

University of Wisconsin-Milwaukee
COURSE OUTLINE
UP 720: Urban Development Theory for Planning
Spring 2008

Lecture Time: Monday 9:30 – 12:10
Lecture Room: AUP 183
Instructor: Chris De Sousa, Bolton 496
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Office Hours: WF 11-12; (room Bolton Hall 496), or by appointment

Teaching Assistant: TBD

The purpose of this course is to understand why metropolitan areas look the way they do. You will examine economic, social and political theories which explain the growth and development of cities and regions. By “look” I mean the characteristics and geographic patterns of the physical landscape as well as the social and demographic landscape. An understanding of the theories that attempt to tell us “why metro areas look the way they do” is critical for developing appropriate public policies in such areas as transportation, job training, economic development, housing, social policy, and environmental regulation. You will be called upon to think critically about urban problems, and to defend your plans/positions on the basis of theory and facts. In planning and public policy, there are many times no right answers. What a professional education aims to teach is how to think critically, how to use and apply standard analysis tools, and how to defend your argument.

Although the experiences of different geographic regions will be covered in this class, Milwaukee, its region, and Wisconsin will frame the "urban laboratory" for some assignments and discussions. Because planning is a place-based profession, it is imperative that students gain hands-on experience working on problems in their local environment.

This class is also a forum for polishing professional skills, including public speaking and writing.

NOTE: This class addresses the following the following **Planning Accreditation Board** requirements for accredited programs:

Knowledge of the city and its regional context:

- Geography
- Changing forms
- Political, economic and social structure
- Multicultural and gender dimensions
- Land use
- Social and economic conditions

History of Planning Processes and Practices

- Economic theories
- Define planning problems

Generate alternatives

Ability to communicate effectively

TEXTS AND READINGS

Books (available at the Third Coast Design Centre, first floor of the SARUP building, and on reserve at the main library).

- Oliver Gillham, *Limitless City: A Primer on the Urban Sprawl Debate*. Island Press, 2002.
- R. Legates editor, *The City Reader*, Routledge. 3rd Edition

Other Readings will be available on the D2L site as announced.

GRADING

Grades will be based on class participation, a memo and presentation, two papers, and a final exam. Please let me know if you have need for special accommodations to participate successfully.

Metro Report	10
Written comments on weekly readings (8 * 3 points)	25
Comment on others' weekly comments (3 * 5 points)	15
Class presentation, discussion, debate, summary sheet (2 * 15 points) 1 assigned; 1 chosen from last five weeks	30
Critique the solution (2 * 10 points) Choose two from the last five weeks	20

Grading criteria

The specific grading criteria for each assignment will be given with each assignment. Note that writing always "counts." In assigning a particular grade, the following guidelines set by the UWM graduate school will be followed:

- A Superior work
- B Satisfactory, but **undistinguished** work
- C Work below the standard expected of graduate students
- D, F Unsatisfactory work

Class Participation Expectations

Students are expected to complete all the readings and assignments, and to contribute to class discussion.

Comments on Readings

Students are also expected to hand in daily summaries of class readings, following the questions posed for each week on the D2L site. The questions will be posted by the end of the day the previous Monday (after the previous week's class, so that the questions remain relevant to current class discussion), **AND WILL BE DUE THE FOLLOWING SATURDAY AT 5:00 PM**. If you anticipate you will need them sooner, let me know. Each summary is worth 3 points, for a total of 25 points. In general, I will ask for summaries of two or three double-spaced paragraphs.

Grades for these comments will be based on 1) whether you addressed the questions I pose on the D2L site, 2) how insightful your comments are, and 3) grammar, style and punctuation (see below).

Nine opportunities for Comments on Readings are available for classes 2 – 10. You may miss one week, for a total of eight required.

Current Events

Each student is expected to read the daily local newspaper *The Milwaukee Journal-Sentinel* and to be ready to discuss stories regarding development issues contained therein. Sometimes current stories will be woven into the fabric of the week's comments; sometimes they will be discussed in class.

