

Tufts University  
Department of Urban and Environmental Policy and Planning

## **Syllabus** (rev. 10/24/17)

UEP 0233: Regional Planning Tools and Techniques

Instructor: Justin Hollander, Ph.D., AICP

Office Hours: Wednesdays 1:30PM-3PM and Wednesdays 11AM-12PM and by arrangement (see note below on scheduling meetings), 2<sup>nd</sup> Floor, 97 Talbot Avenue.

Spring 2018

Class meets on Wednesdays, 1:30PM-4PM.

### **Course Description**

As professionals addressing the most pressing urban, social, and environmental problems in society, planners and policy analysts are often faced with a paradox of scale: “local” is too narrow, “global” is too broad, and “national” is politically challenging. It is at the regional scale that some of the most innovative, exciting, and effective planning and public policy occurs. In this course, we explore the tools and techniques used in the professions of planning and public policy to analyze and address a wide range of issues where regionalism works: land use and development, transportation, energy, waste, and natural resources. Drawing on the state-of-the-art from practice, this course will help students to develop the knowledge and skills to be effective in their chosen planning and public policy careers.

### **Course Objectives: Competencies & Skills**

The objective of this course is to aid students in their substantive and procedural knowledge and understanding of the practice of regional planning and to develop a set of skills that students can use in their own work. The Department of Urban and Environmental Policy and Planning identified a set of core competencies and skills for students enrolled in the M.A. in Urban and Environmental Policy and Planning. Among those competencies and skills, below are those which this course focuses on:

#### **Knowledge**

- (1) The History, Structure & Function of Urban Settlements;
- (2) The Relationship Between the ‘Market’ and the ‘Polis’ in Economics, Policy and Planning;
- (3) Understanding the role(s) of Government, Governance, Citizenship and the Role of NGOs;

(4) The History, Theory and Processes of both Policy Making and Planning together with Implementation Procedures & Practices;

(5) The Administrative, Legal and Political aspects of Policy and Plan-Making;

### Skills

(1) Critical thinking skills

(2) Individual Problem Identification and Research Methodology Selection & Primary and Secondary Data Gathering and Analysis Skills;

(3) Written, Oral & Graphic Communication Skills;

(4) Skills in the Synthesis & Application of Policy and Planning Content-Based Knowledge From Theory into Practice;

### Course Grade

The course grade will be based on the following:

Class Participation (20%)

Demographic Projections Exercise (10%)

Economic Conditions Exercise (10%)

Journal (30%)

Final Oral Presentation (10%)

Final Paper (20%)

Extra Credit Research Paper

### Class Participation

A substantial percentage of each student's grade will be based upon the extent and quality of their participation in group activities and discussions during class. Attendance in class is a prerequisite for active participation; therefore unexcused absences will result in a low class participation grade.

### Writing Assignment

The first assignment in the class will be a one-page paper answering the question: what do I want to learn most from this course and how? The paper should be introspective and should reveal something about who you are. Give examples of activities that you will do to individualize your learning (i.e. an extra-credit paper? Travel? Extra-readings?)

## **Journal**

To aid in providing space for students to think about and reflect on the course readings, lectures, and discussions, each student will maintain a weekly journal. For each week, students are to write a brief 1-2 page (double-spaced) informal essay reflecting on the materials covered in that week (or cumulative weeks). Guiding questions will be provided, but you are free to use this assignment to explore and mull over any course-related topic.

The journal entries may answer the following questions: How do the materials this week relate to other topics in the course or outside of the course? What questions did the readings raise, what criticisms do you have, what insights were offered, did you enjoy the readings? On the last day of each month, an electronic version of the journal entries for that month should be posted onto the course TRUNK site – (under Course Tools → Assignments). The journal will be graded on a pass/fail basis.

## **Regional Analysis Exercises**

To develop and hone students' skills in analyzing regional conditions, two assignments will be tied directly to courses on population projections and economic conditions during the Analyzing Regions course modules. The first assignment using population projections is due via TRUNK before class on 2/22 and the second assignment using economic base analysis is due via TRUNK before class on 2/29. More details on the assignments will be distributed in class.

## **Final Project: Oral and Written Report**

As a capstone project for this course, students will demonstrate their understanding of regional planning, in general, and their ability to think critically about creative policy and planning in a specific place. By the fourth class of the semester (2/18), each student will submit a proposal for their final project. The region selected must comprise a Census defined Metropolitan Statistical Area with at least one governmental or non-governmental entity charged with conducting regional planning.

For each paper and presentation, students are to provide some background on the region, its place in the global economic hierarchy, a brief history, and a review of current and projected population and economic conditions – using some of the analytical tools introduced in the course. If projections have already been completed for the region, discuss these critically. If no projections have been done, use the tools from class to calculate approximate projections for population and employment change.

