

Fall 2012

Syllabus for URBP 719 Landuse Fall 2012

Laxmi Ramasubramanian
CUNY Hunter College

[How does access to this work benefit you? Let us know!](#)

Follow this and additional works at: http://academicworks.cuny.edu/hc_oers

 Part of the [Urban Studies and Planning Commons](#)

Recommended Citation

Ramasubramanian, Laxmi, "Syllabus for URBP 719 Landuse Fall 2012" (2012). *CUNY Academic Works*.
http://academicworks.cuny.edu/hc_oers/1

This Syllabus is brought to you for free and open access by the Hunter College at CUNY Academic Works. It has been accepted for inclusion in Open Educational Resources by an authorized administrator of CUNY Academic Works. For more information, please contact AcademicWorks@cuny.edu.

URBP 719: LAND USE, PEOPLE, AND THE ENVIRONMENT
aka Introduction to Land Use Planning

Prof. Laxmi Ramasubramanian, PhD, AICP
laxmi@hunter.cuny.edu

Office Hours: Tuesdays, immediately after class or by appointment
Hunter West 1645

COURSE OVERVIEW

This class seeks to introduce students to the theory and practice of land use planning in urban environments. In this course, land use is considered to be part of a set of social relations that define the way neighborhoods, cities and urban regions develop. Urban land use planning is understood in a holistic sense as involving nature, the environment, and human activity in an integrated way. Land use planning starts with the ability to accurately describe existing conditions and moves towards engagement in planning that helps to consciously shape urban futures. This course is a required core course in the MUP curriculum. The student is expected to engage with this material in conjunction with material covered in other core courses such as URBP 700 (History), URBP 701 (Intro), and URBP 702 (Structure).

COURSE GOALS

Students will: 1) understand the societal and political contexts that shape local land use planning in the United States; 2) learn how to apply as well as critique conventional land use analysis techniques that are used to support planning in New York; and 3) become familiar with innovative land use planning methods and practices that can enhance progressive planning policies nationally and internationally.

LEARNING OBJECTIVES

It is anticipated that students will:

- Learn the vocabulary of land use planning;
- Obtain an overview of different types of land use plans (purpose, content, methods used)
- Appreciate how legal and regulatory frameworks shape land use planning (focus on NYC);
- Conduct a land use inventory/zoning analysis in a NYC neighborhood;
- Use maps and data to describe and understand physical features (e.g., topography, flood zones) and historical and contemporary social constructions (e.g., parcels and property boundaries) and infrastructure/management (e.g., sewer and water maps); and,
- Critically discuss the pros and cons of new national/international land use planning trends

REQUIRED BOOKS

1. Berke, P. R, Godschalk, D. R, & E. Kaiser with D. Rodriguez. 2006. Urban Land Use Planning, 5th Edition. Chicago & Urbana: University of Illinois (UIUC Press) **[Berke]**
2. Duerksen, C.J, Dale, C.G, & D. L. Elliot. 2009. The Citizen's Guide to Planning, 4th Edition. Washington, D.C & Chicago: American Planning Association (Planners Press) **[Duerksen]**
3. New York City Department of City Planning (NYCDPC), 2006, 2011. Zoning Handbook. New York: NYCDPC **[Zoning Handbook]**

Additional required readings will be made available electronically through BlackBoard. They will be drawn from the Recommending Reading List (see BlackBoard) and from planning journals and reports.

POLICIES

Hunter College and CUNY policies on academic integrity will be strictly enforced. "Hunter College regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures" (Syllabus Statement approved by Hunter College Senate 5/11/2005). For more information please refer to: <http://www.hunter.cuny.edu/student-services/advising/policies-sub/policies-academic-integrity>

ATTENDANCE

Regular attendance is required. Habitual lateness and/or unannounced absences will result in low or failing grades. Incomplete grades are not possible except in the case of documented health problems or other special circumstances.

