

Humphrey School of Public Affairs University of Minnesota

Planning and Design for the Urban Public Realm

PA 5214 – Syllabus – Fall 2021 September 7, 2021



Figure 1. Last day of class, Boom Island Park, Fall 2020.

Course Information and Logistics

Basics

PA 5214, Section 001, 1.5 Credit Hours

Friday Mornings, 9:00-11:45 AM, HHH 184, field trips + asynchronous content

Eight class sessions, September 17 – November 5

Instructor

Peter Hendee Brown, FAICP, AIA, PHD

Email: peter@peterhendeebrown.com

Website: <http://www.peterhendeebrown.com/>

Cell Phone: 612.501.9590

Office Hours

I will stay after class to answer questions. I am available by appointment by phone, email, or zoom, and will respond as quickly as I can to email. (Please use my personal email – I check it more regularly than my UMN email.)

Communications

I will send emails to the entire class from time to time, so you are responsible for regularly checking your UMN email. *Let me know if you use a different email address.*

Required Readings and Course Materials

Everything you need to complete the course will be posted to the Canvas site or contained within this syllabus. You will not be required to buy any books or any other materials. There will be a set of readings each week, all chapters of books and articles

(no complete books). You will average three readings per week at 10-20 pages each, so assume a total of 50-75 pages of reading per week.

Before Class Starts

Because class is only eight weeks and starts several weeks into the semester, I want to maximize the value and quality of our time together **so, for our first class, there will be assigned readings and short video lectures to watch. Please read all the readings, watch the lectures, and be prepared to discuss them all in the first class.**

Regular Class Meeting Format

Class Time: This will be a “flipped class,” with our live time together dedicated to student discussion of readings and papers, individual guests, and panel discussions.

Walks Together: Weather permitting, we will hold two (or three or four!) of our class sessions outdoors, in public places, during regular class time on Friday mornings. We will take several walking tours of public places, stopping along the way for meetings with guests and discussion of readings and student papers.

Asynchronous Content: I will post my own pre-recorded video lectures/slide shows and other videos such as seminars and TED talks for you to watch before class.

Slack: I have created a Slack channel for all of us to use during the week between classes. You will receive an invitation to join. Let’s all use this to communicate and stay engaged with the material and with one another.

Policies around Zoom Recordings (Pre-recorded Lectures)

This course will include pre-recorded (video and audio) lectures. These recordings will be used for educational purposes and the instructor will make these available to students currently enrolled in PA 5214, Section 001, Planning and Design for the Urban Public Realm. Students must seek instructor permission to share either course recordings or course content/materials.

Introduction – About the Course

Alan Ehrenhalt’s “Great Inversion,” or what former Minneapolis Mayor RT Rybak called “the flight to the city,” has been ongoing for over two decades, as suburbanites of all generations have rediscovered urban living. To preserve and enhance the quality of life in our growing cities, we must continue to invest in our urban public realm. Cities must maintain and improve older parks, plazas, and streets, but they must also provide new public spaces in developing areas that never had them before - waterfronts, industrial sites, rail yards, and acres of surface parking. Perhaps most important, yet easily overlooked, is the re-envisioning of the public right-of-way – the street – as a place that accommodates not just cars but multiple transportation modes including buses, rail, bicycles, and scooters and other forms of personal transport, all integrated into an accessible, pedestrian-friendly, safe, and green environment. The greening of city streets is critical for the creation of lush and livable places while also producing social, economic, and environmental benefits.

With the start of the Covid 19 pandemic in early 2020, our collective experience of the urban public realm and its meaning and value to us, individually and as members of society, changed dramatically. Our use of public places increased as parkways once dominated by cars were closed off and filled with pedestrians, cyclists, skateboarders, roller skaters, roller skiers, and people on all other sorts of wheeled conveyances. Park

spaces that were once often largely empty filled with people getting exercise, enjoying nature, visiting playgrounds, meeting friends, social-distance dating, picnicking, playing spike ball, hula-hooping, and in the case of the homeless, camping out to avoid the dangers of shelters, to socially distance themselves, and in some cases, both. Following the May 2020 death of George Floyd in police custody, and the deaths of Daunte Wright and Winston Boogie Smith, our experience of the public realm changed again to include protests, marches, riots, property damage, the creation of new public art, the erection of new monuments, and the removal of old ones. Since March 2020, we have been learning to use our public places many new ways, some traditional, some adaptive, and some temporary.

