

PLAN 246
CITIES OF THE PAST, PRESENT AND FUTURE: INTRODUCTION TO URBAN PLANNING

Time: Tuesday & Thursday 11:00AM -12:15PM

Room: Greenlaw 101

Remote:

<https://go.unc.edu/PLAN246>

Instructor:

Danielle Spurlock

dspurlock@unc.edu

To schedule office hours
for any member of teaching team:

Office Hours:

TTH 1:00PM-3:00PM by appointment

<https://go.unc.edu/SpurlockOfficeHours>

Teaching Assistants:

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snelson1@unc.edu

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Fridays 10:00AM-12:00PM

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Office Hours:

Mondays 4:00-6:00PM

Recitations

Tuesdays 8:05-9:05 AM (Two Sections)

Tuesdays 5:05-6:05PM

Thursdays 8:05-9:05 AM (Two Sections)

Thursdays 5:05-6:05PM

New East 201 & 301

New East 201

New East 201 & 301

New East 201

Course Description

This course is an introduction to the historical development of cities, the causes and consequences of major urban issues, and the practice of urban planning. It focuses primarily on cities in the United States. It is intended for students who are completing a Minor in City and Regional Planning as well as those who are simply interested in learning about urban planning. This course is a companion course for PLAN 247: Solving Urban Problems, which focuses on planning methods and policy implications. There are no course prerequisites.

Spring 2022 Course Delivery

As long as it is possible to do so safely, we will be meeting in person this semester. I understand the ongoing COVID-19 pandemic may require changes to this plan and will be monitoring the situation closely. If I need to change the format of the course temporarily due to outbreaks of illness, I will announce this via email and the course Sakai site.

Course Format

Course readings should be completed prior to the class session they are listed under. Students should come to each class prepared to participate actively in discussions. You should be able to summarize the major points or arguments of the readings and provide a critical analysis and evaluation of key concepts. Weekly course content may also be shared as videos or voice over slides and should be viewed prior to class. Scheduled synchronous sessions will be a mixture of presentations, extensive class discussion, and in-class activities. Additional discussion may occur in SAKAI using forums and Voice Threads.

Course Goals

As an engaged participant in this course, you will be able to do the following by the end of the semester:

- Understand the general historical patterns of urban development in the United States and discuss their relevance to modern urban issues;
- Identify major milestones in the history of planning and explain their relevance to modern planning practice;
- Compare and contrast key theories pertaining to urban development and planning;
- Discuss key challenges facing modern planners both in terms their roles as professionals in society and the issues they address (e.g., transportation, economic development, housing, and environment).
- Investigate and critically analyze urban problems and their solutions in the context of particular cities.

Student Learning Objectives

As part of the General Education curriculum, this course will enable students to engage on Power, Difference, and Inequality and Ways of Knowing.

Power, Difference, and Inequality

Students engage with the histories, perspectives, politics, intellectual traditions, and/or expressive cultures of populations and communities that have historically been disempowered, and the structural and historical processes by which that disempowerment has endured and changed.

Questions for Students

1. What are the relevant structures, institutions, ways of thinking, and practices that create, maintain, and change social, economic, and political inequalities?
2. What practices have been implemented and institutionalized to address social, economic, and political inequalities?

Learning Outcomes

1. Recognize the relationship between inequality and social, economic, and political power.
2. Analyze configurations of power and the forms of inequality and bias they produce.
3. Evaluate dynamics of social, economic, and political inequality in relation to specific historical contexts.
4. Interrogate the systemic processes by which forms of inequality are sustained and how these processes have been and are resisted and transformed.

Ways of Knowing

Students develop intellectual humility, learning to question assumptions, categories, and norms that structure their worldviews and to understand the sources and effects of biases. They learn, use, and distinguish strengths and weaknesses of one or more approach(es) to knowledge of the unfamiliar, such as: aesthetically, philosophically, linguistically, historically, or culturally remote forms of knowledge and worldmaking, or formal logic, scientific practice, and similar formalized approaches to countering bias and creating knowledge.

Questions asked in this class related to Ways of Knowing

1. What norms and expectations do I take for granted?
2. What categories and concepts frame my assumptions, experiences, and beliefs?
3. What practices of investigation or inquiry best challenge those assumptions and expectations?
4. How can I consider whether my beliefs might be wrong?

