

DEPARTMENT OF CITY AND REGIONAL PLANNING

University of North Carolina at Chapel Hill

PLAN 714: Urban Spatial Structure

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Fall 2023
Lecture: 9:05 – 10:20 M + W (Dey Hall 305)
Recitation: 4:00 – 5:00 M (Carolina Hall 220)

Course site: <https://go.unc.edu/PLAN714>
Course question site:
<https://pollev.com/bendor>

Course Description: This is a survey course that will provide planning students a foundational understanding of what city and regional planning is all about. Over the course of the semester, we will introduce (nearly) all major areas within planning and will introduce the primary theories, models, and methodological approaches that planners use to explain the function and structure of urban areas.

PLAN 714 is organized in two parts. The first covers the history of urbanization, from early origins to contemporary urban structure, patterns, and policies. The second part – the large majority of the course – covers a wide variety of functional topics within planning. The topics covered in this course are essential for understanding the forces that have shaped the development of modern metropolitan areas. They also constitute a basis for defining and understanding the role of planners. The focus of the course is primarily the United States, although we will also endeavor to focus attention on the challenges of urbanization in the developing world.

Course objectives. By the end of this course, students should be able to:

- Understand the major historical epochs in planning and the ways they attempted to shape the design and function of cities.
- Identify and assess the importance of major social, political, and economic forces that have shaped urban spatial development of cities in the U.S. and elsewhere.
- Formulate and evaluate current policy and planning challenges affecting U.S. urban areas.
- Understand descriptive and prescriptive approaches for examining urban form and function.
- Have a broad understanding of planning issues outside a student's specialization area.
- Formulate questions for in-depth exploration in subsequent courses and research.

What is this syllabus? This document is many things: 1) It is a planning document, so you can plan your time commitment for reading and assignments. 2) It is a roadmap through the class that aims to give you bearings for each class. 3) It is also a contract of sorts, telling you the level of effort that I intend to put into course as a teacher, as well as the level of effort that I expect from you as a student.

Class format and readings. The course is organized around two weekly lectures, class discussions, and skill building and discussion-focused recitations. Although the course is large, participation and discussion is expected and required. All required readings are available on the course website on Canvas. Students must complete the readings for a given session before coming to class on that day.

Recitations. Recitations related to class and reading discussions will be scheduled on a regular basis. Recitation periods will consist of critical thinking and discussions from class, as well as tutorials and homework discussion.

How can you do well in this class? To do well in this course, I expect you to 1) spend significant time and effort working with your group on a semester-long project, 2) spend time working through the reading material in advance of class, 2) attend class and participate. Working with a group requires careful scheduling, planning, and division of work and responsibilities; these are all important skills to learn during your time at UNC.

Time Commitment. In this course, you should expect to spend at least 3 hours outside of class for each hour you spend in class. This amounts to at least 7-8 hours per week outside of class. It is likely, however, that during some weeks, this course will require much more time, and in other weeks, it will require much less time.

What is participation? Participation means that you are actively listening and engaging in classroom discussions, as well as engaging the class with your own questions, whether you bring them in class or through the question website for PLAN 714: <https://pollev.com/bendor> (your name is not public when you submit!). Please contact the instructor or TA if you have any questions, problems with the readings or the course, or any other issues that you wish to discuss. Students in this class are encouraged to speak up and participate during class meetings.

Because the class will represent a diversity of individual beliefs, backgrounds, and experiences, every member of this class needs to show respect for every other member. I value the perspectives of individuals from all backgrounds reflecting the diversity of our students. I broadly define diversity to include race, gender identity, national origin, ethnicity, religion, social class, age, sexual orientation, political background, and physical and learning ability. I strive to make this classroom an inclusive space for all students. Please let me know if there is anything I can do to improve – I appreciate suggestions!

There is a lot of reading. How do I get through it all? The most important thing to do is planning your time. Some tips:

- If you don't have one, get a calendar! Put all due dates and special class activities (e.g., field trips) on your calendar.
- There are lots of resources for time management available, here is a good one: <https://students.dartmouth.edu/academic-skills/learning-resources/time-management>
- Everyone reads articles differently, you need to figure out how you can effectively read a large volume of material and come away with the main ideas and key points. “Some books should be tasted, some devoured, but only a few should be chewed and digested thoroughly.” – Sir Francis Bacon. Skimming is your friend and an important strategy to keep up with the readings. However, when you see important points, slow down and digest thoroughly.
- Write down questions as you read! Submit those questions to the course's poll: <https://pollev.com/bendor>. Asking questions is an important part of participating in your own learning process.

