

# City Growth / City Design

ARCH 4/507, PPM 4/507  
Winter 2007

Tuesday/Thursday  
2:00 – 3:20  
206 Lawrence

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W 2:30-4:00 and by appointment

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Th 3:30-5:30 and by appointment

Blackboard Class Page: <https://blackboard.uoregon.edu/>

## **Purpose of the course and Course Description**

Why have cities and suburbs developed as they have? What are the economic, political, social, and spatial forces that shape the American city and its environs? If the aim is to change patterns of development, what are the dimensions that need to be understood in order to put this change into effect?

This course seeks to understand the broad range of issues that have molded and continue to mold cities and suburbs. The scope will be wide and will include everything from policy, planning, and transportation issues down to specific urban design and architectural approaches/strategies.

Through lectures, discussions, case studies, and group projects, you will be asked to tease apart and 'read' current development patterns in an effort to understand what must be done/dealt with in order to create change.

Of particular interest in the course will be cross disciplinary work that will provide a broader understanding of development which takes into account the wide range of participants that create our cities and suburbs. This study will provide a basis for hypothesizing changes to current patterns of development in city and suburban design.

## **Student Assessment**

2 Quizzes (unannounced)	20%
Literature Review	30%
Group Project	50%

## **Unannounced Quiz**

There will be two unannounced quizzes sometime during the term based on all the readings up to that point. The quizzes will be open note, in class, and take about 15 minutes to complete. Graduate students will have an essay type question while undergraduates will have short answer questions.

## Literature Review

Each student will produce an independent literature review of one of the course themes. While a broad range of topics are possible for this review, the subject you choose should be specific and should be applicable to the group project. In other words, you are to become your group's expert on this topic. Each member of the group must select one of the six themes listed below. No two members in a group can select the same theme.

The general topic themes are roughly the same as the themes for the course lectures:

- Transportation Planning
- Land Use Planning
- Regional Planning
- Land and Housing Economics
- Urban Design
- Suburban Development

You are to pick a topic within one of these larger themes. Some examples of possible literature review topics might be:

- Pros and Cons of Form Based Codes
- Current trends in regional planning
- Pros and Cons of Urban Growth Boundaries (UGB)
- Current trends in Suburban Development
- The link between public transportation and land use
- Density guidelines for development that supports public transportation
- Municipally based incentives for Developers
- Levittown and its effect on Suburban Development

If you have an idea, but are unsure whether it is appropriate, please get permission from an instructor to move forward.

The purpose of this assignment is to: 1) give you an opportunity to explore a topic in more depth than we'll cover in class; and 2) to give you an opportunity to learn how to construct an argument utilizing existing scholarship and work.

As you should know, this effort cannot be derived solely from web sites. The final literature review must be 5 pages long (not including the list of references) and include at least 12 references that are cited in the text. A minimum of 7 of the references must be from academic journals or books. The other sources can come from government reports, advocacy organization web pages, newspaper articles, the census, legislative hearings, more scholarly items, etc. On the last page of your report, give your references and indicate whether they are a scholarly article, government report, etc. Also, you must use a proper citation format (our preference is author-date in text citations). If you do not already own a manual on how to use proper citations, please consult a librarian – they are magical people who know almost everything. It is highly recommended that you start this process early!

- 1 Page abstract along with 3-5 potential sources is **due January 18**
- The entire literature review is **due February 8**

## **Group Projects**

As this course is focused on the forces that shape city and suburban development, the group project will be a case study of a specific area that will allow you to investigate these forces first hand. The intention is to have each group understand why a certain area of the city has developed as it has. What policy/economic/design ideas shaped your specific area? What were the opportunities and constraints that led to the development that you see today? What are the larger scale issues that affect and are affected by your specific area? What physical design came out of this combination of issues? This investigation will serve as a springboard for hypothesizing alternative visions for these specific areas. These visions will need to take into account the forces that you identify in the analysis of your area.

The class will be divided into groups with members spanning academic disciplines. Each group will be given a different local development area and will need to develop a plan (visual and written) addressing the development on a range of scales, from site design to regional impact. Assigned sites will represent a variety of situations, from urban to suburban, from needed in-fill to potential redevelopment.

Group Projects will be comprised of several elements:

- Individual field report
- Mid-term group check in
- Final presentation
- Final report
- Individual evaluation of group members and process

### **Individual Field Report**

**Due: January 25**

Each student will begin their analysis of their case study site by visiting it and writing an observation paper. This paper should be three double spaced pages in length (not including images) and should include observations and reflections about the site itself, the surrounding area, assets and challenges of the site from both a local and regional perspective. Your group will need to consider the site design and orientation, transportation access, economics, impacts on regional issues, and other aspects that may emerge in your group's discussion.