CLASSROOM ETIQUETTE

Students' use of technology during class sessions must be discussed and negotiated with the instructor. Civil discourse and professional behavior is expected.

GRADING CRITERIA

Attendance + Participation: 20 %
Leading Discussions: 15 %
In-class SketchUp Lab 15 %
Individual Project Total: 50 % (*Phase 1: 15 %; Phase 2: 15 %; Phase 3 and integrated report: 20 %*)

SCHEDULE - QUICK VIEW

Date	Session	Planned Topics / Activities ¹
Aug 28	1	Introductions, Course overview
Sep 4	2	Land, People, and the Environment
Sep 11	3	Understanding Land and Natural Environments Project 1: (Land) Conduct a land use inventory
Sep 18		<i>No classes scheduled at Hunter College; Use time to complete assigned readings and do field data collection</i>
Sep 25		<i>No classes scheduled at Hunter College Use time to complete assigned readings and complete Project 1</i>
Oct 2	4	A Historical Overview of Land Use Planning in New York City Project 1 <u>Drafts</u> Due; Online submission before class on October 2nd
Oct 9	5	The Uniform Land Use Review Procedure (ULURP) City Environmental Quality Review (CEQR)
Oct 16	6	Rebuilding New Orleans - Case Study; A New York Case Study may be added
Oct 23	7	How People Use and Adapt the Built Environment (Neighborhood Scale) Project 2: (Land, People) Observing Places and Traces
Oct 30	8	Integrating Transportation and Land Use Planning (Metropolitan Scale)
Nov 6	9	Participation in Land Use Planning Processes Project 2: <u>Drafts</u> Due; Online submission before class on November 6 th
Nov 13	10	Sketch Up Basics: In-class lab
Nov 20	11	Zoning Revisited
Nov 27	12	Land Use Planning Challenges in Emerging Economies - A focus on India
Dec 4	13	Student Presentations / Review and Summation
Dec 11	14	Student Presentations / Review and Summation

Final Project Reports are due, Tuesday, December 18th, before 5 PM

¹ Subject to change, please review BlackBoard announcements for changes

DETAILED SCHEDULE AND READINGS

CLASS SESSIONS 1 and 2 August 28th and September 4th

Main Themes

- Objectives of land use planning; its role in local government decision-making
- Using a sustainability lens to understand/critique contemporary land use practices

Berke

Chapter 1: Framing the Land Use Planning Process

Chapter 2: Shaping Plans through the Sustainability Prism Model

Chapter 3: What makes a good plan?

Duerksen

Chapter 1: Why Plan?

Chapter 2: Navigating the Planning Landscape

CLASS SESSION 3 and FIELD WORK SESSIONS September 11th , 18th and 25th

Main Themes

- Understanding Land and Natural Environments
- Understanding Urban Environmental Issues and Concerns
- Work on Project 1: Assignment will be handed out on September 11th and reviewed in class

Berke

Chapter 6: Environmental Systems

Chapter 7: Land Use Systems

Chapter 10: The Plan-Making Process

Duerksen

Chapter 3: The Comprehensive Plan

Digital Sources (Hyperlinks provided or files available through BlackBoard)

New York City 2030 Plan 2007 and 2011 Update

<http://www.nyc.gov/html/planyc2030/html/home/home.shtml>

New York APA Metro Chapter's Comments about the NYC 2030 Plan

http://www.nyplanning.org/docs/PlaNYC_2030_response_final_3-14-07.pdf

http://www.nyplanning.org/docs/PlaNYC_2030_response_DiversityCommittee.pdf

Peter Marcuse's Critique of PlaNYC

<http://www.hunter.cuny.edu/ccpd/repository/files/planyc-is-not-a-plan-and-it-is-not-for-nyc.pdf>

New York City Panel on Climate Change. 2009. Climate Risk Information

http://www.nyc.gov/html/om/pdf/2009/NPCC_CRI.pdf

Vision 2020: New York City Comprehensive Waterfront Plan, 2011

<http://www.nyc.gov/html/dcp/html/cwp/index.shtml>

NYS Legislative Commission on Rural Resources. 2008. New York Land Use Tools. Counties, Cities, Towns and Villages: A 2008 Survey of Land Use Planning and Regulations in New York State.

