



Learning Enabler: Ismaila Odogba, Ph.D. **Office:** Science D337 **Phone:** (715) 346-4451
Office Hours: Mon. & Wed., 11:00-12:30 or by appointment **Email:** iodogba@uwsp.edu
Class Schedule: Tuesday and Thursday **Time:** 12:30-13:45 **Venue:** SCI B347

Course Description:

This course is an introduction to the fundamental knowledge, values, and skills of (urban and regional) planning. It also introduces students to the concept of geodesign or the process of creating an entity within geographic space. Topical discussion includes the evolution of planning and geodesign, planning specialties, theories, processes, and concepts; and the political, economic, and legal perspective of contemporary urban and regional planning.

Planning Accreditation Board (PAB) Standards emphasized in the course:

- Purpose and Meaning of Planning – appreciation of why planning is undertaken by communities, cities, regions, and nations and the impact planning is expected to have.
- Human Settlements and History of Planning – understanding the growth and development of places over time and across space.
- The Future – understanding of the relationship between past, present, and future in planning domains, as well as the potential for methods of design, analysis, and intervention to influence the future.

Enduring Understandings of the Course:

- Planning emerged as a discipline to serve and further the public interest.
- Planners use a variety of tools when assisting communities attain their desired future state.

Course Learning Outcomes:

At the conclusion of this course, successful students will possess the knowledge necessary:

- To describe the evolution of planning and explain its legal and constitutional basis.
- To describe and illustrate the conceptual framework for geodesign.
- To recognize and explain the essential tools used by planning practitioners.
- To analyze and synthesize demographic data essential to planning and geodesign.

Format:

Designed as a lecture-seminar, this course will involve lectures, experiential learning, discussions, debates, assignments, exams and, hopefully no surprise quizzes. The assignments or projects in this course will build on your understanding of planning and develop your planning skillset as they model 'real world' planning tasks and employ a pedagogical style called *problem-based learning*. To that end, the learning enablers' role is to assist you in solving the problem by giving you the necessary tools that will assist you find the information you need to solve the problem.

Policies:

Attendance and Participation

Complete all readings prior to the class. Come prepared to discuss the assigned readings of each session and engage in class activities. Attendance is mandatory. If you expect to miss a class, you



must notify the instructor of your absence. If you are unable to call/email before you miss a class, you must contact and inform the instructor of the nature of your absence as soon as possible. Meanwhile it is your responsibility to get the notes from a classmate. For each absence without an excuse, you will lose **2 points**. Arriving late and leaving early disrupts class and shall result in a reduction in your grade. All electronic devices (such as cell phones, iPods) are prohibited during class. These constitute distractions that reduce the ability to absorb class content. I will permit the use of laptops for taking notes. You are strongly encouraged to participate during class. Do share your thoughts, ideas, and ask questions. If this is difficult for you due to language, shyness, or a disability, **please see me**. The purpose of the class discussion is to enhance understanding about planning issues; so do respect your peers. You are responsible for all material presented in class and the assigned readings. ***If you miss a class, do not email me asking, "What did I miss?"***

Exams and Assignments

You must submit all assignments and take tests at the scheduled time. The instructor will not accept late submissions without a verified excuse; **late submissions will receive zero credit**. Likewise, make-up quizzes will require a verifiable excuse.

Assignment #1 involves data gathering and empirical analysis. The purpose of this assignment is to identify population trends and conditions within Wisconsin and become familiar with data gathering from the U.S. Census Website.

Assignment #2 is a 2 to 3-page individual essay about a public meeting (e.g. a public hearing, a city council meeting, a planning commission meeting). The purpose of this assignment is to help you familiarize yourself with a critical component of planning.

Assignment #3 is a Geodesign assignment. The purpose of this assignment is to get you acquainted with the framework and central components of geodesign.

Grading:

This course is worth "**350**" points and the numbered items that follow are what your course grade will be based on.

1. Settlement Assignment	100 pts.
2. Participation (Group)	25 pts.
3. Public Hearing Assignment	50 pts.
4. Geodesign Assignment (Group)	75 pts.
5. Exams (2 @ 50 pts. each)	100 pts.

Percentage Ranges for Letter Grades

93-100% = **A**; 90-92% = **A-**; 87-89% = **B+**; 83-86% = **B**; 80-82% = **B-**; 77-79% = **C+**;
73-76% = **C**; 70-72% = **C-**; 67-69% = **D+**; 60-66% = **D**; Below 60% = **F**

University policy does not recognize grades for A+ or D-. An incomplete is not an option in this course. I will only honor a request for an incomplete under the most extraordinary, and

documented circumstance (such as an illness documented with a doctor's written excuse) which hinders the completion of course requirements.

Informed Contribution

Students will get credit for contributing to the class when they participate in class dialogues. A quality contribution to class discussions has any or all of these attributes:

- It contributes new information to the dialogue. For instance, if a student agrees with a colleague's statement, the student must present reasons that were not cited by the initial speaker.
- It raises a question that generates reflection on the subject.

Requirements for an Excellent Grade

1) attend class regularly, 2) participate in class discussions, 3) peruse the assigned materials for each session, 4) complete and submit all assigned work on time and, 5) prepare adequately for quizzes. Do feel free to email me or drop by my office if you have any difficulties regarding this course; emails should contain your name and course title.

Criteria for Written Materials

All written assignments must be of professional quality. This means carefully editing and proofreading your written work for typing, spelling, grammatical errors, and for clarity of thought. These things **will** affect your grade. If you have questions about style, consult *The Chicago Manual of Style* or Strunk & White's *The Elements of Style*. All stylistic and formatting aspects of your paper, including your bibliography, must conform to the format listed in *The Chicago Manual of Style* or be consistent with some other recognized style.

