

**PLAN 310 (2): Introduction to Planning**  
**Syllabus: Sections I through VII**  
**Spring 2015 – Saunders 116**  
**Writing Intensive/Oral Communication**  
**Tuesdays and Thursdays, 9:00 am – 10:15 am**

**Instructor:**

**Tom Dinell**, FAICP  
Emeritus Professor of  
Urban and Regional Planning

**Visiting Lecturers:**

- Local Planning Practitioners
- UH Planning Faculty

Tom Dinell, FAICP  
Telephone: 734-8102;  
e.mail: <dinell@hawaii.rr.com> or <dinell@hawaii.edu>  
Office Hours: Tuesday and Thursday after class by appointment

**I. Course in a Nutshell**

This course focuses on the glories and agonies of urban planning in general, primarily in America. We will look at such topics, among others, as:

- The sense of the city
- The history of urban and regional planning
- Planning in Hawai'i
- Understanding the impact of economic disparities on planning
- Housing everybody
- Providing mobility for all people
- Planning for an aging society
- Planning a redevelopment – a team project
- Living within the law and the budget
- Involving the community in planning its future

Hopefully, you will emerge from this course with an understanding of the

- the setting for planning,
- the many forces that shape the city,
- the multiple dimensions of planning,
- the difficulty of providing for meaningful citizen participation,
- how we plan to produce desired outcomes, sometimes successfully and sometimes disastrously but most of the time with mixed results,
- the multiple interests that pursue conflicting goals, and
- the ways in which conflicts are resolved.

This course will be successful if it confirms you in your desire to be involved in urban and regional planning endeavors in the future or gives birth to such a desire.

We will ask a host of questions and elicit informed responses, even though often tentative, to some of those inquiries. We will argue for new ways of looking at the familiar.

We will draw heavily on Hawai'i to illustrate planning practices and experiences as well as planning problems needing solutions and issues awaiting resolution.

We will explore what seem to be intractable urban problems, what it takes to change the city – the socio-economic-political perspective -- and some of the tools available to shape the city of today and tomorrow -- the technical perspective.

We will suggest that urban and regional planning has much to offer to those who are ready and willing to work at bringing into being a city that extends to all of its people an opportunity to live life more fully and more deeply -- the visionary perspective.

Finally, the course is designed to be the beginning of a journey of inquiry, not the end, about how we can use planning to reshape our urban environment and provide all our people with opportunities to improve their lives.

## **II. Requirements**

Plan 310 is a Writing Intensive (WI) and Oral Communication (O) Course. The emphasis will be on writing for professional audiences and on making extemporaneous oral presentations. The WI and O requirements are as follows:

- two short writing assignments including an oral interview with a planner;
- presentation in class of the two short writing assignments;
- a brief presentation and a short write-up about a person who has influenced the nature and shape of urban and regional planning;
- participation in UrbanPlan
- a final paper;
- rewrites of written papers as required;
- oral presentation of final paper;
- final exam (in class);
- brief oral presentation of an assigned reading; and
- participation in class exercises and discussions and class attendance.

### III. Course Assignments

**Note:** We will take time in class to discuss each assignment. We will tackle questions you may have prior to your undertaking the assignment. Each of you will present: (1) assignment #1 and #2 orally in class (five minute time limit); (2) extemporaneous remarks on an individual who has influenced the development of urban and regional planning (three minute limit); (3) a brief oral summary of one of the assigned readings (two minute limit); and (4) your final paper (15 minute limit including questions and answers (Q&A).

**Assignment #1A- A Walk in Mo'ili'ili (WIM):** The City and County Planning Director, John Chen, wants to know more about the physical nature of Mo'ili'ili and what is occurring there. You are a local planning consultant. This is a pro bono request. Prepare a memorandum for him after taking a walk in a portion of Mō'ili'ili with notebook or recorder or smart phone in hand. Think about Mō'ili'ili as a place in which people work and live and visit, the latter to shop, eat, or be entertained. Think about it as a place that some people walk about and some people drive to and others drive through to get somewhere else. Where did you walk? Provide Mr. Chen with a map of your route. What day of the week? What time of day? You may want to ask yourself some of the following questions: What did you see happening? What did you observe about the interaction among drivers, pedestrians, and bicyclists? Who were the people you saw in Mō'ili'ili – students, seniors, others? Is crossing the street safe and convenient for everybody? How would you describe the environment – natural, built, social — that is all about you? What did you observe that appears to be working well? What did you observe that appears to not be working well? Based on your observations, give Mr. Chen your planning recommendations as to what needs to happen in Mō'ili'ili to make it a better functioning place for residents and visitors alike.

