



Learning Enabler: Ismaila Odogba, Ph.D. **Office:** Science D337 **Phone:** (715) 346-4451
Office Hours: Wed. 11:00-13:00 or by appointment **Email:** iodogba@uwsp.edu
Class Schedule: Tuesday and Thursday **Time:** 12:30-13:45 **Venue:** SCI B338

Course Description:

This course is an introduction to the fundamental knowledge, values, and skills of (urban and regional) planning. It also introduces students to the concept of geodesign or the process of creating an entity within geographic space. Topical discussion includes the evolution of planning and geodesign, planning specialties, theories, processes, and concepts; and the political, economic, and legal perspective of contemporary urban and regional planning.

Planning Accreditation Board (PAB) Standards emphasized in the course:

- Purpose and Meaning of Planning – appreciation of why planning is undertaken by communities, cities, regions, and nations and the impact planning is expected to have.
- Human Settlements and History of Planning – understanding the growth and development of places over time and across space.
- The Future – understanding of the relationship between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.

Enduring Understandings of the Course:

- Planning emerged as a discipline to serve and further the public interest.
- Planners use a variety of tools when assisting communities attain their desired future state.

Course Learning Outcomes:

At the conclusion of this course, successful students will possess the knowledge necessary:

- To describe the evolution of planning and explain its legal and constitutional basis.
- To describe and illustrate the conceptual framework for geodesign.
- To recognize and explain the essential tools used by planning practitioners.
- To analyze and synthesize demographic data essential to planning and geodesign.

Format:

Designed as a lecture-seminar, this course will involve lectures, experiential learning, discussions, debates, assignments, exams and, hopefully no surprise quizzes. The assignments or projects in this course will build on your understanding of planning and develop your planning skillset as they model ‘real world’ planning tasks and employ a pedagogical style called *problem-based learning*. To that end, the learning enablers’ role is to assist you in solving the problem by giving you the necessary tools that will assist you find the information you need to solve the problem.

Policies:

Participation

Participation in discussions is very desirable. You are strongly encouraged to participate during class. Do share your ideas, thoughts, and ask questions. The purpose of the class discussion is to enhance understanding; *so, do respect the ideas, thoughts, and opinions of others*. Do not



that each member of the class deserves to learn in an environment where they are all treated with the highest levels of dignity and respect. Abusive, offensive, discriminatory, or otherwise harassing behavior is not permitted.

Attendance and Gadgets

I will take attendance regularly. Arriving late and leaving early disrupts class and shall result in a reduction in your total course score by **2 points for each occurrence**. Everyone is permitted **only one unexcused absence**. Thereafter, every unexcused absence will cost you **2 points**. If you are unable to attend class, please inform me ahead of time (except in case of an emergency or illness). All electronic devices such as cell phones, iPods, and similar devices are prohibited during class. Cellphones are to be turned off (or on vibrate) during class, and do not answer phone calls or text messages during class unless there is an emergency. Voodoo (i.e., laptops and tablets) may be used in class for note-taking purposes and for the in-class group activities. Please refrain from checking email, web browsing or other activities that are not related to the class as these activities are distracting to other members of the class and are also disrespectful to fellow students and the instructor. If you are using a laptop, sit in the front row and expect to be consulted during lectures to provide ancillary information. Note that you are responsible for all material presented in class and the assigned readings. Thus, if you miss a class, do not email me asking, "What did I miss?"

Exams and Assignments

You must submit all assignments and take tests at the scheduled time. The instructor will not accept late submissions without a verified excuse; **late submissions will receive zero credit**. Likewise, make-up quizzes will require a verifiable excuse.

Assignment I: This involves data gathering and empirical analysis. The purpose of this assignment is to identify population trends and conditions within Wisconsin and become familiar with data gathering from the U.S. Census Website.

Assignment II: Is a 2 to 3-page individual essay about a public meeting (e.g. a public hearing, a city council meeting, a planning commission meeting). The purpose of this assignment is to help you familiarize yourself with and reflect about a critical component of planning.

Assignment III: This is a Geodesign assignment. The purpose of this assignment is to get you acquainted with the framework and central components of geodesign and urban design.

Grading:

This course is worth "350" points and the numbered items that follow are what your course grade will be based on.

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|---------------------------------|----------|
| 1. Population Trends Assignment | 100 pts. |
| 2. Participation | 25 pts. |
| 3. Public Hearing Assignment | 50 pts. |
| 4. Geodesign Assignment (Group) | 75 pts. |
| 5. Exams (2 @ 50 pts. each) | 100 pts. |

Percentage Ranges for Letter Grades

93-100% = **A**; 90-92% = **A-**; 87-89% = **B+**; 83-86% = **B**; 80-82% = **B-**; 77-79% = **C+**;
73-76% = **C**; 70-72% = **C-**; 67-69% = **D+**; 60-66% = **D**; Below 60% = **F**

University policy does not recognize grades for A+ or D-. An incomplete is not an option in this course. I will only honor a request for an incomplete under the most extraordinary, and documented circumstance (such as an illness documented with a doctor's written excuse) which hinders the completion of course requirements.

Informed Contribution

Students will get credit for contributing to the class when they participate in class dialogues. A quality contribution to class discussions has any or all of these attributes:

- It contributes new information to the dialogue. For instance, if a student agrees with a colleague's statement, the student must present reasons that were not cited by the initial speaker.
- It raises a question that generates reflection on the subject.

Requirements for an Excellent Grade

1) attend class regularly, 2) participate in class discussions, 3) peruse the assigned materials for each session, 4) complete and submit all assigned work on time and, 5) prepare adequately for quizzes. Do feel free to email me or drop by my office if you have any difficulties regarding this course; emails should contain your name and course title.

