****

**URPL-GP 1603 Planning Practice & Method**

**Spring 2025**

**Section 1** (30 students)

Lecture: Wednesday 6:45 pm – 8:25 pm, 105 E 17St Room 114

Lab: Following Mondays 8:35pm -- 10:15pm (online)

**Section 2** (27 students)

Lecture: Thursday 10:00 am – 11:40 am, 105 E 17St Room 115

Lab: Following Monday 2:00 pm – 3:40 pm (in person), 105 E 17St Room 115

**Professor Zhan Guo**

Office: 105 East 17th Street, Room 387

Phone: 212-998-7510

E-mail: zg11@nyu.edu

Office Hours: by Appointment

**Teaching Assistant**

Viviana Vizcaino [vov202@nyu.edu](mailto:vov202@nyu.edu)

Judy Huynh [judy.h@nyu.edu](mailto:judy.h@nyu.edu)

**Prerequisites: None**

**Course Description**

The course serves as the "practice arm" of the Master of Urban Planning (MUP) curriculum, where students develop key skill sets that planners can use to address planning challenges. These skill sets are organized into three categories:

* **Process**: This category covers the legal process of rezoning, community and stakeholder engagement, and community plan analysis.
* **Technical**: This category focuses on the planner's most important "tool"—zoning and land use regulations—explored from various perspectives.
* **Implementation**: This category teaches traffic impact assessment and financing strategies.

Students will gain proficiency in these skill sets through case studies and lab exercises, culminating in a team project at the end of the course. Guest lectures, hosted primarily during lab sessions, will provide students with insights into how these skills are applied in real-world scenarios. The course will also cover the planning profession, ethics, and preparation for the AICP certification exam.

Learning Objectives

By the end of the course, students should be able to

1. Identify and scope planning problems and issues.
2. Engage communities and stakeholders through an effective process.
3. Grasp the technical details of planning tools and skill sets.
4. Apply the appropriate planning tools and skill sets to address planning challenges.
5. Communicate findings and recommendations concisely and effectively.
6. Manage projects efficiently and organize teamwork effectively.
7. Understand professional ethics and responsibilities.

NYU Brightspace

All announcements and resources will be delivered through NYU Brightspace.

Academic Integrity

Academic integrity is a vital component of Wagner and NYU. Each student is required to sign and abide by [Wagner’s Academic Code](https://wagner.nyu.edu/portal/students/policies/code). Plagiarism of any form will not be tolerated since you have all signed an Academic Oath and are bound by the academic code of the school. Every student is expected to maintain academic integrity and is expected to report violations to me. If you are unsure about what is expected of you, *ask*.

Generative AI tools are permitted for specific uses within this course. They may be employed for tasks such as background research, ideation, and text editing or proofreading. However, the use of AI for generating drafts of text is strictly forbidden.

Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website at [www.nyu.edu/csd](http://www.nyu.edu/csd) and click on the Reasonable Accommodations and How to Register tab or call or e-mail CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU’s [Policy on Religious Holidays](https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/university-calendar-policy-on-religious-holidays.html)

University policy states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Students do not need to ask the instructor for permission, but they may choose to notify faculty in advance of such an absence. Whenever feasible, exams and assignment due dates will not be scheduled on religious holidays.

Student Resources

Wagner tutors are available to help students with their writing skills. Please see details on <https://wagner.nyu.edu/portal/students/academics/advisement/writing-center>.

The web also has some good resources to help you write better. After you finish writing your paper but before you submit it, you can obtain automated readability statistics here:

<https://igm.rit.edu/~jxs/services/TestReadability.html> and some additional feedback here: <http://writersdiet.com/test.php> . Use these services to improve your prose.