Now more than ever, the work of improving our public realm requires a commitment to multi-disciplinary collaboration and broad and genuine stakeholder engagement processes at an entirely new level. Complicated public realm projects require a form of project team leadership that looks more like representative democracy – and all the messiness that comes with it – than the imposition of a wonderfully pure vision by a single brilliant designer. Facilitating this process – and successfully building and rebuilding the public realm – requires uniquely skilled and open-minded planners and designers who can help us all envision a better way to live together in our cities. Last, but not least, the past two years have shown us that social investment and planning for equity and justice in the public realm is as important, if not more so, than capital investment in the actual physical infrastructure.

The purpose of this course is to help planners, designers, and other city builders come to understand the opportunities and challenges of project implementation through the lens of a specific project type: *The Urban Public Realm Project*. The course integrates theory and practice into a framework for understanding the experience of public places in our lives and our own roles in creating those places.

Course Objectives

The course integrates theory and practice into a framework for understanding the experience of public places and the role of planning and design in the implementation of urban public realm projects – from inception through funding, design, construction, start-up, and ongoing operations. Students will pursue the following three objectives (with thanks to Alfred North Whitehead and his “Rhythm of Learning”):

Romance: Develop a general interest in and an understanding of the urban public realm as an idea and as a physical and social experience and learn how to evaluate the character and quality of different types of public spaces.

Precision: Develop the tools and skills required to analyze how urban public realm projects and places are created by collecting and summarizing information such as objectives, budgets, timelines, narratives, and organizational charts that, together, explain the “who, what, where, why, when, and how” of public realm production, maintenance, and use.

Generalization: Develop your own theory of the urban public realm and apply it across a broad range of urban development ideas and projects.

Context and Questions

The course will consider the following topics:

- History, character, uses, and personal experience of the urban public realm
- Recent trends such as re-urbanization and increased demand for public realm
- Very recent trends including adapting to Covid and public places as sites for protest
- Public realm projects in the 21st c. American City with a focus on the Twin Cities
- Creation of the Public Realm – the Capital Project: Planning, design, construction, and one-time funding
- Management of the Public Realm – the Operating Model: Operations, maintenance, programming/activation, and ongoing funding
- The process of creating the Public Realm: “Who, what, where, why, when, and how”
- Types of owners, operators, and funders: Cities (city parks departments, independent park boards, public works departments), conservancies, special districts, business improvement districts, private owners, etc.
- A framework for implementation: Vision=Planning+Design+Politics+Finance
- Funding and the role of Public-Private Partnerships (PPPs) in public realm projects
- Miscellaneous Topics: Typologies, S/M/L/XL, pocket parks, temporary projects, adaptive uses, pilot projects, parklets, park equity, surveillance, privatization of public space, privately owned public spaces (POPS), heritage, historic preservation, historic/cultural landscapes, public art, landscape urbanism, green urbanism, accessibility, crime prevention through environmental design (CPTED), public safety, homelessness, climate change, and more.

Course Format, Work Product, and Evaluation

The instructor will present (asynchronously and in class) short lectures, tutorials, and case studies on background topics such as project economics, design and construction, stakeholder engagement, and politics. The instructor will facilitate class discussions of the readings, current relevant news, and brief individual student presentations of papers. For weeks 2 and 4 (and later weeks, weather permitting) we will take walking tour of the urban public realm in downtown Minneapolis, stopping along the way to meet guests and discuss the readings for that week. Coursework will include three graded assignments that will build upon one another. **Each of the assignments will be an individual paper of 600-800 words plus graphics. Illustrate your paper with a plan, photos, and other graphics as appropriate to explain your thinking and discuss ideas from several of the readings.** The first paper will be based upon your own personal experience of a public place, the second will be an analysis of how a place was created, and the third will summarize your personal theory of the urban public realm.