Learning Outcomes related to Ways of Knowing

1. Recognize and use one or more approach(es) to developing and validating knowledge of the unfamiliar world.
2. Evaluate ways that temporal, spatial, scientific, and philosophical categories structure knowledge.
3. Interrogate assumptions that underlie our own perceptions of the world.
4. Employ strategies to mitigate or adjust for preconceptions and biases.
5. Apply critical insights to understand patterns of experience and belief.

Recurring Capacities

Focus capacity classes also sustain the **recurring capacities** of inquiry that guide the general education mission. In class, we will consider the range of debate on various topics within the fields of planning and urban studies, how these debates have changed over time, and differences in urbanization and its challenges between and within societies. Through assignments, you will address questions requiring you to think systematically about evidence, argument and uncertainty. The course also sustains recurring capacities by requiring at least 10 pages of writing, and involving exercises in which you will collaborate to discuss and present material.

Communication and Community Standards

The best way to reach me is by email or during my office hours. You can also make an appointment using <https://go.unc.edu/SpurlockOfficeHours>. To make an appointment with the TAs, please use the same link and selected your preferred TA.

- All emails should include PLAN 246 in the subject line. I will make every effort to respond to your emails on the same day I receive them unless I receive them after 7:00 pm. Please do not wait until the last minute to contact me about assignments, especially if you are having problems.
- Students are permitted to miss class for EXCUSABLE absences only. For details about what an excused absence is, see UNC-Chapel Hill's attendance policy:

<http://catalog.unc.edu/policies-procedures/attendance-grading-examination/#text>

Please contact me as soon as possible should an excusable absence arise so that I can work with you to make accommodations. Each student starts with a 100% for participation. Students are allowed one UNexcused absence without any questions from the instructor. If a student has two UNexcused absences, their participation grade will be affected.

Laptops and cell phones

To maximize our productivity during synchronous sessions, limit your use of technology to class activities. Please turn off your cellphones before the beginning of class sessions. If you must have your phone on during class because of an extraordinary circumstance (ill relatives, you are expecting a baby, etc.), please let us know beforehand.

Honor Code

The University Honor Code is in effect, and all assignments must be completed through your individual effort unless otherwise instructed. In order to uphold the Honor Code in your written assignments, you must properly cite all data, ideas, and information that are not your own. Please visit the UNC Writing Center website for information about citations and how to avoid plagiarizing:

<http://www.unc.edu/depts/wcweb/handouts/plagiarism.html>.

UNC HONOR CODE

"It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the honor code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student or academic personnel acting in an official capacity."

Each assignment should include the following Honor Pledge on all graded work:

"On my honor, I have neither given nor received unauthorized aid on this examination (assignment)."

Accessibility

The University of North Carolina – Chapel Hill facilitates the implementation of reasonable accommodations, including resources and services, for students with disabilities, chronic medical conditions, a temporary disability or pregnancy complications resulting in difficulties with accessing learning opportunities. All accommodations are coordinated through the Accessibility Resources and Service Office. Please visit their website <http://accessibility.unc.edu>, call 919-962-8300 or email accessibility@unc.edu. Please contact ARS as early in the semester as possible.

Resources

My goal as a professor is to help you to excel in this learning environment. If you need further assistance, please consult the following on-campus resources:

- The Writing Center: <https://writingcenter.unc.edu/>
- Center for Student Success and Academic Counseling <http://cssac.unc.edu/>
- Learning Center: <https://learningcenter.unc.edu/>
- Counseling and Wellness Services: <http://campushealth.unc.edu>

TITLE IX Resources

Any student who is impacted by discrimination, harassment, interpersonal (relationship) violence, sexual violence, sexual exploitation, or stalking is encouraged to seek resources on campus or in the community. Please contact the Director of Title IX Compliance (Rebecca Gibson – rmgibson@unc.edu), Report and Response Coordinators in the Equal Opportunity and Compliance Office (reportandresponse@unc.edu), Counseling and Psychological Services (confidential), or the Gender Violence Services Coordinators (gvsc@unc.edu; confidential) to discuss your specific needs. Additional resources are available at safe.unc.edu.