Next, students will discuss the current (and recent) regional planning efforts underway in the region - drawing on course readings to examine the tools and techniques used. Lastly, students will make recommendations on what other regional planning tools and techniques this region might consider adopting and where further study is needed. Be sure to draw directly on course readings and lectures in order to demonstrate your

command of the course contents, including all appropriate citations using the Chicago Manual of Style citation method.

Each oral presentation should last no more than ten minutes. The written reports should be aimed at a regional commission in the study area and should range from fifteen to eighteen pages (double-spaced). Hard copies of the final papers are due at the UEP office by 4:30PM on May 8<sup>th</sup>.

### **Extra Credit Research Paper**

Students may complete an optional research project to receive extra credit. The paper can be on any topic related to regional planning. A proposal for the extra credit paper is due no later than March 14<sup>th</sup>. The final paper is due at the Brown House office on May 8<sup>th</sup> at 4:30PM. Late papers will not be accepted.

### **Setting up a Meeting with Prof. Hollander**

To schedule a meeting with Prof. Hollander, go to the below website and make a "comment" to reserve a time (it will send me an automatic email). Just make sure no one else has already signed up for that date/time in the other comments.

<https://wikis.uit.tufts.edu/confluence/display/JustinsMeetingSignUpSheet/>

### **Policy on Academic Integrity for Undergraduate and Graduate Students**

You can find Tufts University's policy on academic integrity for graduate and undergraduate students at: <http://studentservices.tufts.edu/dos/>. Students' work will be closely scrutinized for plagiarism and violations of the University policy will not be tolerated.

### **Technology in the Classroom**

Laptops may not be used during class (unless when being used as part of a class assignment) and phones must be turned off and stored out of sight.

### **Accessibilities Statement from Tufts University**

Tufts University values the diversity of our students, staff, and faculty; recognizing the important contribution each student makes to our unique community. Students with disabilities are assured that the Student Accessibility Services (SAS) office will work with each student individually to create access to all aspects of student life. Tufts is committed to providing equal access and support to all qualified students through the provision of reasonable accommodations so that each student may fully participate in the Tufts experience. If you have a disability that requires reasonable accommodations, please contact the Student Accessibility Services office at [Accessibility@tufts.edu](mailto:Accessibility@tufts.edu) or

617-627-4539 to make an appointment with an SAS representative to determine appropriate accommodations.

Please be aware that accommodations cannot be enacted retroactively, making timeliness a critical aspect for their provision.”

### **Style Guidelines**

All written work must be produced consistent with the style guidelines of *The Chicago Manual of Style, 16<sup>th</sup> edition* (The University of Chicago 2010). The *Chicago Manual* provides clear guidance for citing and referencing other works. Such a skill is essential to avoid unintentional plagiarism. Students are strongly encouraged to purchase their own copy of the *Chicago Manual*.

### **Required/Recommended Texts and Coursepacket**

(C&F) Calthorpe, Peter and William Fulton. 2001. *The regional city: Planning for the end of sprawl*. Washington, DC: Island Press [**Required**].

(Lucy) Lucy, William. 2010. *Foreclosing the dream : how America's housing crisis is reshaping our cities and suburbs*. Chicago, IL: APA Planners Press. [**Required**].

(PAC) Coursepacket. [**Required**]

University of Chicago (ed). 2010. *Chicago manual of style: The essential guide for writers, editors, and publishers*. 16<sup>th</sup> edition. Chicago: University of Chicago Press. [**Recommended**]

Orfield, Myron and Thomas F. Lucy, Jr. 2010. *Region: Planning the future of the Twin Cities*. Minneapolis: University of Minnesota Press. [**Recommended**]

Nelson, Arthur and Robert Lang. 2011. *Megapolitan America*. Chicago, IL: APA Planners Press. [**Recommended**]

The required books and coursepacket can be found at the Tufts Bookstore. The *Chicago Manual of Style* can be obtained in nearly any bookstore.

### **Course Calendar**

#### **Class Introduction**

Wednesday, 1/24  
Introductions

## **The Metropolitan Area**

Wednesday, 1/31

(PAC) Nelson, Arthur and Robert Lang. 2011. *Megapolitan America*. Chicago, IL: APA Planners Press. [chapter 1]

(Lucy): ch. 1-3

Writing Assignment Due

## **Context of Regional Planning**

Wednesday, 2/7

(PAC) MacKaye, Benton. 1928. *The new exploration*. Reprint, Urbana: University of Illinois Press, 1962. [ch. 3 and 12]

(PAC) Benjamin, Gerald and Richard Nathan. 2001. *Regionalism and realism: A study of government in the New York metropolitan area*. Washington, DC: Brookings Institution Press. [ch. 2 and 5]

(PAC) Fishman, Robert. 2000. The death and life of American regional planning. In Katz, Bruce (ed). *Reflections on Regionalism*. Washington, DC: Brookings Institution Press.

