for catch-up and additional discussion)</p>	
	Presentation to City Council - TBD	