Standards for Mask Use

Our class delivery is in-person instruction. If you are on campus, or plan to meet for group work, please note that the following community standards apply and must be adhered to. This spring semester, while we are in the midst of a global pandemic, all enrolled students are required to wear a mask covering your mouth and nose at all times in our classroom. This requirement is to protect our educational community — your classmates and me — as we learn together. If you choose not to wear a mask, or wear it improperly, I will ask you to leave immediately, and I will submit a report to the Office of Student Conduct (<https://studentconduct.unc.edu/>). At that point you will be dis-enrolled from this course for the protection of our educational community. Students who have an authorized accommodation from Accessibility Resources and Service have an exception. For additional information, see (<https://carolinatogether.unc.edu/community-standards/>)

Course Materials

All materials will be posted on Sakai under course documents, provided by me in class, or otherwise made available by me (e.g., URL for a website). There is no text to purchase for this class, although *The City Reader*, Third Edition (2007) edited by Richard T. LeGates and Frederic Stout is a great introduction to cities should you want to complement course readings with additional material.

Course Assignments and Evaluation

You will be evaluated on four main components of the course. Each component is intended to parallel the main ways in which you will be evaluated should you choose to be a planner (or, pursue most any other profession). The evaluation components include: 1) showing up for work prepared and working well with your peers; 2) completing small projects with quick turnaround times; 3) managing larger projects over a longer time period; and 4) demonstrating your understanding of the core aspects of your field.

Class Participation (10%) – Attendance and participation are required at every class session. This portion of your grade will be based on active listening, speaking, and participation during discussions and in-class exercises, and by demonstration of completion of the readings. Your participation grade also includes group and individual evaluations completed for the group project.

Three Reaction Papers (45%) – These papers will be evaluated on the content of your argument and the quality of your writing; topics will be provided during class at least a week in advance of the due date.

Semester Group Project (25%) – You will be working in groups on this project throughout the semester. It will culminate in two final products: a 15-20 page paper (20%) and a presentation to the class (5%).

Evaluation for the paper and presentation will be based on the 1) content, 2) critical analysis and synthesis, 3) organization, and 4) communication (clarity of writing or speaking).

Grading of the group and individual evaluations will be based on 1) the completion of the assignment and 2) professionalism and quality of your evaluations of your teammates. All group and individual evaluations will be kept confidential. Your Semester Group Project grade can be lowered if the majority of your evaluations suggested you did not participate and contribute fully to the group project. Specific instructions and timelines will be given the second week of class and posted on Sakai and periodic in-class work sessions will be held to discuss your progress with me, the TA, and your classmates.

Final Exam (20%) – There will be an in-class exam on Friday, April 29th at 12:00pm. I will inform you of the release date, format, and range of material you will be responsible for a week or more in advance of the exam.

Late Assignments

- You receive a 10-point deduction per day for late assignments.
- If you fail to show up on the day your group is presenting, you will be assigned a 25-page research paper in lieu of your presentation.
- Your group will receive a 10-point deduction per day for late group-assignments.
- If you know you will be unable to be in class for the final, please let me know ASAP. If you miss the final without prior notice, you receive an AB or FA for the course.

Grading

The class is not oriented toward memorizing and reciting facts. You must demonstrate knowledge as well as analyzing ideas and supporting your arguments with evidence. Specific rubrics will be provided for each assignment.

In general:

An A assignment is one that demonstrates original thought and synthesis of ideas, sophisticated, cogent analysis, and is clearly written or presented. Outstanding work.

A B assignment presents above average analysis with appropriate evidence to support the ideas and is clearly written or presented. Very good work.

A C assignment shows a basic level of understanding, with analysis limited to the most obvious arguments. Writing is competent. Adequate work.

A D assignment misunderstands or misrepresents the material, or is so poorly written or presented as to obscure the analysis. Inadequate work.

| Grading Scale | |
|---------------|----|
| 94 or above: | A |
| 90 to 93: | A- |
| 87 to 89: | B+ |
| 83 to 86: | B |
| 80 to 82: | B- |
| 77 to 79: | C+ |
| 73 to 76: | C |
| 70 to 72: | C- |
| 67 to 69: | D+ |
| 60 to 67: | D |
| Below 60: | F |