Bloom's Taxonomy considers educational learning based on different levels of complexity and specificity. Our goal is to climb this mountain, where the peak involves creating new knowledge, while synthesizing concepts and information that you have acquired in this class.



Course grading. Students are expected to attend and participate during class meetings. Beyond the weekly reading, the coursework consists of three group assignments and a final exam. The group assignments are a critical part of the course (comprising 60% of your overall grade) and will require you to draw upon and analyze a wide variety of planning datasets. You will be assigned to one group for the entire semester and all team members are expected to pull their own weight and contribute to the group in a positive manner. As such 5% of your grade will be based on the feedback given to the instructor by your peers. A final exam will be given during the final exam week, and is **tentatively** scheduled for December 12th.

Group assignment 1	Introducing your city (Due 9/20)	20%
Group assignment 2	Disparities in your city (Due 10/25)	20%
Group assignment 3	Reforming your city (Due 12/6)	20%
GIS tutorial		5%
Peer assessment		5%
Class participation		10%
Final Exam	12/12 (tentatively)	20%
Total		100%

Please note that specific individuals will be responsible for different sections of some of the group assignments and will be therefore be graded individually.

Grades for the course will be assigned as follows:

100-90	89-75	74-60	59-0
H	P	L	F

*In fairness to all students, **no late assignments will be accepted** without a written medical excuse from your doctor and a proposed new deadline. Please schedule your travel plans and other commitments accordingly with the course due dates and activities.*

Other academic business. IF YOU HAVE A MEDICAL EMERGENCY, PLEASE INFORM THE INSTRUCTOR AS SOON AS POSSIBLE. Grades of incomplete may be given in the event of a medical or another emergency. In these cases, a written application for an incomplete on any assignment must state the reasons for the request and propose a new deadline.

Resources. Our purpose as professors is to help you to excel in this learning environment. Should you need further assistance beyond the help of the professor, please consult the following on-campus resources:

- The Writing Center: <http://writingcenter.unc.edu>
- The Learning Center: <http://learningcenter.unc.edu>
- The Learning Center resources for students with learning disabilities (LD) and/or attention-deficit/hyperactivity disorder (ADHD): <https://learningcenter.unc.edu/services/ldadhd-services/>
- Counseling and Psychological Services (CAPS; <https://caps.unc.edu/>) is strongly committed to addressing the mental health needs of a diverse student body through timely access to consultation and connection to clinically appropriate services.
- Campus health services: <http://campushealth.unc.edu>

The University's Honor Code is in effect. The University of North Carolina at Chapel Hill has had a student-administered honor systems and judicial system for over 100 years. The Honor Code represents UNC-Chapel Hill students' commitment to maintain an environment in which all students respect one another and are able to attain their educational goals. As a student at Carolina, you are entering a community in which integrity matters – integrity in the work you submit, and integrity in the manner in which you treat your fellow Carolina community members. Because academic honesty and trustworthiness are important to professional planning, this is a significant University and Departmental tradition. Your attention is called to the Instrument of Student Judicial Governance for policies and procedures pertaining to the honor system.

The UNC honor Code states: “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.”

To meet this standard in this course, note the following: in written work, all ideas (as well as data or other information) that are not your own must be cited (including unpublished work). Discussion of assignments with peers outside your groups is strongly encouraged, but your work must be your own. We are committed to treating Honor Code violations seriously and urge all students to become familiar with its terms set out at <https://studentconduct.unc.edu/>. If you have questions, it is your responsibility to ask the professor about the Code’s application. Please consult with the instructor if you are uncertain about your responsibilities under that code with respect to this course.

The University of North Carolina at 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 barriers to fully accessing University courses, programs and activities. Accommodations are determined through the Office of Accessibility Resources and Service (ARS) for individuals with documented qualifying disabilities in accordance with applicable state and federal laws. See the ARS Website for contact information: <https://ars.unc.edu> or email ars@unc.edu.

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. Reports can be made online to the EOC at <https://eoc.unc.edu/report-an-incident/>. Please contact the University’s Title IX Coordinator (titleixcoordinator@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 <https://safe.unc.edu/>.