## **Analyzing Regions: Community Profiles, Demographics, and Migration**

Wednesday, 2/14

(PAC) Bendavid-Val, Avrom (1991), *Regional and Local Economic Analysis for Practitioners*, 4th Edition, Westport, CT: Praeger Publishers (ch. 4)

(PAC) Steiner, Frederick, and Kent Butler. 2007. "Projections and demand analysis," in *Planning and Urban Design Standards*, Student Edition. Hoboken, NJ: John Wiley & Sons. (p. 299-302)

Final Project Proposal Due.

Basic Demographic Data:

<<http://factfinder2.census.gov/>>

Population Projections Web Tool:

<<http://www.census.gov/population/international/software/pas/>>

## **Analyzing Regions: Economic Conditions (Economic Base and Location Quotients)**

Wednesday, 2/21

(PAC) Bendavid-Val, Avrom (1991), *Regional and Local Economic Analysis for Practitioners*, 4th Edition, Westport, CT: Praeger Publishers (ch. 8)

Regional Analysis Exercise #1 Due.

Location Quotient Web Tool: <[http://data.bls.gov/location\\_quotient/](http://data.bls.gov/location_quotient/)>

## **Analyzing Regions: Spatial Analysis, Clusters, and Scenarios**

Wednesday, 2/28

(TRUNK) Johnson, Michael P., Justin B. Hollander, Alma Hallulli and Ching-Mei Lin (in press). Maintain, demolish, re-purpose: Policy design for vacant land management using decision models. *Cities*.

(TRUNK) Hollander, Justin B., Colin Polsky, Dan Zinder, and Dan Runfola. 2011. The New American Ghost Towns. *Land Lines*. April.

Review website for PolicyMap <<http://www.policymap.com/maps>>

Guest Lecturer: Barbara Parmenter, PhD, UEP Lecturer

Regional Analysis Exercise #2 Due.

## **Solutions: Planning for Growing Regions**

Wednesday, 3/7

(C&F) ch. 1, 2, 3, and 4

*Optional:* (TRUNK) The Utah Model: Lessons for Regional Planning. 2012. Brookings Mountain West. December.

<<http://www.unlv.edu/sites/default/files/24/TheUtahModel.pdf>>

Wednesday, 3/14

(Lucy): ch. 4

(C&F): ch. 6, 7, 8

Read about the Windham Regional Commission, and watch their 50<sup>th</sup> Anniversary five minute video at: <<http://www.windhamregional.org/anniversary>>.

Guest Lecturer: Susan McMahon, UEP Alum and Associate Director of the Windham Regional Commission.

Extra-credit paper proposal due

Wednesday, 3/21 (No class – Spring Break)

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### **Considering the Boston Area: Regional Planning in Action**

Wednesday, 3/28 (field trip)

(TRUNK) From Plan to Action: A MetroFuture Summary. 2009. Metropolitan Area Planning Council. June. < <http://www.mapc.org/metrofuture> >.

Review website for Metropolitan Area Planning Council <<http://www.mapc.org/>>

Field trip to MAPC office at 60 Temple Place, Boston, 2PM-3:30PM.

Host: Martin Pillsbury, Environmental Planning Director, MAPC.

### **Solutions: Planning for Shrinking Regions**

Wednesday, 4/4

(Lucy): ch. 5 and 6

(PAC) Oswalt, Philipp (ed). 2006. *Shrinking cities: Volume 2, interventions*. Ostfildern, Germany: Hatje Cantz Verlag. (selected readings)

Wednesday, 4/11

(C&F): ch. 9 and 10

(PAC) Hollander, Justin B., Karina Pallagst, Terry Schwarz, and Frank Popper. 2009. Planning shrinking cities. *Progress in Planning* 72, 4:223-232.

(TRUNK) Pantalone, Stephen and Justin B. Hollander. 2011. Relaxed zoning overlay. *Zoning Practice* 28, 9.

Wednesday, 4/18 (No class)

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Wednesday, 4/25

Final class, discuss what we each found out about our region through analyses of demographic/economic conditions, projections of the future, and analyses of the planning/policy they have used and recommendations for the future. Students will give oral presentations on their findings from their final project; both the instructor and fellow students will provide feedback that can be useful in developing the final paper.

Hard copy of final paper is due at UEP office by 4:30PM on 5/8.