

Tufts University
Department of Urban and Environmental Policy and Planning

Syllabus

UEP 0294-01: Regional Planning Tools and Techniques

Instructor: Justin Hollander, Ph.D., AICP

Office Hours: Tuesdays 3:30pm-4:30pm, 2nd Floor, 97 Talbot Avenue (Brown House).

Spring 2008

Classes meet in 97 Talbot Avenue.

Tuesdays, 6:30PM – 9PM

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 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%)

Region Case Study: Oral and Written Report (20%)

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 most learn from this course and how? The paper should be self-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?)

Region Case Study: Oral and Written Report

During the first class of the semester, each student will sign-up to present their research on either a growing or shrinking region either in the U.S. or abroad. Presentations for

growing regions will occur in the beginning of the semester, presentations for shrinking regions will occur later in the semester. For each presentation, students are to provide some background on the region, its place in the global economic hierarchy, a brief history, and some salient demographics. Then, students will discuss the current (and recent) regional planning efforts underway in the region drawing on course readings. Lastly, students will make recommendations on what other regional planning tools and techniques this region might consider adopting and where further study is needed. 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 seven to ten pages (double-spaced).

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) essay reflecting on the materials covered in that week (or cumulative weeks). Mid-way through the semester, an electronic version of the journal should be posted onto the course Blackboard site. On the last day of class, a hard copy version is due. The journal will be graded on a pass/fail basis.

Final Paper and Oral Presentation

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. Students are required to identify a regional governmental or non-governmental entity, attend one of the organization's public meetings, read any reports relevant to the meeting, and to develop a written response to the chief executive of the organization in the form of a memo.

In the memo, students will recount what they witnessed and read, offering their analysis and recommendations. Is the organization on the right track? Are their efforts to address regional problems matched well with their resources and competencies? Which regional planning tools and techniques should the organization consider employing?

On February 19, students will submit one-page proposals outlining their project. In the final class meeting (April 15th), all students will deliver oral presentations in class. The format of the presentation will be that of a mock public meeting, addressing elected and appointed officials in the regional organization as well as the public. Oral presentations should last approximately ten minutes. Final papers should range from ten to fifteen pages.

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 25th. The final paper is due at the Brown House office on May 5, 2008 at 10AM. Late papers will not be accepted.

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.

Style Guidelines

All written work must be produced consistent with the style guidelines of *The Chicago Manual of Style, 15th edition* (The University of Chicago 2003). 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**].

(L&P) Lucy, William H. and David L. Phillips. 2000. *Confronting suburban decline: Strategic planning for metropolitan renewal*. Washington, DC: Island Press [**Required**].

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

University of Chicago (ed). 2003. *Chicago manual of style: The essential guide for writers, editors, and publishers*. 15th edition. Chicago: University of Chicago Press. [**Recommended**]

The required books can be found at the Tufts Bookstore. The coursepacket can be found at Gnomon Copy on Boston Avenue, Medford. The *Chicago Manual of Style* can be obtained in nearly any bookstore.

Course Calendar

Class Introduction

Tuesday, 1/22
Introductions

The Metropolitan Area

Tuesday, 1/29

(PAC) Lang, Robert E. 2003. *Edgeless cities: Exploring the elusive metropolis*.

Washington, DC: Brookings Institution Press. (chapters 1-3)

(L&P): ch. 1

Writing Assignment Due

Context of Regional Planning

Tuesday, 2/5

(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.

The Growing Region

Tuesday, 2/12

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

Tuesday, 2/19

(L&P): ch. 2

Review website for Central New Hampshire Regional Planning Commission

<<http://www.cnhrpc.org/>>

Final Project Proposal Due

Guest: Sharon Wason, Executive Director, CNHRPC

Tuesday, 2/26

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

Review website for Envision Central Texas <<http://envisioncentraltexas.org>>

Guest: Barbara Parmenter (7:30PM)

Student presentations on Growing Region Cases

The Shrinking Region

Tuesday, 3/4

Lucy & Phillips: ch. 7 and 8

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

Journal entries to date are due via Blackboard

Tuesday, 3/11

(C&F): ch. 9 and 10

Tuesday, 3/18 (No class – Spring Break)

Tuesday, 3/25

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

(PAC) Rast, Joel. 2006. Environmental justice and the new regionalism. *Journal of Planning Education and Research*, 25(3),249-263.

Student presentations on Shrinking Region Cases

Extra-credit paper proposal due

Regional Planning Innovations

Tuesday, 4/1

Review website for Mystic River Watershed Association <<http://www.mysticriver.org>>

Guest: Ivey St. John, MyRWA (6:30PM)

Final paper proposals due

Tuesday, 4/8

(PAC) Wolfe, David A. and Meric S. Gertler. 2001. Globalization and economic restructuring in Ontario: From industrial heartland to learning region? *European Planning Studies* 9:5(575-592).

(L&P): ch. 9 and ch. 10

Guest: Armando Carbonell, Lincoln Institute of Land Policy

Tuesday, 4/15 (Last class)

Student Final Presentations

Journal is due in hard copy.

Tuesday, 4/22

Attendance at Van Jones Public Lecture

Final paper is due at UEP office by 5PM