Class schedule at a glance

Date	Day	Recitation (Y/N)	Topic
Aug 21	M	N	1. Introduction, course overview, and defining the city
Aug 23	W		2. Origin and history of world cities
Aug 28	M	Y	3. History of US cities
Aug 30	W		4. Planning history I (pre-WWI)
Sep 4	M	N	NO CLASS (LABOR DAY)
Sep 6	W		5. Planning history II (Interwar) – Guest talk by Prof. Andrew Whittemore
Sep 11	M	Y	6. Planning history III (1945-1980s)
Sep 13	W		7. Big picture – plans, scale, process
Sep 18	M	Y	8. Presentations on assignment # 1 (Groups 1-5)
Sep 20	W		9. Presentations on assignment # 1 (6-10) ASSIGN 0 (GIS) AND 1 DUE
Sep 25	M	N	NO CLASS (WELL-BEING DAY)
Sep 27	W		10. Land use I
Oct 2	M	N	11. Land use II
Oct 4	W		12. Transportation
Oct 9	M	N	13. Infrastructure
Oct. 11	W		14. Natural resources and environment I
Oct 16	M	Y	15. Natural resources and environment II – Guest talk by Chris Samoray
Oct 18	W		16. Climate change – Guest talk by Chris Samoray
Oct 23	M	Y	17. Presentations on assignment # 2 (Groups 6-10)
Oct 25	W		18. Presentations on assignment # 2 (1-5) ASSIGN 2 DUE
Oct 30	M	N	19. Parks and recreation
Nov 1	W		20. Economic development
Nov 6	M	N	21. Community development
Nov 8	W		22. Housing
Nov 13	M	N	23. Urban design – Guest talk by Prof. Andrew Whittemore
Nov 15	W		24. Historic preservation
Nov 20	M	Y	25. Public health
Nov 22	W		NO CLASS (THANKSGIVING BREAK)
Nov 27	M	Y	26. Presentations on assignment # 3 Groups [odd]
Nov 29	W		27. Presentations on assignment # 3 Panel [even]
Dec 4	M	Y	28. Rural and small town planning
Dec 6	W		29. Class wrap up and final exam review ASSIGN 3 DUE
Dec 12			Final exam (3 hours)

Course outline and readings

1. Introduction, course overview, and defining the city (8/21)

GIS Tutorial (“Assignment 0”): On your own, please complete the Linked-In Learning virtual course, “Learning QGIS” (Gordon Lockett; dated October 2019) at <http://linkedin.unc.edu/>. This course augments the GIS sessions of PLAN 590 and consists of 12 modules scheduled to take approximately 3 hours. Upon completion, you will receive a PDF certificate that you can submit via Canvas Assignments (due: Sept 20th). We will also work through some GIS examples in the recitation section. If you have already completed this certificate, then please submit it; you are not required to re-do it (although it may help to refresh).

Additionally, if you have not had previous GIS training, please enroll in the Linked-In Learning course “ArcGIS Pro Essential Training,” which consists of 10 modules scheduled to take approximately 3.5 hours. If you need even more basic training (i.e., you have never been exposed to GIS at all), you should also complete the “Foundations of Geographic Information Systems (GIS)” course (1 hour).

Part I: The history of cities and planning

2. Origin and history of world cities (8/23)

Scott, James C. 2017. *Against the Grain*. New Haven: Yale University Press. Chapters 3, 4, and 5 pp. 93-182.

3. History of US cities (8/28)

Blackmar, Elizabeth. 1989. *Manhattan for rent, 1785-1850*. Ithaca, NY: Cornell University Press. Excerpt from Chapter 2 “The Formation of the Urban Tenancy” and Chapter 3 “Unlike Republican Simplicity” pgs. 51-108
Cronon, William. 1991. *Nature’s Metropolis*. New York: Norton. Excerpt from Chapter 3, “Pricing the Future: Grain”, pgs. 97-132.

