



**Learning Enabler:** Ismaila Odogba, Ph.D.

**Office hours:** Mon & Wed: 11:00-12:00 or by appointment

**Class Schedule:** Tuesday & Thursday: 12:30-13:45

**Email:** [iodogba@uwsp.edu](mailto:iodogba@uwsp.edu)

**Office:** Science B303

**Venue:** SCI B328

### **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:**

#### Participation

Participation in discussions is very desirable. You are strongly encouraged to participate during class. Do share your ideas, thoughts, and ask questions. The purpose of the class discussion is to enhance understanding; *so, do respect the ideas, thoughts, and opinions of others*. Do not



that each member of the class deserves to learn in an environment where they are all treated with the highest levels of dignity and respect. Abusive, offensive, discriminatory, or otherwise harassing behavior is not permitted.

#### Attendance and Gadgets (Voodoo)

I will take attendance regularly. Arriving late and leaving early disrupts class and shall result in a reduction in your total course score by **2 points for each occurrence**. Everyone is permitted **only one unexcused absence**. Thereafter, every unexcused absence will cost you **2 points**. If you are unable to attend class, please inform me ahead of time (except in case of an emergency or illness). All electronic devices such as cell phones, iPods, and similar devices are prohibited during class. Cellphones are to be turned off (or on vibrate) during class, and do not answer phone calls or text messages during class unless there is an emergency. Voodoo (i.e., laptops and tablets) may be used in class for note-taking purposes and for the in-class group activities. Please refrain from checking email, web browsing or other activities that are not related to the class as these activities are distracting to other members of the class and are also disrespectful to fellow students and the instructor. If you are using a laptop, sit in the front row and expect to be consulted during lectures to provide ancillary information. Note that you are responsible for all material presented in class and the assigned readings. Thus, if you miss a class, do not email me asking, "What did I miss?"

#### Enhancing Learning

Being up to date on current events enhances one's knowledge. Students should follow planning related events by consulting a variety of sources. For example, <https://www.planning.org/>, <https://www.planetizen.com/>, top websites for urban planning 2020 at <https://www.planetizen.com/features/111534-top-websites-urban-planning-2020>

#### 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 I: This 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 II: 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 for you to familiarize yourself with and reflect about a critical component of planning.

Assignment III: This is a Geodesign Elements group assignment. The purpose of this assignment is to get you acquainted with the framework and central components of geodesign and urban design.

#### **Grading:**

This course is worth "300" points and the numbered items that follow are what your course grade will be based on.



1. Participation	10 pts.
2. Homework (4 @ 10 pts. each)	40 pts.
3. Population Trends Assignment	50 pts.
4. Public Hearing Assignment	50 pts.
5. Geodesign Assignment (Group)	50 pts.
6. 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. UWSP is committed to providing reasonable and appropriate accommodations to students with disabilities and temporary impairments. If you have a disability or acquire a condition during the semester where you need assistance, please contact the Disability and Assistive Technology Center on the 6<sup>th</sup> floor of Albertson Hall (library) as soon as possible. DATC can be reached at 715-346-3365 or [DATC@uwsp.edu](mailto:DATC@uwsp.edu). 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 <https://www.uwsp.edu/dos/Pages/Student-Conduct.aspx>

Emergency Response Guidance In the event of a medical emergency call 9-1-1 or use nearest Red Emergency Phone. Help if trained and willing to do so. Guide emergency responders to victim. In the event of a tornado warning, proceed to the lowest level interior room in the building without window exposure See [www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx](http://www.uwsp.edu/rmgt/Pages/em/procedures/other/floor-plans.aspx) for floor plans showing severe weather shelters on campus. Avoid wide-span structures (gyms, pools or large classrooms). In the event of a fire alarm, evacuate the building in a calm manner and meet at a safe location more than 200 yards away from the building. Notify instructor or emergency command personnel of any missing individuals. Active Shooter/Code React – Run/Escapes, Hide, Fight. If trapped hide, lock doors, turn off lights, spread out and remain quiet. Call 9-1-1 when it is safe to do so. Follow instructions of emergency responders. See UW-Stevens Point Emergency Procedures at [www.uwsp.edu/rmgt/Pages/em/procedures](http://www.uwsp.edu/rmgt/Pages/em/procedures) for details on all emergency responses.

