

## Course Syllabus

**Course: LAR 545.001: City Planning and Design: Building Great Communities**

**Credit hours: 3**

**Instructor: Daniel Howe**

**Contact information and office hours:** (E) dahowe@ncsu.edu (P) Office Hours: Individually arranged

**Regularly scheduled class meeting times:** (Th) 10:15-1:00

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**1. Course prerequisites, co-requisites or statement on enrollment restrictions. If none, state "none".**

None. Open to all non-majors

**2. Student learning outcomes for the course. Student learning outcomes in different sections of the same course should not differ significantly.**

By the end of the course, students will be able to:

Identify the historical context with which the professions of landscape architecture and city planning were created and evolved through the Twentieth Century, and know the key figures and movements in the professions over this time;

Explain the American philosophical, legal and procedural framework that governs the use of land in urban environments and the growth of cities, how it is changed and altered in growing urban areas;

Apply the concepts used by landscape architects and planners in developing physical solutions in public spaces that address not only aesthetic and functional, but broader social, legal, political and symbolic issues; and

Interpret how community design works, what tools are used, how development is governed, how the tools of land use planning are applied in the US and around the world, and how design professionals can navigate this world to have powerful impact on the future urban realm.

**3. All required textbook(s) and other instructional material, and the cost of each. For each required textbook, include the author, title, and date or edition. Statement on required expenses (e.g., museum admission fee, field trip costs, liability insurance), if applicable**

You will be required to read a variety of essays, articles, and books provided by the instructor. Students will be provided links to articles that will be located in Class Store or Moodle or on another web site accessible to all students. Additional references will be placed on Reserve in the Library.

Required readings:

**Hirt, Sonia A.** Zoned in the USA - The Origins and Implications of American Land-Use Regulation. 2015 Cornell University Press

**4. Course overview including at least the catalog description.**

This class provides understanding of the common genesis of landscape architecture and city planning and the ebbs and flows of the two parallel evolutionary paths in the Twentieth Century. The course examines the

tools of contemporary urban design and planning, and the shared and complementary skills of professionals of either discipline, and explores the common core and future of professional practice centered on the public realm.

**5. Course structure (such as group activities, lectures, discussion, labs, field trips, studio, etc.). Explain how the course will operate.**

This course will involve lectures and robust class discussion, individual analysis and response by each student to this subject matter in the form of well-written essays and /or individual projects and the integration of this knowledge into a group project to address design/planning issues in an urban location. Students will be expected to read one course text as well as other supplemental readings.

**6. Course schedule including the following (Note in the syllabus that the course schedule is subject to change with appropriate notification to students):**

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| Why do we plan?   | Week 1 | <b>In-class discussion:</b> Our town – what issues have arisen in the place where you live? What roles have LA’s played (if any)? Can you see yourself in a design role in the planning profession? Public interest vs. private property rights. Olmsted – why is he relevant? The difference between designed cities and organic cities and how planners respond to challenges in each. The difference between planning education and landscape architecture education. City planning across the world – compare and contrast with US system. How do we affect growth in cities? Why do we even care about all this? |
| City planning evolution in the last century – intro to tools of planning  | Week 2 | <b>In-class discussion:</b> How are cities different in 2020 from Lewis Mumford’s world in 1937? What issues are the same? What are different? Why did all this craziness evolve? What do some of the terms mean (zoning, comprehensive planning, entitlements, urban design, etc.)? How are cities social and cultural icons in addition to physical places?   |
| The independent history of city design and garden design. The emerging profession in the late 19 <sup>th</sup> and early 20 <sup>th</sup> centuries | Week 3 | <b>In-class discussion:</b> The historic underpinnings of planned human settlements across the world. The American experience – Jefferson, colonial cities, the Agrarian Ideal. The English Landscape and its influence on America. What brings city planning and garden design closer together? What is Olmsted’s experience and how does it affect his life? Why was Olmsted right for his time? The importance of Central Park – the development of a profession, the influence of the Industrial Revolution on the need for planning.   |
| Emergence of zoning. Mid-century planning and landscape architecture.   | Week 4 | <b>In-class discussion:</b> The Progressive era. The emergence of zoning as a land use tool. The Depression and public works planning. The influence of modernism in the postwar landscape of city planning. Le Corbusier, the Bauhaus, Urban Renewal. Post-war suburbanization and its causes, and effects. Kevin Lynch and mid-century planning theorists.  |
| Environmentalism, Land Art, New Urbanism to Landscape Urbanism.   | Week 5 | <b>In-class discussion:</b> Jane Jacobs and the dramatic shift in what planners do after <i>The Death and Life of Great American Cities</i> is published. Ian McHarg and his role in bringing landscape architecture to the fore in the environmental movement. Is it Art? The effort to link landscape architecture and the fine arts. What role does art have in the modern city? How does the New Urbanism emerge, and what is its significance? What is Landscape Urbanism?   |
| Contemporary City Planning – practice and theory. More about New Urbanism   | Week 6 | <b>Guest Lecture: TBA.</b><br><b>In-class discussion:</b> How does city planning work in practice today? What are contemporary issues in planning? How has the internet changed the form of cities? Where do landscape architects fit into the contemporary city planning picture? What are emerging trends in the  |