New York Public Library's Map Division. You can arrange for a consultation with a map librarian

<http://www.nypl.org/locations/schwarzman/map-division>

CLASS SESSION 4
October 2nd

Main Themes

- Historical Overview of the Land Use Planning in New York
- Relationship between Zoning and Land Use in NYC

Duerksen

Chapter 4: What are we trying to achieve?

Chapter 5: Putting the Plan to Work: Implementation

Chapter 7: The Law of Planning

Zoning Handbook

Chapter 1: Introduction

Chapter 8: How Zoning is Administered and Amended

Digital Sources (Hyperlinks provided or files available through BlackBoard)

NYC Department of City Planning History Project

http://www.nyc.gov/html/dcp/html/history_project/index.shtml

New York City Department of City Planning

Zoning

<http://www.nyc.gov/html/dcp/html/subcats/zoning.shtml>

Land Use

<http://www.nyc.gov/html/dcp/html/subcats/landuse.shtml>

Rezoning

<http://www.nyc.gov/html/dcp/html/rezonings/rezonings.shtml>

CLASS SESSIONS 5 and 6
October 9th and 16th

Main Themes

- The ULURP Review Process
- CEQR Review Process
- Case Studies

Duerksen

Chapter 6: The Plan in Action - The Application Review Process

Digital Sources (Hyperlinks provided or files available through BlackBoard)

ULURP Review Process

<http://www.nyc.gov/html/dcp/html/luproc/ulpro.shtml>

Environmental Review Process

http://www.nyc.gov/html/dcp/html/env_review/env_review.shtml

CEQR Technical Manual

http://www.nyc.gov/html/oec/html/ceqr/technical_manual_2012.shtml

Additional readings for the Rebuilding New Orleans after Katrina will be included here

CLASS SESSION 7
October 23rd

Main Themes

- Understanding linkages between land use, built environment characteristics, and human activities
- Work on Project 2: Examining places and traces

Digital Sources (Hyperlinks provided or files available through BlackBoard)

Blacksher, E., Lovasi, G.S. 2012. Place-focused Physical Activity Research, Human Agency, and Social Justice in Public Health: Taking Agency Seriously in Studies of the Built Environment, Health and Place, 2012. 18(2): 172-179

Mehta, V. 2007. Lively Streets: Determining Environmental Characteristics to Support Social Behavior, Journal of Planning Education and Research, 27: 165-187

Raja, S, et.al. 2010. Food Environment, Built Environment, and Women's BMI: Evidence from Erie County, New York, Journal of Planning Education and Research, 29: 444-460

CLASS SESSION 8 October 30th

Main Themes

- How to re-integrate transportation planning and land use
- Balancing between accessibility and mobility
- Sustainable transportation alternatives

Berke

Chapter 8; Transportation and Infrastructure Systems

Chapter 12: Community-Wide Land Use Design: Employment and Commercial Centers

Digital Sources (Hyperlinks provided or files available through BlackBoard)

Beimborn, E., Kennedy, R. and Schaefer, W. (1996) Inside the Blackbox: Making Transportation Models Work for Livable Communities. Washington, DC: Citizens for a Better Environment and the Environmental Defense Fund

American Planning Association's Policy Guide on Surface Transportation

Adopted by the National Delegate Assembly and Ratified by the APA Board of Directors

<http://www.planning.org/policy/guides/adopted/surfacetransportation.htm>

Levinson, D. 2011. The Coevolution of Transport and Land Use: An Introduction to the Special Issue and an Outline of a Research Agenda, Journal of Transport and Land Use Vol 4, No 2 (2011)

<https://www.jtlu.org/index.php/jtlu>

King, D. 2011. Developing Densely: Estimating the Effect of Subway Growth on New York City Land Uses. Journal of Transport and Land Use Vol 4, No 2 (2011) <https://www.jtlu.org/index.php/jtlu>

Transportation Research Board, 2001. Making Transit Work: Lessons from Western Europe, Canada, and the United States. TRB Special Report # 257. Washington, DC: National Academy Press

Ramasubramanian, L, et.al. 2007. Ferry Parking and Land Use Study. Sponsored by New York Metropolitan Transportation Council.

