

City Growth / City Design

ARCH 4/507, PPM 4/507

Winter 2009

Monday/Wednesday

8:30 – 10:00

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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 14**
- The entire literature review is **due February 9**

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 26

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 16

Each group will meet with the instructors in class at the beginning of Week 7 (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 18, 3:15—6:15pm

Each group will be required to make a 15 minute presentation to the rest of the class. *Note that group presentations will occur on March 18th, the day prior to the default final exam day for this course.* 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 18, 3:15

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 on Blackboard and may be segregated into *required* and *suggested* sections. Supplemental readings may from time to time be added to Blackboard based on class interest or current events. Note: The readings contained within this syllabus are not the final set – check on-line for the appropriate class to see the final selected readings for that topic. Additional readings may be added during the term, but will be done so at least one week in advance of the class, or they will be added as suggested, but not required readings.

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 a 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

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Course Schedule

	Topic	Assignment
Week 1		
1/5	Introduction Class exercise: "What makes a city great?"	
1/7	'Who does what?' - Contributing Roles in the Development of Cities Jacobs, Allan, Looking at Cities, Harvard University Press, 1985, Chapter 1(pp 1-13) and partial Chapter 3 (pp 30-53) Peiser, Richard, 'Who Plans America? Planners or Developers?' APA Journal, Autumn 1990, 496-501	
Week 2		
1/12	Land Use - Introduction/History 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. <i>Further Reading:</i> 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: http://transweb.sjsu.edu/publications/01-19.pdf	
1/14	Land Use Tools: Plans, Codes, and Regulations Katz, Peter, "The New Urbanist Alternative to Conventional Zoning" in Planning, November, 2004 Scott, David G., 'Local Land Use Regulations', New Hampshire Office of State Planning, November 1994. (http://nh.gov/oep/resourcelibrary/referencelibrary/l/landuse/locallanduseregulations.txt) <i>Further Reading:</i> Kaliski, John, 'Democracy Takes Command', in Harvard Design Magazine. Spring/Summer 2005, pp 20-26..	Abstracts of literature review due.

Week 3

1/19 **No Class- Martin Luther King Day**

1/21 **Transportation – Regional Scale: Transportation and City Form**

Hanson, S. and G. Giuliano (2004). The geography of urban transportation. New York, The Guilford Press. Chapter 3, p. 59-85.

Suggested:

Transportation for America: Platform for the Surface Transportation Program Authorization (2008)

Transportation Vision Committee Report to Governor Ted Kulongoski (Nov. 2008)

Changed from
printed syllabus

Week 4

1/26 **Real Estate/Land Economics – Development Process**

“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

“Types of Risk in the Development Process,” Opportunity Siting Task Team, January 30, 2008, City of Eugene.

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

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

Further Reading:

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

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 (found at: <http://www.cts.pdx.edu/seminars.htm>)

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.

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

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.” Nov. 23, 2006, U.S.

Individual field
report due

1/28 **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.

Week 5

2/2 Real Estate/Land Economics: Pro Forma – Guest Speaker: Hugh Prichard
Readings TBD

2/4 Urban Design: City Form

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

Week 6

2/9 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.

2/11 Guest Speaker: John Rowell, Rowell/Brokaw. Crescent Village

Week 7

2/16 Project Updates/Reviews: Groups to Meet with Professors During Class

2/18 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>

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.

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, skim through the rest of the plan

Week 8

2/23 Suburban Development - Guest Speaker: Kris Harmon, Developer

Changed from
printed syllabus

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

2/25 Suburbs: Retrofitting through New Urbanism, TODs, PUDs, Nodal development

Changed from printed syllabus

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

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

Week 9

3/2 Neighborhood Scale – SUNA Guest Speaker: TBD

Changed from printed syllabus

3/4 Two potential options:

- 1. Urban Re-development – Guest Speaker: PDX Developer TBD**
- 2. Open Discussion on Opportunities, Challenges, and Urgencies moving forward.**

Week 10 (Architecture Final Review Week)

3/9 Work on Projects

3/11 Work on Projects

Finals

Week

3/18 Group Presentations and Report Due, 3:15pm

Electronic versions will NOT be accepted.