

Location and Times:

GLD 114  
Monday and Wednesday 8:30 – 9:50 am.

Instructor:

Himanshu Grover (AICP)  
410 J Gould Hall  
Email - [groverh@uw.edu](mailto:groverh@uw.edu)

Office Hours:

Tuesday 10:00am -12:00pm OR by Appointment.

Teaching Assistant:

Kate Pedersen [katep31@uw.edu](mailto:katep31@uw.edu)

Office Hours:

Wednesday 2:30pm -4:00pm OR by Appointment.

## **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. Like all natural systems, communities also undergo change and evolution over time. A Comprehensive Plan helps guide this evolution in manner that is consistent with the desired goals and aspirations of the community. A Land Use Plan, which is an integral part of a Comprehensive Plan, is the physical expression of a community's vision for growth. It delineates and identifies various activities/uses necessary for the efficient functioning of the community to support the existing and future growth. Thus, comprehensive planning is an all-inclusive process of taking stock of the existing situation, undertaking assessment of future challenges and opportunities, and laying out a blueprint for implementing policies and actions that will direct future development in a manner as envisioned by the community.

This course focuses on understanding the comprehensive planning process, and learning how to create and implement a Comprehensive Plan. You will also review and critique a wide range of land use planning and comprehensive plan implementation tools. Further, this course is designed to help you learn planning skills that are critical for your success as a practitioner. This course focuses on four major aspects of comprehensive plan making and implementation:

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

Specific lecture and discussion topics are listed in the detailed class schedule.

## **Course Objectives**

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

1. Lead and manage a professional Comprehensive Plan Making process.
2. Identify, collect, and analyze the information required for preparing a good Comprehensive Plan

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3. Formulate and effectively articulate policies required to implement a Comprehensive Plan
4. Become proficient in preparing sustainable land use management and growth strategies
5. Understand and appreciate the role of Comprehensive Plans in addressing broader 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 designed to improve your analytical skills too. You will learn to transform data into usable planning information that can then be effectively utilized in making an appropriate comprehensive plan for a community. Assignments and class discussions are designed to improve your oral, graphic, and written skills, which are essential for working as a professional planning team member and with community stakeholders.

## Course Texts

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.

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

Additional required reading material has been 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.

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.

## Course Format

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.

## Grading and Assignments

You will be graded based on your class participation, and quality of your response to assignments. The standard UW graduate grading scale will be used to grade your overall performance (refer <https://grad.uw.edu/policies-procedures/graduate-school-memoranda/memo-19-grading-system-for-graduate-students/> ). The course grade is distributed as per the details below:

- Class Participation: 20%
- In-Class Exercise: 15%
- Seattle Assignment: 15%
- Zoning Assignment: 15%
- Term Project: 35%

### Class Participation (20%)\*

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.

- 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.

### Seattle Assignment (15%)

- Introduced in-class on 1/9
- Due on 1/23 by 9pm - online submissions

This assignment is designed to familiarize you with Seattle and its urban planning policies. You are expected to review Seattle's 2035 Draft Comprehensive Plan and respond to the questions provided in the detailed assignment handout. Please submit your responses as a \*.pdf or \*.docx document online on the canvas class website.

### In-Class Envisioning Exercise (15%)

- Introduced in-class on 2/4
- In class discussions will take place on 2/6.

This in-class exercise focuses on consensus building and conflict resolution skills, specifically relevant to public participation during the comprehensive planning process. The exercise will span across two class periods, it is

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important that everyone attend both lectures, as your in-class participation is required for grading. In case you cannot attend one or more of these lectures, please discuss alternative options with the instructor. Decisions on alternative grading opportunities will be made by the instructor on case by case basis.

Zoning Assignment (15%): UDP Town Development Proposal Review and Variance Application

- Introduced in-class on 2/20
- Due on 3/6 by 9pm - online submissions
- Detailed handouts will be provided when the assignment is introduced.

Objective: To help you to think like a planning professional and evaluate implications of local zoning policies.