Remember you have only **four pages, double space**, exclusive of maps, sketches, and photos, so you need to organize your thoughts and ideas as efficiently as possible. The minimum is three pages. Employ the memorandum format, but do not use a question and answer layout. **Due Tuesday January 27 at the beginning of class.**

#### OR

**Assignment #1B- A Walk in Waikīkī (WIW):** The City and County Planning Director, John Chen, wants to know more about the physical nature of Waikīkī and what is occurring there. You are a local planning consultant. This is a pro bono request. Prepare a memorandum for him after taking a walk in a portion of Waikīkī, with notebook or recorder or smart phone in hand. Think about Waikīkī as a place in which some people are visitors, primarily from overseas but also from the rest of Hawai'i, or workers, or residents. It is a place to shop, to dine, to be entertained, to play and/or to live. Think about it as a place that some people walk about and some people drive to, and others drive through to get somewhere else. Where did you walk? Provide Mr. Chen with a map of your route. What day of the week? What time of day? You may want to ask yourself some of the following questions: What did you see happening?

What did you observe about the interaction among drivers, pedestrians, and bicyclists? Who were the people you saw in Waikīkī – visitors, locals, seniors, others? Is crossing the street safe and convenient for everybody? How would you describe the environment – natural, built, social -- that is all about you? What did you observe that appears to be working well? What did you observe that appears to not be working well? Based on your observations, give Mr. Chen your planning recommendations as to what needs to happen in Waikiki to make it a better functioning place for visitors and residents alike.

Remember you have only **four pages, double space**, exclusive of maps, sketches, and photos, so you need to organize your thoughts and ideas as efficiently as possible. The minimum is three pages. Employ the memorandum format, but do not use a question and answer layout. **Due Tuesday January 27 at the beginning of class.**

The Memorandum Format: There are many different memoranda formats. A simple one, which is often used, is as follows:

#### MEMORANDUM

DATE            August 20, 2011  
TO:              Name, Title  
FROM:            Writer, Title  
SUBJECT:        Short phrase that makes subject of memo clear  
(or RE:)

**Assignment #2 - A Talk With A Planner (TWP):** The chair of the Urban and Regional Planning Department at the UHM, Dr. Dolores Foley, wants to know more about planners working in the City and County of Honolulu. She has asked you to interview one of these planners. The interview is best done in person. Prepare a short memorandum for Dr. Foley that incorporates what you find out by asking the following kind of questions and others like them: Why did you enter the planning profession? How did you prepare to enter the profession? What is it you do in planning? What are your current projects or activities? How do you spend your time? Where do you work? Who do you work for or are you self-employed? What is your greatest accomplishment in planning? What do you perceive as the major planning issues confronting Honolulu or Hawai'i today? What skills do you believe future planners need?

This memorandum is limited to **four pages of text, double-spaced**, maximum; three full pages minimum. Photographs, drawings, or other aids may be helpful in communicating your ideas to Dr. Foley. Exhibits do not count toward the minimum or maximum number of pages. Remember you have only four pages, so you need to organize your thoughts and ideas as efficiently as possible. Employ the memorandum format, but do not use a question and answer layout.

A master list of potential interview candidates will be circulated in class. You are to sign-up to interview one of the planners. If a classmate has already signed-up for your first

choice, select another planner to interview. If you desire to interview a planner who is not on the list, this is fine; just check with the instructor beforehand. Start scheduling your appointment as soon as you select a planner to interview. Gather background information on your planner and his or her firm or agency before meeting him or her. Planners are busy people and you may have to wait a week or two for an appointment. Remember after the interview to thank your planner by sending him or her a card, a note, or even an e-mail. **Due Tuesday March 3 at the beginning of class.**

**Rewrite of Brief Essay.** You are required to rewrite each brief memorandum you have written if you receive a grade of 7 or less. In revising the memo, take into account the comments and suggestions you have received. If you receive a grade of 8 on a memorandum, you may submit a rewrite if you so desire. You must submit your WIM/WIW or rewrite on Tuesday February 10. You must submit your TWP rewrite on Tuesday March 17 **Attach** (but do not staple) **your original brief memorandum and the instructor's comments thereon** to the revised version and **turn in the three items together**. You can raise your original grade by one or two points, but the total grade will not exceed 9 points.