Assignment #1: Response Paper – Your Experience of Place **30% Passion.** Write a personal essay about your personal experience of a public place. Start with why you care about this subject and then offer your own brief definition of the “urban public realm.” Select a place, study it, and describe it: The location, physical space, character, and quality of the place, uses and users, overall experience, what works and what doesn't, and your overall assessment. Visit the place several times, at different times of the day, on different days of the week (weekday/weekend), for an event, and when it is un-programmed. Why did you pick this place? Do you love it, hate it, feel ambivalent, or just are not sure? What specific public realm issues are highlighted by

your place? Include one or two photos or illustrations and a plan. Cite at least three readings: Which ideas from the readings most helped inform or illuminate your understanding of the place?

Assignment #2: Analysis Paper – How was it created?

30%

Tools and Techniques. Write a paper describing how a public place came to be. Select a public realm project in the Twin Cities that has been completed or initiated since 2000. This should be a different place from the one you used in the first assignment. Collect information and use it to describe how the place came to be. Whose idea was it? Who promoted it? Who designed it? Who paid for it? Who were the stakeholders? How does it operate/work today? What were the controversies? How did it turn out? The final product will be a concise narrative that tells the story of how the place was created. Discuss vision, location and size, design, key features, budget, funding, timeline, stakeholders, planning, operations, key actors, outcomes, and current status. Illustrate your paper with a timeline, budget, plan, and pictures. Identify your sources of information and discuss at least three readings (different from the first paper) that helped to inform or illuminate your understanding of how the place was created.

Assignment #3: Final Paper – Your Theory of the Urban Public Realm

30%

Generalization. Write a paper that summarizes how you think *now* about the urban public realm. Summarize the key learnings and conclusions from your analyses, observations, and personal experiences. Your paper must reference at least five (5) readings from the semester that you found helpful in understanding the public realm. Illustrate the paper with photos, plans, tables, and other information as required explain your observations. You may include your personal critical observations on the strengths and weaknesses of the places you studied in the first two papers. Make your own argument and conclude by answering this question: *What do you think the greatest challenges and opportunities are for the urban public realm in the 21st century city?* Students will present their final papers in the last class in summary form. This should be a short, three to five-minute talk including several illustrations and you will summarize two or three key lessons or ideas you found most interesting.

Only submit quality work product

Please be sure to submit complete work that has been copy-edited, formatted, paginated correctly, and that is graphically consistent. Print it out once, review it, edit it one more time, and finalize it before submitting. **SUBMIT ALL ASSIGNMENTS VIA CANVAS BY 10PM THURSDAY NIGHT, THE NIGHT BEFORE CLASS.**

Participation:

10%

You will begin with ten points and if you attend class and participate you will keep those ten points. I will subtract points if you miss class or do not participate.

Attendance: Attendance is required at all scheduled class sessions, and I will take attendance. If you will be late, need to leave early, will miss class, or are sick, please send me an email in advance.

Preparation: I expect you to do all the readings and watch the videos in advance and be prepared to discuss them in class and I will call on you individually.

Discussion: This will be a “flipped class” and class time will be used for active discussion. You will learn by hearing one another’s perspectives and ideas. This will not be a one-way lecture class. Your participation in class is important for ensuring a

vibrant conversation around ideas and practice. You will also be expected to contribute to the online chat in class and the *Slack* channel in between classes.

Grading

Assignment #1: Response Paper – <i>Your experience of place</i>	30%
Assignment #2: Analysis Paper – <i>How was it created?</i>	30%
Assignment #3: Final Paper – <i>Your Theory of the Urban Public Realm</i>	30%
Participation:	10%
TOTAL	100%

Potential Places to Study (examples, mostly local)