Task Overview: You will be given two development review scenarios and asked to advise your planning commission/ client on what different approaches to meet the objectives as outlined in the assignment.

Deliverable: Two planning memos (approx. 1000 words each).

Term Project (35%)\*: Comprehensive Plan Evaluation and Assessment

Deliverables:

- Interim Report - not graded - 2/20 by 9 pm online submission on canvas website
- Final Comprehensive Report -TBD by 9 pm online submission on canvas website
- 30 min Presentation: TBD

Objective: To identify the range of comprehensive plan policies, strategies and implementation tools used by communities across the country, and to assess the overall quality of comprehensive plans.

Task Outline: You have recently been hired by a big planning consultant group, which has won a contract from the Federal Government to evaluate the quality and content of selected local comprehensive plans. Each group will undertake this evaluation for a selected community (you get to choose the community from the list provided). Each project group is expected to come up with a comprehensive report analyzing the quality of the comprehensive plan for their community. Each group will also prepare a 30-min presentation for external evaluators. It is critical that the plan evaluation be carried out in the context of the specific challenges and opportunities relevant to the community selected.

Project Groups - The class will be divided into project groups of 8 students each for this term project during the first week of the class.

Suggested Timeline: To make the process easier, it is recommended that you spread the tasks over the whole term. You may break down the comprehensive report into the following 4 components and tackle them within the suggested timeline. Remember, you are required to submit an interim report and a final report, however only the final comprehensive report will be graded. At the same time, I encourage you to seek guidance anytime along the process.

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TP1: Community Overview (1/7-1/20)

Suggested content: Introduction to the community, regional context, brief discussion of the community characteristics, discussion of the key issues and challenges faced by the community (what is most critical concern and what can be done about it). (approx. 1500 words)

TP2: Plan Evaluation Protocol (1/21-2/3)

Suggested content: Description of your approach to protocol development focusing on the key issues you want to evaluate, your rationale for why those issues are important, how will you grade/score them, and the rationale behind your evaluation methods (approx. 1500-2000 words); A formal protocol questionnaire needs to be developed that will be used by each member to evaluate the plan along with detailed instructions. Interim Report including the above TP1 and TP2 is due by 2/20. You will not be graded for this report but will receive feedback from the instructor which will be helpful in creating a good quality final report.

TP3: Plan evaluation results (2/3-2/24)

Each team member will individually evaluate the selected plan, and summarize their results. Prepare a comparative table identifying commonalities and deviations in the evaluation outcomes. Make sure to submit individual plan evaluation results including the name of the evaluator mentioned next to the title of the table. (approx. 2000 words).

TP4: The Final Report Preparation (2/25-3/15)

The final comprehensive report that includes all the deliverables mentioned above, properly formatted with a cover page, and a table of contents. Include a conclusion section with recommendations for next plan revisions based on your analysis. This is a comprehensive report for your term project. Make sure to include all relevant sections and add anything you feel is necessary. The full report may range from 5000-6000 words.

*\* Instructor will request for peer-review assessments as deemed necessary and will consider them in calculation of the final individual grade.*

### **Academic Integrity Statement**

Students at the University of Washington (UW) are expected to maintain the highest standards of academic conduct, professional honesty, and personal integrity. The UW College of Built Environment is committed to upholding standards of academic integrity consistent with the academic and professional communities of which it is a part. Plagiarism, cheating, and other misconduct are serious violations of the University of Washington Student Conduct Code (WAC 478-120). We expect you to know and follow the university's policies on cheating and plagiarism. Any suspected cases of academic misconduct will be handled according to University of Washington regulations. It is in your best interest to follow all policies laid out here and elsewhere on the university website, and familiarize yourself with the university guidelines for academic honesty. This page explains what academic misconduct is, how the UW deals with it, and how you can avoid committing it: <http://www.washington.edu/uaa/advising/help/academicintegrity.php>

### **Academic Accommodations**

If you would like to request academic accommodations due to a disability, please contact Disability Resources for Students (DRS), 448 Schmitz, 206-543-8924 (V) or 206-543-8925 (TTY). If you have a letter from Disability Resources for Students indicating you have a disability that requires academic accommodations, please meet with the instructor as soon as possible to discuss the accommodations you need. Disability Resources for Students ([www.disability.uw.edu](http://www.disability.uw.edu)) offers

resources and coordinates reasonable accommodations for students with disabilities and/or temporary health conditions. Reasonable accommodations are established through an interactive process between you, your instructor(s) and DRS.