CLASS SESSION 9 November 6th

Main Themes

- Meaningful public engagement about land use issues
- Geo-Design
- Scenario Planning

Berke

Chapter 3: Planning Support Systems

Chapter 9: State of Community Report

Digital Sources (Hyperlinks provided or files available through BlackBoard)

Geodesign Concept

<http://www.esri.com/library/whitepapers/pdfs/introducing-geodesign.pdf>

Geodesign Overview

<http://www.esri.com/technology-topics/geodesign/index.html>

Walker, D. & T. Daniels. 2011. The Planners Guide to CommunityViz: The Essential Tool for a new generation of planners. Washington D.C: American Planning Association. Chapter 3

Lincoln Institute of Land Policy, Visualizing Density Home

<http://www.lincolninst.edu/subcenters/visualizing-density/>

Choosing Visualization for Transportation: Matching Your Public Participation Need with the Right Technology. <http://choosingviz.org>

Brabham, D. 2009. Crowdsourcing the public participation process for planning projects, Planning Theory, Volume 8 (3): 242-262

CLASS SESSION 10 November 13th

In-Class Lab Exercise

Download and explore the use of the SketchUp program on your home computer/laptop

<http://www.sketchup.com/intl/en/product/gsu.html>

Additional digital sources may be added here

CLASS SESSION 11 November 20th

Main Themes

- Does form follow function?
- New Urbanism
- Sustainable Urbanism
- Form-based Codes

Berke

Chapter 13: Communitywide Land Use Design: Residential Community Habitats

Chapter 14: Small Area Plans

Digital Sources (Hyperlinks provided or files available through BlackBoard)

Congress for the New Urbanism

<http://www.cnu.org/>

Krieger to Duany, by Alex Krieger, November 8th 2010

Metropolis

<http://www.metropolismag.com/pov/20101108/krieger-to-duany>

A Tire in the Park, by Emily Talen, November 22nd 2010

Better! Cities & Towns Online

<http://bettercities.net/news-opinion/blogs/emily-talen/13579/tire-park>

Sample Form-based Codes

<http://www.formbasedcodes.org/samplecodes>

Additional journal articles may be added here

CLASS SESSION 12
November 27th

Urban India 2011: Evidence Report

<http://www.iihs.co.in/programmes/research-programme/publications/urban-india-evidence-report/>

Bhan, G. 2012. Is Urban Planning Relevant in Indian Cities? A Case Study of Housing in Delhi 1947-2010. IIHS Working Paper, New Delhi 2012

Sustainable Development Works, 2010. An online resource for the people of Agonda, Parra, and the citizens of Goa. Developed by the Pratt Institute Studio led by Ms. Meenakshi Varandani. Available at: <http://sustainabledevelopmentworks.com/>

Save Goa Campaign, 2011. The Goa Bachao Abhiyan (GBA) Available at: <http://www.savegoa.com/>

Additional journal articles may be added here

CLASS SESSION 13 & 14

No Readings

Student Presentations

ADDITIONAL RECOMMENDED READING

Angotti, T. 2008. New York For Sale: Community Planning Confronts Global Real Estate. Cambridge: MIT Press

Bacon, E. 1967. Design of Cities. New York: Viking Penguin

Farr, D. 2008. Sustainable Urbanism: Urban Design with Nature. Hoboken, NJ: Wiley