Comment on Others

Three times you will be assigned the opportunity to (anonymously) grade another student's assignment.

Leadership of discussion

Students will be assigned days that they will be responsible for explaining the class material assigned for that day and then leading class discussion. You are expected to meet with the instructor no later than Friday before your

session in order to go over your plan for the class. The TA will keep track of making appointments for you. More on this as the semester unwinds.

Presentation

A presentation will be required during the last five weeks of class, when we look at solutions. For this one, you may choose which week. Please let me know which week you choose by the 10th class (April 7).

A Note on Oral and Written Communication

The most important skills you can develop in the next two years are written and oral communication. You will be expected to do at least one oral presentation.

WRITING EFFECTIVELY IS EXTREMELY IMPORTANT TO YOUR PROFESSIONAL CAREER, SO WE MAKE IT IMPORTANT HERE. In short, writing “counts.” To help you become a better writer, I will be making fairly meticulous grammar and style corrections to the first one or two “comments on readings” you hand in, but assign a grade based solely on content. After that, your grade will include a portion for grammar and style, but I will not be giving meticulous corrections.

A great book for reviewing your grammar and style is a publication by the Modern Language Association: *Line by Line: How to Improve Your Own Writing*.

Expectations and Ethics

The standard adopted by most graduate programs, including ours, is that students spend about three hours a week outside of class on class assignments per every hour spent in class. Therefore, for this three-hour class, you are expected to spend approximately nine hours a week outside of class in preparation. Class assignments are based on this expectation. In addition, the nature of graduate education is to learn from each other and to think broadly and conceptually, rather than a more rote “curriculum delivery” that sometimes characterizes undergraduate education.

Note that late assignments are penalized one letter grade for every day late. Please be considerate of your fellow students who have worked to get their assignments in on time.

Do not plagiarize (steal from printed sources, word for word) or cheat (collaborate with other students on individual assignments). Unless otherwise stated, all the assignments are to be completed by the individual student ONLY. If you cheat or plagiarize, you will receive a failing grade for this course. NO EXCEPTIONS.

CLASS SCHEDULE SECTION ONE Introduction

Class 1

January 28 - Introduction to course , thinking critically about how we know what we know

What is a theory?

http://www.sagepub.com/WhiteChp1Final_3244.pdf

Urbanization and Industrialization

- City Reader: “How to Study Cities,” LeGates
- City Reader: “The Urbanization of the Human Population,” Davis
- City Reader: “The Great Towns,” Engels

Assigned: Your metro area

SECTION TWO

How Did Cities Form, and What Do They “Look” Like Now?

Class 2

February 4 – The Look of Contemporary Metropolitan America

- City Reader: “The Drive-in-Culture of Contemporary America,” Jackson
- City Reader: “Beyond Suburbia: The Rise of the TechnoBurb,” Fishman
- Gillham, chapter 2
- http://www.brookings.edu/metro/speeches/puentes20061107_railvolution.htm

Due: Weekly comments (due Saturday)

Class 3

February 11 - Describing Metropolitan Problems – Fiscal and Economic

- City Reader: “From Institutional to Jobless Ghettos,” Wilson
- Gillham, chapter 8
- D2L Reading: “Metropolitan Fiscal Disparities,” from *Readings in Urban Economics*, Blackwell Publishing
- D2L Reading: “Central Cities, Suburbs, and Metropolitan-Area Problems” from *Governance and Opportunity in Metropolitan America*, National Academies Press

Due: Weekly comments

Leader: Students 3, 17, 21

Class 4

February 18 – Describing Metropolitan Problems – Sprawl and Natural Resources

- Gillham, chapters 1, 4, 7 and 8
- D2L Reading: “Waukesha Wants Water” various Journal-Sentinel clippings

Due: Weekly comments

Leader: Students 11, 14, 18 and 23

SECTION THREE

Economic Theories

Class 5

February 25 - Economic Base and Multipliers

- Readings TBA

The Monocentric Model, and the Decentralization of Employment

- City Reader. “The Growth of the City,” Burgess
- Gillham chapter 2; esp. transportation sections and “manufacturing moves out” on page 39
- D2L Reading: “Land Use in the Monocentric City,” excerpt from chapter 4 from *Essentials of Urban Economics*, Arthur O’Sullivan, 1993, Richard D. Irwin, Inc., pages 140 - 154.

