



Graduate School of Architecture, Planning and Preservation

COURSE SYLLABUS

DEVELOPMENT ANALYSIS: URBAN PLANNING

Summer 2018

Tuesdays, 9-11a, 113 Avery (Wood)

Instructor:

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Real estate development is largely an urban phenomenon. Understanding the fundamental urban planning issues, opportunities and risks associated with a given project is critical to successful development. Projects must be framed within a range of government regulations, powers and incentives, including those associated with land use and zoning, sustainability, historic preservation, transportation and the environment. They also must be cognizant of and address broader issues associated with gentrification, public space and community participation. This half-semester introduction to urban planning will use New York City as the canvas to introduce these topics to students through relevant readings and case studies.

I. Course Description

Real estate development almost never happens in a vacuum; indeed it normally only works where there is strong demand for land to be used for specific purposes. Typically, developers are most active in urbanized places or cities – where people want to live, where businesses want to locate, and where retailers want to ply their trade. Cities by their nature are complex organisms, with a variety of actors wielding the ability to stop, promote or otherwise impact development projects. A successful developer understands the needs and concerns of these players, as well as the broader social and economic issues involved in transforming the built environment.

This course will use New York City as the template or backdrop through which students will become familiar with the language of urban planning – with the issues, tools, regulations and conventions that act together to guide the physical way a city involves. Some of these, such as building codes, are well-known to developers in much of the developed world. Others, such as zoning, are common in American cities but by no means universal on a global scale. Notwithstanding this fact, the need to control or shape the municipal environment is universal as cities grow and must manage and integrate the needs of diverse constituencies; indeed, government intervention in some form is now an accepted part of civic life throughout the world.

The course begins with a look at the concept of urban planning, and how it has evolved since the mid-to-late 19th century, when the consequences of a laissez-faire attitude toward city planning first became apparent in the world's larger, industrializing cities. We will look specifically at how urban planning has emerged in the US, and how the federal system of governance frames and impacts development there. We will also consider the differing perspectives of real estate developer and city planner – and how this tension manifests itself in nearly all development decisions.

Our next session will consider the various forms of regulation municipal governments employ to control the built environment under their jurisdiction. These range from the power to condemn and take land for public purpose, to building code requirements, to less draconian forms of incentives that may be promulgated to encourage certain forms of development. Of particular interest is a city's ability to develop zoning codes, which specify the amount and type of development that can be undertaken on a given parcel of land. A separate "zoning lab" will accompany the class to ensure students are familiar with how NYC zoning works, so that they may use that knowledge to develop ideas for value-driven projects over the course of the academic year.

Our third class will consider development not from the city or developer's perspective, but from that of the community. We will consider the role of the community in the land use review and approvals process, and the ways in which developers are increasingly engaging communities to further their business goals and simultaneously address community needs. This session will include concepts of mitigation and community benefits agreements, as well as issues of gentrification and environmental justice.

The fourth class will look at historic preservation, and the way that planners have come to embrace and integrate preservation goals in their thinking. We will review the last 50 years of history, in which preservation regulations have acted to shape development in formerly industrial and central city locations. Through case studies, we will highlight a series of issues, approaches and interventions that define the way that developers may successively approach adaptive reuse and reactivation of historic structures and neighborhoods.

Finally, Session 5 will consider the public realm and the role it increasingly plays in framing development. We will consider the role of open and space over time, as it helped define the most successful societies of antiquity as well as the most successful of today's global cities. In particular, we will consider the role of sidewalks, streets, public parks, plazas, and privately-operated public space in enhancing the value of development projects. We will also identify and consider new and emerging definitions of 'public realm' as they relate to real estate development.

Nearly all of our classes will rely on case studies to highlight key concepts and lessons. Most but not all of them will be local to New York, though we will draw comparisons with other cities where appropriate. Students will be expected to become familiar with certain areas of New York City highlighted in the case studies, and will be encouraged to visit these projects where possible between classes.

II. Course Requirements and Assignments

Students will be expected to attend each of the six classes. They will be asked to complete assigned weekly readings and to prepare reading responses and submit them to the instructors or teaching assistant at the beginning of each week in the format requested. These responses will be evaluated and will form part of student grades for the course. There will also be a final exam, taken in class on July 10.th

III. Course Grading Criteria

Completion of readings and reading responses 30%
Attendance and in-class participation: 20%
Final exam or paper: 50%

IV. Readings

Each week, students will be expected to complete readings in advance of class. Some of these readings are from the required textbook; others will be posted one week in advance on Courseworks/Canvas.