Semester at a Glance

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|--|----------|---|---|--|
| Module 1 | Sess. 1 | 1/11 | Introduction | |
| | Sess. 2 | 1/13 | Why do cities exist? | |
| | Sess. 3 | 1/18 | Historical Development of US cities | |
| | Sess. 4 | 1/20 | Why do we plan? | SEMESTER GROUPS ASSIGNED |
| | Sess. 5 | 1/25 | Frederick Law Olmsted and Parks | |
| | Sess. 6 | 1/27 | Ebenezer Howard & Garden Cities + Daniel Burnham & City Beautiful | LIST OF REFERENCES AND 1 PAGE OUTLINE DUE |
| | Sess. 7 | 2/1 | Le Corbusier and modernism + Frank Lloyd Wright and Broadacre City | FIRST REACTION PAPER TOPIC ASSIGNED |
| | Sess. 8 | 2/3 | Urban Renewal & Robert Moses | |
| | Sess. 9 | 2/8 | Jane Jacobs and Reactions to Urban Renewal | FIRST REACTION PAPER DUE |
| Module 2 | Sess. 10 | 2/10 | Planning as a Wicked Problem | SECOND REACTION PAPER ASSIGNED |
| | Sess. 11 | 2/15 | Race and Ethnicity in American Cities | |
| | Sess. 12 | 2/17 | Class and Gender in American Cities | |
| | Sess. 13 | 2/22 | Transportation and Urban Sprawl | SEMESTER PROJECT- DRAFT HISTORICAL DEVELOPMENT DUE |
| | Sess. 14 | 2/24 | The Post-war American City and Economic Development | |
| | Sess. 15 | 3/1 | Housing Policy | |
| | Sess. 16 | 3/3 | Environmental Health Impacts of Development | SECOND REACTION PAPER DUE |
| | Sess. 17 | 3/8 | Urban Design and the Fortification of Space | THIRD REACTION PAPER ASSIGNED |
| Module 3 | Sess. 18 | 3/10 | Planning as Argumentation | |
| | Sess. 19 | 3/22 | Sustainability | SEMESTER PROJECT- DRAFT OF CURRENT PLANNING CONTEXT DUE |
| | Sess. 20 | 3/24 | Housing Crisis | |
| | Sess. 21 | 3/29 | Regional Planning, Transportation, and Smart Growth | |
| | Sess. 22 | 3/31 | Environmental Justice | |
| | Sess. 23 | 4/5 | Economic Globalization | SEMESTER PROJECT- DRAFT OF CRITIQUE STATEMENT |
| | Sess. 24 | 4/7 | Climate Change and Hazard Mitigation | |
| | Sess. 25 | 4/12 | Resilience | THIRD REACTION PAPER DUE |
| | | 4/14 | Wellness Day | |
| | Sess. 26 | 4/19 | Group Presentations | |
| | Sess. 27 | 4/21 | Group Presentations | |
| Sess. 28 | 4/26 | Group Presentations and Final Papers Due | | |
| Final Exam on April 29 at 12:00pm | | | | |

Required readings are to be completed **before** the class period under which they are listed.
Optional Readings provide additional depth on the course topic.

MODULE 1: CITIES OF THE PAST

Jan. 11 INTRODUCTION

No assigned readings

Jan. 13 WHY DO CITIES EXIST?

Macionis, J. and Parrillo, V. (2007). *Cities and Urban Life*, 4th ed. (pp.185-202). Upper Saddle River, NJ: Prentice Hall.

O'Sullivan, A. (2000). *Urban economics* (pp.26-34; 119-129). New York, NY: Irwin McGraw Hill.

Read Plagiarism Handout from the UNC Writing Center site at
<http://writingcenter.unc.edu/handouts/plagiarism/>

Jan. 18 HISTORICAL DEVELOPMENT OF US CITIES

Morris, A. E. J. (1994). *History of urban form before the industrial revolutions* (pp. 321-364). New York, NY: Longman Scientific and Technical.

Jan. 20 WHY DO WE PLAN?

Campbell, S., and Fainstein, S. (2003). Introduction: The structure and debates of planning theory. In S. Campbell and S. Fainstein (Eds.), *Readings in planning theory* (pp. 1-14). Cambridge, MA: Blackwell.

Klosterman, R. (2003). Arguments for and against planning. In S. Campbell and S. Fainstein (Eds.), *Readings in planning theory* (pp. 86-101). Cambridge, MA: Blackwell.