**Course Structure and Assignments**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Wks** | **Monday Labs** | **Wed (6:45-8:25pm) Thursday (10-11:40am)** | **Lecture Topics** | **Lab/Guest Lecture/Presentation Time (following Monday)** | **Case Studies** |
| **1** |  | Jan 22/23 | ULURP Process and Rezoning in NYC |  |  |
| **2** | Jan 27 | Jan 29/30 | Community Engagement Process | Guest Lecture  Winston Von Engle DCP | Case Study #1 |
| **3** | Feb 3rd | Feb 5/6 | Community Plan Analysis | Guest Lecture TBA | Case Study #2 |
| **4** | Feb 10 | Feb 12/13 | Zoning Analysis I | Lab exercise #1 |  |
| **5** | Feb 17 | Feb 19/20 | Zoning Analysis II |  |  |
| **6** | Feb 24 | Feb 26/27 | Housing Affordability | Guest Lecture TBA | Case Study #3 |
| **7** | Mar 3rd | Mar 5/6 | Commercial Vitality | Guest Lecture TBA | Case Study #4 |
| **8** | Mar 10 | Mar 12/13 | Manufacturing Revitalization & Food Access | Guest Lecture TBA | Case Study #5 |
| **9** | Mar 17 | Mar 19/20 | Resilience & Adaptation | Guest Lecture  Michael Marella DCP | Case Study #6 |
| **10** | Mar 24 | Mar 26/27 |  |  |  |
| **11** | Mar 31 | Apr 2/3 | Technical Standards: Streets and Parking | Guest Lecture TBA | Case Study #7 |
| **12** | Apr 7 | Apr 9/10 | Traffic Impact Assessment | Lab exercise #2 |  |
| **13** | Apr 14 | Apr 16/17 | Project/Development Financing & CBA | Guest Lecture TBA | Case Study #8 |
| **14** | Apr 21 | Apr 23/24 | AICP Exam and the Planning Profession | Guest Lecture: Alex Wallach |  |
| **15** | Apr 28 | Apr 30/May 1 | Workshop on Term Project |  |  |
| **16** | May 5 | May 7/8 | Final Presentation |  |  |
| **Note** | Reading Day (May 7) | | | | |

A diagram of a process

Description automatically generated

Class Participation (15%)  
Students are required to attend all lectures, labs, and teamwork sessions (both in and out of class). Missing one lecture or lab will result in a one-point deduction, up to a maximum of 15 points. If any issues arise during the semester, please contact the instructor. Active participation in class discussions is strongly encouraged.

Lab Exercises (10% x 2 = 20%)  
There are two lab exercises, each contributing 10% to your final grade:

* Assignment #1: Apply zoning regulations to a specific lot in NYC.
* Assignment #2: Conduct a traffic impact assessment for a development in Gowanus, Brooklyn.

Details for both exercises can be found in the lab exercise profile.

Case Studies (10% x 3 = 30%)  
Students are required to complete three out of the eight available case studies, with each contributing 10% to the final grade. One must come from the process category. Additionally, each student must present one of the selected case studies in class. All case studies are in PPT format. Refer to the case study profiles for further details. Students can manage their case study choices, topics, and presentation schedules on the following Google Spreadsheet:

Wed Section: <https://docs.google.com/spreadsheets/d/1sceYE-l-_Lf-CeAt0cqmIHJ30vu_hZPqPoBKhw07jGc/edit?gid=0#gid=0>

Thursday Section: <https://docs.google.com/spreadsheets/d/1orGn7edF62Cu6xMB4xv2_tWdt-BfFXSbT91e8vlEXKY/edit?gid=0#gid=0>

Term Project (35%)  
Students will work in teams of 3 or 4 on a specific planning challenge in a chosen locality (NYC or elsewhere). The project involves reforming the existing land use or zoning system to address the identified challenge. Each team will have 30 minutes to present their project at the end of the semester. No paper is needed. Detailed guidelines are available in the project profile.

Learning Assessment Table

|  |  |
| --- | --- |
| Graded Assignment | Course Objective Covered |
| Lab exercise #1 | #3, #4 |
| Lab exercise #2 | #3, #4 |
| Case Study | #1,#3, #4, and #5 |
| Case Study | #1,#3, #4, and #5 |
| Case Study | #1,#3, #4, and #5 |
| Term Project | All |

**Case Study/Term Project Choice Management System**

The class uses Google Sheets to manage the selection process for case studies and term projects. Students are required to choose 3 out of the 8 available case studies and designate one of the three as their presentation case study. To avoid over-concentration on specific case studies, a cap is set on the number of students per case study. After selecting their case studies, students must identify a specific topic to work on. Progress can only continue after receiving approval from the instructor. Please refer to the Google Sheets file for further details.

**Grading Scale and Rubric**

Students will receive grades according to the following scale:

(A) Excellent: Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Numeric value=4.0 points.