4. Planning History I (Pre-WWI) (8/30)

Schultz, Stanley K. 1989. *Constructing urban culture : American cities and city planning, 1800-1920*. Philadelphia, PA: Temple University Press, Chapter 3 “The Legal Landscape”, pgs. 35-57
Cronon, William. 2003. *Changes in the Land: Indians, Colonists, and the Ecology of New England*. New York: Hill and Wang. Chapters 3 and 4, pgs. 34-81.
Foglesong, Richard E. 1986. *Planning the Capitalist City: the colonial era to the 1920s*. Princeton, New Jersey: Princeton University Press, Chapter 3 “Early Housing Reform”, pgs. 56-88
APA planning history timeline: <https://planning.org/timeline/>

Additional reading:

Tonni Oberly and Jason Reece. 2023. Planning History from the Lions’ Perspective: Reclaiming Black Agency in Planning History. *Journal of the American Planning Association*. DOI: [10.1080/01944363.2022.2124188](https://doi.org/10.1080/01944363.2022.2124188) (“A black counter-narrative to dominant planning histories”)

NO CLASS (LABOR DAY) (9/4)

5. Planning History II (Interwar period) – Guest talk by Prof. Andrew Whittemore (9/6)

Boyer, M. Christine. 1983. *Dreaming the Rational City: the myth of American city planning*. Cambridge, MA: MIT Press. Chapter 7 “Zoning and the Single Family Home”, pgs. 139-170.
Glotzer, Paige. 2020. *How the Suburbs were Segregated*. New York: Columbia University Press. Chapter 5 “Policies”, pgs. 148-182

6. Planning history III (1945-1980s) (9/11)

Hall, Peter. 2014. *Cities of Tomorrow*. Walden, MA: Wiley Blackwell. Chapter 9 “The City on the Highway”, pgs. 325-384.

Rast, Joel. 2019. *The Origins of the Dual City: Housing, Race, and Redevelopment in Twentieth-Century Chicago*. Chicago: University of Chicago Press. Chapter 6 “The Attack on the Slums”, pgs. 152-190

Part II: Functional topics in city and regional planning

7. Planning’s big picture – plans, scale, process (9/13)

Skim (104 pages!) to get a feel for planning’s 1) breadth, 2) interdisciplinarity, and 3) need to approach cities and

regions as systems of systems: Rocky Piro, Robert Leiter, and Sharon Rooney. 2017. *Emerging Trends in Regional Planning*. Chicago, IL: American Planning Association. PAS Report 586
David Morley. 2014. *The Local Comprehensive Plan*. Chicago, IL: American Planning Association. PAS Quicknotes 52.

Additional reading:

Key document in APA's "Sustaining Places" initiative: David Godschalk and William Anderson. 2012. *Sustaining Places: The Role of the Comprehensive Plan*. Chicago, IL: American Planning Association. PAS Report 567.

8. In-Class Presentations (9/18)

9. In-Class Presentations (9/20)

NO CLASS (WELL-BEING DAY) (9/25)

10. Land use I (9/27)

Tom Daniels and Katherine Daniels. 2003. *The Environmental Planning Handbook for Sustainable Communities and Regions*. APA Planners Press: Chicago. Chapter. I "Taking Stock of the Local Environment and Creating an Environmental Action Plan," pp. 11-36.

APA. 2022. *APA Equity in Zoning Policy Guide*. Chicago, IL: American Planning Association.

Additional reading:

Pendall, Rolf, Lydia Lo, and Jake Wegmann. 2022. Shifts toward the extremes: Zoning change in major US metropolitan areas from 2003 to 2019. *Journal of the American Planning Association* 88(1): 55-66.

11. Land use II (10/2)

Terry Moore, Paul Thorsnes, Bruce Appleyard. 2007. *The Transportation/Land Use Connection: Revised Edition*. PAS Report 546/547. Chicago, IL: American Planning Association.

Patrick Sisson. 2023. What Is Zoning Reform and Why Do We Need It? *Planning Magazine* (Winter 2023).

Additional reading:

Craig Arnold. 2007. *Fair and Healthy Land Use: Environmental Justice and Planning*. PAS Report 549/550. Chicago, IL: American Planning Association

12. Transportation (10/4)

Jeannine Godwin. 2023. *Planning Accessible Communities*. Planning Advisory Service Memo 117. Chicago, IL: American Planning Association.

APA. 2019. *APA Surface Transportation Policy Guide*. Chicago, IL: American Planning Association.

Check out a video lecture (2012) by Peter Norton (UVA) on his book, *Fighting Traffic: The Dawn of the Motor Age in the American City*: <https://www.youtube.com/watch?v=Zjd7PBTPFuU>

Additional reading:

Barbara McCann and Suzanne Rynne. 2010. *Complete Streets: Best Policy and Implementation Practices*. PAS Report 559.

Marlon Boarnet. 2009. *Transportation Infrastructure: The Challenges of Rebuilding America*. PAS Report 557.