**Assignment # 3 – Oral Presentation of Short Paper:** You have two short memoranda to present in class: WIM or WIW, depending on which you have chosen, and your TWP. These are extemporaneous talks – no more than five minutes in length. Make your brief presentation from the front of the classroom. Standing is preferable to sitting when presenting. Think of yourself as briefing the memorandum addressee and his or her staff. You will only have time to make three or four major points. Decide in advance what those points are.

You are welcome to use the digital visual presenter, the chalkboard, a poster board, overheads, or a handout, if one of these visual aids would be helpful. Post your data to the chalkboard (if you are using it) prior to class to save time. You may use PowerPoint, but the five-minute maximum still applies. Furthermore, make sure your PowerPoint is ready to go prior to class so there is no lost time. Do not read from your paper to your addressee and his or her staff. In fact, this is such a short presentation that you may not even need notes or note cards. Your briefing should be informative, well organized, and interesting. Be sure to project your voice so that every person present in the room hears what you have to say. Remember also to vary your voice/tone so that you avoid the deadly monotone. And do make eye contact around the room. Read and absorb *Some Words of Advice on Oral Communication* prior to making your first presentation in class and review that document before making subsequent presentations.

**Assignment #5 – Individuals Who Have Influenced Planning.** Each class member will be assigned one notable individual who has had a significant influence on planning. When did this person live? What role did he/she play? What was his/her major contribution to urban and regional planning? What is the significance of his/her contribution? You will make a brief (three minute limit) extemporaneous oral presentation at the beginning of class in accordance with the schedule as shown on Part VIII of the Syllabus about your notable individual. (Again, you are reminded to refer

to “Some Words of Advice on Oral Communication”.) On the same day that you make your oral presentation, you are to e-mail a brief essay (one page, double space, minimum; two page, double space, maximum) describing your assigned individual and the contribution he/she made to the instructor so that he may provide your write-up to the other members of the class. Do not write your mini-essay in question-answer format.

To gather information about your notable individual, you may go to Wikipedia and to Google, both of which may prove helpful. Do not rely on Wikipedia exclusively.

**Assignment # 6 – UrbanPlan (UP):** UrbanPlan is an excellent learning experience. It requires a great deal of critical thinking, collaborative analysis, and teamwork. Besides this, it is a fun endeavor.

**1) Schedule:** The Urban Plan class sessions are on Thursday March 5, Tuesday March 10, Thursday March 12, Tuesday March 17, Thursday March 19 and **Saturday March 21 (9 am to Noon)**. UrbanPlan will also require out-of classroom work by each of the UrbanPlan teams. Further, each member of the class is to read “UrbanPlan” prior to the Thursday March 5 session and to review it thereafter.

**2) What is UrbanPlan?** “UrbanPlan is a realistic, engaging, and academically demanding classroom-based curriculum in which students learn about the fundamental forces that affect development in the United States. Students experience the challenging issues, private and public sector roles, complex trade-offs, and fundamental economics in play when proposing realistic land use solutions to vexing growth challenges.

“Through UrbanPlan, students discover how the forces of our market economy clash and collaborate with the nonmarket forces of our representative democracy to create the built environment. This insight provides the essential foundation for any sophisticated land use discussion.” (From Urban Land Institute brochure describing UrbanPlan.)

**3) The Hawai‘i Chapter of the Urban Land Institute:** The Hawai‘i Chapter of the Urban Land Institute will furnish all the equipment required for UrbanPlan including the site boards, the Lego building icons, the computer program for the financial analysts, and the UrbanPlan software. The Chapter will also arrange for one or more facilitators to assist the teams on Thursday March 12 and for the members of the City Council to receive the Team presentations on Saturday March 21, ask questions of each Team, and select the number one UrbanPlan proposal.