While the visitation and discussion of the site should be done as a group, each individual will be responsible for studying one of the forces that have affect the site in detail. Your study should look in depth at your specific theme/force while connecting what you find to the themes that are being investigated by the other group members. Think both about what is there and what is not there (i.e. why is there no bus transit to this area? Why are certain areas vacant? etc.).

While the paper is individual work and should not be done in conjunction with team members, it should be turned in as a group by stapling (or paper clipping) all group member's reports together before turning them in. This group of reports will serve as your starting point for a larger understanding of the site and for your alternative visions for its development.

### **Mid-term group check in**

**Due: February 15**

Each group must meet with the instructors by the end of Week 6 (February 16). Sign-up times will be available for groups to fill out in order to schedule a meeting. Groups should bring a draft document with them to this meeting that

reflects the group's thinking up to this point. Each member of the group should be present at this meeting.

**Final Presentation & Final Report** ***Due: March 19, 1-4pm***

Each group will be required to make a 15 minute presentation to the rest of the class. Group presentations will occur during the final exam period. Also, each group must hand in a final report, due at the same time as the presentation. Details about the report and presentation requirements will be handed out during the term.

One component of this report is to consider the political context of your site and of your proposed development. Understanding the political context will require some historical research either about the specific site or the issues embodied by your site. Your group should be considering these ideas all along the way so that your final proposal is embedded in an economic and political reality.

**Individual evaluation of group members/process** ***Due: March 19, 1-4pm***

At the end of the term, each student will be given a form to evaluate their performance and the relative performance/contributions of other group members. Only in rare circumstances should each group member be rated equally for it is infrequent that each group member to contribute equally to the overall success of the project.

### **Readings**

Readings are available at the University book store. Supplemental readings may from time to time be available on Blackboard under the "Course Documents" section.

### **Classroom Standards**

One thing that makes the University environment great is its explicit purpose to be a place to share ideas and perspectives. Accordingly, this class and the classrooms we use will be one in which each voice is respected, diverse views are encouraged, and differences of opinion at the least, tolerated. Please read the University Of Oregon Affirmation Of Community Standards (<http://policies.uoregon.edu/ch1affirmation.html>). Discrimination on the basis of age, disability, national origin, race, marital status, gender, sexual orientation, religion, or veteran status (OAR 571-003-0025 (1)(c)) of any kind will not be tolerated. If you have questions about what constitutes discrimination or sexual harassment, you can contact the Office of Affirmative Action and Equal Opportunity (346-3123).

### **Final Comments**

- In most cases, the readings will not be directly referred to in class. This has three implications for you:
  - You should read for main points and themes rather than specific facts. When key terms are present, however, you may want to make sure you understand what they mean.
  - You will be responsible for keeping up with the readings and for understanding them without prodding from the instructor. Office hours are a good time to seek clarification of key concepts or just

to discuss readings or other thoughts.

- Remember, you are in college to learn; the readings have been selected specifically because they make a point you might find interesting, and therefore doing the readings is not an exercise of meeting requirements (although it is), but of helping you in your life-long learning process.
- You are adults and will be treated as such and you are expected to behave as such.
- Cheating is unacceptable and will result in a failing grade in this course and may result in your expulsion from the University. This includes plagiarism. It is your responsibility to understand what this means. If you have questions about what constitutes plagiarism, 1) type in "plagiarism" at the UO Home Page and follow the links that come up; 2) seek guidance from Academic Learning Services (346-3226); 3) talk to a librarian; or 3) please talk to the instructor.
- Cell phones, e-mailing, text messaging and the like WILL NOT BE TOLERATED in class. If your personal messages cannot wait until after class, then the rest of us would prefer you just not come to class at all. The instructors reserve the right to confiscate your devices if used inappropriately in class.