- Types
 - New Signature Park
 - Revitalized Park
 - Pocket Park
 - Neighborhood Park
 - Plaza
 - Historic Landscape
 - Spiritual Landscape
 - Cultivated Landscape
 - Street/Right-of-way (ROW)
 - Pedestrian Mall
 - Bridge
 - Playground
 - Bicycle Facilities
 - Rails to Trails
 - Expressway lid
 - Levee
 - Infrastructure
 - Street Tree programs
 - Public Art
 - Conservation
 - Environmental remediation
 - Ecological Design
 - Related Amenities/ Concessions
 - Privately owned public spaces (POPS)
 - Urban Core places
 - Suburban town centers
 - Suburban and exurban places
 - Sub/exurban Lifestyle centers
 - Parks/gardens on vacant lots
 - Skateboard parks
- Completed Projects
 - Water Works (MPRB)
- Minneapolis Park System
- Peavey Plaza (MPLS)
- Nicollet Mall (MPLS)
- The Commons (MPLS)
- Midtown Greenway (MPLS)
- Gold Medal Park (PPP/MPLS)
- Minneapolis Sculpture Garden (MPRB/Walker)
- Mill Ruins Park (MPRB)
- Federal Courthouse Plaza (MPLS)
- Pedro Park (Saint Paul)
- Parklots/lots – parks in the Right-of-way
- Plaza at Mozaic in Uptown (POPS)
- Crystal Court at IDS (POPS)
- Cedar Lake Beach (MPRB)
- Stone Arch Bridge
- Samatar Crossing
- Juxtaposition Arts Skate Park
- The Shoppes at Arbor Lakes

Class Schedule

Week 1 – 9/17: Introduction, The Life of the City

Watch Before Class:

Brown, Peter Hendee, video lecture, "Introduction to the Course"

Martha Teichner/CBS Sunday Morning, July 25, 2021: "New York's Little Island." What do YOU think of billionaires funding public places and deciding on their designs, locations, and uses? <https://youtu.be/RZ6kxYxyvI4>

Read Before Class:

Brown, Peter Hendee, *The Course Syllabus*

Berman, Marshall, "The Romance of Public Space," in *Modernism in the Streets: A Life and Times in Essays*, Marshall Berman, David Marcus and Shellie Sclan, editors, New York: Verso, 2017, pages 338-349.

Harvey, David, *The Condition of Postmodernity: An Enquiry into the Origins of Cultural Change*, New York: Wiley-Blackwell, 1990, "Introduction," pages 4-9.

Klinenberg, Eric, *Palaces for the People: How Social Infrastructure Can Help Fight Inequality, Polarization, and the Decline of Civic Life*, New York: Crown, 2018, Introduction, pages 1-24.

Thucydides, "Pericles' Funeral Oration," in *Philosophy and the City*, Sharon M. Meagher, ed., Albany: State University of New York (SUNY) Press, 2008, pages 14-19.

Discussion:

- Readings and Videos
- Special guest?

Week 2 – 9/24: Three Views of Downtown (SITE VISIT #1 – LOCATION TBD)

Watch Before Class:

Brown, Peter Hendee, video lecture, "Introduction to Implementation"

Society of Architectural Historians, "Removal of Confederate Monuments from Public Spaces," a panel discussion, July 15, 2019, <https://vimeo.com/438768223>

Read Before Class:

Davis, Mike, "Fortress LA: The Militarization of Urban Space," in *Variations on a Theme Park*, Michael Sorkin, ed., New York: Hill and Wang, 1992, pages 154-180.

Garvin, Alexander, *The Heart of the City: Creating Vibrant Downtowns for a New Century*, Washington, DC: Island Press, 2019, Chapter 8, "Creating Vibrant New Downtowns for a New Generation," pages 199-219.

Judd, Dennis R., "Constructing the Tourist Bubble," in *The Tourist City*, Dennis R. Judd and Susan S. Fainstein, New Haven: Yale University Press, 1999, pages 35-53.

Discussion (We will stop for discussion along our walk):

- Readings And Videos
- Special Guest

Week 3 – 10/1: Urban Geography, Space, and Place (SITE VISIT #2?)

Due Before Class: Assignment #1

Watch Before Class:

Brown, Peter Hendee, video lecture, "Project Implementation, Part 1: Planning"

Read Before Class:

Gehl, Jan, "Three Types of Outdoor Activities" and "Life Between Buildings," from *Life Between Buildings: Using Public Space*, 1987, in *The Urban Design Reader*, Michael Larice and Elizabeth Macdonald, Eds., New York: Routledge, 2007, pages 364-370.