Hayden, D. 2003. Building Suburbia: Green Fields and Urban Growth, 1820 - 2000. New York: Vintage

Hiss, T & C. Meier. 2004. Highlands to Ocean (H2O): A First Look at Outstanding Landscapes and Waterscapes of the New York/New Jersey Metropolitan Region. Morristown, NJ: Dodge Foundation

Jacobs, J. 1961, The Death and Life of Great American Cities. New York: Vintage

Owen, D. 2009. Green Metropolis: Why Living Smaller, Living Closer, and Driving Less are the Keys to Sustainability. New York: Riverhead Books

Parolek, D., Parolek, K, & P. Crawford. 2008. Form-based Codes: A Guide for Planners, Urban Designers, Municipalities, and Developers. Hoboken, NJ: Wiley

Shoup, D. 2011. The High Cost of Free Parking. Chicago: APA Planners Press

Steiner, Frederick R. and Kent Butler, Planning and Urban Design Standards, Student Edition, Hoboken, NJ: Wiley

Talen, E. 2012, City Rules: How Regulations Affect Urban Form. Washington, DC: Island Press

Walker, D. & T. Daniels. 2011. The Planners Guide to CommunityViz: The Essential Tool for a New Generation of Planning. Chicago: APA Planners Press

Whyte, W. H. 1980. The Social Life of Small Urban Spaces. New York: Project for Public Spaces

URBP 719: LAND USE, PEOPLE, AND THE ENVIRONMENT
aka Introduction to Land Use Planning

Prof. Laxmi Ramasubramanian, PhD, AICP
laxmi@hunter.cuny.edu

Office Hours: Tuesdays, immediately after class or by appointment
Hunter West 1645

Individual Project Guidelines¹

Scope and Purpose

The purpose of this project is to demonstrate your ability to observe and describe a small area in an urban environment in detail: the natural environment, the built environment, the socio-behavioral environment and the organizational/institutional environment. Your overarching goal: select a neighborhood in New York City or environs that you can access frequently and feel comfortable visiting at different times of the day/week. The area should be smaller than a community board and have a distinct character and identity. Selecting, defining, and explaining why you chose the area of study will become an integral part of your report. It is anticipated that you will speak/converse with everyday people (conduct person on the street - intercept interviews), conduct archival and historical research (review and analyze historic maps and newspaper stories about the area), conduct socio-behavioral research (observe how people use/do not use public spaces such as sidewalks, parks, major thoroughfares). There is room for originality, innovation, and creativity in this assignment. The detailed requirements below should be considered the minimum that is expected from you. It is anticipated that you will submit original field notes and journals or at least a sampling of such work, along with finished work products. Work must be organized that it can be submitted electronically and as a paper report (final). Tailor your writing style for a general audience.

Project Phase I: Land Use Inventory

1. Define the boundaries of the neighborhood and explain your logic.
2. Locate the neighborhood in the larger city and region and provide maps to situate your project area in its spatial context.
3. History. A summary history of the area (maximum 3 pages double-spaced). What was the genesis of human settlement at this location and how did it evolve until the present?
4. Photos. Provide photos of representative blocks, building types and street activity
5. Describe all natural resources in the area, including types of street trees and plants, backyard and other gardens, animals, birds, and parks and recreation areas.
6. Land use inventory. Take a roughly 4-block area and prepare a detailed land use survey for that area. Review the guide: Conducting a land use survey posted on BlackBoard. It includes sample forms but feel free to modify/adapt and create your own forms if necessary
7. Survey every block and lot and note changes /errors on the map

During this phase of your assignment, your goal is to become an “expert” about your chosen 4 block area and the neighborhood within which it is situated. Try to immerse yourself in the history, politics, planning issues, prominent stakeholders and so on. Identify official neighborhood boundaries - community districts, electoral districts, census tracts, and create your own database of maps (preferably in paper and electronic form). You will get extra credit for digging into historical archives, community newspapers, and creating a unique place-based narrative.

