CMP 6160 – PLAN MAKING

3 credit hours

CLASS TIMES: TUESDAY AND THURSDAY, 9:10 – 10:30 AM
CLASS LOCATION: ARCH 229

Instructor:
Alessandro Rigolon, Ph.D.
Email: alessandro.rigolon@utah.edu – Phone: 801-581-3909
Office: ARCH 240 – Office hours: Tuesday, 10:30 AM – 11:45 PM, or by appointment

COURSE DESCRIPTION

Welcome to Plan Making! In this course, we will focus on making, using, and evaluating plans. The goals of this course are to (1) study how plans navigate social, economic, and environmental uncertainty and political differences, (2) find ways to deal with these situations in planning practice, and (3) using plans to shape more sustainable urban environments. We will start by examining the local government landscape in which most planners work. We will study the social, political, and economic structures from which plans gain their legitimacy, discuss common tools that planners use, and evaluate how plans shape planning and development processes. We will also analyze the organization of plans (hierarchically and topically) and the pros and cons of mainstream approaches to planning. Finally, we will study examples of plans that have successfully reshaped the physical form of cities, helping cities achieve more sustainable outcomes.

This is a core course of the Master of City & Metropolitan Planning.

LEARNING OBJECTIVES

By the end of this course, I am confident you will have gained:

- Knowledge of the local government ecosystem in which plans are made and used
- Knowledge of local planning tools such as zoning and comprehensive plans
- Techniques for community engagement and visioning
- Skills to evaluate plans
- An understanding of how plans can shape more sustainable urban forms
- An appreciation of the importance of well-made plans
- Expertise in the plan making landscape of Salt Lake City, the Wasatch Front, and Utah
COURSE FORMAT

This course is organized around weekly cycles of learning (Tuesdays) and activities (Thursdays). On most Tuesdays, I will start the class session with a lecture or commentary about that week’s topic, which will be followed by a discussion of the readings. To that regard, I expect you to read the assigned readings for each week before Tuesday’s class. I also expect you to post brief commentaries to the assigned readings on Canvas and to participate actively. Thursday’s sessions will focus on hands-on activities such as project work or fieldwork. Please bring a laptop to class on Thursdays.

Although there are no specific prerequisites for this course, some tasks related to this project will require basic skills in GIS, Excel, InDesign, and SketchUp. I will provide tutorials for these programs.

COURSE REQUIREMENTS

1. READING COMMENTARIES

We will have two or three required readings for most weeks. I expect you to complete these readings and submit a short commentary to the overall set of readings on a designated Canvas discussion page before class (i.e., by 9 AM on Tuesdays). Your commentary should be around 250 words in length (i.e., between 225 and 275 words), which will help you practice to write concisely. Because an important goal of this assignment is for you connect information between the readings, it is important that you do NOT submit summaries of each reading or that you write a commentary to each individual assigned piece. Your commentary will include, for example, part(s) of the readings that made an impression on you (e.g., new evidence, a new twist on an old idea); something you did not understand; or something that challenged your preconceptions. Your commentary can also include questions that you would like to ask. Please submit your reaction by copying the text directly to the appropriate Canvas page. Late submission of reading commentaries will not receive credit.

2. PROJECT: MEMOS, REPORTS, AND PRESENTATIONS

In this course, there will be a main project focused on neighborhood planning: The first part will be mainly group-based, the second part more individual-based. The project will have in-progress tasks and deliverables such as group activities and memos, and it will culminate in a final presentation to community stakeholders and reports. There will also be a few separate memos and activities that are designed to promote the development of specific skills. Detailed descriptions and grading rubrics will be available on Canvas. All the due dates for the deliverables are reported in the schedule below.

3. ATTENDANCE AND PARTICIPATION

Attendance is required and will be taken in all class sessions. Your attendance and active participation during class sessions count towards your grade. Each unexcused absence will decrease your grade for attendance and participation by 10% (i.e., 1.5 points out of 15). If you have to miss a class, please make a request in advance, if possible. If you miss a project-related task during your absence, it is your responsibility to make adequate alternate contributions to the course project.
4. OTHER WRITING ASSIGNMENTS

There will be two other individual writing assignments, one at the beginning of the semester, and the other at the end of the semester. The first is a briefing memo, which will help you become familiar with the memo format that we will use for the project. The second is a final reflection on this course, including what you learned about plan making through the lectures/discussions and the project.

EVALUATION

We will use the following grading scale for the total final grade.