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| and landscape urbanism. |  | profession that are opportunities for landscape architects? Contemporary land use issues - Public process, transportation, and the role of professionals. More about how the New Urbanism has changed the suburban landscape. |
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| Introduction to the tools of city planning. | Week 7 | <b>In-class discussion</b> – Democracy, public engagement and the role of professionals – why are legal tools necessary? Why should designers care? What is the history of land use control in this country? Comprehensive planning, capital improvements, introduction to zoning and other land use tools. |
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| Practical application of zoning in the real world. More discussion of zoning and land use regulations | Week 8 | <b>Guest lecture – TBA.</b><br><b>In-class discussion</b> – How to reconcile design with public input. What roles do landscape architects and planners play in the application of land use controls in the real world? How does this process work and how are designers successful in managing it? Discussion of real life projects and the involvement of designers in public process. |
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| Weird tools for planning – performance zoning, design review, etc. | Week 9 | <b>In-class discussion</b> – Different ideas for how to apply the general concepts of zoning and land use controls in creative ways. When are historic preservation, special design districts, overlay zones, design review commissions, etc. appropriate for use in modern cities? Floor area ratio, land cover and land use intensity tools and other ways of applying objective measurements to design of buildings and developments. |
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SPRING BREAK

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| Urban design, downtown redevelopment | Week 10 | <b>Field trip / Guest lecture: TBA.</b><br><b>In-class discussion</b> – Downtown Raleigh urban design projects – historic planning for Raleigh, and particularly for its downtown. Practical aspects of designers' work in planning today. |
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| The legal foundations of land use planning | Week 11 | <b>Exercise (in-class): Supreme Court.</b><br><b>In-class discussion</b> – The Constitution and the balance between the welfare of the individual and the welfare of the community. Real-world litigation and its impact on how planners plan. The influence of the legal profession in decision-making about cities. |
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| Procuring planning services – the role of the agency planner and the consultant | Week 12 | <b>Guest lecture – TBA.</b><br><b>In-class discussion</b> – How are designers involved in the evolution of cities through consulting and through involvement in managing capital projects? What roles do agency planners play in procuring services from designers and planners? How are design firms successful in obtaining public planning contracts? How are these different from design contracts? |
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| Public open space and the role of big ideas in shaping cities. More about politics and design. | Week 13 | <b>In-class discussion</b> – The importance of big capital projects, particularly public open space, to the development of the city. Managing these processes and leveraging a big idea to change the trajectory of a city. How leadership works in a democratic system. The power of maps and imagery to communicate ideas. How design affects land use regulation. |
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| The future of cities | Week 14 | <b>Guest lecture: TBA.</b><br><b>In-class discussion</b> – What general trends in society will affect the design of cities in the future? In an increasingly urban world, how do we manage mega-cities? Will city-states re-emerge to dominate the world cultural and economic future? What is the future of the rural world? |
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| Presentations of semester projects | Week 15 | <b>Semester project due.</b><br>Final exam to be held during exam week. |
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## 7. Major topics to be covered.

The importance of planning cities – who influences planning? What do planners learn? What tools do they use to influence growth?

City planning across the world – comparisons and contrasts

The history of city planning as a profession

*Pre-professional history of “landscape” and planning up to 1850*

*1850’s to 1920’s the emergent era for Landscape Architecture and City Planning*

*The importance of Olmsted and others*

*1920’s to 1960’s Planning grows into a legal and social science*

*1960’s to 1980’s Post-WWII suburbanism, reactions to Modernism and Environmentalism*

*1980-date Landscape as Art, New Urbanism to Landscape Urbanism*

*The twenty first century – Design of cities in a digital, post-9/11 world*

The process of community design in the US

*Public process / engagement / NIMBY-ism*

*Public meetings and other citizen input tools*

The tools of community design I, II, III

*Comprehensive planning, zoning, design guidelines, form-based codes*

*Transportation policy, mobility and transit*

*Capital budgeting, infrastructure*

Legal concepts in land use planning – The Constitution

Managing capital projects – procurement, project management

The future city- who will design it?