Submit your draft report electronically by October 2nd, 2012. You will have an opportunity to revise and integrate into your final report due at the end of the semester, based on my feedback. I will also plan to hold office hours on Friday September 28th, 2012 if you would like to meet with me before handing in your work.

¹ This assignment has been inspired and influenced by Prof. Angotti's framing of the assignment in previous semesters of the assignment.

Project Phase 2: Neighborhood Conditions, Built-Environment and Human Behavior Interactions

1. Review work from Phase 1. Define/finalize your primary study area (four-block study area) and secondary study area (neighborhood).
2. Your work in this phase will examine people's behavior and the role of the built environment in the primary study area, preferably on one of the blocks that you have already inventoried. In some cases, you may have to expand and inventory the other side of the street or the intersection in order to complete the work in this phase
3. You will visit your four blocks at least once at different times of the day, at a minimum a weekday morning, a weekday afternoon, a weekday evening, a weekend day, a weekend evening.
4. Through these visits, you will create more maps to describe the lived urban environment
 - o Place centered behavior maps, i.e., where the places are fixed and the people are moving about. You can identify how people interact with their everyday environment. Where do people hang out? Which sides of the street are more crowded? What are the locations where litter is present? How does the street look on trash day?
 - o Some of you have already started noting these things in Phase 1. In this phase, you have to be more systematic. You will need to record when you arrived on the street, and devise a quick system of counting people, dogs, cars, pieces of trash, etc. This requires some pre-planning. Will you distinguish men and women? Why? Will you distinguish bicyclists, pedestrians, children, old people, and so on. There is no right or wrong way, but you must be thoughtful about approaching the task.
 - o Make sure that you make use of the
 - Latest 2010 census and 5-year ACS data
 - City data on the NYC datamine (e.g. community health surveys, DCP facilities, etc.)
 - o On the map, identify public spaces, semi-public spaces, and private spaces. Explain how/why you categorized the spaces in this way
5. You have already noted natural resources. Now, you must identify community resources. Where do locals go to fulfill a variety of everyday needs - shopping, eating out, recreation, health care, and commuting? Some of this data has already been recorded, but your task in this phase is to measure activity patterns. When is the street clogged with traffic? When are the strollers out? Are there any problems or conflicts between different activities? Where, when, and why do they occur?
6. Outline your primary study area on the zoning map. List all the permitted uses on a separate sheet and the maximum FAR in each zone. Try to explain the implications of the current zoning for the daily life of residents and workers who in the area.
7. Try to create a 3-dimensional build out of one of your blocks or areas of interest to determine the scale of as-of-right development that is possible.

Submit your draft of Phase 2 on Thursday November 8th before 5 PM. You will have an opportunity to revise and integrate into your final report due at the end of the semester, based on my feedback. I will also plan to hold office hours on Friday November 9th, 2012.

Project Phase 3: Sustainable Land Use Planning

1. Locate any and all local plans, official or otherwise, including comprehensive community plans, zoning plans, project plans, preservation plans, etc. If there have been any major development projects, locate any environmental assessments or impact statements for these. Cite and briefly summarize these. (See Department of City Planning, Municipal Art Society Planning Center's Briefing Book, the local community board, etc.)
2. Attend at least one community board or equivalent local authority meeting and a committee meeting that is concerned with a land use or environmental issue. Summarize the meeting briefly. How representative of the neighborhood are those attending and participating? Consult the Community District (/Town) Needs Statement for a list and/or discussion of priorities.
3. Identify a community-based organization that is dealing with planning and environmental issues and summarize what they identify as major issues. Meet with a representative or attend a public meeting.
4. In this report you should look holistically at all aspects of everyday life that residents, workers and visitors to the area encounter, especially environmental and public health conditions. Drawing on the readings, you should analyze and discuss the broad questions of sustainability, resiliency and the global/local environment as they affect the neighborhood. In narrative form, present a diagnostic of the neighborhood that identifies the major long-term problems and issues affecting future generations of residents and workers. Take into account city, regional, national and global trends, conditions, policies and plans as they affect land, people and environment in the neighborhood. Think globally and locally.