Special accommodations

I will only honor recommended accommodations from Disability and Assistive Technology Center at 715-346-3365. Please, do visit this office (room 609 in the Learning Resource Center) if you have any condition such as physical or learning disability that make it difficult to carry out the work as outlined or will require academic accommodations. In addition, I will accommodate religious belief according to UWSP 22.03.

Academic Dishonesty

UWSP prohibits academic dishonesty. It is your responsibility to understand the issues concerning academic standards, disciplinary procedures, and students' rights and responsibilities at <http://www.uwsp.edu/dos/Pages/Academic-Concerns%20for%20Students.aspx>

Student Policies

Materials:

John M. Levy. 2010. *Contemporary Urban Planning*. (10th edition). Upper Saddle River, NJ: Prentice Hall.

For those interested in electronic access to the class text, go to www.Safarix.com. From this link, you can subscribe to the textbook and peruse it on your computer. The subscription costs about \$50 and lasts for 180 days. All other materials (such as journal articles and book chapters) will be available on D2L.

Tentative Schedule:

The instructor reserves the right to make changes to the syllabus and schedule when necessary to meet the learning needs of the students, compensate for canceled classes or other unforeseen circumstances.

Jan. 23: Course Overview

Introductions, course policies, expectations, student policies or ground rules, and office visit

Foundation of Urban and Regional Planning

Jan. 25: What is Urban and Regional Planning?

Reading: Levy, Chapter 1

Jan. 30 and Feb. 1: The History of Urban and Regional Planning

Reading: Levy, Chapter 3 and 4

Feb. 6, 8: The Legal Basis of Planning

Readings: Levy, Chapter 5 and Kenneth Jost. (2000). Property rights. In CQ Researcher (Eds.), *Urban Issues* (pp. 263-280). Washington D.C.: CQ Press.

Feb. 13: Urbanization (or land use trend) of America

Reading: Levy, Chapter 2

Assignment 1 (Population Trends) handed out in Class. Due: March 22. Submit via the D2L digital dropbox and make sure you include your name as a part of the file name.

Feb. 15, 20: Assignment 1 Work Days

Feb. 22: The Politics of Planning

Readings: Levy Chapter 6 and Harvey Molotch. (1976). The city as a growth machine: towards the political economy of place. *The American Journal of Sociology*, 82(2): 309-332.

The Process and Tools of Planning

Feb. 27 and Mar. 1: The Comprehensive Planning Process

Reading: Levy, Chapter 8

Mar. 6, 8: Public Participation

Assignment 2 (Public Hearing Review) handed out in class. Due: April 24. Submit via the D2L digital dropbox and make sure you include your name as a part of the file name.

Mar. 13, 15, and 20: Zoning and Planning Controls

Reading: Levy, Chapter 9

Mar. 22: **Assignment Workday**

March 23 - April 1: Spring Break.

Apr. 3, 10: Midterm Exam (Collaborative Testing) and Debrief

April 5: Enabler at Conference, No Class.

Geodesign and Planning

Apr. 12: Planning Theory

Levy, Chapter 19

Apr. 17, 19: What is Geodesign?

Apr. 24: Geodesign in a Planning Context

Reading, Levy Chapter 10

Assignment 3 (Geodesign) handed out in class. Due: May 10. Submit via the D2L digital dropbox and make sure you include your name as a part of the file name.

Apr. 26 and May 1: **Assignment 3 Workdays**

May 3: Urban Renewal-Does Design Matter?

Reading: Levy Chapter 7 and 11

Movie: The Pruitt-Igoe Myth

May 8: Economic Development and Land Use Economics

Levy, Chapter 13

May 10: Growth Management Techniques

Levy, Chapter 14

Final Exam: Open Class

Wednesday, May 16 from 10:15-12:15

Important Dates:

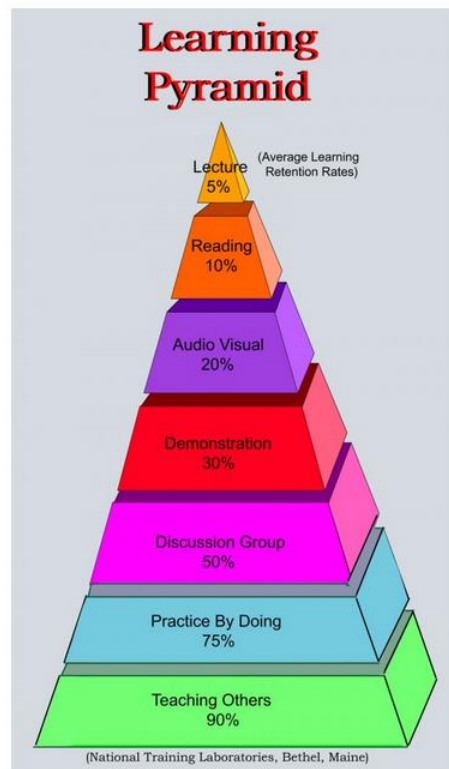
January 31: Last day to add or drop a 16-week course without a grade.

April 6: Last day to drop a 16-week course.

May 11: Last day of classes.

Students are strongly encouraged to check their UWSP email and the D2L news site regularly for information pertaining to the course.

A core set of beliefs about teaching and learning influence my teaching; one of which is that ***learning is an active student-centered activity and teaching is simply not the transmission of knowledge from the instructor to the students.*** The process of instruction involves both the learning enabler (i.e., the instructor) and students (learners) engaging in an interactive environment to discover, understand, and apply knowledge to practical issues.



Bligh (1998) gives some evidence for the effectiveness of different teaching methods. In 1954, a similar pyramid with slightly different numbers had appeared in a book, *Audio-Visual Methods in Teaching*, published by the Edgar Dale Dryden Press, New York.