
PD 404/506 Introduction to Urban Management

Fall Semester 2003
Thursdays 3:00 – 5:40 pm
201A Hayes Hall
Professor: Henry Louis Taylor, Jr.

Office Hours: Thursdays 6:00 to 9:00
(or by Appointment, call Frida at 829-2133 x 339)

Course Description: This seminar introduces students to the world of urban management planning and consists of lectures, classroom discussions, and two field projects that are designed to provide students with greater insight into urban life and the challenges urban management planners face. The course grapples with three aspects of planning and urban development. The first seeks to think analytically and creatively about the city and regional building process. The second grapples with the formulation of transformative plans that will make a real difference in the lives of people, and the third deals with operating as a planner in the messy world of politics, limited resources, and race and class divisions.

The course is designed to challenge students to think about the process of building metropolitan regions and how that process impacts communities of colour and those locked out of the regional decision making process. In this context, students are encouraged to think analytically and creatively about the city and regional building process. This involves developing insights into way cities and regions grow and develop, the ways socioeconomic problems evolve from this growth process and then, on the basis of this insight, developing creative, transformative plans to solve the problems.

The course is not only concerned about thinking how city and regions in critical terms, but also in making things happen in the real world. So, the course also explores how planners must function in the real world. This involves learning about strategic planning, public finance, resource allocation, measuring performance, coalition building, citizen participation, service delivery, benchmarking, and decision-making, and agenda setting in the context of urban regimes. The idea is to learn how planners can be effective in a messy world characterized by politics, limited resources, turf warfare, socioeconomic intrigue, and race and class divisions. This task involves learning how to manage these various situations: building relationships in government, getting diverse and hostile people to work and plan together; navigating the tricky waters of implementation, deal-making and negotiating, finding the financial and fiscal resources needed to develop your plans, and creating innovative ways to get citizens to participate in the planning process.

Course Requirements

- **Required Readings.** From time to time, you will be sent articles and essays by email. These readings are not required, but they will help you better understand classroom lectures and discussions. A list of required readings is below.
 - Oliver E. Byrum, **Old Problems in New Times: Urban Strategies for the 1990s**, Chicago, Planners Press, American Planning Association, 1992
 - R. Allen Hays, **The Federal Government and Urban Housing: Ideology and Change in Public Policy**, Albany: State University of New York Press, 1995.
 - Norman Krumholz and Pierre Clavel, **Equity Planners Tell their Stories**, Philadelphia, Temple University Press: 1994
 - David R. Morgan and Robert E. England, **Managing Urban America**, Chatham, NJ, Chatham Press, 1996.
 - June Manning Thomas and Marsha Ritzdorf, eds. **Urban Planning and the African American Community: In the Shadows**, Thousand Oaks, Sage Publications, 1997.
- **Mid-Term and Final Examinations.** All examinations will be take-home exams that require short essay answers. The exams will be designed to test your synthesizing abilities, rather than your recall talents. Both the mid-term and final examination will be based on classroom discussions, lectures, field projects, and readings.
- **Participation in Classroom Discussions.**
- **Participation in Class Projects.**
- **Seminar Paper (15 to 20 pages) and Summary of All Readings.**
- **Undergraduates (5-page paper based on readings)**

Grading

Mid-term	25%
Final	40%
Paper	20%
Readings	5%
Class Projects	10%
Bonus	5%

This bonus is for outstanding participation in classroom discussions (Always volunteers and consistently provides thoughtful, provocative and insightful commentary. Comments should reflect a good understanding of the readings and well-thought out reflections of past lectures.) If a student does poorly on the mid-term examination, but does an outstanding job on the final examination, team paper, reading, the team projects, and actively participates in classroom discussion, that student may be given additional bonus points. The magnitude of the bonus will be based on the discretion of the professor, but will not reflect more than 15% of the final grade. Any student that misses three or more unexcused classes may receive a 15% off their final grade as penalty.

Course Outline

Part One: The City and Regional Building Process

- Aug. 28 Introduction to the Course
Sept. 4 One Big City: The Regional Residential Structure
Sept. 11 Hidden Forces: The Residential Process
Sept. 18 The Segregated Metropolis: Neighborhood Development in a Metropolitan Context
Sept. 25 *Project One: Thinking About the Urban Metropolis*

Part Two: The Central City Building Process

- Sept. 26 Urban Regimes, Governance, Policy-Making, and Public Finance
Oct. 2 Mid-Term Examination
Oct. 9 Myth and Realities: The Structure of Inner City Neighborhoods
Oct. 16 Rethinking the Housing and Neighborhood Development Problem
Oct. 24 Regionalism and the Inner City: Will the Real Regionalism Please Stand Up?
Oct. 30 The Fantasy of Change: Traditional Approaches to Redeveloping Inner Cities/Reinventing Cuba:
Linking Tourism and Community Development (two short lectures on this day, with one held in Prof
Sam Cole's Class)
Nov. 6 *Project Two: Exploring Neighborhood Change in Buffalo*
Nov. 13 Neighborhood Planning and Community Development
Nov. 20 Focusing on Outcomes: Benchmarking, Evaluations, and Performance Indicators
Nov. 27 Thanksgiving Holiday
Dec. 4 Citizen Participation and Political Engagement

Class Projects

September 18--Project One: Thinking About the City and Regional Building Process

Over the past three weeks we have explored the city and regional building process with emphasis on the development of the regional residential structure. Erie County, like most regions nationally, is divided into three residential geographies: the central city, inner-suburbs, and outer suburbs/exurbs. These three parts of the region are both *separated and integrated*; they are both *independent and dependent*; they are filled with *cooperative links and tensions* that drive them apart. Times exist when everyone in the region pulls together and think *regionally*, and then there are times when they split apart. Race and class are part of this tension that generates contradictory forces that are held together in a tense unity.

