

Graduate Program in City and Regional Planning
School of Urban Affairs and Public Policy
The University of Memphis

PLAN 7006 Comprehensive Planning Studio
001 - 17977
(3 Credit Hours)

Spring 2009

Class Meetings: Tuesdays
5:30 – 8:30 pm
222 Manning Hall

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Regional Planning

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Course Description:

The Comprehensive Planning Studio has been designed to enable participating students to apply the knowledge, skills, and competencies they have acquired in the core courses of the Master in City and Regional Planning degree program, as well as comparable professional degree programs in architecture, public administration, anthropology, law and business, to the solution of critical community planning, design, and development challenges facing an economically-challenged neighborhoods within the Greater Memphis Metropolitan Region.

PLAN 7006 will work closely with a public and/or non-profit community partner to complete a comprehensive neighborhood preservation, stabilization or revitalization plan. Students will be introduced to an empowerment model of community planning and development that integrates the key theoretical and methodological tenets of participatory action research, direct action organizing, and popular education to solve specific problems confronting a community while enhancing the organizational capacity of a local community-based planning and development organization.

This semester PLAN 7006, along Professor Katherine Lambert Pennington's Applied Anthropology class, will be assisting the residents, business owners, and institutional leaders of South Memphis to initiate, complete, and partially

implement a comprehensive community revitalization plan to enhance the overall quality of life in this historic neighborhood. The study area for the plan is bordered by Person Avenue on the south, Interstate 240 to the east, Triggs Avenue to the north and Lauderdale Avenue to the west.

As part of this effort, the class will mobilize community and campus volunteers to carryout a concrete neighborhood improvement project reflective of the kind of transformation residents wish to see. At the present time, plans are being developed to transform a residual open space within the study area into a “vest-pocket” neighborhood park.

As a studio course designed to enable students to master important planning skills while producing a high-quality plan for a community partner, the course will require a significant amount community-based fieldwork, small team collaboration, and a high level of communication among project teams within the class, our allies in anthropology, course instructors, and community partners. Among the major fieldwork activities that students will be asked to undertake will be:

- Local Movers and Shakers Interviews (Continuation of the fall)
- Door to Door Resident Survey
- Individual Stakeholder Focus Groups
- Outreach in preparation of the Neighborhood Summit
- Participation in two late spring action research meetings
- Engagement in the class’s design/build project

Our primary community partner for this project will be St. Andrew’s African Methodist Church and its local development corporation – The Works.

Course Objectives:

The primary learning objectives of PLAN 7006 are:

- 1.) Synthesize, enhance, and apply the knowledge, skills, and competencies acquired in the core planning curriculum needed to produce a professional quality comprehensive revitalization plan;
- 2.) Gain experience and mastery in the design, management, and evaluation of a highly participatory planning process that offer

residents a compelling voice in determining the urban policies and programs affecting their communities;

- 3.) Acquire an enhanced understanding of the manner in which community power and urban politics influence the plan adoption and implementation process; and
- 4.) Investigate how regional, state, and Federal urban policies impact the quality of life and planning implementation prospects of poor and working-class individuals and families.

Course Schedule:

Week	Date	Topics/Readings/Assignments
1	1/20	<p>The Current Urban Crisis</p> <p>Briggs, Xavier de Souza. 2006 "More Pluribus, Les Unum", in <i>The Geography of Opportunity: Race and Housing Choice in Metropolitan America</i>, Washington, DC: The Brookings Institution, pp, 17-45.</p> <p>Dreier, Peter, Mollenkopf, John, and ToddSwanstrom, Todd. 2001 "Place Still Matters"."The Facts of Economic Segregation and Sprawl". <i>Place Matters: Metropolitcs for the 21st Century</i>. Lawrence, KS: University Press of Kansas, pp. 1-55.</p> <p>New Orleans Planning Initiative, <i>The People's Plan for Overcoming the Hurricane Katrina Blues: An Executive Summary</i>, (www.rebuildingtheninth.org)</p>
2	1/27	<p>Pursuing Equitable Planning and Development</p> <p>Davidoff, Paul. 1965. "Advocacy and Pluralism in Planning." <i>Journal of the American Institute</i></p>

of Planners. 31(4) 331-337.

Krumholz, Norman. 1997. "Urban Planning, Equity Planning, and Racial Justice", in *Urban Planning and the African American Community: in the Shadows*. June Manning Thomas and Marsha Ritzdorf, editors. Thousand Oaks, CA: Publications, pp 109-126.

Kennedy, Marie. 2007. "From Advocacy Planning to Transformative Community Planning." *Progressive Planning*. Spring. (www.plannersnetwork.org)

3 2/3 Promoting Sustainable Forms of Development

Agyeman, Julian. 2005. "The Sustainable Discourse and Sustainable Communities", in *Sustainable Communities and the Challenge of Environmental Justice*, New York: New York Press, pp. 39-79.

Berke, Philip R., Davis R. Godschalk, and Edward J. Kaiser, with Daniel A. Rodriguez. 2006. "Shaping Plans through the Sustainability Prism Model", in *Urban Land Use Planning, Fifth Edition*, Urbana: The University of Illinois Press, pp. 35-58.

4 2/10 The Transformative Power of Community-Based/Resident-Led Planning

Reardon, Kenneth M. 2003. "Ceola's Vision, Our Blessing: The Story of an Evolving Community-University Partnership in East St. Louis, Illinois." Barbara Eckstein and James A. Throgmorton, eds., *Story and Sustainability: Planning, Practice, and Possibility for American Cities*.