I will provide final submission and formatting guidelines in a few weeks.

URBP 719: LAND USE, PEOPLE, AND THE ENVIRONMENT
aka Introduction to Land Use Planning

Prof. Laxmi Ramasubramanian, PhD, AICP
laxmi@hunter.cuny.edu

Guidelines for Preparing Project Final Report & Presentation

Scope and Purpose

In this semester long project, each of you have immersed yourself in the study of one neighborhood and a few areas of interest within this neighborhood in order to draw some meaningful conclusions about how the geography, history, current designations of land use shape the daily lives of the current inhabitants of the area. Furthermore, you have examined the dynamic nature of people – place interactions as evidenced by how people use and adapt public and semi-public spaces. You have also documented how neighborhood land use planning decisions are being made – by the actions of developers, city planners, neighborhood activists, and others. In this land use planning “game” you have identified potential winners and losers. Finally, you have also begun to chart a course for the future of this neighborhood, by extending current land use and development trends, by limiting/restricting current development strategies, or by exploring creative combinations that encourage particular aspects of neighborhood change.

Final Report

I will be grading your final report by reading it as a spatial narrative that allows readers to discover/re-discover a specific area in the metropolitan region. My guidelines are just that – advice and helpful suggestions. You can choose to disregard elements of these guidelines that do not make sense for your project. The only hard requirement that I will enforce is that the document must read like a unified report that summarizes the whole semester’s work, rather than three separate reports that are joined together into one file.

Content Guidelines

1. Think about the audience of the report – prospective employers unfamiliar with the area, land use professionals, academics, and community residents, people you interviewed or contacted during the course of this project. Please write in an accessible style, (that doesn’t mean simplistic analyses or absence of information). It takes effort to communicate complex ideas and concepts in an accessible way. You may want to consider a short section “How to Read this Report”. You can use this section to direct specific audiences to specific parts of the report - history, analysis of current land uses, future visions and so on.
2. A linear narrative – past, present, future, is simple and effective in most situations. That said, I will be looking for how you integrate observations, facts, and data about the past and the present into your visions for the future of this area. A linear narrative is not required if it does not suit your neighborhood or project.
3. If you are using demographic data, pay particular attention to areal units (census tracts, zip codes, community districts etc.) Areal boundaries change over time. Please pay attention to the numbers you will use. Simply providing tables or a series of numbers is not enough. You should be able to say something about how particular numbers you use, for instance, “% of

Asians”, “number of small businesses” or “% unemployed” impacts the issues that you want to discuss. Remember, impacts can be positive and/or negative.

4. Don't forget the field work observations of people's behavior, environmental analyses, and institutional analyses etc. that I asked you to do previous phases. You have done a lot of work and now you are sifting through the material to tell a compelling story.
5. Please work on your conclusions section. A simple summary is NOT a conclusion. You arrive at conclusions based on analyses. We have discussed this point in class.

Formatting Guidelines

1. Include a *Table of Contents*
2. Use *Page Numbers*
3. Use *Section Headers*
4. Include a *Bibliography* section
5. Include an *Acknowledgements* section
6. Avoid footnotes and end notes. This is not a classic academic journal article. It is a report. If you must, use end notes at the end of the report.
7. Include sources for everything you use (photos, maps, etc.). If you modified a map or a photo, please clarify – “e.g., original map from xxxx modified by the author”
8. Consider including samples of field work in the appendix
9. Consider how your report will look when printed (although I am only going to view them electronically).
10. Recommended page sizes are US Letter (8.5 x 11) Portrait or US Ledger (11 x 17) Landscape

Submit Files

Share with me via Gmail - laxmi.hunter@gmail.com

Submit Date

December 21st, Friday, Midnight