

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

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 such as Frederick Law Olmsted and others by 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, how development is governed, how the tools of land use planning are applied in the US, 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:

Martin, Justin. Genius of Place – The Life of Frederick Law Olmsted, Abolitionist, Conservationist and Designer of Central Park. 2011 DaCapo Press

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 two course texts 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):

Why do we plan?	Week 1	In-class discussion: Our town – what issues have arisen in the place where you live? What role 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 in a rural world. 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?
The independent history of city design and garden design.	Week 2	In-class discussion: 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 emerging profession – Late 19 th and Early 20 th century city planning.	Week 3	In-class discussion: The importance of Central Park – the development of a profession, the influence of the Industrial Revolution on the need for planning. The Progressive movement. The City Beautiful movement. The role of public open space in the contemporary city. The role of important figures like Frank Lloyd Wright, Olmstead, Jr., etc. F. L. Olmsted, Sr. and his influence on the National Park system.
Mid-century planning and landscape architecture.	Week 4	In-class discussion: 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. Jane Jacobs and the dramatic shift in what planners do after <i>The Death and Life of Great American Cities</i> is published.
Environmentalism, Land Art, New Urbanism to Landscape Urbanism.	Week 5	In-class discussion: 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	Week	Guest Lecture: TBA. In-class discussion: What is the legacy of Olmsted in our contemporary world? How has the

and theory.	6	internet changed the form of cities? Where do landscape architects fit into the contemporary city planning picture? What are emerging trends in the profession that are opportunities for landscape architects? Contemporary land use issues - Public process, transportation, NIMBYism and the role of professionals.
Introduction to the tools of city planning.	Week 7	In-class discussion – 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.
Practical application of zoning in the real world.	Week 8	Guest lecture – TBA. In-class discussion – 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?
SPRING BREAK		
Weird tools for planning – performance zoning, design review, etc.	Week 9	In-class discussion – 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.
Urban design, downtown redevelopment	Week 10	Field trip / Guest lecture: TBA. In-class discussion – Downtown Raleigh urban design projects – historic planning for Raleigh, and particularly for its downtown.
The legal foundations of land use planning	Week 11	Exercise (in-class): Supreme Court. In-class discussion – 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.
Procuring planning services – the role of the agency planner and the consultant	Week 12	Guest lecture – TBA. In-class discussion – How are designers involved in the evolution of cities through consulting and through involvement in 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?
Public open space and the role of big ideas in shaping cities.	Week 13	Guest lecture: TBA. In-class discussion – 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 future of cities	Week 14	Guest lecture: TBA. In-class discussion – 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?
Presentations of semester projects	Week 15	Semester project due. Final exam to be held during exam week.

7. Major topics to be covered.

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 importance of cities
The process of community design
The tools of community design I, II, III
Legal concepts in land use planning – The Constitution
Public capital projects, their influence and how they come about
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:

Participation	10%	Students will actively participate in critical reflective discussion
Individually prepared papers, projects, and book reviews	40%	Students will generate written documents
Semester project	40%	Students will work independently or in groups to complete a semester-long project.
Final Exam	10%	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 10% 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)