Jan. 25 FREDERICK LAW OLMSTED and PARKS

Olmsted, F.L. (2007). Public parks and the enlargement of towns. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 302-308). New York: Routledge.

Barrette, M. (2001). Parks and the city. *Planning*, 67(5), 4-9.

Weinbach, J. (June 29, 2007). The focus-grouped park. *The Wall Street Journal*, pp. 1W.

Carlton, J. (Sept 9, 2016). City parks become privatization battlegrounds. *The Wall Street Journal*.

**Jan. 27 EBENEZER HOWARD and GARDEN CITIES +
 DANIEL BURNHAM and CITY BEAUTIFUL MOVEMENT**

Howard, E. (2007). Authors' introduction and the town-country magnet. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 309-316). New York, NY: Routledge.

Hall, P. (2002). *Cities of tomorrow: An intellectual history of urban planning and design in the twentieth century* (pp. 189-197). Malden, MA: Blackwell Publishers.

Larson, E. (2003). *The Devil in the white city: murder, magic, and madness at the fair that changed America* (pp. 373-378). New York, NY: Crown Publishers.

Optional:

City Beautiful: The 1901 Plan for Washington D.C.

Please read the City Beautiful, 1901 Plan, and Washington DC and Beyond tabs.

<http://xroads.virginia.edu/~CAP/CITYBEAUTIFUL/dchome.html>

Mumford, L. (1961). *The City in history: Its origins, its transformations, and its prospects* (pp. 514-524). New York, NY: Harcourt Brace Jovanovich.

*****SEMESTER PROJECT – LIST OF REFERENCES AND 1 PAGE OUTLINE DUE*****

**Feb. 1 LE CORBUSIER AND MODERNISM +
 FRANK LLOYD WRIGHT AND BROADACRE CITY**

Le Corbusier. (2007). A Contemporary city. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 317-324). New York, NY: Routledge.

Wright, F. L. (2007). Broadacre City: A New community plan. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 325-330). New York, NY: Routledge.

Mingle, K. and Bajema, C. (2018). 99% Invisible- Episode 296. Bijlmer (City of the Future, Part 1). Available at <https://99percentinvisible.org/episode/bijlmer-city-future-part-1/>.

*******FIRST REACTION PAPER TOPIC ASSIGNED*******

Feb. 3 URBAN RENEWAL and NEW YORK'S ROBERT MOSES

Caro, R. (1974). *The Power Broker: Robert Moses and the fall of New York* (pp. 5-21). New York, NY: Knopf.

Teaford, J. (2000). Urban renewal and its aftermath. *Housing Policy Debate*, 11(2), 443-465. **Read ONLY 443-465 for today.**

Feb. 8 JANE JACOBS and REACTIONS TO RENEWAL

Jacobs, J. (1961). *The Death and life of great American cities* (pp. 3-15). New York, NY: Random House.

Jacobs, J. (2007). The uses of sidewalks: Safety. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 114-118). New York, NY: Routledge.

Slate. (2016). *Placemakers- Episode 2. The Cheerful Hurly-Burly* (Jane Jacobs). Available at <https://smartgrowth.org/placemakers-podcast-episode-two-cheerful-hurly-burly-jane-jacobs/>.

Powell, M. (2007, May 6). A Tale of two cities. *The New York Times*, p. 1N.

Lopate, P. (2007, February 11). Urban tactics: A town revived, a villain redeemed. *The New York Times*, section 3N.

*****FIRST REACTION PAPER DUE*****

MODULE 2: PLANNING AS A WICKED PROBLEM

Feb. 10 PLANNING AS A “WICKED PROBLEM”

Rittel, H. and Webber, M. (1973). Dilemmas in general theory of planning. *Political Science*, 4: 155-169.

*****SECOND REACTION PAPER TOPIC ASSIGNED*****

Feb. 15 MARGINALIZATION IN AMERICAN CITIES I

Mills, C. (1997). *The Racial Contract* (pp. 41-53). Ithaca, NY: Cornell University Press.

Du Bois, W. E. B. (2007). The Negro problems of Philadelphia: The Question of earning a living, and color prejudice. In R. LeGates and F. Stout (Eds.), *The City Reader* (pp. 119-125). New York, NY: Routledge.