**4) The Teams:** We will organize into teams of about five members each. Each team member will assume a role: Director of Marketing, Site Planner, City Liaison, Neighborhood Analyst, and Financial Analyst. Each team will divide the roles among its members. On any team with six members, two people will share one role. On any team with only four members, one person will carry two roles. The teams will be chosen by random number selection. Each team will select its own much more glamorous and

compelling name than “Team One” or “Team Two”.

**5) Evaluation and Grading:** UrbanPlan is worth 15 points. All members of a team will receive the same grade. The grade will be based on: (1) the final design including the reasoning for having made specific decisions and the responsiveness of the design to the RFP (Request for Proposals), (2) the excellence of the oral presentation to the “City Council” including responses to Council Member questions, (3) the quality of the handout provided to the Council including its readability, data content, and persuasiveness, and (4) the rating of the proposal by the Council.

**Assignment # 7 – Brief Presentation of an Assigned Reading:** Each member of the class will be requested to report on at least one of the assigned readings at the beginning of class on the day that reading is listed in the Syllabus, Section VIII. The presentation, which is to be extemporaneous, can be a summary of the reading, a calling of attention to the highlights in the reading, or a statement of the main message of the reading. This presentation is limited to two minutes. There will be no advance notice as to when a class member will be called upon and, as noted above, may be called on more than once. The presentation of an assigned reading is worth a maximum of two points.

**Assignment # 8 - The Final Paper (FP):** Pick a current planning issue relating to a specific geographical place. It helps if you are passionate about the issue you select. The place names suggested below are just that, namely suggested locales. Different places and different planning topics are fine. While most of the suggestions below are for places on Oahu, Neighbor Island, Mainland, Asian or other locations are welcome. The advantage of Oahu, of course, is that research data are often more readily available than for off-Island locations.

There are a large number of acceptable topics. Some possibilities include:

- Developing and administering common parking facilities in Mo’ili’ili;
- Reducing Waikiki’s or Mo’ili’ili’s role as a traffic through-put;
- Developing undergraduate or graduate student housing on campus and/or in the immediate area;
- Establishing a network of walking paths in Mililani or Hale’iwa;
- Creating a pedestrian-friendly Hale’iwa or Waikiki or Downtown or Kaka’ako.
- Implementing Complete Streets in a portion of O’ahu.
- Moderating the impact of H-1, which separates UHM and Mo’ili’ili;
- Improving the infrastructure in Kaka’ako or Mo’ili’ili and financing the costs thereof;
- Determining required infrastructure improvements for Mo’ili’ili;
- Developing a UHM campus that is alive and vibrant after 4 pm;
- Revising the UHM academic calendar and/or daily class calendar so as to better utilize campus facilities;
- Developing affordable, mid-rise (four to six stories), pedestrian-oriented housing in Kaka’ako or elsewhere on O’ahu;;
- Planning to mitigate the impact of global warming on O’ahu;

- Planning to overcome existing income disparity in the United States;
- Redeveloping public sites to incorporate private sector housing and facilities;
- Making Honolulu an age-friendly city or making a specific neighborhoods therein age-friendly;
- Planning for transit-oriented development in Honolulu;
- Planning for a multi-model transportation system in Honolulu or a portion thereof;
- Creating a set of regulations and incentives to promote community-oriented development in Kaka'ako;
- Redeveloping urban high schools in partnership with residential developers;
- Designing and implementing a program to work with youth gangs in Kalihi or other areas;
- Using the internet as a means of enhancing the citizen participation process in planning;
- Establishing a system for resolving land use disputes in Hawaii through mediation;
- Planning for specific types of natural and/or man-made disasters on O'ahu;
- Evaluating the bottle (or green waste or mixed recyclables) recycling program in Honolulu including recommendations for its improvement, transformation, or termination;
- Incorporating values from the host culture in land use planning;
- Improving public participation in the Environmental Impact Statement process in Hawai'i;
- Creating a bicycle-friendly Honolulu or Downtown or Waikiki;
- Increasing the stock of affordable rental housing in Honolulu or on one of the Neighbor Islands;
- Planning for the reduction of fresh water consumption on Oahu;
- Reducing poverty on O'ahu or Hawaii;
- Assessing the changes now underway in housing visitors to O'ahu, especially time share and/or vacation rentals;
- Regulating the Bed and Breakfast and/or transient visitor rental industry in Hawai'i, Honolulu, or one of the neighbor island counties;
- Planning for the development of Kalaeloa or a portion thereof;
- Planning for sustainability on campus or a portion of O'ahu; and
- Developing rural areas in a manner that preserves their rural character.