Muller, P. O. 2004. Transportation and urban form: Stages in the spatial evolution of the American metropolis. In *The Geography of Urban Transportation*, edited by S. Hanson and G. Giuliano, pp. 59-85. New York: Guilford.

Brown, J. R.; Morris, E. A.; and Taylor, B. D. 2009. Planning for Cars in Cities: Planners, Engineers, and Freeways in the 20th Century. *Journal of the American Planning Association*, 75(2): 161-177

13. Infrastructure (10/9)

Joseph DeAngelis, Haley Briel, and Michael Lauer. 2019. *Planning for Infrastructure Resilience*. PAS Report 596. Chicago, IL: American Planning Association.

NOAA Office of Coastal Management: <https://coast.noaa.gov/states/fast-facts/natural-infrastructure.html>

Additional reading:

BenDor, Todd K., Vivek Shandas, Brian Miles, Kenneth Belt, and Lydia Olander. 2018. Ecosystem Services and U.S. Stormwater Management: Ecosystem services and U.S. stormwater planning: An approach for improving urban stormwater decisions. *Environmental Science and Policy* 88: 92-103

Steve Wright. 2021. Why Planning Education Should Embrace Universal Design. *Planning Magazine*, Spring 2011. Chicago, IL: American Planning Association.

14. Natural resources and environment I (10/11)

Tom Schueler. 2000. *The Economics of Watershed Protection*. Watershed Protection Techniques. 2(4): 469-481.

Additional reading:

David Rouse and Ignacio Bunster-Ossa. 2013. *Green Infrastructure: A Landscape Approach*. PAS Report 571

Suzanne Zakowski and Kevin Fletcher. 2011. Using Metrics to Drive Community Sustainability Efforts. PAS Memo — May/June 2011. Chicago, IL: American Planning Association.

15. Natural resources and environment II – Guest talk by Chris Samoray (10/16)

APA. 2020. *APA Hazard Mitigation Policy Guide*. Chicago, IL: American Planning Association.

James Schwab. 2010. *Hazard Mitigation: Integrating Best Practices into Planning*. PAS Report 560. Chicago, IL: American Planning Association

16. Climate change – Guest talk by Chris Samoray (10/18)

Some basics about climate change: CLiSAP. 2014. *Why weather isn't the same as climate: Ten climate researchers report*. Hamburg, Germany: Universität Hamburg Cluster of Excellence Integrated Climate System Analysis and Prediction (CLiSAP)

Patrick Condon. 2008. Planning for Climate Change. *Land Lines*, January, 2008: Pgs. 2-7. Cambridge, MA: Lincoln Institute of Land Policy.

Reid Ewing, Keith Bartholomew, Steve Winkelman, Jerry Walters, and Don Chen. 2007. *Growing Cooler: The Evidence on Urban Development and Climate Change*. Washington, DC: Urban Land Institute. Overview, pgs. 1-16.

Additional reading:

OTGMP. 2010. *Cool Planning: A Handbook on Local Strategies to Slow Climate Change*. Salem, Oregon: Oregon Transportation and Growth Management Program.

17. In-Class Presentations (10/23)

18. In-Class Presentations (10/25)

19. Parks and recreation (10/30)

Megan Lewis. 2008. From Recreation to Re-creation: New Directions in Parks and Open Space System Planning. Chicago, IL: American Planning Association. PAS Report 551.

Additional reading:

David Barth. 2016. *Alternatives for Determining Parks and Recreation Level of Service*. Planning Advisory Service Memo (May-June 2016). Chicago, IL: American Planning Association.

20. Economic development (11/1)

Terry Moore, Stuart Meck, and James Ebenhoh. 2006. *An Economic Development Toolbox: Strategies and Methods*. PAS Report 541. Chicago, IL: American Planning Association

Nancey Green Leigh, FAICP, Nathanael Hoelzel, Benjamin Kraft, Christopher Dempwolf. 2014. *Sustainable Urban Industrial Development*. PAS Report 577. Chicago, IL: American Planning Association

Additional reading:

Luis Núñez. *Advancing the Economic Development Element in Comprehensive Plans*. Planning Advisory Service, January-February 2017. Chicago, IL: American Planning Association.

21. Community development (11/6)

David Morley. 2016. *Neighborhood Planning*. Chicago, IL: American Planning Association. PAS Quicknotes 62. Urban Land Institute. 2005. *ULI Community Catalyst Report Number 1: Involving the Community in Neighborhood Planning*. Washington, DC: ULI—the Urban Land Institute.