## 8. Statement on transportation, if applicable.

Students must be informed whenever they must provide their own transportation to a field trip or internship site.

Students will be required to provide their own transportation for this class. Non-scheduled class time for field trips or out-of-class activities may be required for this class. University Motor Pool vans may be provided for some trips.

## 9. Statement on safety and risk assumption in courses requiring a laboratory, physical activity, field trips, studios and other special activities. Consult with your department on appropriate wording. Safety issues must be part of the course schedule at the first opportunity.

Students will be expected to participate in classes, field trips, and workshops in locations both on and off the campus and be expected to fulfill class assignments using equipment, tools, and machinery belonging to the university and/or their own equipment, tools, and machinery. It is expected that students will use proper care and caution and will assume responsibility for your own health and safety. Students will have to provide their own transportation to field trips.

**10. Detailed explanation of how grades are determined:**

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| <b>Participation</b>  | <b>10%</b> | Students will actively participate in critical reflective discussion               |
| <b>Individually prepared papers, projects, and book reviews</b> | <b>40%</b> | Students will generate written documents   |
| <b>Semester project</b>   | <b>40%</b> | Students will work independently or in groups to complete a semester-long project. |
| <b>Final Exam</b>   | <b>10%</b> | Students will be given a final exam.   |

The conversion system from numerical to letter grading, if applicable, will follow University regulation. The University's regulation on grades and grade point average can be found at <http://policies.ncsu.edu/regulation/reg-02-50-03>.

A student will earn full value for class participation if (a) the student misses no more than 1 class period over the semester, (b) the student contributes to every class discussion, and (c) the student is able to articulate the essence of their own individual written work when requested during class. Conversion from numerical to letter grading will be as per University policy (<http://policies.ncsu.edu/regulation/reg-02-50-03>)

Evaluation criteria and the relative worth of each criterion will be discussed or posted as each project develops. Feedback from the instructor will occur in the following ways: 1) on request from the student, 2) direct classroom feedback and critique, and 3) assignment marks and comments. Students are encouraged to discuss their progress with the instructor throughout the semester.

**11. Instructor's policy on late assignments, including the impact of late assignments on the grading of the assignment and the course.**

In general the following department policy shall apply:

LATE WORK IS NOT ACCEPTABLE. It is the course policy to penalize late work by 10% per day. Assignments will be considered late if they aren't turned in by the stated time; an additional 20% will be deducted per 24 hour period after the assigned due date and time. MAKE UP WORK and/or EXTRA CREDIT may be considered and, if so, will be coordinated with the instructor on a case-by-case basis.

**12. Instructor's policies on attendance, (excused and unexcused) absences, and scheduling makeup work.**

Penalties associated with the number of absences in a course must be explicitly explained. Accepting excused absences of any kind is the prerogative of the instructor. When excuses are accepted, the procedures for submitting excuses and for scheduling makeup work must be explained. The attendance section should also explain whether students with excused absences are still expected to complete the missed work. If excused absences are accepted, refer to the University's Attendance Regulation at <http://policies.ncsu.edu/regulation/reg-02-20-03> for further information, including the University's definition of excused absences.

Students are expected to be in attendance for every class session. Since class is only offered once each week, substantial information will be missed with any absence. Excused absences both anticipated and approved in advance by the instructor or unanticipated, may be acceptable but only if the student makes up any work missed by contacting the instructor and jointly agreeing on a make-up plan.

**13. Statement for students with disabilities:**

"Reasonable accommodations will be made for students with verifiable disabilities. In order to take advantage of available accommodations, students must register with Disability Services for Students at 1900 Student Health Center, Campus Box 7509, 919-515-7653. For more information on NC State's policy on working with

students with disabilities, please see the [Academic Accommodations for Students with Disabilities Regulation \(REG 02.20.01\)](#)."

**14. N.C. State University Policies, Regulations, and Rules (PRR):**

"Students are responsible for reviewing the PRRs which pertain to their course rights and responsibilities. These include: <http://policies.ncsu.edu/policy/pol-04-25-05> (Equal Opportunity and Non-Discrimination Policy Statement), <http://oied.ncsu.edu/oied/policies.php> (Office for Institutional Equity and Diversity), <http://policies.ncsu.edu/policy/pol-11-35-01> (Code of Student Conduct), and <http://policies.ncsu.edu/regulation/reg-02-50-03> (Grades and Grade Point Average)