## Detailed Lecture Schedule

*Required readings are numbered; Recommended readings in parenthesis*

#	Date	Topics	Required Readings
<b>1</b>	1/7/19	<ul style="list-style-type: none"> <li>- Course Introduction</li> <li>- Course Format</li> <li>- Reading Group Formation</li> <li>- Discussion on Term Project</li> </ul>	1. Neuman, M. (1998). Does planning need the plan? Journal of the American Planning Association, 64(2), 208-220.
<b>2</b>	1/9/19	<ul style="list-style-type: none"> <li>- Overview of Comprehensive Planning Process</li> <li>- Key Elements of a Comprehensive Plan</li> <li>- Assignment I Instructions. Due on Jan 23 (9pm).</li> </ul>	1. STPH 1-3 2. Hopkins - Plans for Urban Development - Why and How?  (Kaiser, Edward J., and David R. Godschalk. "Twentieth century land use planning: A stalwart family tree." Journal of the American Planning Association 61.3 (1995): 365-385.)
<b>3</b>	1/14/19	<ul style="list-style-type: none"> <li>- What makes a Good Plan?</li> <li>- Discussion on Term Project</li> </ul>	1. STPH 4 2. Baer, W.C. 1997. General Plan Evaluation Criteria: An Approach to Making Better Plans. JAPA 63, 3: 329-344.  (Lyles, W., & Stevens, M. (2014). Plan quality evaluation 1994-2012: Growth and contributions, limitations, and new directions. Journal of Planning Education and Research, 34(4), 433-450.)
<b>4</b>	1/16/19	<ul style="list-style-type: none"> <li>- Analysis of Community Conditions - I</li> </ul>	1. STPH 5, 6, 7 2. Wachs, Martin. "Forecasting versus envisioning: A new window on the future." Journal of the American Planning Association 67.4 (2001): 367-372.
	1/21/19	<ul style="list-style-type: none"> <li>- NO Class - MLK Day</li> </ul>	
<b>5</b>	1/23/19	<ul style="list-style-type: none"> <li>- Analysis of Community Conditions -II</li> <li>- <b>Assignment I Due by 9pm PT</b></li> </ul>	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." The affordable housing reader (2013): 53-71.

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#	Date	Topics	Required Readings
6	1/28/19	– Analysis of Community Conditions -III	<ol style="list-style-type: none"> <li>1. STPH 11, 12</li> <li>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.</li> <li>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.</li> </ol>
7	1/30/19	– Summing up the Comprehensive Planning Process	<ol style="list-style-type: none"> <li>1. Magigi, W., Majani, B. K., Geoinformatics, F. P. T., &amp; Majani, B. B. K. (2005). Planning Standards for Urban Land Use Planning for Effective Land Management in Tanzania: An Analytical Framework for Its Adoptability in Infrastructure Provisioning in Informal Settlements.</li> </ol>
8	2/4/19	<ul style="list-style-type: none"> <li>– Collaborative Planning and Conflict Resolution</li> <li>– Community Participation in Plan Making</li> <li>– Introduction to conflict resolution Exercise</li> </ul>	<ol style="list-style-type: none"> <li>1. Samuel D. Brody , David R. Godschalk &amp; Raymond J. Burby (2003) Mandating Citizen Participation in Plan Making: Six Strategic Planning Choices , <i>Journal of the American Planning Association</i>, 69:3, 245-264.</li> </ol> <p>(Leach, W. D., Pelkey, N. W., &amp; Sabatier, P. A. (2002). Stakeholder partnerships as collaborative policymaking: Evaluation criteria applied to watershed management in California and Washington. <i>Journal of policy analysis and management</i>, 21(4), 645-670.)</p>
9	2/6/19	– <b>In-Class Conflict Resolution Exercise</b>	<ol style="list-style-type: none"> <li>1. Whole class exercise</li> </ol>
10	2/11/19	– Land Use Management Issues and Challenges	<ol style="list-style-type: none"> <li>1. STPH 13</li> <li>2. Godschalk, David R. "Land use planning challenges: Coping with conflicts in visions of sustainable development and livable communities." <i>Journal of the American Planning Association</i> 70.1 (2004): 5-13.</li> <li>3. Jepson, Edward J. "Sustainability and planning: diverse concepts and close associations." <i>Journal of planning literature</i> 15.4 (2001): 499-510.</li> </ol>
11	2/13/19	– Zoning and Subdivision Regulations	<ol style="list-style-type: none"> <li>1. STPH 15 and 16</li> <li>1. Fischel, William A. "Zoning and land use regulation." <i>Encyclopedia of Law and Economics</i> 2 (2000): 403-423.</li> </ol>
	2/18/19	– NO CLASS - Presidents' Day	