This is a starting list, not an exhaustive inventory of possible topics. You are welcome to reframe any of the above topics. You are invited to come up with a topic that is not on the list but intrigues you. There will be overlap among the papers, but that is all to the good. No two class members, however, are to pursue the identical topic.

Remember that you are writing a planning paper, not a magazine article or a newspaper story or a doctoral dissertation. Therefore, **your Final Paper should:**



- Define the issue/problem you are addressing;
- Bound your issue/problem so that it is manageable within a one semester course;
- Describe the status of the issue/problem today and significant recent developments, if any;
- Describe how the issue/problem got to where it is today, that is, the historical background;
- Use specific case examples to illustrate how the issue has been addressed;
- Cite the relevant research data;
- Analyze the problem/issue in terms of its multiple dimensions;
- Identify the involved stakeholders/interests;
- Identify desirable planning goals and the impediments that make their achievement difficult as well as the means for overcoming such impediments; and
- Make specific recommendations for the future, including, if applicable, identifying matters that require further exploration and the direction such exploration should take.

After you have read the above ten bullets, **reread them now and several times during the preparation of the preview of your paper, the researching of your paper, and the writing of your paper.** The points above are to be addressed in your paper, but they are **not** an outline of your paper.

Maps, photographs, diagrams, charts, and/or sketches, which will help make your paper come alive, are encouraged. The maximum length of the paper is 16 pages, double-spaced, excluding exhibits. The minimum is 12 pages, double-spaced, excluding exhibits.

**Your Final Paper is due Thursday April 14.** Your paper will be returned to you with comments and marked with marginal notation as necessary. It will be graded.

**The Rewrite of your Final Paper is due Tuesday May 5.** Rewrites are only required for papers receiving a grade of 17 or less. A rewrite is optional in the case of a paper receiving a grade of 18 or 19. In revising the essay, take into account the comments and suggestions you have received. **Attach** (but do not staple) **your original final paper and the comments thereon** to the revised version **and turn in the three together.** You can gain up to 4 points on your rewrite, but you cannot exceed the maximum of 20 points.

### **Preview of Final Paper (PRE)**

Prepare a **one to two page preview** of your major paper or project that responds to the following types of questions:

- What is the subject of your major paper?
- What will be your approach to tackling the topic you have chosen?

- Why is this topic important?
- What data will you be seeking and how do you plan to collect those data?
- Who will you be interviewing, if anyone?

The preview is a required submission, though it will not be graded. You can present your preview in question and answer format if you so chose. If you do not submit a preview, your final paper will not be graded. Or, put another way, if you do not turn in a preview, do not bother turning in a final paper.

**The Preview is due Thursday February 19. It is to be sent electronically to the instructor. Send the preview as an attachment in WORD. Do not use the pdf format.** The preview will be returned to you electronically with comments and suggestions.

**Assignment # 9 - The Oral Presentation of Major Paper:** You will be making an oral presentation in class on Thursday April 16, Tuesday April 21, Thursday April 23, Tuesday April 28, and Thursday April 30. If you miss your presentation date, do not expect an additional time to be provided. The maximum time for your presentation is 15 minutes. Make sure you leave some time for questions and/or comments from the audience. Make your presentation interesting, informative, and exciting. Plan your presentation. Practice your presentation. Time your presentation at home. Do NOT read your presentation to the class. Remember that members of the audience have not read your paper so you have to convey the substance of the paper to them. You are welcome to use the digital visual presenter, handouts, PowerPoint, models, chalkboard (post your data in advance), poster boards and other visual and audio aids. You are encouraged to use innovative, imaginative, fun means in making your presentation.

**PowerPoint Presentations.** If you are using PowerPoint or Keynote, make certain that you are ready to go without delay on the day of your presentation. Place your PowerPoint or Keynote on the Saunders 116 computer prior to class. It is important that you not keep your classmates waiting while you make the technological adjustments necessary for your PowerPoint or Keynote presentation to appear on the screen. A laser pointer will be available for your use.

#### **IV. Final Examination**

There will be a two-hour, in class final examination. It is scheduled for Tuesday May 12 from 9:45 am to 11:45 am in Saunders 116. The examination will include a variety of essay questions. Potential final exam questions will be distributed in class ahead of time.