Logan, John R. and Harvey Molotch, *Urban Fortunes: The Political Economy of Place*, Berkeley: The University of California Press, Chapter 3, "The City as a Growth Machine," pages 50-98.

SCAN FOR THE IDEAS AND DIAGRAMS: Low, Setha, *Spatializing Culture: The Ethnography of Space and Place*, New York: Routledge, 2016, "Chapter 2, Genealogies: the concepts of space and place," pages 11-33.

Discussion:

- Readings and Videos
- Special guest
- Assignment #1 – Brief Student Presentations

Week 4 – 10/8: What is Urban Design? (SITE VISIT #3?)

Watch Before Class:

Brown, Peter Hendee, video lecture, "Project Implementation, Part 2: Design"
Corner, James, "James Corner on Why Public Spaces Need Creativity and Design"
reSITE, December 19, 2017, <https://www.youtube.com/watch?v=pebNhoJXemw>

Read Before Class:

Corner, James, "Terra Fluxus," in *The Landscape Urbanism Reader*, Charles Waldheim, ed., Princeton: Princeton Architectural Press, 2006, pages 21-33.

Jacobs, Allan B, "Conclusion: Great Streets and City Planning," from *Great Streets*, 1993, in *The Urban Design Reader*, Michael Larice and Elizabeth Macdonald, Eds., New York: Routledge, 2007, pages 387-390.

Krieger, Alex, "Where and How Does Urban Design Happen?," in *Urban Design*, Alex Krieger and William S. Saunders, eds., Minneapolis: University of Minnesota Press, 2009, pages 113-130.

Discussion (We will stop for discussion along our walk):

- Readings and Videos
- Special Guest

Week 5 – 10/15: Urban Design in Practice (SITE VISIT #4?)

Watch Before Class:

Brown, Peter Hendee, video lecture, "Project Implementation, Part 3: Money"
Ozola, Evelina, "Architect's hands: how can we design better streets," TEDxRiga, 8 August 2014, <https://www.youtube.com/watch?v=8iQnrM3DkVI>
Sadik-Khan, Janette, "New York's Streets? Not so mean anymore," TED talk, October 8, 2013. <https://www.youtube.com/watch?v=LujWrkYsl64>

Read Before Class:

Campo, Daniel, *The Accidental Playground*, New York: Empire State Editions, 2013, Prologue and Chapter 1, pages 1-32.

Miller, Kristine F., *Designs on the Public: The Private Lives of New York's Public Spaces*, Minneapolis: The University of Minnesota Press, 2007, Chapter 2, "Art or Lunch?," pages 23-44.

Whyte, William H., "Introduction," "The Life of Plazas," "Sitting Space," and "Sun, Wind, Trees, and Water," in *The Social Life of Small Urban Spaces*, Washington, DC: The Conservation Foundation, 1980, pages 16-49

Discussion:

- Readings and Videos
- Special guest

Week 6 – 10/22: Engagement, Communications, Process, Money (SITE VISIT #5?)

Due Before Class: Assignment #2

Watch Before Class:

Brown, Peter Hendee, video lecture, “Project Implementation, Part 4: Politics”

Ogbu, Liz, “Why I’m an architect that designs for social impact, not buildings,”

TEDxMidAtlantic, October 20, 2014,

<https://www.youtube.com/watch?v=8iQnrM3DkVI>

Read Before Class:

Carmona, Matthew, Tim Heath, Taner Oc, and Steven Tiesdell, *Public Places - Urban Spaces: The Dimensions of Urban Design*, Oxford: Architectural Press (Elsevier), 2003, Chapter 12, “The Communication Process,” pages 263-282.

Gaspar, Christine, Matthew Ledwidge, Liz Ogbu, Theresa Hwang, and Ping Zhu (illustrator), *Dick and Rick: A Social Primer for Social Impact Design*, The Center for Urban Pedagogy, 2015; and Danya Sherman, “Don’t be a Dick” May Just Be the Best Motto Yet for Urban Designers,” Next City, July 7, 2016.