(A-) Very good: Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards. Numeric value=3.7 points.

(B+) Good: Work is well-reasoned and thorough, methodologically sound. This grade indicates the student has fully accomplished the basic objectives of the course. Numeric value=3.3 points.

(B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Meets key course objectives but evidence suggests that understanding of some important issues is less than complete. Numeric value=3.0 points.

(B-) Borderline: Meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Numeric value=2.7 points.

(C/-/+) Deficient: Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students. Numeric value = 2.3; 2.0; 1.7 points.

(F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive. Numeric value = 0.0 points.

**Related Readings and Resources**

**Rezoning Process in NYC and Other Places**

* [Williams, Alfred M. Jr.](http://ezproxy.library.nyu.edu:2264/HOL/AuthorProfile?action=edit&search_name=Williams%2C%20Alfred%20M.%20Jr.&collection=journals) 2016. Reforming New York City's ULURP: Less Confusing than Its Name. [Journal of civil rights and economic development](https://getit.library.nyu.edu/resolve?umlaut.institution=NYU&url_ver=Z39.88-2004&url_ctx_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Actx&ctx_ver=Z39.88-2004&ctx_tim=2017-01-22T16%3A41%3A10-05%3A00&ctx_id=&ctx_enc=info%3Aofi%2Fenc%3AUTF-8&rft.jtitle=Journal+of+civil+rights+and+economic+development&rft.object_id=3280000000000105&rft_val_fmt=info%3Aofi%2Ffmt%3Akev%3Amtx%3Ajournal&rfr_id=info%3Asid%2Fsfxit.com%3Acitation&umlaut.institution=NYU). Vol. 28, Issue 3, pp. 399-418 (available from NYU Library E-journal online)
* NYC Department of City Planning. Uniform Land Use Review Procedure (ULURP)

<https://www1.nyc.gov/site/planning/applicants/applicant-portal/step5-ulurp-process.page>

* Danver Reforms Its Rezoning Process in 2024 (available from BrightSpace)

Project background report

Background, Issues & Strategy Report

Staff Report and Recommendation

* Rezoning Process in Charlotte, NC (available from BrightSpace)
* Rezoning 508 Helmcken Street in Vancouver Canada (available from BrightSpace)

**Community Engagement Process**

* New York City Neighborhood Planning Playbook (available from BrightSpace)
* New York City: Pick a project report from the DCP website and read the community engagement part <https://www.nyc.gov/site/planning/plans/borough.page>
* Pick a major project from the Planning Department website that involves extensive community engagement, and read that part

San Francisco: <https://sfplanning.org/our-work>

New Orleans: <https://nola.gov/next/city-planning/topics/major-studies-projects/>

Seattle: <https://www.seattle.gov/opcd/vault>

Washington DC: <https://planning.dc.gov/page/plans>

Atlanta Plans & Studies/Projects & Initiatives <https://www.atlantaga.gov/government/departments/city-planning/plans-studies>

….

**Community Plan Analysis**

* Brent D. Ryan (2011): Reading Through a Plan, Journal of the American Planning Association, 77:4, 309-327 (available from NYU Library E-journal online)
* David J. Connell and Lou-Anne Daoust-Filiatrault (2017): Better Than Good: Three Dimensions of Plan Quality. Journal of Planning Education and Research, Volume 38, Issue 3
* Fu, X., Wang, R., & Li, C. (2023). Can ChatGPT Evaluate Plans? *Journal of the American Planning Association*, *90*(3), 525–536.
* Pick a comprehensive plan from the following list and analyze its structure. No need to read the details of the content. \* = winner of Daniel Burnham Award for a Comprehensive Plan by American Planning Association