## **V. Written Work and Oral Presentations**

As this is a class, which emphasizes writing, your written work will be evaluated not just on content, but also on organization, style, grammar, and appearance.

Similarly, since this is a class that emphasizes oral communication, your oral presentations will be evaluated not just on content, but also on organization, style, manner, and voice.

You will receive a detailed written critique of your WIM or WIW memo, your TWP memo, your Preview of your Final Paper, and your Final Paper. You will also receive a detailed written critique of your oral presentation of your WIM or WIW memo, your TWP memo, and your Final Paper.

Detailed suggestions are provided in *Writing Guidelines* and *Some Words of Advice on Oral Communication*, which will be distributed in class on **Thursday January 15**. The class session on **Tuesday January 20** will be the one and one only class session devoted entirely to a discussion of written and oral communication.

All work, obviously, is to be your own.

## **VI. Course Readings and Resources**

The course readings for the first three class sessions will be distributed in class as will the UrbanPlan Manual. All, or almost all, of the remaining class readings will be posted on the Plan 310 (2) Laulima website. You can read those reading on Laulima or print them out and then read them, as you prefer. Two of the readings for Thursday February 12 will be on the web.

There will be handouts provided to you in class during the course of the semester including class exercises and presentation outlines

## **VII. Grading and Course Expectations**

Students are expected to attend all classes. If you miss more than two classes during the semester, your debit card will start running. Any class session missed between Thursday March 5 and Saturday March 21 will count as two absences. If you are not in class, it is your responsibility to obtain a copy of notes and missed handouts for the day from a classmate.

The final grade will be based on the following distribution:

The WIM or WIW Memorandum	9
Presenting WIM or WIW Memorandum in class	5
The TWP Memorandum	9
Presenting the TWP Memorandum in class	5
UrbanPlan	15
Brief presentation of an assigned reading	2
Your Individual who Influenced Planning – oral and written	6
Final Paper	20
Presenting Final Paper	10
Final examination	15
Participation in class and attendance	6 to -6
Total	102

Meeting deadlines is critical in the world of planning and in this class. Written papers and rewrites are due at 9 am on the designated day. Your write-up of your historic figure is due electronically by midnight of the day you present your assigned person in class. Lateness in turning in an assignment, including the final paper, on the date due will result in a penalty for that assignment. Failure to turn in the Preview of the Final Paper, as noted earlier, means you have forfeited the right to receive a grade for your final paper. Excuses will have to be unbelievably convincing, persuasive, unique, and, in some instances, documented.

The numerical grades on papers and presentations can be converted in a rough manner to letter grades using the following scales:

5 points	A= 5; B= 4; C= 3; D= 2; F= 1
6 points:	A= 6; B= 5, 4; C=3; D= 2; F = 1 or below;
9 points:	A= 9, 8; B= 7, 6; C= 5; D= 4; F= 3 or below;
10 points:	A= 10, 9; B= 8, 7; C= 6; D= 5; F= 4 or below;
15 points:	A= 15, 14, 13; B= 12, 11; C= 10, 9, 8; D+ 7, 6; F= 5 and below
20 points:	A= 20, 19, 18; B= 17, 16, 15 C= 14, 13; 12; D=11; 10; F= 9 or below.

Final grades for the course will use the full scale of grades starting with A+ and descending downward thereafter to as low as D+, D, D-, and F. I trust I will never have to use the grades in the D through F range.

### **VIII. Section VIII of the Syllabus**

Section VIII of the Syllabus, which covers the Schedule of Classes, Topics, Presenters, Required Readings, and Assignment Dates, will be presented separately. It will be revised at least once during the semester.

**IX. Critical Dates**

Tu. Jan. 27	WIM/WIW due
Tu. Feb. 10	Rewrite WIM/WIW due
Th. Feb. 19	Preview of Final Paper due electronically
Tu. Feb. 28 ff	Write-up of historic figure due electronically on day of presentation
Tu. Mar. 3	TWP due
Tu. Mar 17	Rewrite TWP due
Sat. Mar 21	UrbanPlan Presentation to City Council
Tu. Apr. 14	Final paper due
Tu. May 5	Rewrite of Final Paper due
Tu. May 12	Final Exam