APA Policy Guide on Neighborhood Collaborative Planning 1998:

<https://www.planning.org/policy/guides/adopted/neighborhoodcollaborative.htm>

APA Policy Guide on Public Redevelopment 2004:

<https://www.planning.org/policy/guides/adopted/redevelopment.htm>

22. Housing (11/8)

Jackson, Kenneth T. 1985. *Crabgrass Frontier: The Suburbanization of the United States*. New York, NY: Oxford University Press. "Federal Subsidy and the Suburban Dream," Chapter 11: pgs. 190-218.

Chapter 3: Stuart Meck, Rebecca Retzlaff, and James Schwab. 2003. *Regional Approaches to Affordable Housing*. Planning Advisory Service Report 513/514. Chicago, IL: American Planning Association
APA. 2019. *APA Housing Policy Guide*. Chicago, IL: American Planning Association
APA Policy guide on homelessness: <https://planning.org/policy/guides/adopted/homelessness.htm>
JAPA. 2012. Public Housing Timeline, 1933–1993. *Journal of the American Planning Association*, 78:4, 359.

Additional reading:

Gerritt Knaap, Stuart Meck, Terry Moore, and Robert Parker. 2007. *Zoning as a Barrier to Multifamily Housing Development*. Planning Advisory Service Report 548. Chicago, IL: American Planning Association

More on the history of housing:

Joseph Heathcott. 2012. The Strange Career of Public Housing. *Journal of the American Planning Association*, 78:4, 360-375.

Edward G. Goetz. 2012. The Transformation of Public Housing Policy, 1985–2011. *Journal of the American Planning Association*, 78:4, 452-463.

23. Urban design – Guest talk by Prof. Andrew Whittlemore (11/13)

Jacobs, Jane. 1961. *The Death and Life of Great American Cities*. New York: Vintage. Chapter 2 "The Uses of Sidewalk Safety," pgs. 29-73; Chapter 8 "The Need for Mixed Primary Uses," pgs.152-177; Chapter 9 "The Need for Small Blocks," pgs. 178-186.

Gehl, Jan. 2011. *Life Between Buildings*. Washington, DC: Island Press. Chapter 3 "To Assemble or Disperse", pgs. 81-112

24. Historic preservation (11/15)

Jennifer Minner. 2016. Revealing Synergies, Tensions, and Silences Between Preservation and Planning. *Journal of the American Planning Association* 82:2, 72-87.

APA Policy Guide on Historic and Cultural Resources 1997:

<https://www.planning.org/policy/guides/adopted/historic.htm>

David Morley. 2019. *Historic Preservation Planning*. PAS Quicknotes 83. Chicago, IL: American Planning Association.

APA Policy Guide on Public Redevelopment 2004:

<https://www.planning.org/policy/guides/adopted/redevelopment.htm>

25. Public health (11/20)

APA. 2017. *APA Healthy Communities Policy Guide*. Chicago, IL: American Planning Association.

Read Chapter 1, skim the rest: Marya Morris. 2006. *Integrating Planning and Public Health: Tools and Strategies to Create Healthy Places*. PAS Report 539/540. Chicago, IL: American Planning Association.

Additional reading:

APA. 2016. *Health Impact Assessment Toolkit for Planners*. Chicago, IL: American Planning Association.

Anna Ricklin, Michelle Madeley, Elizabeth Whitton, and Angelica Carey. 2016. *The State of Health Impact Assessment in Planning*. Chicago, IL: American Planning Association.

APA Build Environment and Health Knowledgebase: <https://www.planning.org/knowledgebase/builthealth/>

NO CLASS (THANKSGIVING BREAK) (11/22)

26. In-class presentations (11/27)

27. In-class presentations (11/19)

28. Rural and small town planning (12/4)

Anush Yousefian Hansen and David Hartley. 2015. *Promoting Active Living in Rural Communities*. San Diego, CA: Active Living Research and Robert Wood Johnson Foundation.

AARP. 2020. What Is a Rural Community?: <https://www.aarp.org/livable-communities/tool-kits-resources/info-2020/what-is-a-rural-community.html>

Jay Walljasper. 2019. Getting Rural America Back on Its Feet. *Planning Magazine*, Dec 2019. Chicago, IL: American Planning Association.

29. Class wrap up and final exam review (12/6)