

Urban Planning (URBN PL) M120 Introduction to Cities and Planning

Summer Session A

Room: Dodd Hall 78

Class Sessions: Tuesdays and Thursdays 8.30 - 10.35am

Instructor: Hao Ding

Office Hours: Tuesdays and Thursdays 11am-12pm

Office location: Public Affairs Building Suite 3320

COURSE DESCRIPTION

Over half (55%) of the global population lives in cities, and in the United States, that proportion is 83%. According to economist Edward Glaeser, cities are humanity's 'greatest invention'. Indeed, in the U.S., metropolitan regions cover less than 3% of the nation's land but generate roughly 90 percent of the country's total economic output. For many, cities represent concentrations of opportunities, resources, and people, yet cities are also plagued by many problems like pollution, congestion, and inequality. In this course, we will discuss what cities are, why they exist, how they have developed, and for people living in them – what opportunities they present, what challenges they pose, and as urban planners – how to respond to the challenges.

The lectures and readings will introduce you to the field of urban planning – its histories, theories, systems, and various fields of research and practice. Due to the limited time we have (six weeks), we will only have an overview of these topics as they each can be expanded into a course of its own and there are more topics that we cannot cover. The main coursework assignment, a policy memo, is designed to simulate a common task of a city planner: to identify problems that negatively impact people and businesses in their cities and propose planning interventions to address the problems. Thus, the policy memo assignment is not necessarily an assessment of your grasp of the lecture materials but a learning process in itself. We will spend a significant amount of in-class time to work on the policy memo.

WEEKLY SCHEDULE

Week 1

Session 1 – Introduction to the course

Reading (no response due):

Hall, Peter. "Chapter 1: Cities of Imagination." In *Cities of tomorrow: An intellectual history of urban planning and design since 1880*. John Wiley & Sons, 2014. Available online at <https://learning.oreilly.com/library/view/cities-of-tomorrow/9781118456514/?ar=> (use your UCLA logon)

Session 2 – A brief history of planning

Reading (response to Hall's chapters 1 and 2 due before class):

Hall, Peter. "Chapter 2: The City of Dreadful Night." In *Cities of tomorrow: An intellectual history of urban planning and design since 1880*. John Wiley & Sons, 2014. Available online at <https://learning.oreilly.com/library/view/cities-of-tomorrow/9781118456514/?ar=> (use your UCLA logon)

In class activity:

- Policy memo:
 - Form groups of three to four for the policy memo
 - Select a neighborhood
 - Brainstorm about planning problems to focus on

Week 2

Session 3 – Cities: agglomeration economies and spatial structure

Readings (response due before class):

Glaeser, Edward L., and Matthew E. Kahn. 2004. "Sprawl and Urban Growth." In *Handbook of Regional and Urban Economics*, 4:2481–2527. Elsevier. [https://doi.org/10.1016/S1574-0080\(04\)80013-0](https://doi.org/10.1016/S1574-0080(04)80013-0).

Ewing, Reid. 1997. "Is Los Angeles-Style Sprawl Desirable?" *Journal of the American Planning Association* 63 (1): 107–126. <https://doi.org/10.1080/01944369708975728>.

Lee, Bumsoo. 2007. "'Edge' or 'Edgeless' Cities? Urban Spatial Structure in US Metropolitan Areas, 1980 to 2000." *Journal of Regional Science* 47 (3): 479–515. <https://doi.org/10.1111/j.1467-9787.2007.00517.x>.

In class activity:

- Reading discussion: is sprawl good or bad?

1st policy memo deliverable:

A short description of the selected neighborhood and identified planning problem for the policy memo; limit to 100 words; due on TBC.

Week 3

Session 4 – The planning system: governments, plans, and laws

Readings (no response due):

City of Los Angeles Zoning: <https://planning.lacity.org/zoning/overview>

City of Los Angeles General Plan: <https://planning.lacity.org/plans-policies/general-plan-overview>

Southern California Association of Governments (SCAG) Regional Transportation Plan/Sustainable Communities Strategy (RTP/SCS): <https://scag.ca.gov/read-plan-adopted-final-connect-social-2020>

In class activity:

- Policy memo:
 - a. Explore planning documents relevant to the neighborhood and planning problem chosen for the policy memo
 - b. Synthesize evidence collected thus far about the neighborhood and planning problem

Session 5 – Transportation

Readings (response due before class):

Levine, Jonathan, Joe Grengs, and Louis A. Merlin. 2019. "Introduction: the Accessibility Shift." In *From Mobility to Accessibility: Transforming Urban Transportation and Land-Use Planning*. Cornell University Press. 1-17. <https://muse.jhu.edu/pub/255/monograph/chapter/2525194>.