<table>
<thead>
<tr>
<th>Score</th>
<th>A</th>
<th>A-</th>
<th>B+</th>
<th>B</th>
<th>B-</th>
<th>C+</th>
<th>C</th>
<th>C-</th>
<th>D+</th>
<th>D</th>
<th>D-</th>
<th>E</th>
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<tr>
<td>93-100</td>
<td>90-92</td>
<td>87-89</td>
<td>83-86</td>
<td>80-82</td>
<td>77-79</td>
<td>73-76</td>
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<td>67-69</td>
<td>63-66</td>
<td>60-62</td>
<td>0-59</td>
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<td>3.7</td>
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Grade allocations for each assignment are as follows:

1. Reading commentaries ___________________________________________ 25%
2. Project ______________________________________________________ 50%
   a. Phase 1 _____________________________________________________ 25%
      i. Two memos ______________________ 10% (5% each)
      ii. Presentation _____________________ 5%
      iii. Report _________________________ 10%
   b. Phase 2 _____________________________________________________ 25%
      i. Memo ____________________________ 5%
      ii. Presentation _____________________ 5%
      iii. Report _________________________ 15%
3. Class attendance and participation ______________________________ 15%
4. Other reading assignments ______________________________________ 10%
   a. Briefing memo __________________________ 5%
   b. Final reflection ________________________ 5%

COURSE READINGS AND MATERIALS

All course readings and assignments will be made available to you online through Canvas (see the schedule for specifics). You are not required to obtain a textbook for this course.

CLASS POLICIES

TIMELINESS

I am confident you will submit all assignments in a timely and professional manner. Project-related assignments are due at the times reported in the schedule and on Canvas. If you submit a project-related assignment late, your assignment grade will drop by 7 percent for each 24 hours of delay (from 100% to 93% for 0-24 hours, from 100% to 86% for 24-48 hours, etc.). If you need additional time for
assignments for legitimate reasons, please notify me at least 48 hours before the assignment is due. As a reminder, reading commentaries submitted late will receive no credit.

Legitimate reasons include a prolonged illness that incapacitates you for weeks, participation in U of U athletics, participation in any other U of U affiliated group, military deployment, and severe family emergencies. You are expected to provide evidence that proves the reason for your request.

GETTING IN TOUCH

I invite students to visit, e-mail, or call me as often as they need. E-mail is the easiest way to communicate with me, as I generally respond within 24 hours. Most course-related issues can be easily resolved if they are we talk about them early in the semester. Please be in touch!

COURSE SCHEDULE

This is a tentative class schedule that might undergo some adjustments.