Sagalyn, Lynne B., “Public-Private Development,” in *Journal of the American Planning Association (JAPA)*, 73:1, 2007, pages 7-22.

Discussion:

- Readings and Videos
- Special guest
- Assignment #2 – Brief Student Presentations

Week 7 – 10/29: Modernity, Post-modernity, and Surveillance (SITE VISIT #6?)

Watch Before Class:

Brown, Peter Hendee, video lecture: “Project Implementation, Part 5: Vision” AND “PPPs for Urban Public Realm Projects”

Read Before Class:

Bauman, Zygmunt and David Lyon, *Liquid Surveillance*, Cambridge: Polity Press, 2013, Introduction, pages 1-17.

Harvey, David, *Spaces of Hope*, Berkeley, University of California Press, Chapter 8, “The spaces of Utopia,” pages 133-181.

SCAN AND READ ABSTRACT PLUS THREE CASES: Hoover, F. -A., and T. C. Lim, “Examining privilege and power in US urban parks and open space during the double crises of anti-black racism and COVID-19,” in Springer: *Socio-Ecological Practice Research*, published online, 24 November 2020.

Murphy, Hannah, “Meet the activists perfecting the craft of anti-surveillance,” in *The Financial Times*, June 24, 2021.

Discussion:

- Readings and Videos
- Special guest
- Course evaluation and feedback

Week 8 – 11/5: Last Class - The Future of the Public Realm (SITE VISIT #7?)

Due Before Class: Assignment #3

Discussion:

- Readings and Videos
- Assignment #3 – Brief Student Presentations

Peter's Annotated Bibliography (As requested by students in the fall 2020 class)

All the -ism's: Modernism, Postmodernism, Capitalism, Socialism, Marxism, Neo-Marxism, Marxist-Humanism, Neoliberalism, Disneyfication, and etc.

Berman, Marshall, [*All that is Solid, Melts into Air: The Experience of Modernity*](#). New York: Penguin, 1988.
Maybe the best book I have read in the past 15 years. Beautifully written critique of the modern condition – economic, social, urban - and the experience of the individual in modern society. Berman called himself a Marxist Humanist and he was about the human life, how we can all have more freedom and happiness, and the joy of city life. If you enjoy this, then try [*The Politics of Authenticity: Radical Individualism and the Emergence of Modern Society*](#) about the evolution of individualism from the dark ages to present, or one of his books of essays.

Harvey, David, [*A Brief History of Neoliberalism*](#).
Harvey is a brilliant thinker and great writer, and he is also the most cited social scientist alive today. He is a geographer and a Neo-Marxist, one of a handful of Neo-Marxists who have gone beyond Marx to study the role geography plays in capitalism (Marx was silent on geography) and how it leads to uneven economic development. He has written many books and collections of essays so look over his stuff. [*The Condition of Postmodernity*](#) most influenced me, as you know by now, but consider also [*Spaces of Global Capital*](#) and [*Rebel Cities*](#).

Sorkin, Michael, ed., [*Variations on a Theme Park*](#), New York: Hill and Wang, 1992.
Sorkin was a brilliant critic of architecture, design, planning and urban design in New York City until he was taken by Covid this past spring. This well-curated collection of essays is over thirty years old now, but the idea is still fresh, and all the writing is compelling and edgy. This collection includes Mike Davis's essay about militarization in LA, which you have read, as well as Neil Smith's essay on gentrification of the Lower East Side of Manhattan (another Neo-Marxist interested in uneven geographic development), a good piece on fake history at South Street Seaport, and another one on Disneyworld. Fun stuff! (Dan Campo and I used to talk about this book all the time)

Villette, Michele and Catherine Vuillermot, [*From Predators to Icons: Exposing the Myth of the Business Hero*](#). Ithaca: Cornell University ILR Press, 2009.

This excellent book by two left-leaning/Socialist French sociologists will chill you. About how people accumulate wealth and what they do with it. I referenced and quoted it in a few places in early drafts of my book about developers and then cut much of it out because my early readers couldn't handle it. Too anti-capitalistic for many Americans. And that's why I recommend it.