In this exercise, you are to explore the regional residential structure and discuss the following characteristic features of the region: *independence and dependence, cooperative links and tensions, and acting regionally and splitting apart*. Your report should be based on field trips to various parts of the region, examination of newspapers, including *Business First*, and an examination of the 2000 census. Each group will have forty minutes for their presentation.

November 6 ---Project Two: Explore Neighborhood Change in Buffalo

During the decade of the 1990s, Buffalo underwent significant neighborhood change. How one interprets this change will dictate the type of planning intervention strategies that are formulated. The Center for Urban Studies argues that between 1990 and 2000, many African Americans left the traditional black neighborhoods on the East Side. They moved into about 50 new neighborhoods around the City. Historically, Main Street was the racial dividing line in Buffalo. That changed during the 1990s. During this period, the blacks moved into about 28 neighborhoods on west side. The CENTER believes the influx of blacks into these neighborhoods will create problems. The City has not learned how to create stable neighborhoods with large numbers of low-income groups. In this project, the class is to identify the ten (10) west side census tracts that have experienced the largest increase in black population. You are to visit these tracts and report on existing housing and neighborhood conditions. Talk to residents to get their views on what is going on in the neighborhood. Study the census tract data and compare the area between 1990 and 2000 by looking at key socioeconomic variables. Supportive readings that will help with your presentation will be placed in the shared drive for PD 506 students. Each group will have 40 minutes for project presentation.

Reading Assignments

Part One: The City and Regional Building Process

September 4: R. Allen Hays, *The Federal Government and Urban Housing: Ideology and Change in Public Policy*: Chapters 1-3; Oliver E. Byrum, *Old Problems in New Times: Urban Strategies for the 1990s*: Chapter 1. Norman Krumholz and Pierre Clavel, *Equity Planners Tell their Stories*: Chapter 1.

September 11 – 18: Krumholz and Clavel, *Equity Planners Tell their Stories*: Chapters 2-3, June Manning Thomas and Marsha Ritzdorf, Eds. *Urban Planning and the African American Community: In the Shadows*: Chapter 2: Christopher Silver, " *The Racial Origins of Zoning in American Cities*," pp. 23 –42.

Part Two: The Central City Building Process

September 26: David R. Morgan and Robert E. England, *Managing Urban America*: Chapters 2-5; Krumholz and Clavel, *Equity Planners Tell their Stories*: Chapters 4-6; Hayes, *The Federal Government and Urban Housing*: Chapters 4 & 5 & 8.

October 2: Mid-Term Examination

October 9: Thomas and Ritzdorf, eds. *Urban Planning and the African American Community*: Yale Rabin, *Urban Planning* ,Chapter 6: " *The Persistent of Racial Isolation: The Role of Government Action and Inaction*," 93-108; Norman Krumholz, Chapter 7: " *Urban Planning, Equity Planning, and Racial Justice*," Robert A. Catlin, *Urban Planning and the African American Community* , Chapter 8: " *Gary, Indiana: Planning, Race, and Ethnicity*," 126-142; June Manning Thomas, *Urban Planning* , Chapter 9: " *Model Cities Revisited: Issues of Race and Empowerment*," pp. 143-166.

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October 16: Byrum, **Old Problems in New Times:** Chapter 2.

Henry Taylor and Sam Cole, "*Structural Racism and Efforts to Radically Reconstruct the Inner City Built Environment*," An electronic copy will be placed in the share drive; Daniel Hess, *Access to Employment for Adults in Poverty in the Buffalo-Niagara Region*, an electronic copy will be placed in the share drive; Henry Taylor, *Structural Racism and Inequality: The Aspen Paper*, a copy will be placed in the share drive.

October 24: Byrum, **Old Problems in New Times:** Chapters 3-9; Charles E. Connerly and Bobby Wilson, **Chapter 12**, "*The Roots and Origins of African American Planning in Birmingham, Alabama*," pp. 201-219.

October 30: Krumholz and Clavel. **Equity Planners Tell Their Stories:** Chapters 7-10; R. Allen Hays, **The Federal Government and Urban Housing: Ideology and Change in Public Policy:** Chapters 7-9. Sigmund C. Shipp, **Urban Planning**, Chapter 11, "*Winning Some Battles But Losing the War? Blacks and Urban Renewal in Greensboro, NC, 1953-1965*," pp. 187-200;

November 6: **Project Two: Exploring Neighborhood Change in Buffalo**

November 13: Jacqueline Leavitt, **Urban Planning**, Chapter 10, "*Charlotta A. Bass, The California Eagle, and Black Settlement in Los Angeles*," pp. 167-186; Robert W. Collin and Robin Morris Collin, **Urban Planning**, Chapter 13, "*Urban Environmentalism and Race*," pp. 220-238.

November 20: Morgan and England, **Managing Urban America**, Chapters 6,7 & 10.