Student Policies

### **Materials:**

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

All other materials (such as journal articles and book chapters) will be available on Canvas.

### **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.

January 25: Course Overview

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

### **Segment I: The Foundation of Urban and Regional Planning**

January 27: What is Urban and Regional Planning?

Reading: Levy, Chapter 1 & Ten Reasons why Cities need Urban and Regional Planning

Homework 1: The Essence of Urban and Regional Planning (Due Jan. 30 on Canvas)

February 1, 3: The History of Urban and Regional Planning

Reading: Levy, Chapter 3 and 4



February 8, 10: 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.

Homework 2: *Kelo v. New London* (Due February 13 on Canvas)

February 15: Urbanization (or land use trend) of America

Reading: Levy, Chapter 2 and Pew Research Center Article.

Assignment I (Population Trends) handed out in Class. Due: March 17. Submit via Canvas and make sure you include your name as a part of the file name.

***February 17, 22: Assignment I Workdays***

February 24: 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.

**Segment II: Process and Basic Tools of Planning**

March 1, 3: The Comprehensive Planning Process

Reading: Levy, Chapter 8

Homework 3: Visioning in the Planning Process (Due March 6 on Canvas)

March 8, 10: Public Participation

Assignment II (Public Hearing Review) handed out in class. Due: April 3. Submit via Canvas and make sure you include your name as a part of the file name.

March 15, 17: Zoning and Planning Controls

Reading: Levy, Chapter 9

Homework 4: Zoning vs. Land Use Planning (Due March 27 on Canvas)

***March 18 - 27: Spring Break***

***March 29, 31: Assignment II Workdays***

April 5: Midterm Exam (Collaborative Testing)

**Segment III: Geodesign and Planning**

April 7: Planning Theory

Levy, Chapter 19

April 12, 14: What is Geodesign?

Readings: Introducing Geodesign: The Concept by William Miller.



April 19, 21: Geodesign in a Planning Context

Reading, Levy Chapter 10; Pages 9-16 of Physical and Spatial Characteristics of the Environment by Kevin Lynch.

Assignment III (Geodesign Elements) handed out in class. Due: May 1. Submit via Canvas and make sure you include your name as a part of the file name.

***April 26, 28: Assignment III Workdays***

May 3, 5: Urban Renewal-Does Design Matter?

Reading: Levy Chapter 7 and 11

Movie: *The Pruitt-Igoe Myth*

May 10: Economic Development and Land Use Economics

Levy, Chapter 13

May 12: Growth Management Techniques

Levy, Chapter 14

**Final Exam: Open Class**

Tuesday, May 17 from 08:00 - 10:00

**Some Important Dates:**

February 2: Last day to add or drop a 16-week course without a grade.

April 8: Last day to drop a 16-week course.

May 13: Last day of classes

May 21: Commencement

**Guidance on Face Coverings:**

- At all UW-Stevens Point campus locations, the wearing of face coverings is mandatory in all buildings, including classrooms, laboratories, studios, and other instructional spaces. Any student with a condition that impacts their use of a face covering should contact the [Disability and Assistive Technology Center](#) to discuss accommodations in classes. Please note that unless everyone is wearing a face covering, in-person classes cannot take place. This is university policy and not up to the discretion of individual instructors. Failure to adhere to this requirement could result in formal withdrawal from the course.