1. Charlotte Future 2040 \*
2. Minneapolis 2040 Comprehensive Plan
3. Chicago, Illinois: ON TO 2050 Plan \*
4. Vision 2020: New York City Comprehensive Waterfront Plan \*
5. Raleigh, North Carolina: Raleigh Comprehensive Plan
6. Syracuse, New York: Syracuse Comprehensive Plan 2040
7. [GSO2040](http://online.encodeplus.com/regs/greensboro-nc-comp/index.aspx) is Greensboro, North Carolina \*
8. [Richmond 300: A Guide For Growth](https://www.rva.gov/planning-development-review/master-plan) \*
9. West Palm Beach, Florida: West Palm Beach Comprehensive Plan
10. Cincinnati, Ohio: Cincinnati Comprehensive Plan
11. Washington, D.C.: Washington, D.C. Comprehensive Plan
12. Denver, Colorado: Denver Comprehensive Plan 2040
13. Plano TX Tomorrow Comprehensive Plan \*
14. NashvilleNext \*
15. [Plan Cincinnati: A Comprehensive Plan for the Future](https://www.planning.org/awards/2014/plancincinnati.htm) \*
16. PlanOKC Oklahoma City \*
17. Memphis 3.0 Comprehensive Plan \*
18. Vibrant NEO 2040 – Northeast Ohio Sustainable Communities Consortium \*
19. Austin, Texas: Imagine Austin Comprehensive Plan" in 2012
20. Seattle, Washington: Seattle 2035
21. Portland, Oregon: 2035 Comprehensive Plan" in 2018
22. Melbourne, Australia: "Plan Melbourne 2017-2050"
23. Newark, New Jersey Newark360: Shaping Our City Together \*

**Zoning Analysis I & II**

The 2018 NYC Zoning Handbook <https://www1.nyc.gov/site/planning/zoning/zh.page>

Chapter 1: Introduction to Zoning

Chapter 2: Applying Zoning

[Chapter 3: Residence Districts](https://www.nyc.gov/assets/planning/download/pdf/about/publications/zoning-handbook/zoning-handbook-03.pdf)

Chapter 4: Commercial Districts

Chapter 5: Manufacturing Districts

Chapter 6: Special Area Rules

Chapter 7: Special Purpose Districts

**Zoning for Affordability**

Upzoning & Affordability

* Jenna Davis, 2021. How do upzonings impact neighborhood demographic change? Examining the link between land use policy and gentrification in New York City, Land Use Policy, Volume 103
* Freemark, Y. (2020). Upzoning Chicago: Impacts of a Zoning Reform on Property Values and Housing Construction. Urban Affairs Review, 56(3), 758-789.
* Nicholette Paige Cameron. 2022. Implementing (Up)Zoning for Affordability: A Seattle Case Study. MCP Thesis MIT
* Cheung, K. S., Monkkonen, P., & Yiu, C. Y. (2024). The heterogeneous impacts of widespread upzoning: Lessons from Auckland, New Zealand. Urban Studies, 61(5), 943-967.
* Wang, Betty Xiao and Krimmel, Jacob, Upzoning with Strings Attached: Evidence from Seattle's Affordable Housing Mandate. Available at SSRN: <https://ssrn.com/abstract=4947798> or [http://dx.doi.org/10.2139/ssrn.4947798](https://dx.doi.org/10.2139/ssrn.4947798)

Mandatory inclusionary housing

* New York City Mandatory Inclusionary Housing: Promoting Economically Diverse Neighborhoods

<http://www1.nyc.gov/assets/planning/download/pdf/plans-studies/mih/mih_report.pdf>

* Behind New York’s Housing Crisis: Weakened Laws and Fragmented Regulation

<https://www.nytimes.com/interactive/2018/05/20/nyregion/affordable-housing-nyc.html>

* Wang, R., & Fu, X. (2022). Examining the Effects of Policy Design on Affordable Unit Production Under Inclusionary Zoning Policies. *Journal of the American Planning Association*, *88*(4), 550–564.
* Tal Litwin. 2024. Exploring the History and Impact of Mandatory Inclusionary Housing in New York City. Master Thesis at Pratt Institute (e-copy is available from NYU Library)
* Fei Li and Zhan Guo. 2022. How Does an Expansion of Mandatory Inclusionary Housing Affect Housing Supply? Evidence From London (UK). *Journal of the American Planning Association*, *88*(1), 83–96.