Blumenberg, Evelyn. 2004. "En-gendering Effective Planning: Spatial Mismatch, Low-Income Women, and Transportation Policy," *Journal of the American Planning Association*, 70(3): 269-281. <https://www.tandfonline.com/doi/abs/10.1080/01944360408976378>.

Taylor, D. Brian. (2002). Rethinking Traffic Congestion. *ACCESS Magazine*, 21(2). <https://www.accessmagazine.org/fall-2002/rethinking-traffic-congestion/>

In class activity:

- Reading discussion: what to do with congestion?

2nd policy memo deliverable:

Description and documentation of the identified planning problem; use tables and images, and limit to 300 words (excluding tables and images); due on TBC.

Week 4

Session 6 – Housing

Guest lecture: Racial residential segregation in the US

Pamela Stephen, PhD Candidate at UCLA Urban Planning

Readings (response due before class):

Dumont, Andrew. "Housing Affordability in the US: Trends by Geography, Tenure, and Household Income." (2019). <https://www.federalreserve.gov/econres/notes/feds-notes/housing-affordability-in-the-us-trends-by-geography-tenure-and-household-income-20190927.html>

Quigley, John M., and Steven Raphael. "Is housing unaffordable? Why isn't it more affordable?" *Journal of Economic Perspectives* 18, no. 1 (2004): 191-214.
<https://www.aeaweb.org/articles?id=10.1257/089533004773563494>.

Manville, Michael, Paavo Monkkonen, and Michael Lens. "It's time to end single-family zoning." *Journal of the American Planning Association* 86, no. 1 (2020): 106-112.
<https://doi.org/10.1080/01944363.2019.1651216>

Optional reading:

Ding, Hao, and Brian D. Taylor. "Traffic trumps all: examining the effect of traffic impact analyses on urban housing." *Journal of planning literature* 37, no. 1 (2022): 3-16.
<https://doi.org/10.1177/08854122211023467>.

In class activity:

Reading discussion: why isn't housing affordable? How to make housing more affordable?

Session 7 – Environmental policy and planning

Guest lecture: Climate change mitigation efforts in California

Dr. Bo Liu, National Renewable Energy Laboratory

Readings (response due before class):

Ramirez-Andreotta. (2019). Chapter 31: Environmental Justice. In *Environmental and Pollution Science*, 573-583. <https://doi.org/10.1016/B978-0-12-814719-1.00031-8>

Jenks, Mike, and Colin Jones. "Issues and concepts." In *Dimensions of the sustainable city*, pp. 1-19. Dordrecht: Springer Netherlands, 2009.

The history of the electric car: <https://www.energy.gov/articles/history-electric-car>

Optional:

L.A.'s Green New Deal. Sustainability Plan 2019. <https://plan.lamayor.org/>

In class activity:

- Policy memo:
 - Research about planning interventions that could address the identified planning problem
 - Propose 2-3 planning interventions to address the identified problem in your chosen neighborhood

3rd policy memo deliverable:

Proposal of planning interventions to address identified problem; make the case by citing successful examples of such interventions used elsewhere, and justify how they can be applied to your chosen neighborhood; limit to 400 words; due on July 23.

Week 5

Session 8 – Urban design

Guest lecture: Community-based urban design in Downtown Long Beach

Michael Bohn & Sinead Finnerty-Pyne, Studio One Eleven

Readings (response due before class):

Hall, Peter. "Chapter 4: The City in the Garden." In *Cities of tomorrow: An intellectual history of urban planning and design since 1880*. John Wiley & Sons, 2014. Available online at <https://learning.oreilly.com/library/view/cities-of-tomorrow/9781118456514/?ar=> (use your UCLA logon)

Audirac, Ivonne. "Old vs. New Urbanism." In Banerjee, Tridib, and Anastasia Loukaitou-Sideris. (2011). *Companion to Urban Design*. Routledge. pp. 510—525.

Optional:

Ding, Hao, and Anastasia Loukaitou-Sideris. "Racism by Design? Asian Immigration and the Adoption of Planning and Design Regulations in Three Los Angeles Suburbs." *Journal of the American Planning Association* (2022): 1-14. <https://doi.org/10.1080/01944363.2022.2058065>.