**Other Guidance:**

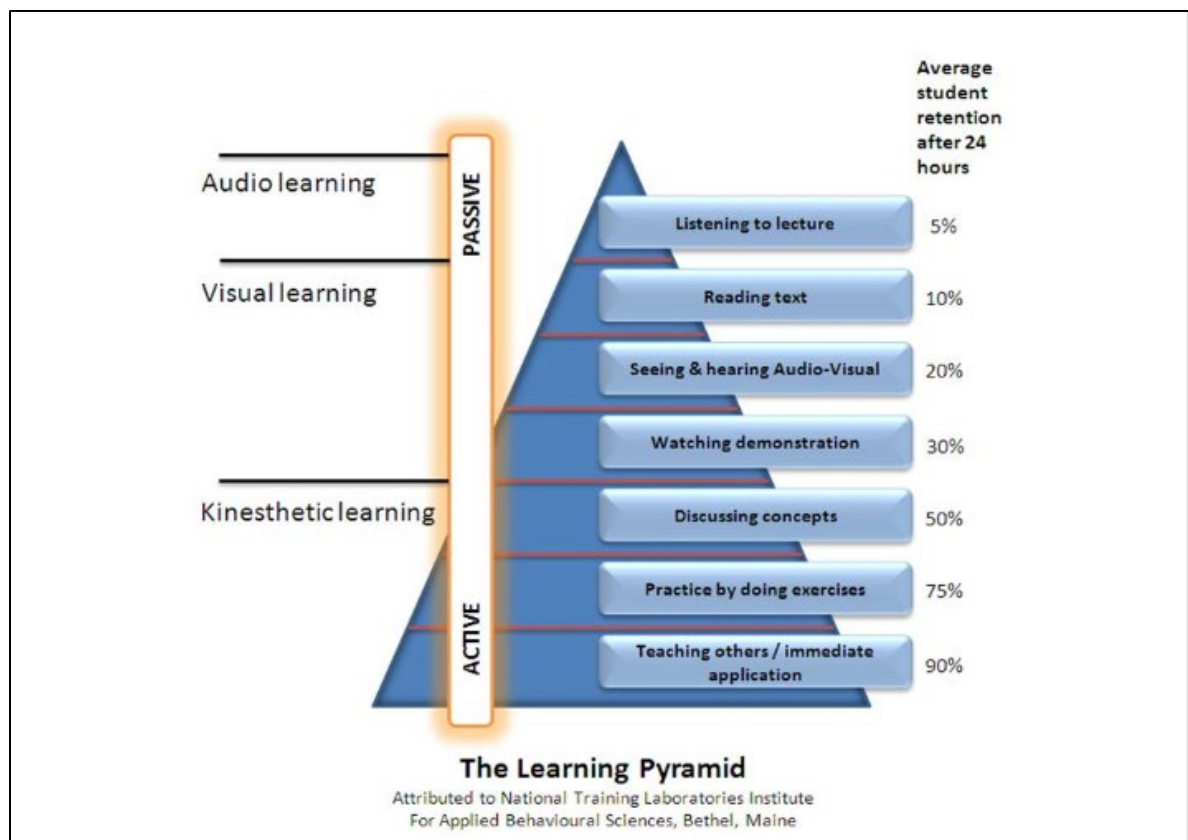
- Please monitor your own health each day using [this screening tool](#). If you are not feeling well or believe you have been exposed to COVID-19, do not come to class; email your instructor and contact Student Health Service (715-346-4646).
  - As with any type of absence, students are expected to communicate their need to be absent and complete the course requirements as outlined in the syllabus.
- Maintain a minimum of 6 feet of physical distance from others whenever possible.
- Do not congregate in groups before or after class; stagger your arrival and departure from the classroom, lab, or meeting room.



- Wash your hands or use appropriate hand sanitizer regularly and avoid touching your face.
- Please maintain these same healthy practices outside the classroom.

### Teaching Philosophy:

Teaching is a fundamental component of my scholarly life. Over the last few years, I strived and continue to strive to improve the ability of my students learn, think critically, and augment their problem learning skills. I design and conduct my courses in a manner that is most conducive to developing in my students a life-long interest in learning, a love for the discipline, and a greater capacity to think critically. My teaching philosophy is that learning is a student-centered lively activity and knowledge should be largely applicable to the resolution of real-world problems. Due to this belief, this syllabus is structured using backward design, core performance tasks, and other teaching techniques to create an interactive learning environment that hopefully helps the students improve their learning and to engage in critical thinking. The process of instruction, for me, involves both the learning enabler (i.e., the instructor) and students (learners) engaging in this 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.



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