

Cleveland State University Spring 2021
Maxine Goodman Levin College of Urban Affairs Department of Urban Studies
UST419 Neighborhood Planning (Section 50) W 6-8:50pm
Room BH 306B

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Office Hours: by appointment

COURSE DESCRIPTION

This course is designed to introduce students to the concept of neighborhood planning and the practice of neighborhood planning today. The primary focus will be on urban neighborhoods located in older industrialized cities like Cleveland, with a specific focus on the Cain Park Village neighborhood of Cleveland Heights.

The course will cover such topics as:

- the definition and importance of neighborhoods
- the relationship between neighborhood and community
- the difference between urban planning and neighborhood planning
- the neighborhood planning process
- community asset mapping
- community capacity building for implementing a neighborhood plan
- neighborhood planning activities in Cleveland today
- challenges in neighborhood planning

COURSE OBJECTIVES

At the conclusion of this course, students will be able to conduct a neighborhood plan:

1. Define a neighborhood.
2. Identify and give examples of contemporary neighborhood planning activities.
3. Discuss current planning issues and practices with visiting neighborhood planning practitioners.
4. Apply the neighborhood planning process using principles and goals of neighborhood planning best practices.
5. Describe and discuss the challenges, constraints, and issues in neighborhood planning.

REQUIRED READINGS

Neighborhood Planning: A Guide for Citizens and Planners, Bernie Jones, Planners Press, 2017.
The Death and Life of Great American Cities by Jane Jacobs, 2016.

Additional readings (optional)

Building Community Capacity, Robert J. Chaskin, Prudence Brown, Sudhir Venkatesh, and Avis Vidal, Aldine De Gruyter, 2001.

Revitalizing Urban Neighborhoods (Studies in Government & Public Policy) , by W. Dennis Keating, Norman Krumholz, & Philip Star

COURSE FORMAT, ASSIGNMENTS AND GRADING

The course is a seminar style with a minimum of lectures and an emphasis on class discussion supplemented by movies, presentations by guest practitioners, presentation of student group projects, and a field assignment in a neighborhood including a photographic essay. Student participation in class discussion is required as part of the grade. It is expected that students will read assignments and be prepared for class discussion.

ASSIGNMENT	PERCENT	DUE DATE
Homework Assignments	10%	See course schedule & Blackboard
Class Participation/Attendance	15%	See course schedule & Blackboard
Quizzes	20%	See course schedule & Blackboard
The Citywide Neighborhood Conservation Plan Project	10%	February 15
Community Engagement / Survey Project	10%	March 8
Neighborhood Analysis Project	10%	April 5th
Neighborhood Implementation Plan Project	10%	April 19
Final Plan Project	15%	May 10
Total	100%	

Class Participation/Attendance (15%)

This includes attendance and participation in class discussions. The participation grade will decrease by 1 point for each missed class. Each student is expected to participate in class discussions.

You are required to engage in thoughtful discussions while maintaining a culture of respect for your peers. I moderate the discussion to ensure that the class is maintaining a culture of respect.

Quizzes (20%)

There will be a quiz given prior to class based on the readings for class that day. There is no make-up for missed quizzes.

Homework Assignments (10%)

Homework projects are designed to be small steps towards your Projects and to be exercises that review the material covered in class.

Projects (55%)

1. The Citywide Neighborhood Conservation Plan Project -: due Wednesday, February 15th (10%)
2. Community Engagement / Survey Project: due Wednesday, March 8th (10%)
3. Neighborhood Analysis Project: due Wednesday, March 29 (10%)
4. Neighborhood Implementation Plan Project: due Wednesday April 19th (10%)

5. Final Plan Project: due Wednesday May 10th (15%)
 - **Jones:** Chap 2. pp.10-38 (Sections: *Principles of Neighborhood Participation, Alternative Methods of Participation, Running Effective Community Meetings, Selection of a Participation method, Factors to Consider in Selecting Methods for Involving Citizens*)

COURSE SCHEDULE

Jones refers to the required text **Neighborhood Planning: A Guide for Citizens and Planners**. **Jacobs** refers to the required text **The Death and Life of Great American Cities**. **[BB]** after a reading indicates that it is posted on Blackboard. The Blackboard readings are available on Electronic Course Reserves. Links to websites and multimedia materials are provided on Blackboard.