Due: Weekly comments

Class 6

March 3 - The Product Cycle

- D2L Reading, “Applying Theory to Practice in Rural Economies,” chapter 3, by Marie Howland, from

Theories of Local Economic Development, Richard D. Bingham and Robert Mier, eds., Sage, 1993. **READ pages 65-68 on Product Cycle Environment**

Agglomeration Theory

- D2L Reading, "The Agglomeration Process in Urban Growth" by Joel Bergsman, Peter Greenston, and Peter Healy. *Urban Studies* v9 n3 Oct. 1972, pp. 263-88. ISSN: 0042-0980

Due: Weekly comments.

Leader: Students 1, 2, 19 and 22

Class 7

March 10 - Central Place Theory

- D2L Reading, "Market Areas and the Urban Hierarchy," excerpt from chapter 4 from *Essentials of Urban Economics*, Arthur O'Sullivan, 1993, Richard D. Irwin, Inc., pages 67-72

The Global Economy

- D2L Reading: "Hit by a Global Train." Part 2 of a 3-part series titled "A Dream Derailed" by John Schmid, *Milwaukee Journal-Sentinel*, December 6 2004.
- City Reader: "The Impact of New Technologies ...," Sassen

Leader: Students 4, 6, 16 and 25

Due: Weekly comments.

SECTION FOUR Non-Market Factors

Class 8

March 24 - Urban Politics

- City Reader. "Contested Cities: Social Process and Spatial Form," Harvey
- City Reader. "How to Study Urban Political Power," Mollenkopf
- City Reader. "The Need for a New Vision," Downs

Due: Weekly comments.

Leader: Students 5, 13, and 26

Class 9

March 31 - Urban Design

- City Reader. "A Contemporary City," Le Corbusier
- Gilham, chapter 9
- D2L Reading on Urban Renewal TBA

Due: Weekly comments.

Leader: Students 7, 9, 20, 24

Class 10

April 7 - Race

- City Reader. "The Philadelphia Negro," Dubois
- D2L Reading: "'Barriers to a Better Break," by Susan Turner, *Journal of Urban Affairs*, 19:2 (1997) pgs. 123-141.
- D2L Reading, "Victimization" TBA

Due: Weekly comments.

Leader: Students 8, 10, and 15

Due: Please let me know which week of weeks 11-15 you will be presenting.

SECTION FIVE Solutions

Class 11

April 14 – Urban Design

City Reader: “Designing the Region,” Calthorpe and Fulton

City Reader: “The Uses of Sidewalks: Safety,” Jacobs

City Reader: “the Neighborhood, the District, and the Corridor,” Duany and Plater-Zyberk

Due: Critique the solution

Class 12

April 21 – Politics, Zoning and Land Use Regulation

Gillham, chapter 10

D2L Reading: “Does the American Way of Zoning Cause the Suburbs of Metropolitan Areas to Be Too Spread Out?” from *Governance and Opportunity in Metropolitan America*, National Academies Press

Due: Critique the solution

Class 13

April 28 – Economic Policies

City Reader: “The Competitive Advantage of the Inner City” Porter

D2L: Import Substitution, Persky and Carlson

D2L: Education and Job Training Reading, TBA

Due: Critique the solution

Class 14

May 5 – Regionalism

Gilham, chapter 14

Due: Critique the solution

Class 15

May 12 – Brownfields Redevelopment

Readings TBA

Due: Critique the solution