In class activity:

- Policy memo:
 - Work on presentation slides for final presentation in week 6
 - The presentation needs to briefly introduce the context of the chosen neighborhood, describe the identified problem, highlight the need to address the problem, present successful cases where the problem has been tackled, and propose 2-3 appropriate planning interventions for your neighborhood.

Session 9 – Equity and justice

Readings (response due before class):

Fainstein, Susan S. "The Just City." *International Journal of Urban Sciences* 18, no. 1 (January 2, 2014): 1-18. <https://doi.org/10.1080/12265934.2013.834643>.

Harvey, David. "The Right to the City." *International Journal of Urban and Regional Research* 27, no. 4 (December 1, 2003): 939–41. <https://doi.org/10.1111/j.0309-1317.2003.00492.x>.

Soja, Edward. 2009. "The City and Spatial Justice." *Justice Spatiale/Spatial Justice* 1 (1): 1–5. <https://www.jssj.org/wp-content/uploads/2012/12/JSSJ1-1en2.pdf>.

In class activity:

- Reading discussion: what is a just city?

4th policy memo deliverable:

A complete draft of the policy memo: this should contain the three components submitted before, but revised based on feedback; limit to 1000 words (again, excluding tables, images, and citations); due on July 30.

Week 6

Session 10 – Final presentation

Session 11 – Final presentation

Final policy memo due on August 6.

ASSESSMENT & GRADE

Your overall grade consists of the four components below:

Attendance	5%
Participation in in-class activities	10%
Reading responses	35%
Policy memo	50%

Grading scale:

A+	97 -100
A	93 – 96.9
A-	90 - 92.9
B+	87 - 89.9
B	83 - 86.9
B-	80 - 82.9
C+	77 - 79.9
C	73 - 76.9
C-	70 - 72.9
D	60 - 69.9
F	0 - 59.9

ASSIGNMENTS

Reading responses

For almost each session, there are 1-3 assigned readings. You are expected to complete them before each session, write short reading responses (100 - 150 words), and be prepared for class discussions. You are required to write seven responses throughout the course, they each account for 5% of your overall grade.

Policy memo

This is a group assignment exploring planning problems with respect to a neighborhood of your choice in the Los Angeles metropolitan region. In groups of three or four, you will write a policy memo to inform a hypothetical city council that governs your neighborhood about a planning

problem relevant to the neighborhood's residents, businesses, and/or visitors. You may consider planning problems related to the topics that will be discussed in lectures, including economic development, transportation, land use, housing, urban design, environment, or any other topics of planning that is beyond what this course may cover.

The policy memo needs to:

1. Briefly introduce the neighborhood:
 - You should describe its geography, socio-demographics, economic activities, environment, and any other contextual information related to the planning problem that you intend to investigate. Maps and tables are useful here. Much information can be obtained from city and sometimes neighborhood council websites, and demographic data can be obtained from the US Census.
2. Identify a planning problem that you think needs to be addressed:
 - You may do so by relying on your own observation and experience, scanning through local news and social media, and/or reviewing relevant city documents such as planning commission meeting minutes.
3. Document the problem – describing what it is, and support with data, images, and/or maps:
 - You may, if feasible, visit the neighborhood to obtain primary/first-hand data and evidence such as photographs;
 - You should reach out to local residents, businesses, community organizations, and neighborhood councils, either in person while you are visiting or virtually to understand how the identified planning problem has impacted the community.
4. Propose potential planning interventions and discuss their benefits and limitations:
 - The proposed interventions should be informed by planning literature or case studies; in other words, you need to research what has been done elsewhere to address the identified problem, and consider how those interventions may be adapted to address the problem in your neighborhood.

The policy memo should be written in a clear and succinct way and should be no more than 1000 words (excluding images, tables, citations, and footnotes/endnotes). The memo should present a strong and compelling argument that the identified problem has significant impacts and needs to be addressed, and that the proposed planning interventions are appropriate and will be effective. Groups will present their work during one of the last two classes to a hypothetical city council with community stakeholders present (the entire class) and respond to questions about their memos. After the presentations, groups should refine their memo and submit it by the end of the week.

You will be given time in class to work on the policy memo, and you need to produce deliverables according to schedule. The deliverables are essentially components of the policy memo – they are cumulative, and you receive feedback on them; you can then revise them based on the feedback to produce the final policy memo. Thus, the policy memo assignment requires work throughout the course: four deliverables scheduled for week 2,3,4, & 5, a final presentation during the last week, and a final policy memo due at the end of the last week. The four

deliverables each account for 5% of your overall grade, the final presentation 15%, and the final policy memo 15%.