CITY BUILDING

Caro, Robert A., [*The Power Broker: Robert Moses and the Fall of New York*](#). New York: Vintage, 1979.

Still the number one best book ever written about how things get done in the city. Caro is an excellent researcher and writer and this biography of one of the most powerful and important civil servants of the 20th century is a page turner, which is good, because it is 1,344 pages. So, it makes a handy doorstop too. Seriously though, THE best book ever written about the politics of city building. And once you get started, you won't be able to put it down.

Brown, Peter Hendee, [*How Real Estate Developers Think: Design, Profits, and Community*](#). Philadelphia: The University of Pennsylvania Press, 2010. Don't take my word for it, read about it on Amazon. I wrote this because I wanted to explain how developers think – for all the other people the who must work with them, like planners who must sit across the table from them. (Developers don't need my help but those who have read it have liked it). Based on over 100 interviews with developers and their life and projects stories. As of today, over 100 reviews on amazon, almost all 5-star. This book was recently selected by *Motley Fool* as one of the [Nine Best Books on Real Estate Development](#) and it has been published in Korean and a Lithuanian edition is forthcoming. FYI: I make pennies from this and am not trying to sell it to you for personal gain. It is just that I spent seven years writing it and the more readers, the happier I'll be.

MISCELLANY

Molotch, Harvey, [*Where Stuff Comes From: How Toasters, Toilets, Cars, Computers, and Many Other Things Come to Be As They Are*](#). New York: Routledge, 2005. I like everything Molotch writes, and this is the best book I know about product design, production, marketing, and why we buy, and it is entertaining too. I found it very helpful when writing my book about real estate because office space, apartments, shopping centers, and condos are all “product.” As you already know, I was deeply influenced by Molotch's Growth Machine thesis, which you have read about in [Urban Fortunes: The Political Economy of Place](#).

Nichols, Tom, [*The Death of Expertise: The Campaign Against Established Knowledge and Why it Matters*](#). Oxford: Oxford University press, 2018. Smart, funny, and important. Nichols writes about a serious problem that has been growing since the 1970s – the public's ever-increasing lack of trust in technical expertise and technical experts (like us planners). This book would be utterly depressing if he weren't such a good writer and if he didn't have such a good sense of humor. You may enjoy the chapter on how people's ideas of why we go to college have changed from “getting an education” to having the right “college experience,” which these days includes an athletic facility with a lazy river.

Kay, John, [*Oblliquity: Why Our Goals Are Best Achieved Oblliquely*](#). New York: Penguin, 2012.

This is an up-to-date, optimistic argument along the lines of Lindblom and “Muddling Through” that is filled with great examples and is a well-written, concise, fun book to read. It will make you think about how you set goals and go about trying to achieve them.

GOVERNMENT ADMINISTRATION

Allison, Graham and Philip Zelikow, [*Essence of Decision: Explaining the Cuban Missile Crisis*](#) 2nd Ed. Pearson, 1999.

If you like Cold War History and/or are fascinated by the Cuban Missile Crisis (the closest mankind has come to nuclear war), then read this. More important, as I discussed in class, if you are interested in understanding how to use different lenses to anticipate how actors in a process can be expected to behave, this is excellent. It made a ton of sense to me when I was working in Philadelphia City Government, where I found it 100% relevant, and it has been a permanent part of my thinking and framework ever since. Allison had a big influence on me and how I think about being effective in large bureaucracies but be aware: this book is a little denser and more academic than some of the other things I am recommending here.

CAREER

Newport, Cal, [*So Good They Can't Ignore You: Why Skills, Trump Passion in the Quest for Work You Love*](#). New York: Grand Central Publishing, 2012.

The best career advice book ever. Period. Read it.

Shell, G. Richard and Mario Moussa, [*The Art of Woo: Using Strategic Persuasion to Sell Your Ideas*](#). New York: Penguin, 2008.