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Larco/Schlossberg

Winter 2007

## Course Schedule

	Topic	Assignment
<b>Week 1</b>		
<b>1/9</b>	<b>Introduction</b> Class exercise: "What makes a city great?"	
<b>1/11</b>	<b>'Who does what?' - Contributing Roles in the Development of Cities</b> Gillham, Oliver (2002). The Limitless City: A Primer on the Urban Sprawl Debate. Island Press: Washington D.C. Chapter 1.  "Livable Communities@Work #6: Public Sector Leadership." By the Funders Network. 2005. 20 pages. Available free on-line at: <a href="http://www.fundersnetwork.org/usr_doc/Public_Sector_Leadership.pdf">http://www.fundersnetwork.org/usr_doc/Public_Sector_Leadership.pdf</a>	
<b>Week 2</b>		
<b>1/16</b>	<b>Transportation – Regional Scale: Transportation and City Form</b> Jacobs, Allan, Looking at Cities, Harvard University Press, 1985, Chapter 1(pp 1-13) and partial Chapter 3 (pp 30-53)  Hanson, S. and G. Giuliano (2004). The geography of urban transportation. New York, The Guilford Press. Chapter 3, p. 59-85.  Marshall, A. (2000). How cities work: suburbs, sprawl, and the roads not taken, University of Texas Press. Chapter 6 & Conclusion.  National Research Council (U.S.). Transportation Research Board. (1997). Consequences of the development of the Interstate Highway System for Transit. Washington, D.C., pages 1-18.	
<b>1/18</b>	<b>Land Use - Introduction/History</b> Diamond, Henry and Patrick Noonan, Land Use In America. Washington D.C.: Island Press, 1996, Chapter 1.  Does Planning Need the Plan? Michael Neuman, AICP Journal of the American Planning Association, Vol. 64, No. 2, Spring 1998. American Planning Association, Chicago, IL.  Levine, J., United States. Dept. of Transportation. Research and Special Programs Administration., et al. (2002). Land use and transportation alternatives: constraint or expansion of household choice? San Jose, CA, Mineta Transportation Institute College of Business San José State University. Pages 7-22. Available free on-line at: <a href="http://transweb.sjsu.edu/publications/01-19.pdf">http://transweb.sjsu.edu/publications/01-19.pdf</a>	Abstracts of literature review due.

### Week 3

#### 1/23 **Land Use Tools: Plans, Codes, and Regulations**

Katz, Peter, "The New Urbanist Alternative to Conventional Zoning" in Planning. November, 2004

Kaliski, John, 'Democracy Takes Command', in Harvard Design Magazine. Spring/Summer 2005, pp 20-26..

Scott, David G., 'Local Land Use Regulations', New Hampshire Office of State Planning, November 1994.  
(<http://nh.gov/oepr/resourcelibrary/referencelibrary/1/landuse/locallanduseregulations.txt>)

#### 1/25 **Real Estate/Land Economics – Market Forces and City Form**

Individual field report due

Peiser, Richard, 'Who Plans America? Planners or Developers?' APA Journal, Autumn 1990, 496-501

Levine, J. and A. Inam (2004). "The Market for Transportation-Land Use Integration: Do Developers Want Smarter Growth than Regulations Allow?" Transportation 31(4): 19.

Watch on-line lecture (1 hour): Zoned Out: Regulation, Markets, and Choices in Transportation and Metropolitan Land Use by Jonathan Levine-  
[http://www.media.pdx.edu/Transportation/Transportation\\_042106.asx](http://www.media.pdx.edu/Transportation/Transportation_042106.asx) (found at: <http://www.cts.pdx.edu/seminars.htm>)

"Real Estate Finance and Smart Growth Project" by the Funders network. 2002. 10 pages. Available free on-line at:  
[http://www.fundersnetwork.org/usr\\_doc/Real\\_Estate\\_Project\\_Report.pdf](http://www.fundersnetwork.org/usr_doc/Real_Estate_Project_Report.pdf)

### Week 4

#### 1/30 **Real Estate/Land Economics – Guest Speaker: Hugh Prichard**

Prichard, Hugh. Letter to Eugene Mayor Ruth Bascom. 1993

Prichard, Hugh. Testimony to House Committee: May 9, 2005. Salem, Oregon.

Prichard, Hugh. Downtown Development - More expensive than suburbs- Why? Notes relevant to Broadway Place. May, 2005.

Prichard, Hugh. Response to "City Council opportunities for economic development". Verbal testimony to "Mayor's Committee on Economic Development" April, 2004.

#### 2/1 **Real Estate/Land Economics: Pro Forma – Guest Speaker: Hugh Prichard**

Readings TBD

### Week 5

#### 2/6 **Urban Design: City Types**

Kostof, Spiro, The City Shaped. Bulfinch Press:Boston, pp. 69-93, 133-157.

Moudon, Anne Vernez, 1986, Landscape Magazine (29:1), Platting vs. Planning, 30-38

## 2/8 Urban Design: Streets

Literature review due.

Southworth, Michael and Ben-Joseph, Eran, Streets and the Shaping of Towns and Cities. McGraw-Hill:New York, 1997, pp. 97-130.

Jacobs, Allan, 1993, Great Streets, Streets and City Patterns, 202-205, 208, 209, 216, 217, 220, 221, 224, 226, 231, 232, 238, 240, 244, 249, 255-268.

## Week 6

### 2/13 Land Use - Scale of Development and Urban Renewal

Fainstein, Susan, 'The Return of Urban Renewal' in Harvard Design Magazine. Spring/Summer 2005, pp 9-14.

Anderson, Martin. The Federal Bulldozer: A Critical Analysis of Urban Renewal, 1949-1962 (1965), Chapter 1.