Some formatting guidelines for the policy memo:

- minimum 12pt font size;
- 1" margins;
- use headings and sub-headings;
- title page should list name of all group members;
- make sure tables and images are legible;
- use Chicago citation style:

https://owl.purdue.edu/owl/research_and_citation/chicago_manual_17th_edition/cmos_formatting_and_style_guide/chicago_manual_of_style_17th_edition.html

ADDITIONAL INFORMATION AND CAMPUS RESOURCES

Academic Integrity. UCLA's policy about plagiarism is clear: the sources of all ideas, text, pictures, or graphics that are not your own must be fully cited, all passages copied from other sources must be in quotation marks with the source cited, and you absolutely cannot submit materials that have previously been submitted by other students in previous iterations of this course, even if you have re-worked this material for your submission. Being in this class constitutes an acknowledgment and willingness to abide by UCLA's academic integrity policies. Should you have any questions about these policies, visit:

<http://www.studentgroups.ucla.edu/dos/students/integrity/>.

Accommodations for Students with Disabilities: Students needing academic accommodations based on a disability should contact the Center for Accessible Education (CAE) at (310) 825-1501 or in person at Murphy Hall A255. When possible, students should contact the CAE within the first two weeks of the term as reasonable notice is needed to coordinate accommodations. For more information visit www.cae.ucla.edu.

Assault, Harassment, and Discrimination: Title IX prohibits gender discrimination, including sexual harassment, domestic and dating violence, sexual assault, and stalking. If you have experienced sexual harassment or sexual violence, you can receive confidential support and advocacy at the CARE Advocacy Office for Sexual and Gender-Based Violence, 1stFloor Wooden Center West, CAREadvocate@caps.ucla.edu, (310) 206-2465. In addition, Counseling and Psychological Services (CAPS) provides confidential counseling to all students and can be reached 24/7 at (310) 825-0768. You can also report sexual violence or sexual harassment directly to the University's Title IX Coordinator, 2241 Murphy Hall, titleix@conet.ucla.edu, (310) 206-3417. Reports to law enforcement can be made to UCPD at (310) 825-1491. Please note, I am legally required to share information of this nature with the Title IX office.

Writing assistance: As you know, *writing is difficult, especially in an academic setting*. I encourage you to give yourself time to review what you have read *and* written. UCLA also has some excellent writing resources available to you, including the Undergraduate Writing Center.

It offers UCLA undergraduates one-on-one sessions on their writing. You can make in-person appointments, walk-in appointments, or online sessions. <https://wp.ucla.edu/wc/>

Other Student Resources

UCLA's new Student Affairs Guidebook gathers key resources for graduate and undergraduate students related to living and learning during these tumultuous times: <https://www.studentaffairs.ucla.edu/guidebook>. Students can always consult the Student Care Managers program website for information about supportive services, including information about confidential one-on-one consultation: <http://www.studentincrisis.ucla.edu/Who-can-Help>.

Basic Needs/Food Resources: If you find yourself having difficulty accessing meals and/or groceries, go to this link for information on a variety of on- and off- campus resources available to students: www.basicneeds.ucla.edu/Hungry/Resource-List.

LGBTQIA Resources: The UCLA LGBT Campus Resource Center (www.lgbt.ucla.edu) provides a range of services supporting intersectional identity development as well as fostering unity, wellness, and an open, safe, and inclusive environment. UCLA also has a range of policies and services especially relevant to transgender students here: www.lgbt.ucla.edu/Trans-At-UCLA.

Mental Health: As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, depression, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student's ability to participate in daily activities. UC offers services to assist you with addressing these and other concerns you may be experiencing. If you or someone you know are suffering from any of the aforementioned conditions, consider utilizing the confidential mental health services available on campus. I encourage you to reach out to the Counseling Center for support (www.counseling.ucla.edu and 310-825-0768, available 24/7). An on-campus counselor or after-hours clinician is available 24/7.

Economic Crisis Response Team: The ECR Team provides support and guidance to students who are experiencing a financial crisis that impacts their academic success at UCLA. This is a completely discreet service. This team can offer assistance with emergency housing, emergency short term loan or grant, meal vouchers, and other support. Please visit <https://studentincrisis.ucla.edu/economic-crisis-response> to reach out to the ECRT. You can also reach them via email, phone, or the UCLA Message Center.