Rent Stabilization

* Konstantin A. Kholodilin, Rent control effects through the lens of empirical research: An almost complete review of the literature, Journal of Housing Economics, Volume 63, 2024
* Rent Stabilization programs from other cities

1. San Francisco Rent Board <https://www.sf.gov/departments/rent-board>
2. Hoboken, NJ；<https://www.hobokennj.gov/departments/rent-leveling-and-stabilization-office>
3. Washington DC: <https://dhcd.dc.gov/rentcontrol>
4. Takoma Park, MD: <https://takomaparkmd.gov/government/housing-and-community-development/rental-housing-programs/rent-stabilization/>
5. Saint Paul’s, MN: <https://www.stpaul.gov/departments/safety-inspections/rent-buy-sell-property/rent-stabilization>
6. Berlin failed Mietendeckel: <https://www.the-berliner.com/berlin/berlins-failed-rental-revolution-crisis-expropriation-mietendeckel-enteignen/>
7. Paris Encadrement des Loyers (Rent Control): <https://www.apur.org/en/our-works/effects-rent-controls-paris-first-assessment-scheme-was-launched-2019> (reports in French)
8. Sweden/Denmark/Finland: [Tenancy Law and Housing Policy in Europe](https://www.elgaronline.com/edcollbook/edcoll/9781788113977/9781788113977.xml) Chapter 9- Rent control and other aspects of tenancy law in Sweden, Denmark and Finland
9. Barcelona: Lessons from an Aborted Second-Generation Rent Control in Catalonia: <https://ssrn.com/abstract=4159469> or [http://dx.doi.org/10.2139/ssrn.4159469](https://dx.doi.org/10.2139/ssrn.4159469)
10. International cases: Manila, Cairo, Brazil, Lagos, India, Argentina

**Zoning & Commercial Revitalization**

* Brooks, L., & Meltzer, R. (2024). Retail on the Ground and on the Books: Vacancies and the (Mis)Match Between Retail Activity and Regulated Land Uses. *Journal of the American Planning Association*, 1–15. <https://doi.org/10.1080/01944363.2024.2373900>

Formula Business restrictions

* Kim, M., & Zhou, T. (2021). Does Restricting the Entry of Formula Businesses Help Mom-and-Pop Stores? The Case of Small American Towns with Unique Community Character. *Economic Development Quarterly*, *35*(2), 157–173.
* NYC City Council. 2017. Planning for Retail Diversity Supporting NYC’s Neighborhood Businesses
* <https://council.nyc.gov/land-use/wp-content/uploads/sites/53/2017/12/NYC-Council-Planning-For-Retail-Diversity.pdf>
* San Francisco Planning Department. 2014. San Francisco Formula Retail Economic Analysis. <https://default.sfplanning.org/legislative_changes/form_retail/Final_Formula_Retail_Report_06-06-14.pdf>
* Patricia Salkin. Municipal Regulation of Formula Businesses: Creating and Protecting Businesses. *Case Western Reserve Law Review, Vol. 58, 2008*
* Henry Topper, Regulatory Takings and the Constitutionality of Commercial Rent Regulation in New York City, 104 Cornell L. Rev. 529 (2019) Available at: <https://scholarship.law.cornell.edu/clr/vol104/iss2/6>

Business Improvement Districts

* Lee, Wonhyung. "The formation of business improvement districts in low-income immigrant neighborhoods of Los Angeles." *Urban Affairs Review* 52.6 (2016): 944-972.
* Hom, L. D. (2023). Revitalizing Chinatown for a new generation: The community politics of the business improvement district. *Journal of Urban Affairs*, 1–17. <https://doi.org/10.1080/07352166.2023.2192939>
* Effort to establish downtown BID ends
* <https://rochesterbeacon.com/2024/03/21/effort-to-establish-downtown-bid-ends/>

Home-Based Business

* City of Yes for Economic Opportunity <https://www.nyc.gov/assets/planning/download/pdf/plans-studies/city-of-yes/economic-opportunity/project-description.pdf>

**Manufacturing Revitalization & Food Access**

Manufacturing Zone

* The Steep Costs of Using Noncumulative Zoning to Preserve Land for Urban Manufacturing, available from <http://ssrn.com/abstract_id=1527276>
* [Up-Zoning New York City’s Mixed Use Neighborhoods : Property-Led Economic Development and the Anatomy of a Planning Dilemma](https://repository.upenn.edu/cgi/viewcontent.cgi?article=1044&context=cplan_papers) <https://repository.upenn.edu/cplan_papers/45/>
* Employment trends in M districts outside Manhattan: 2000 - 2014 <http://www1.nyc.gov/assets/planning/download/pdf/data-maps/nyc-economy/employment-nyc-manufacturing-zones.pdf>
* Can Industrial Mixed-Use Buildings Work in NYC?