Supreme Court of the United States, syllabus, "Kelo et al. vs. City of New London et al.", No. 04-108, Decided June 23, 2005.

Greenhouse, Linda, "Justices Uphold Taking Property for Development." New York Times, National Desk, June 24, 2005.

The Economist, "Hands off our homes;Property rights and eminent domain." August 20, 2005, U.S. Edition.

Editorial Desk, "The Limits of Property Rights", June 24, 2005.

The Economist, "An American's Home is Still Her Castle." November 23, 2006, U.S. Edition.

### 2/15 Guest Speaker: Michael Fifield: Urban Design, Housing Types, and Density

Groups need to have met with instructors by this date

## Week 7

### 2/20 Transportation – Local Scale: Walking and Biking

"Designing Streets for Walkability and Safety", New Urban News. 2004. 20 pages. Available free on line:  
<http://www.newurbannews.com/specialreports.streets.pdf> (Not in course pack)

Rails to Trails Conservancy and the Association of Pedestrian and Bicycle Professionals. (1998). Improving Conditions for Bicycling and Walking: A Best Practices Report. Federal Highway Administration.  
[http://www.walkinginfo.org/task\\_orders/to\\_5/intro.pdf](http://www.walkinginfo.org/task_orders/to_5/intro.pdf)  
- special emphasis on 24-28, but look through the rest - case studies like these are very informative. (Not in course pack)

Jennifer Dill and Theresa Carr, "Bicycle Commuting and Facilities in Major U.S. Cities: If You Build Them, Commuters Will Use Them,"  
*Transportation Research Record Journal of the Transportation Research Board*, 1828: 116-123, 2003.

Oregon Bicycle and Pedestrian Plan  
<http://www.oregon.gov/ODOT/HWY/BIKEPED/planproc.shtml> - Read Part 1 (in course pack), skim through the rest of the plan (Not in course pack)

**2/22 Transportation – Local Scale - Guest Speaker: Rob Innerfeld**

Southworth, M. and E. Ben-Joseph (2004). "Reconsidering the cul-de-sac." Access 24 (Spring): 28-33.

McCann, B. (2005). "Complete the Streets! All roads should serve all users." Planning 71(5): 18.

**Week 8**

**2/27 Suburbs: Retrofitting through new urbanism, TODs, PUDs, Nodal development**

Hayden, Dolores. Building Suburbia: Green Fields and Urban Growth, 1820-2000, Vintage Books:New York, 2003, Chapter 2: Suburban City 10-20, Chapter 7: Sitcom Suburbs 128-153, Chapter 11: The Importance of Older Suburbs 230-248.

Production of alternative development in American suburbs: two case studies  
Aseem Inam, Jonathan Levine, Richard Werbel. Planning Practice and Research. Volume 19, Number 2 / May 2004, pp. 211 - 217.

Charter of the New Urbanism - [http://www.cnu.org/cnu\\_reports/Charter.pdf](http://www.cnu.org/cnu_reports/Charter.pdf)

Krieger, Alex, "Whose urbanism? Planner Alex Krieger places some cautionary signposts on the road to New Urbanism", Architecture, vol. 87, no. 11, pp. 73-[77], Nov 1998.

Duany, Andres, "Our urbanism", Architecture, vol. 87, no. 12, pp. 37-[40], Dec 1998

**3/1 Suburban Development - Guest Speaker: Kris Harmon, Developer**

Reid Ewing, "Is LA-type Sprawl desirable" Journal of the American Planning Association 63, no. 1 (Winter 1997): 107-26.

Peter Gordon and Harry W. Richardson, "Are Compact Cities a Desirable Planning Goal" Journal of the American Planning Association 63, no. 1 (Winter 1997): 95-106

**Week 9**

**3/6 Urban Re-development – Guest Speaker: Phil Miller, Developer**

**3/8 Regional Issues: LCOG, alternative futures for the region**

Marshall, A. (2000). How cities work: suburbs, sprawl, and the roads not taken, University of Texas Press. Chapter 7

Text of Measure 37:

[http://www.sos.state.or.us/elections/nov22004/guide/meas/m37\\_text.html](http://www.sos.state.or.us/elections/nov22004/guide/meas/m37_text.html)

Sullivan, Edward J. (2005). Oregon's Measure 37: Crisis and Opportunity for Planning. American Planning Association, Planning & Environmental Law. March 2005 Vol. 57, No. 3. 8 pages.

Scan the LCOG 2050 web site - <http://www.region2050.org/>

**Week 10 (Architecture Final Review Week)**

**3/13** Work on Projects

**3/15** Work on Projects

**Finals  
Week**

**3/19 Group Presentations and Report Due, 1-4pm**

Electronic versions will NOT be accepted.