Week 1: Orientation and Overview (Jan 18th)

- Review Syllabus and Assignments
- An Introduction to Neighborhood Planning:
- Readings for the following week
 - **Jones: Word of Inspiration**, pp. xiii-xiv; How to use this Guide, pp. xv-xviii, **Chapter 1 - An Introduction to Neighborhood Planning** (Sections: *The City's Planning Process, The Citywide Neighborhood Conservation Plan and The Nature of a Neighborhood Plan, Defining Your Neighborhood*)
 - **Jacobs:** Introduction
 - **Jacobs:** Part One: The Peculiar Nature of Cities – The Uses of City Neighborhoods.
- Homework Assignment to be completed for the following week: Writing a Proposal for a Client

Week 2: Kinds of City Plans (Jan 25th)

- Readings for the following week
 - **[BB]** Cheyenne Neighborhood Conservation Plan
- Homework Assignment: Cheyenne Conservation Plan Analysis

Week 3: Neighborhood Conservation Planning (Feb 1st)

- Readings for the following week
 - **Jacobs:** Part One: The Peculiar Nature of Cities – The Uses of Sidewalks: Safety.
 - **[BB]** Neighborhood Planning Theory, Guidelines, and Research: Can Area, Population, and Boundary Guide Conceptual Framing? Park, Yunmi & Rogers, George O.
- Homework Assignment to be completed for the following week: Conduct a site visit and a neighborhood “walk” via Google Earth of each neighborhood, and an image search on the internet, and using the library’s photographic reserves to document neighborhood conditions prior to class. Create a collage for a pinup session and charrette.

Week 4: Neighborhood Planning Theory Overview (Feb 8th)

- Readings for the following week
 - **Jones: Chapter 2 – Democratic Neighborhood Planning** (Sections: *Principles of Neighborhood Participation, Alternative Methods of Participation*)
 - **Jacobs:** Part One: The Peculiar Nature of Cities – The Uses of Sidewalks: Contact
- Homework Assignment to be completed for the following week:

Week 5: Democratic Neighborhood Planning / Community Engagement (Feb 15th)

DUE: *The Citywide Neighborhood Conservation Plan Project*

- Readings for the following week
 - **Jones: Chapter 2 – Democratic Neighborhood Planning** (Sections: *Running Effective Community Meetings, Selection of Participation Method, Factors to Consider in Selecting Methods for Involving Citizens, Overview of Steps in Neighborhood Planning, What Is It Going to Take to Do Your Neighborhood Plan*)
 - **Jacobs:** Part One: The Peculiar Nature of Cities – The Uses of Sidewalks: Assimilating Children.
 - **Jacobs:** Part One: The Peculiar Nature of Cities – The Uses of Neighborhood Parks.
- Homework Assignment to be completed for the following week: Write a Survey for the Neighborhood

Week 6: Democratic Neighborhood Planning / Community Engagement (Feb 22nd)

- Readings for the following week
 - **Jacobs:** Part Two: The Conditions for City Diversity – The Generators of Diversity.
 - **Jacobs:** Part Two: The Conditions for City Diversity – The Need for Primary Mixed Uses.
- Homework Assignment to be completed for the following week: Write a Survey for a Focus Group

Week 7: Democratic Neighborhood Planning / Community Engagement (Mar 1st)

- Readings for the following week
 - **Jones: Chapter 3 The Substance of the Plan** (Sections: *Collecting Information*)
 - **Jacobs:** Part Two: The Conditions for City Diversity – The Need for Small Blocks
 - **Jacobs:** Part Two: The Conditions for City Diversity – The Need for Aged Buildings
- Homework Assignment to be completed for the following week: Survey analysis

Week 8: Making Sense of the Information and Putting the Plan Together (Mar 8th)

- **DUE: Community Engagement Survey Project**
- Readings for the following week
 - **Jacobs:** Part Two: The Conditions for City Diversity – The Need for Concentration
 - **Jacobs:** Part Two: The Conditions for City Diversity – Some Myths About Diversity
- Assignments: Cain Park Village SWOT Analysis

Week 9: Spring Break

Week 10: Implementing the plan (Mar 22nd)

- Group research assignment on national models of neighborhood planning
- Readings for the following week
 - **Jones: Chapter 3 The Substance of the Plan** (Sections: *Making Sense of Information: Pinpointing Issues, Setting Goals*)
 - **Jacobs:** Part Three: Forces of Decline and Regeneration – The Self-Destruction of Diversity
 - **Jacobs:** Part Three: Forces of Decline and Regeneration – The Curse of Border Vacuums

- Homework Assignment to be completed for the following week: Existing Land Use Map and Analysis

Week 11: Impact of foreclosures on neighborhood development & National models of neighborhood planning (Mar 29th)

Group project meeting

- Readings for the following week
 - **Jones:** **Chapter 3 The Substance of the Plan** (Sections: *Putting Your Plan Together, Figuring Out How to Implement Your Plan*)
 - **Jacobs:** Part Three: Forces of Decline and Regeneration – Unslumming and Slumming
- Homework Assignment to be completed for the following week:

Week 12: Current neighborhood planning models & Neighborhood planning in Cleveland (April 5th)

DUE: Neighborhood Analysis Project

- Readings for the following week
 - **Jacobs:** Part Three: Forces of Decline and Regeneration – Gradual Money and Cataclysmic Money
 - **[BB]** From Local to Global: One Hundred Years of Neighborhood Planning. Rohe, William M.