Kemper, Robert V. and Julie Adkins. 2005. "The World As It Should Be: Faith-Based Community Development in America, Stanley E. Hyland, Editor, *Community Building in the 21st Century*, Santa Fe, NM: SARS Press, pp. 71-100.

5

2/17

Community/University Development Partnerships

Cisneros, Henry G. 1996. "The University and the Urban Challenge." *First in a Series of Essays*. Washington, DC: U.S. Department of Housing and Urban Development, pp. 1-20.

Maurrasse, David J. 2001. "The Mission of Higher Education," in *Beyond the Campus: How Colleges and Universities Form Partnerships with their Communities*. New York: Routledge Press, pp. 11-28.

Goldsmith, William W. 1998. "Fishing Bodies Out of The River: Can Universities Help Troubled Neighborhoods?" *Connecticut Law Review*, Volume 30, Summer, Number 4, pp. 1205-1246.

6

2/24

Overcoming White Privilege

hooks, bell. 1994. "Engaged Pedagogy," in *Teaching to Transgress: Education as the Act of Freedom*, New York: Routledge, pp. 13-23.

Dunlap, Michelle, Jennifer Scoggins, Patrick Green, and Angelique Davis. 2007. "White Students Experience of Privilege and Socioeconomic Disparities: Towards a Theoretical Model," *Michigan Journal of*

Community Service Learning, Volume 13,
Number 2, Spring, pp. 19-30.

7	3/3	Introduction to Participatory Action Research Mills, C. Wright. 1959. "The Promise," in <i>The Sociological Imagination</i> . New York: Grove Press, Inc., pp 3-24. Whyte, William F. 1982. "Social Inventions for Solving Human Problems: American Sociological Association, 1981 Presidential Address," <i>American Sociological Review</i> , Volume 47, (February: 1-13), pp. 1-13. Greenwood, Davydd J. and Morten Levin. 1998. "A History of Action Research," in <i>Introduction to Action Research: Social Research for Social Change</i> . Davydd J. Greenwood and Morten Levin, (eds.) Thousand Oaks, CA: Sage Publications, pp. 3-50.
8	3/10	Spring Break
9	3/17	The Planning Process Anderson, Larz T. 1995, "The Planning Process," and "Plans," <i>Guidelines for Preparing Urban Plans</i> , Chicago APA Planners Press, pp. 6-13, 14-24. Forsyth, Ann. 2004. "Involve Youth in Planning: The Progressive Challenge," Ann Forsyth and Tom Angotti, <i>Progressive Planning Reader</i> , New York, Planners Press.
10	3/24	Identifying Your Client

Anderson, Larz T. 1995, "Identifying Your Client," *Guidelines for Preparing Urban Plans*, Chicago APA Planners Press.

11 3/31 District Plans

Hopkins, Lewis D. 2002. "Plans for Urban Development: Why and How?" in *Urban Development: The Logic of Making Plans*, Washington: Island Press, 1-32.

Anderson, Larz T. 1995, "Prepare, Review, and Adopt District Plans," *Guidelines for Preparing Urban Plans*, Chicago APA Planners Press.

12 4/7 Plan-Making

Berke, Philip R., Davis R. Godschalk, and Edward J. Kaiser, with Daniel A. Rodriguez. 2006. "Plan-Making", in *Urban Land Use Planning, Fifth Edition*, Urbana: The University of Illinois Press, pp. 35-58.

13 4/14 Plan Implementation

Anderson, Larz T. 1995, "Methods of Implementation," *Guidelines for Preparing Urban Plans*, Chicago APA Planners Press.

14 4/21 Evaluating Community Planning Projects

Rossi, Peter H. 1999. "Evaluating Community Development Programs: Problems and Prospects," in *Urban Problems and Community Development*, Ronald F. Ferguson and William T. Dickens (eds.), Washington, DC: Brookings Institution, pp. 521-567.

15 4/28 The Future of Planning

Sandercock, Leonie C. 1998. "Groundings: Insurgent Practice," in *Towards Cosmopolis: Planning for Multicultural Cities*, New York: John Wiley, pp. 127-159.

Course Readings:

The PLAN 7006 course readings are a combination of book chapters and articles that are available on the UMDrive for the class and on the world-wide web.

Course Requirements:

- 1.) Regular classroom attendance and active participation;
- 2.) Completion of all course readings when assigned;
- 3.) Participation in all field-based research activities
- 4.) Submission of field-based research assignments
- 5.) Individual written contribution to the final plan
- 6.) Participation in final community presentation

Course Grading:

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| 1.) Attendance/Active Learning Assignments | 10% |
| 2.) Contribution to Field-Based Research Activities | 20% |
| 3.) Field Research Assignments (9 assignments) | 20% |
| 4.) Final Written Report | 30% |
| 5.) Contribution to Community Presentation | 20% |

Course Expectations:

As members of The University of Memphis learning community, all participants, in Planning 7006 are expected to meet the standards of civility outlined in the Code of Student Conduct section of the Student Handbook. Students experiencing difficulties related to the course and/or student life at The University of Memphis are strongly encouraged to speak with the course instructor who will be able to direct you to appropriate campus and community support services. Students who engage in any form of plagiarism will, in accordance with the Student Handbook, risk receiving an "F" for the course.