Irazabal, Clara and Fahart, Ramzi (2008). Latino Communities in the United States: Placemaking in the Pre-World War II, Postwar and Contemporary City. *Journal of Planning Literature* 22: 207-228.

Lung-Amam, Willow. (2013). That “Monster House” is My Home: The Social and Cultural Politics of Design Reviews and Regulations. *Journal of Urban Design* 18, 2: 220-241.

Visit Microaggressions website at <http://www.microaggressions.com/>

Feb. 17 MARGINALIZATION IN AMERICAN CITIES II

Hayden, D. (1980). What would a Non-Sexist City be like? Speculations on Housing, Urban Design, and Human Work. *Signs* 5 (3): S170-S187.

Shaefer, L. H., Mattingly, M., and Edin, K. (2018). *Poverty*. The State of the Union. The Stanford Center on Poverty and Inequality.

Fenster, T. 2005. Right to the Gendered City. *Journal of Gender Studies* 14(3): 217-31.

Feb. 22 TRANSPORTATION & URBAN SPRAWL

Cervero, R. (2004). Transit and the metropolis: Finding harmony. In S. Wheeler and T. Beatley (Eds.). *The Sustainable Urban Development Reader* (pg. 89-96). London, UK: Routledge.

Newman, P. and Kenworthy, J. (2004). Traffic calming. In S. Wheeler and T. Beatley (Eds.). *The Sustainable Urban Development Reader* (pg. 97-103). London, UK: Routledge.

Pucher, J., Komanoff, C. and Shimek, P. (2004). Bicycling renaissance in North America. In S. Wheeler and T. Beatley (Eds.). *The Sustainable Urban Development Reader* (pg. 104-110). London, UK: Routledge.

*******SEMESTER PROJECT- DRAFT HISTORICAL DEVELOPMENT DUE*******

Feb. 24 POSTWAR AMERICAN CITIES and ECONOMIC DEVELOPMENT

Glasmeier, A. K. 2000. "Economic Geography in Practice: Local Economic Development Policy." In *The Oxford Handbook of Economic Geography*, edited by G. L. Clark, M. P. Feldman, and M. S. Gertler, pp. 559-79. Oxford, UK: Oxford University Press. **pp. 559-568 required; 568-575 optional.**

Liu, A. (2016). *Remaking Economic Development: The Markets and Civics of Continuous Growth and Prosperity*. Brookings Institution.

Irwin, N. (Sept 3, 2017). To understand rising inequality, consider the janitors at two top companies, then and now. *New York Times*.

Mar. 1 HOUSING POLICY

Fishman, R. (2000). The American metropolis at century's end: Past and future influences. *Housing Policy Debate*, 11(1), 199-213.

Hayden, D. (2006). Building the American way: Public subsidy, private space. In B. Nicolaidis and A. Wiese (Eds.). *The Suburb Reader* (pp. 273-281). New York, NY: Routledge.

Mar. 3 ENVIRONMENTAL HEALTH IMPACTS OF DEVELOPMENT

Frumkin, H., Frank, L., and Jackson, R. (2004). *Urban sprawl and public health: Designing, planning, and building for healthy communities* (pp. 65-89; 123-135). Washington DC: Island Press.

*******SECOND REACTION PAPER DUE*******

Mar. 8 URBAN DESIGN AND THE FORTIFICATION OF SPACE

Clay, G. "Epitome Districts." In *Close-Up: How to Read the American City*. Chicago, IL: University of Chicago Press, 1980, pp. 38-65. ISBN: 0226109453.

Davis, M. (1992). Fortress Los Angeles: The Militarization of Urban Space. *Variations on a Theme Park: The New American City and the End of Public Space*. Michael Sorkin (ed). New York, NY: Noonday.

Mars, R. and Green, C. (2017). 99% Invisible- Episode 279. *The Containment Plan*. Available at <https://99percentinvisible.org/episode/the-containment-plan/>

Folder of Bikeability and Walkability Assessments

*******THIRD REACTION PAPER ASSIGNED*******

MODULE 3: PLANNING AS ARGUMENTATION

Mar. 10 PLANNING AS ARGUMENTATION

Goldstein, Harvey. 1984. "Planning as Argumentation," Environment and Planning B: Planning and Design, Vol. 11, pp. 297-312.

Mar. 22 SUSTAINABILITY

Campbell, S. (1996). Green cities, growing cities, just cities? *Journal of the American Planning Association*, 62(3): 296.