Shell is a professor at Wharton and my wife recommended this to me after hearing him speak. This is a great book on how we sell our ideas, and it includes a couple little tests that help you figure out what your personal style is. How we sell our ideas is one of the most important skills we can develop if we want to be effective in work and life and Shell does a great job illustrating this idea with historic examples. Shell has written several other excellent, practical, readable, and fun books including my favorite on the subject of negotiation, [*Bargaining for Advantage: Negotiation Strategies for Reasonable People*](#). After all, while most people hate negotiating, we all must do it, so why understand it in a way that helps you negotiate with confidence?

Adherence to Relevant University Policies

In all your work, students in this course are expected to adhere to the following the following university policies:

1. Grade definitions from the Administrative Policy
2. Scholastic Dishonesty
3. Makeup Work for Legitimate Absences
4. Use of Personal Electronic Devices in the Classroom
5. Appropriate Student Use of Class Notes and Course Materials
6. Student Conduct Code
7. Sexual Harassment
8. Equity, Diversity, Equal Employment Opportunity, and Affirmative Action
9. Academic Freedom and Responsibility: For courses that do not involve students in research

The full text of these polices can be found at the following link:

http://www.policy.umn.edu/Policies/Education/Education/SYLLABUSREQUIREMENTS_APPA.html.

Mask Usage*

...excerpted from a message from the Office of the (University) President, as of August 2, 2021:

“Relying on [the CDC guidance on masking](#) and with the advice of our University public health experts, effective August 3, we are reinstating the requirement that all students, staff, faculty, contractors, and visitors to our campuses, offices, and facilities, statewide, wear facial coverings while indoors, regardless of your vaccination status. Masks or facial coverings are not required outdoors.”

Mental Health and Stress Management:

As a student you may experience a range of issues that can cause barriers to learning, such as strained relationships, increased anxiety, alcohol/drug problems, feeling down, difficulty concentrating and/or lack of motivation. These mental health concerns or stressful events may lead to diminished academic performance or reduce a student’s ability to participate in daily activities. University of Minnesota services are available to assist you with addressing these and other concerns you may be experiencing. You can learn more about the broad range of confidential mental health services available on campus via the Student Mental Health Website at <http://www.mentalhealth.umn.edu>.

Remember that there are advisors in the Humphrey Student Services office who are trained and experienced counselors. They are available at very short notice to address any concerns you have and provide further resources within the University. **Humphrey Student Services, HHH 280, 612-624-3800**

Disability Accommodations:

The University of Minnesota is committed to providing equitable access to learning opportunities for all students. Disability Services (DS) is the campus office that

collaborates with students who have disabilities to provide and/or arrange reasonable accommodations.

If you have, or think you may have, a disability (e.g., mental health, attentional, learning, chronic health, sensory, or physical), please contact DS at (612) 626-1333 to arrange a confidential discussion regarding equitable access and reasonable accommodations.

Sexual Harassment, Sexual Assault, Stalking and Relationship Violence

"Sexual harassment" means unwelcome conduct of a sexual nature when it is stated or implied that an individual needs to submit to or participate in conduct of a sexual nature to maintain their education standing, or when the conduct is severe, persistent or pervasive and unreasonably interferes with an individual's performance or creates an intimidating, hostile or offensive environment. The University prohibits members of the University community from engaging in, or assisting or abetting another's engagement in, prohibited conduct; requires employees to take timely and appropriate action when they know or should know that prohibited conduct is occurring or has occurred; and addresses violations of this policy through disciplinary or other responsive action up to and including termination of employment or academic dismissal.

For additional information, please consult Board of Regents Policy:

https://regents.umn.edu/sites/regents.umn.edu/files/policies/Sexual_Harassment_Sexual_Assault_Stalking_Relationship_Violence.pdf

I want to let you know that, in my role as a University employee, I am required to share information that I learn about possible sexual misconduct with the campus Title IX office that addresses these concerns. This allows a Title IX staff member to reach out to those who have experienced sexual misconduct to provide information about the personal support resources and options for investigation that they can choose to access.

You are welcome to talk with me about concerns related to sexual misconduct. You can also or alternately choose to talk with a confidential resource; the University offers victim-advocacy support professionals, health services professionals, and counselors that will not share information that they learn about sexual misconduct.