<table>
<thead>
<tr>
<th>WEEK</th>
<th>DATE</th>
<th>TOPIC</th>
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<tbody>
<tr>
<td>1</td>
<td>1/7</td>
<td><strong>Introduction to the Course</strong></td>
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<td>Reading (optional): Fulton (2005), Chapter 1</td>
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<td>1/9</td>
<td>Workshop – Writing a Memo (bring a draft of your briefing memo)</td>
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<td>Reading: 'Memos' section on Purdue’s Online Writing Lab website</td>
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<td>2</td>
<td>1/14</td>
<td><strong>Property Rights, Public Interest, and the Local Planning Landscape</strong></td>
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<td>Readings: Platt (2014), Chapters 6 and 7. Fulton (2005), Chapter 4</td>
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<td></td>
<td>1/16</td>
<td>Introduction to the Project – Ballpark Neighborhood Plan</td>
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<td>Possible guests: Salt Lake City Planning Division OR Ballpark CC</td>
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<td>Readings (skim): Salt Lake City Master Plans; Ballpark Neighborhood</td>
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<td>3</td>
<td>1/21</td>
<td><strong>Systems of Plans</strong></td>
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<td>Readings: Berke et al. (2006), Chapter 14; Hack (2009), Chapter 7</td>
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<td>1/23</td>
<td><strong>Due</strong>: Briefing memo by 9 AM on Canvas</td>
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<td>Project work: (1) Review of existing plans affecting Ballpark; (2) synthesis of key elements of existing plans that will influence the new neighborhood plan for Ballpark</td>
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<tr>
<td>4</td>
<td>1/28</td>
<td><strong>Community and Systems Analysis</strong></td>
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<td>Readings: Jepson &amp; Weitz (2015), Chapters 3, 4, and 9</td>
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<td>WEEK</td>
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<tr>
<td>1/30</td>
<td>Project work: (1) start community and systems analysis; (2) review data from community engagement work by the City and Ballpark Community Council; (3) create a new survey for Ballpark residents.</td>
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| 5    | 2/4  | **The Plan Making Process**  
Readings: Jepson & Weitz (2015), Chapter 10 (pp. 187-208); Susskind & Ozawa (1984); Pacheco Bell (2018); Salt Lake City (2017; skim).  
2/6   | Project work: (1) Finalize surveys for Ballpark residents; (2) continue community and systems analysis.  
**Additional Meeting (required for some students):** Ballpark Community Council meeting, data collection. Meet at 7 PM, Horizonte School (1234 S Main St.), Fifth-floor lecture hall. |
| 6    | 2/11 | **The Comprehensive Plan**  
Readings: Fulton (1991), Chapter 3; Jepson & Weitz (2015), Chapter 1; Godschalk & Rouse (2015), mostly focus on Chapters 2, 3, and 4.  
2/13  | Project work: (1) Analyze collected surveys; (2) analyze other community engagement data; (3) start working on the Focus Areas |
| 7    | 2/18 | **Zoning and Subdivision Ordinances**  
Readings: Fulton (1991), Chapter 4; Elliott (2008), Chapters 1 and 7; Winkler (2017)  
2/20  | Project work: Continue working on developing the Focus Areas |
| 8    | 2/25 | **Zoning, Housing Supply, and Housing Affordability**  
Readings: Rodriguez-Pose & Storper (2019); Manville, Monkkonen, & Lens (2019); Gray (2019); Baca et al. (2019)  
2/27  | Project work: (1) Work on Focus Areas; (2) bring draft report for peer feedback |
| 9    | 3/3  | **Project Phase 1 Wrap-up**  
Project work: (1) Wrap up the Focus Areas; (2) finalize Focus Area groups  
3/5   | **Project Presentations: Phase 1**  
**Additional Meeting (required for some students):** Ballpark Community Council meeting, presentation of Focus Areas, gathering of feedback. Meet at 7 PM, Horizonte School (1234 S Main St.) Fifth floor lecture hall.  
3/6   | **Due:** Report Phase 1 by 5 PM on Canvas. No class on 3/6 (Friday) |
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<tr>
<th>WEEK</th>
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<tr>
<td>10</td>
<td>3/10</td>
<td>Spring Break – no class!</td>
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<td>3/12</td>
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<td>11</td>
<td>3/17</td>
<td>Planning for Equitable Development</td>
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<td>Readings: JCHS (2019); GARE (2018); Christensen (2016)</td>
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<td>3/19</td>
<td>Project work: (1) Refinement of Focus Areas based on community feedback</td>
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<td>12</td>
<td>3/24</td>
<td>Plan Implementation</td>
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<td>Readings: Kohl (2018); Roberts (2012), Chapter 5; City of Loveland (2005)</td>
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<td>3/26</td>
<td>Project work: For each Focus Area, develop (a) Guiding Principles and (b) Initiatives</td>
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<td>13</td>
<td>3/31</td>
<td>Plan Assessment</td>
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<td>4/2</td>
<td>Project work: (1) Peer feedback on Guiding Principles and Initiatives; (2) refine Guiding Principles and Initiatives</td>
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<td>14</td>
<td>4/7</td>
<td>Communicating Plans</td>
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<td>Reading: Mendenhall et al. (2017)</td>
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<td>4/9</td>
<td>Project work: Work on the draft report, including images</td>
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<td>15</td>
<td>4/14</td>
<td>Project Wrap Up</td>
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<td>Project work: (1) Bring draft report for peer feedback (from other sub-teams); (2) refine the draft report</td>
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<td>4/16</td>
<td>Project work: (1) Refine draft report; (2) prepare for the final presentations</td>
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<tr>
<td>16</td>
<td>4/21</td>
<td>Final Presentations (Classes end)</td>
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<td>Additional Meeting (required for some students): Presentation at City Hall or in the Ballpark neighborhood (date and time TBD)</td>
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<td>17</td>
<td>4/27</td>
<td>Report (complete, Phase 1 and Phase 2) due by 11:59 PM on Canvas</td>
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<td>Final reflection due by 11:59 PM on Canvas</td>
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**STUDENT-FACULTY RESPONSIBILITIES**

Faculty must strive in the classroom to maintain a climate conducive to thinking and learning. The University and your instructor expect regular attendance at all class meetings. More than one
unexcused absence will affect a student’s participation grade negatively. Students are responsible for acquainting themselves with and satisfying the entire range of academic objectives and requirements as defined by the instructor.