How to Save a Planet. (Feb. 4, 2021). The Tribe that's Moving Earth (and Water) to Solve the Climate Crisis. Available at <https://gimletmedia.com/shows/howtosaveaplanet/5whko6o/the-tribe-thats-moving-earth-and-water>

******* SEMESTER PROJECT- DRAFT OF CURRENT PLANNING CONTEXT*******

Mar. 24 HOUSING CRISIS

Blumberg, A., Davidson, A., and Planet Money. (2008). This American Life Episode 355. *The Giant Pool of Money*. Available at <https://www.thisamericanlife.org/355/the-giant-pool-of-money>.

North Carolina Housing Coalition. (2009). Ch 1: What is Affordable Housing. In *Affordable Housing Primer*. Downloaded January 7, 2015 from <http://www.nchousing.org/research-data/affordable-housing-primer/affordable-housing-primer>.

Mar. 29 REGIONAL PLANNING, TRANSPORTATION, AND SMART GROWTH

Ye, L., Mandpe, S., and Meyer, P. (2005). What is "Smart Growth?" –Really?, *Journal of Planning Literature*, 19:3, 301-315.

Baum, H. (2004). Smart Growth and School Reform What if We Talked about Race and Took Community Seriously?, *Journal of the American Planning Association*, 70:1, 14-26.

Review Smart Growth America – www.smartgrowthamerica.org

Mar. 31 ENVIRONMENTAL JUSTICE

Arnold, Craig A. 2007. "Chapter 2: Environmental Justice and Land Use," pp. 11-29, in Fair and Healthy Land Use: Environmental Justice and Planning, Chicago, Planning Advisory Service #549/550: American Planning Association.

Newkirk, V. (Jan 16, 2016). "Fighting Environmental Racism in North Carolina." *The New Yorker*. Retrieved from <https://www.newyorker.com/news/news-desk/fighting-environmental-racism-in-north-carolina>.

Mock, B. (Oct 5, 2018). "North Carolina's environmental history is littered with racial injustice". *Pacific Standard*. Retrieved from <https://psmag.com/social-justice/environmental-racism-in-north-carolina>.

Apr. 5 ECONOMIC GLOBALIZATION

Scott, Allen J. 2001. "Globalization and the Rise of City-Regions". *European Planning Studies* 9(7). p. 813-826.

Varian, Hal. (2007). "An iPod Has Global Value. Ask the (Many) Countries That Make It". *New York Times*. Published June 28, 2007. <http://people.ischool.berkeley.edu/~hal/people/hal/NYTimes/2007-06-28.html>

Duhigg, Charles and Keith Bradsher. (2012). "How the U.S. Lost Out on iPhone Work". *New York Times*. Published January 21,

2012. <http://www.nytimes.com/2012/01/22/business/apple-america-and-a-squeezed-middle-class.html>

Streitfield, David. (2012). "As Boom Lures App Creators, Tough Part Is Making a Living". *New York Times*. Published November 17, 2012. <http://www.nytimes.com/2012/11/18/business/as-boom-lures-app-creators-tough-part-is-making-a-living.html?hp>

Segal, David. (2012). "Apple's Retail Army, Long on Loyalty but Short on Pay". Published June 23, 2012. <http://www.nytimes.com/2012/06/24/business/apple-store-workers-loyal-but-short-on-pay.html>

******* SEMESTER PROJECT- DRAFT OF RECOMMENDATION STATEMENT *******

Apr. 7 CLIMATE CHANGE AND HAZARD MITIGATION

The National Academies. (2008.) Understanding and responding to climate change. Washington DC: National Academies.

Apr. 12 RESILIENCE

Whyte, K. (Forthcoming). "Way Beyond the Lifeboat: An Indigenous Allegory of Climate Justice" In *Climate Futures: Reimagining Global Climate Justice* (University of California Press), edited by Debashish Munshi, Kum-Kum Bhavnani, John Foran, and Priya Kurian.

*******THIRD REACTION PAPER DUE*******

Apr. 19 GROUP PRESENTATIONS

Apr. 21 GROUP PRESENTATIONS

Apr. 26 GROUP PRESENTATIONS & FINAL PAPERS DUE

Friday, April 29, 2021 at 12:00PM