Week 13: Class group project presentation on national models (Apr 12th)

- Readings for the following week
 - **Jacobs:** Part Four: Different Tactics – Subsidizing Dwellings
 - **Jacobs:** Part Four: Different Tactics – Erosion of Cities or Attrition of Automobiles

Week 14: Building Community Capacity & Community Capacity- Definitional Framework and Leadership Development: Community Involvement (April 19th)

- Readings for the following week
 - **Jacobs:** Part Four: Different Tactics – Visual Order: Its Limitations and Possibilities
 - **[BB]** Assessing the Effectiveness of Public Participation in Neighborhood Planning. Brown, Greg & Chin, Sean Yeong Wei

Assignments:

Group project & paper due

Week 15: Organizational Development & Community Organizing and Collaboratives, Partnerships, Organizational Networks (April 26th)

- Readings for the following week
 - **Jacobs:** Part Four: Different Tactics – Salvaging Projects
 - **Jacobs:** Part Four: Different Tactics – Governing and Planning Districts

Week 16: Gentrification and Historic Preservation & Doing Planning for Grassroots Neighborhood Development (May 3rd)

- Readings for the following week
 - **Jacobs:** Part Four: Different Tactics – The Kind of Problem a City Is

Week 17: Final (May 10th)

DUE: Final Plan Project

- [BB] Neighborhood Planning as Collaborative Democratic Design. Sirianni, Carmen
- [BB] Planning and Social Media: Facebook for Planning at the Neighborhood Scale. Afzalan, Nader & Evans-Cowley, Jennifer
- [BB] Planning for Happy Neighborhoods. Pfeiffer, Deirdre & Cloutier, Scott

PLAGIARISM

This course requires a significant amount of research and writing. No act of plagiarism will be tolerated. Plagiarism may result in the student receiving a failing grade for the assignment. The University's penalties for plagiarism are in the Student Handbook, under Academic Regulations (Policy on Academic Misconduct), see <http://www.csuohio.edu/studentlife/conduct/acadegres.html>

If you would like additional information regarding plagiarism, see the CSU Writing Center's statement on plagiarism at: <http://www.csuohio.edu/academic/writingcenter/WAC/Plagiarism.html>

When you quote, or state directly what an author has said, set off the statement in quotation marks and document the source with an APA-style citation. If you derive a paraphrased statement from several authors, use a single pair of parentheses and a series of references separated by colons, for example: (Johnson, 1999; Perry, 2004; Smith, 2006). Paraphrasing should be used to support your thinking and should form the bulk of your evidence. A paraphrase is a restatement of an author's words or ideas. Paraphrasing adds weight to the argument you are presenting. When paraphrasing, you should maintain the intent of the original passage and/or synthesize the ideas of multiple authors.

WRITING ASSISTANCE

Students are encouraged to visit CSU's Writing Center for writing assistance. Call (216) 687- 6981 for appointments (Rhodes Tower 124). The Writing Center also provides on-line help; see <http://www.csuohio.edu/academic/writingcenter/index.html> for more information and guidelines.

GRADES

The grading scale for this course is:

- A 94-100
- A- 90-93
- B+ 87-89
- B 83-86
- B- 80-82
- C+ 77-79
- C 70-76
- D 60-69
- F < 59

The "I" grade is given when the work in a course has been generally passing, but when some specifically required task has not been completed through no fault of the student. An "I" automatically becomes an F if not resolved by the last day of instruction of the following semester. An "I" grade may be assigned by the instructor when all three of the following conditions are met:

1. Student is regularly attending/participating in the class and has the potential to pass the course;
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor; and
3. Student has notified the instructor prior to the end of the grading period.

IMPORTANT DATES

First Weekday Class January 17, 2023

Last Day to Join a Course Waitlist January 20, 2023

Last Day to Drop with Full Refund January 20, 2023

Last Day to Add (CampusNet Registration) January 22, 2023

Last Day to Drop January 27, 2023

Course Withdrawal Period Begins - 'W' grade assigned January 28, 2023

Mid Term Grades March 13, 2023

Last Day to Withdraw from Courses March 31, 2023

Last Day of Classes May 5, 2023

Exam/Final Presentations Week May 6-12, 2023

Final Grades Available May 17, 2023

DISABILITY STATEMENT

Educational access is the provision of classroom accommodations, auxiliary aids and services to ensure equal educational opportunities for all students regardless of their disability. Any student who feels he or she may need an accommodation based on the impact of a disability should contact the Office of Disability Services at (216)687-2015. The Office is located in MC 147.

Accommodations need to be requested in advance and will not be granted retroactively.

This syllabus is subject to amendment throughout the semester; please check Blackboard for updates as they occur.