There is one required textbook for the course, which is available in bookstores or may be ordered on-line. You are expected to purchase this textbook in advance of our first class. Please purchase:

Cullingworth, Barry and Roger W. Caves, Planning in the USA: Policies, Issues, and Processes, 4th edition (Routledge, 2013)

V. Course Outline

Class 1 (June 5): Intro to Urban Planning and Development

- urban planning vs real estate development
- the evolution of planning
- urban design and “new urbanism”
- methods of control
- overview of NYC development
- perspectives on development

Required readings for June 5:

Cullingworth and Caves, Chapter 1, “The nature of planning” pp. 14-26; Chapter 2, “Urbanization”; Chapter 3, “Governing and planning urban areas”; Chapter 5, “The evolution of planning and zoning” pp. 97-101.

Class 2 (June 12): The Role of Government

- the role of property in government
 - financial considerations
 - condemnation/eminent domain
- using land values to achieve policy objectives
- environmental and building regulations
- affordable housing
- economic development
 - what does it mean and why do we care?
 - financial incentives and tools
 - development corporations
- key issues for government today

Required readings for June 12:

Cullingworth and Caves: Chapter 6, “The institutional and legal framework of planning and zoning”, pp 110-123; Chapter 8, “The techniques of zoning” pp. 142-169; Chapter 9, “City financing and planning for development; ;Chapter 12, “Environmental policy and planning,” pp. 245-281.

Optional readings, on Courseworks:

- From Traditional to Reformed: A Review of the Land Use Regulations in the Nation’s 50 Largest Metropolitan Areas,
<https://www.brookings.edu/research/from-traditional-to-reformed-a-review-of-the-land-use-regulations-in-the-nations-50-largest-metropolitan-areas/> pp. 1-6, 10-32

- JF McDonald, "Houston Remains Unzoned," *Land Economics*, 71 (1) (1995), pp. 137-140
- Kelo decision: <https://www.supremecourt.gov/opinions/04pdf/04-108.pdf>

Class 3 (June 19): Housing and the Role of Community

- neighborhood change, stability, gentrification and affordability
- housing
- community economic development: jobs and local businesses
- community planning and civic engagement
- civic infrastructure (schools, park, community spaces, etc.)
- environmental justice and NIMBY
- tools: CDOs. CBAs, other
- outcomes and enforcement

Required readings for June 19:

- Cullingworth and Caves: Chapter 15, "Housing" and Chapter 16, "Community and economic development."

Courseworks:

- Miles and Berens, *Real Estate Development*, "Affordable Housing", pp. 353-385.
- *Brian Paul, "Affordable Housing Policy May Spur Gentrification, Segregation" *Gotham Gazette*, February 2011
<http://www.gothamgazette.com/index.php/city/4282-affordable-housing-policies-may-spur-gentrification-segregation>
- *NYC Bar, "The Role of Community Benefit Agreements in New York City's Land Use Process," 1-22.
- Furman Center (NYU) Study on Gentrification,
http://furmancenter.org/files/sotc/Part_1_Gentrification_SOCin2015_9JUNE2016.pdf

Class 4 (June 26): Historic Preservation

- history of preservation in NYC
- institutions and roles: who controls preservation?
- historic districts and buildings
- financial and other incentives
- adaptive reuse

Required readings for June 26:

- Cullingworth and Caves: Chapter 16, "Urban design and aesthetics", Chapter 18, "Heritage and historic preservation"

Courseworks:

- Macdonald, Elizabeth, "Beauty" in Oxford Handbook of Urban Planning, 2012.
- Li, Na and Elizabeth Hamlin, "Preservation"
- Lynch, Kevin "The Image of Time and Place in Environmental Design" in City Sense and City Design: The Writing and Projects of Kevin Lynch, 1975.
- Glaeser, Edward, Triumph of the City, excerpt:
<https://www.scientificamerican.com/article/glaeser-triumph-of-the-city-excerpt/>

Class 5 (July 3): Public Space

- definitions
- historical overview
- managing public space
 - privately-owned public spaces
 - business Improvement districts
 - conservancies and trusts
- parks and value
- streets, sidewalks and plazas
- waterfront development
- new public spaces
 - infrastructure conversions
 - technology

Required readings for July 3:

Courseworks:

- "Locating Public Space", Zachary Neal
- Mitchell, "The Shape of City Places" (Chapter 1) in "Business Improvement Districts and the Making of American Cities," pp. 1-14.
- Jacobs, Jane, Death and Life of Great American Cities, Chapter 19, "Visual Order: Its Limitations and Possibilities" and Chapter 7, "The Generators of Diversity"
- Global Placemaking - Value and the Public Realm, May 2017
https://edco.on.ca/resources/Documents/GI*obal%20Placemaking.pdf
- The Craving for Public Squares
<http://www.nybooks.com/articles/2016/04/07/craving-for-public-squares/>

Optional:

- "Controlling the Commons: How Public is Public Space?," Jeremy Nemeth
- "Bonus Plazas and the Creation of Public Space," Gregory Smithsimon
- "The Design of Spaces," William Whyte

Class 6 (July 10): Final Exam