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#	Date	Topics	Required Readings
<b>12</b>	2/20/19	<ul style="list-style-type: none"> <li>- Other Land Use Regulations</li> <li>- Zoning assignment introduced</li> </ul>	<ol style="list-style-type: none"> <li>1. STPH 18</li> <li>2. 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.</li> </ol>
<b>13</b>	2/25/19	<ul style="list-style-type: none"> <li>- State Regulations and Comprehensive Plans</li> </ul>	<ol style="list-style-type: none"> <li>1. Anthony, Jerry. "Do state growth management regulations reduce sprawl?" <i>Urban Affairs Review</i> 39.3 (2004): 376-397.</li> </ol>
<b>14</b>	2/27/19	<ul style="list-style-type: none"> <li>- Local Government Financing and Capital improvement Programs</li> <li>- Submit Zoning Assignment online by 9:00 pm PT</li> </ul>	<ol style="list-style-type: none"> <li>1. STPH 17</li> <li>2. 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.</li> <li>3. Phillips, J., &amp; Goodstein, E. (2000). Growth management and housing prices: the case of Portland, Oregon. <i>Contemporary Economic Policy</i>, 18(3), 334-344.</li> </ol>
<b>15</b>	3/4/19	<ul style="list-style-type: none"> <li>- The Regional Perspective</li> </ul>	<ol style="list-style-type: none"> <li>1. Foster, Kathryn A., and William R. Barnes. "Reframing regional governance for research and practice." <i>Urban Affairs Review</i> 48.2 (2012): 272-283.</li> <li>2. Nijkamp, P. (2016). The «resourceful region». A new conceptualisation of regional development strategies. <i>Investigaciones Regionales</i>, (36), 191.</li> </ol>
<b>16</b>	3/6/19	<ul style="list-style-type: none"> <li>- Planning for Safety from Natural Hazards and Climate Change</li> <li>- <b>Submit Zoning Assignment online by 9:00 pm PT</b></li> </ul>	<ol style="list-style-type: none"> <li>1. Burby, R. J., Deyle, R. E., Godschalk, D. R., &amp; Olshansky, R. B. (2000). Creating hazard resilient communities through land-use planning. <i>Natural hazards review</i>, 1(2), 99-106.</li> </ol>
<b>17</b>	3/11/19	<ul style="list-style-type: none"> <li>- Planning in the International Context</li> <li>- Discussions on the Term Project</li> </ul>	<ol style="list-style-type: none"> <li>1. Watson, Vanessa. "Seeing from the South: Refocusing urban planning on the globe's central urban issues." <i>Urban Studies</i> 46.11 (2009): 2259-2275.</li> </ol>
<b>18</b>	3/13/19	Open Class (Reserved for catch-up and additional discussion)	
	TBD	Final Presentations of Term Project (TBD Between 3/16-3/22)	