Criteria for Written Materials

All written assignments must be of professional quality. This means carefully editing and proofreading your written work for typing, spelling, grammatical errors, and for clarity of thought. These things **will** affect your grade. If you have questions about style, consult *The Chicago Manual of Style* or Strunk & White's *The Elements of Style*. All stylistic and formatting aspects of your paper, including your bibliography, must conform to the format listed in *The Chicago Manual of Style* or be consistent with some other recognized style.

Special Accommodations. UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6th floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or DATC@uwsp.edu. In addition, I will accommodate religious belief according to UWSP 22.03.

Academic Dishonesty UWSP prohibits academic dishonesty. It is your responsibility to understand the issues concerning academic standards, disciplinary procedures, and students' rights and responsibilities at <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Emergency Response Guidance In the event of a medical emergency call 9-1-1 or use nearest Red Emergency Phone. Help if trained and willing to do so. Guide emergency responders to victim. In the event of a tornado warning, proceed to the lowest level interior room in the building without window exposure See www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms). In the event of a fire alarm, evacuate the building in a calm manner and meet at a safe location more than 200 yards away from the building. Notify instructor or emergency command personnel of any missing individuals. Active Shooter/Code React – Run/Escape, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at www.uwsp.edu/rmgt/Pages/em/procedures for details on all emergency responses.

Student Policies

Materials:

John M. Levy. 2010. *Contemporary Urban Planning*. (10th edition). Upper Saddle River, NJ: Prentice Hall.

For those interested in electronic access to the class text, go to www.Safarix.com. From this link, you can subscribe to the textbook and peruse it on your computer. The subscription costs about \$50 and lasts for 180 days. All other materials (such as journal articles and book chapters) will be available on Canvas.

Tentative Schedule:

The instructor reserves the right to make changes to the syllabus and schedule when necessary to meet the learning needs of the students, compensate for canceled classes or other unforeseen circumstances.

January 21: Course Overview

Introductions, course policies, expectations, student policies or ground rules, and office visit

Segment I: The Foundation of Urban and Regional Planning

January 23: What is Urban and Regional Planning?

Reading: Levy, Chapter 1

January 28, 30: The History of Urban and Regional Planning

Reading: Levy, Chapter 3 and 4

February 4, 6: The Legal Basis of Planning

Readings: Levy, Chapter 5 and Kenneth Jost. (2000). Property rights. In CQ Researcher (Eds.), *Urban Issues* (pp. 263-280). Washington D.C.: CQ Press.



February 11: Urbanization (or land use trend) of America

Reading: Levy, Chapter 2 and Pew Research Center Article.

Assignment I (Population Trends) handed out in Class. Due: March 13. Submit via Canvas and make sure you include your name as a part of the file name.

February 13, 18: Assignment I Workdays

February 20: The Politics of Planning

Readings: Levy Chapter 6 and Harvey Molotch. (1976). The city as a growth machine: towards the political economy of place. *The American Journal of Sociology*, 82(2): 309-332.

Segment II: Process and Basic Tools of Planning

February 25, 27: The Comprehensive Planning Process

Reading: Levy, Chapter 8

March 3, 5: Public Participation

Assignment II (Public Hearing Review) handed out in class. Due: April 21. Submit via Canvas and make sure you include your name as a part of the file name.

March 10, 12, and 24: Zoning and Planning Controls

Reading: Levy, Chapter 9

March 13 - 20: Spring Break

March 26, 31: Assignment II Workday

April 2: Midterm Exam (Collaborative Testing)

Segment III: Geodesign and Planning

April 7: Planning Theory

Levy, Chapter 19

April 9, 14: What is Geodesign?

April 16, 21: Geodesign in a Planning Context

Reading, Levy Chapter 10; Pages 9-16 of Physical and Spatial Characteristics of the Environment by Kevin Lynch.

Assignment III (Geodesign) handed out in class. Due: May 8. Submit via Canvas and make sure you include your name as a part of the file name.

April 23, 28: Assignment III Workdays

April 30: Urban Renewal-Does Design Matter?

Reading: Levy Chapter 7 and 11

Movie: *The Pruitt-Igoe Myth*

May 5: Economic Development and Land Use Economics

Levy, Chapter 13

May 7: Growth Management Techniques

Levy, Chapter 14

Final Exam: Open Class

Tuesday, May 12 from 08:00 - 10:00

Important Dates:

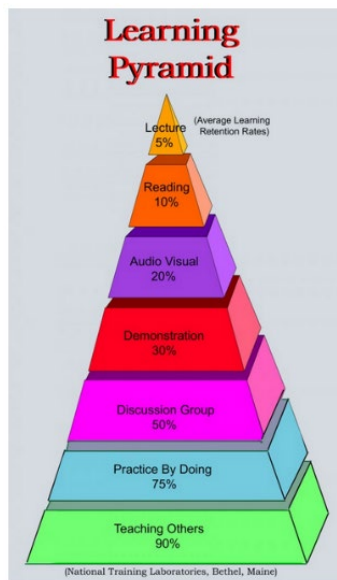
April 3: Last day to drop a 16-week course.

March 13-20: Spring Break.

May 8: Last day of classes.

May 16: Commencement.

A core set of beliefs about teaching and learning influence my teaching; one of which is that *learning is an active student-centered activity and teaching is simply not the transmission of knowledge from the instructor to the students*. The process of instruction involves both the learning enabler (i.e., the instructor) and students (learners) engaging in an interactive environment to discover, understand, and apply knowledge to practical issues.



Bligh (1998) gives some evidence for the effectiveness of different teaching methods. In 1954, a similar pyramid with slightly different numbers had appeared in a book, *Audio-Visual Methods in Teaching*, published by the Edgar Dale Dryden Press, New York.