<https://www1.nyc.gov/assets/planning/download/pdf/planning-level/housing-economy/can-industrial-mixed-use-buildings-work-in-nyc.pdf>

* Grodach, C., & Martin, D. (2023). A Productive Mix? Urban Manufacturing in Planned Industrial Zones and Mixed-Use Districts. *Journal of Planning Education and Research*

New Types of Manufacturing

* City of Yes for Economic Opportunity <https://www.nyc.gov/assets/planning/download/pdf/plans-studies/city-of-yes/economic-opportunity/project-description.pdf>
* Small-Scale, Local Production in Prince Georgeʼs County, MD

<https://pgplanning.org/wp-content/uploads/2023/10/Small-Scale-Production.pdf?utm_source=chatgpt.com>

Food Access

* Unintentional Food Zoning in East Harlem <https://muse.jhu.edu/pub/354/oa_edited_volume/chapter/2772171/pdf>
* The Effect of the FRESH Program on Fruit and Vegetable Consumption in NYC <https://academicworks.cuny.edu/cgi/viewcontent.cgi?article=1773&context=hc_sas_etds>

**Resilience & Adaptation**

* Flood Resilience Text Amendment Presentation by DCP (more documents could be found from the same website)

<http://www1.nyc.gov/assets/planning/download/pdf/plans/flood-resiliency/presentation.pdf>

* Boston Planning and Development Agency. Coastal Flood Resilience Design Guidelines: Case Studies page 63-89

<https://www.bostonplans.org/getattachment/d1114318-1b95-487c-bc36-682f8594e8b2>

* New York City Office Adaptive Reuse Study <https://www.nyc.gov/assets/planning/download/pdf/plans-studies/office-reuse-task-force/office-adaptive-reuse-study.pdf>
* So You Want to Turn an Office Building Into a Home? <https://www.nytimes.com/interactive/2023/03/11/upshot/office-conversions.html>

**Technical Standards: Streets and Parking**

* Guo Z and S Ren. 2013. From minimum to maximum: The impact of parking standard reform on residential parking supply in London from 2004-2010. Urban Studies, 50 (6), 1181 – 1198
* Guo Z and L Schloeter. 2013. Street standards as parking policy: Rethinking the provision of residential street parking in American suburbs. Journal of Planning Education and Research, 33 (4), 456-470
* Donald Shoup, The High Cost of Free Parking*,*

Chapter 5: A Great Planning Disaster

Chapter 11: Cruising

* Guo Z and P Xu. 2013. Duet of the commons: Impact of street cleaning on household car usage in New York City. Journal of Planning Education and Research, 33, 1, 34-48
* Residential parking permit plans in 7 cities worldwide: a survey. Manhattan Borough President

<http://www.manhattanbp.nyc.gov/wp-content/uploads/2019/10/ParkingZoneWhitePaperFINAL.pdf>

**Environmental Review & Traffic Impact Assessment**

TBA

**Development Financing**

* The Myth of Self-Financing: The Trade-Offs Behind the Hudson Yards Redevelopment Project <http://www.economicpolicyresearch.org/images/docs/research/political_economy/Bridget_Fisher_WP_2015-4_final.pdf>
* Alternative Funding for an Equitable Park System in New York City and State

<https://digitalcommons.pace.edu/cgi/viewcontent.cgi?referer=https://www.google.com/&httpsredir=1&article=1776&context=pelr>

* Vicki Been. 2010. Community Benefits Agreements: A New Local Government Tool or Another Variation on the Exactions Theme? The University of Chicago Law ReviewVol. 77, No. 1, pp. 5-35 (available from NYU Library E-journal online)
* Value Creation, Capture, and Destruction: Hudson Yards and the False Promise of Self-Financing Mega-Projects <https://www.tandfonline.com/doi/full/10.1080/01944363.2022.2026808>
* Register of Community Board Budget Requests: <https://www.nyc.gov/assets/omb/downloads/pdf/jan25/cbrboro1-25.pdf>

**AICP Exam and the Planning Profession**

Read APA AICP website content: <https://www.planning.org/aicp/>