All students are expected to maintain professional behavior in the classroom setting, according to the University of Utah Student Code (http://regulations.utah.edu/academics/6-400.php). Students have specific rights in the classroom as detailed in Article III of the Code. The Code also specifies proscribed conduct (Article XI) that involves cheating on tests, plagiarism, and/or collusion, as well as fraud, theft, etc. Students should read the Code carefully and know they are responsible for the content. According to Faculty Rules and Regulations, it is the faculty’s responsibility to enforce responsible classroom behaviors, beginning with verbal warnings and progressing to dismissal from class and a failing grade. Students have the right to appeal such action to the Student Behavior Committee.

All course materials, including student-produced case studies, reading discussion presentations, interview transcriptions and analyses, and research papers, are considered to be University property and subject to GRAMA regulations and the Student Code. Student work may be collected and used by the College for review and accreditation purposes.

NON-CONTRACT NOTE

The syllabus is not a binding legal contract. It may be modified by the instructor with reasonable notice of the modification. If you would like more information on University academic policies, please see: http://regulations.utah.edu/academics/guides/instruction/courseContents.php.

ETHICAL CONFLICT

No student is required to participate in an activity that creates a religious, political, and/or moral conflict for the student. If you feel that you that any activities associated with this course will create a religious, political, and/or moral conflict for you, please contact Associate Dean Keith Bartholomew (bartholomew@arch.utah.edu; 801-585-8944), and he will explain your options.

CANVAS

The course uses the Canvas platform to provide lecture slides, case studies, etc., by both the instructor and the students, as well as to provide instant access to grades. You are “charged with notice” for any information posted on the course Canvas site during the semester. That means we will assume you have received information posted to the site and that you take responsibility for the consequences if you choose to not check the site regularly. If you are not already familiar with Canvas, you can learn about it at: https://utah.instructure.com/courses/23633/pages/front-page.

COURTESY

Please arrive on time. By the same token, please wait until the official end of class to start packing up your books and other belongings. If we go over the scheduled time by a minute or two, please be courteous. Please turn off cell phones and other mobile devices, unless they are being used for a class activity.
IMPORTANT DATES

The last day to drop or add classes is January 17, 2020, and the last day to withdraw is March 6, 2020.

STUDENT SUPPORT

WELLNESS

Please speak with the instructor if there is any additional support you would like to discuss for this class. The University offers many support services – some are listed below. Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive at the University of Utah. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776.

STUDENT VETERANS

If you are a student veteran, please know that the University of Utah has a Veterans Support Center on campus, located in Room 161 in the Olpin Union Building (M-F 8 am - 5 pm). Please visit their website for more information about what support they offer, a list of ongoing events and links to outside resources: http://veteranscenter.utah.edu/.

LGBTQ SUPPORT

If you are a member of the LGBTQ community, please know that our classroom is a safe zone. Additionally, the University of Utah has an LGBT Resource Center on campus, located in Room 409 in the Oplin Union Building (open M-F 8 am - 5 pm). You can visit their website to find more information about the support they can offer, a list of events through the center, and links to additional resources: http://lgbt.utah.edu/.

PREFERRED NAMES AND PRONOUNS

Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Oplin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

ENGLISH AS A SECOND LANGUAGE

If English is your second language, please be aware of several resources on campus that will support you with your language development and writing. These resources include: the Department of Linguistics EAS Program (http://linguistics.utah.edu/eas-program/index.php); the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); and the English Language Institute (http://continue.utah.edu/eli/).
ADA STATEMENT

Americans with Disabilities Act (ADA) Statement: The University of Utah seeks to provide equal access to its programs, services, and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 801-581-5020. CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

CAMPUS SAFETY

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

ACADEMIC MISCONDUCT

Academic misconduct includes cheating, plagiarizing, research misconduct, misrepresenting one’s work, and inappropriately collaborating. Definitions of these and other terms can be found in the Student Code at http://www.regulations.utah.edu/academics/6-400.html. The Student Code (at section 6-400(V)) also specifies the required procedures that must be followed when disciplinary actions are taken in response to instances of academic misconduct. For students enrolled in degree programs in the College of Architecture + Planning, a second occurrence of academic misconduct will result in the student’s dismissal from their academic program.

ADDRESSING SEXUAL MISCONDUCT

Title IX makes it clear that violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a Civil Rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted on the basis of your sex, including sexual orientation or gender identity/expression, you are encouraged to report it to the University’s Title IX Coordinator; Director of the Office of Equal Opportunity and Affirmative Action, 135 Park Building, 801-581-8365, or to the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 426 SSB, 801-581-7776. To make a police report, contact the Department of Public Safety, 801-585-2677(COPS). Additional information regarding reporting and victim supportive resources are available at the offices listed above.