



PAUS 8021

Urban Policy Planning (CRN 85324)

Fall 2008

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Georgia State University

Class Meetings: Class meets Thursday afternoon from 4:30 to 7:00 P.M. in room 615 of the General Classroom Building.

Contacting Me: My office is in Room 424 of the AYSPPS Building at 14 Marietta. My office hours are flexible; I am usually in from 8:30 to 4:30 Monday thru Friday. I prefer to be contacted by e-mail @ PRCJWM@LANGATE.GSU.EDU. Please be sure I have a good e-mail address for you.

Required Texts: The required texts are:

- Brooks, Michael P. (2002) *Planning Theory for Practitioners*. Chicago: Planners Press
- Cullingworth, Barry and Roger W. Caves (2003) *Planning in the USA: Policies, Issues and Processes*. 2nd ed. New York: Routledge.

Other required readings are available via the course's WebCT website. Keep an eye on the site as material may be added during the term. If this does happen, I will announce it in class.

Course Description:

This course will acquaint students generally with the history of urban planning in the United States and the legal and administrative context in which planning takes place. It will also provide an overview and assessment of important issues and common techniques used in demography for planning purposes, comprehensive and land use planning, growth management, environmental planning, transportation planning, and economic development planning. In class, we will describe several models of planning processes, and consider their appropriateness under different circumstances, the role of citizen involvement in planning, and planning ethics. We will also read about examples of recent planning practice and discuss how they relate to events in Atlanta and its larger region.

Learning Outcomes:

Students will:

1. Become acquainted with the history of urban planning in the United States and the legal and administrative context in which planning takes place.
2. Become familiar with important issues and common techniques from comprehensive and land use planning, growth management, environmental planning, transportation planning, and economic development planning.
3. Learn about several models of planning processes, including roles for professional planners and citizens, and consider their appropriateness under different circumstances, and their implications for outcomes.
4. Apply ideas from this class to interpret and analyze examples of recent planning practice, local and regional events, and scholarship related to class topics.

Evaluating Students' Progress: I will determine students' grades in the course as follows:

1. 12 out of 14 weekly memos, at 5% each: 60%
2. Book review: 20%
3. Planning issue presentation: 10%
4. Planning meeting: 10%

There are no tests. Note: Based on quality of memos and class participation, this policy could be changed to include pop quizzes.

Course Requirements:

- Weekly memos. Prior to each class session, except the first, a memo is due. The memos are intended to help you think in advance about the readings and prepare you for lively class discussion of topics and issues. Most importantly, they are intended to help you sharpen your writing skills by summarizing complex ideas and presenting them in a short succinct paper appropriate for busy decision makers.
 - Summarize the assigned readings.
 - List three questions, based on the readings, you think would make for a good class discussion.

- Extra credit will be awarded for bringing additional relevant sources into memos and discussion topics such as:
 - Newspaper articles (need not be local)
 - Additional academic readings
 - Topical interviews with practitioners

Be sure to say why it is relevant.

- Memos are to be 300 to 500 words (or so), typed. All material, including assigned readings, is to be properly cited with footnotes, e.g.*
- Grading of memos will be based on:
 - First, whether or not they are turned in
 - Second, quality. Good organization and writing is considered along with the summary itself. Did you identify and discuss the “big ideas”? Did you develop good discussion questions?
 - Third, extra credit for additional material.
 - Based on general quality, memos may receive a score of 3, 2, or 1.
 - Extra credit will add up to an additional point to any score.
 - Memos not submitted when due, without previous arrangement, receive a zero.
 - An average score of 2.5 or higher is an “A”, 1.5 to 2.49 is a “B”, 0.5 to 1.49 is a “C”, less than 0.5 is a “D”.
 - The two lowest scores will be dropped
- Book Review. Each student will write a short (10 double-spaced pages) review of a planning-related book. Choose a book from the list at the end of the syllabus, or propose another (subject to my approval) by posting the full citation to me by September 7. The book may be old or new, but should be worth close study, and obviously should not be something you have already read.

* Jacobs, Jane (1992), *The Death and Life of Great American Cities*. Vintage Books edition. New York, Vintage Books.

A printed copy of your book review is due no later than the beginning of class **November 20**. It should be well organized, clearly written, and carefully edited. Address the following in your review:

1. What does the book cover? What are its main arguments and conclusions?
2. What do other experts say about this topic? (Briefly review related scholarly and applied work, explaining how this book is consistent with or different from prior thinking. Provide a reference list at the end of the review.)
3. Why is this book useful and important to planners, if it is?
4. Is the book accurate and up-to-date? How do you know?
5. What do others think about this book? (Be sure to consult and cite any scholarly reviews of the book, and indicate whether there is evidence that it has been influential.)
6. What is missing from this book? Where can I find it?

- **Planning Issues**

Each student will participate in an in-class two member debate-like discussion of a planning issue, assigned during our first class meeting. The topics are listed on the class schedule below. Each team will have 14 minutes for their presentation (that is seven minutes each) of issues before general class discussion to make their initial argument, and two additional minutes for a rebuttal of the points made by the other side. I will assign grades based on:

1. The clarity of the presentation of the issue (focus, organization, logical consistency, lack of unnecessary repetition, defining key terms, memorable main points, summing up conclusions)
2. Evidence provided (quality and number of references, examples, data analysis)
3. Style (professionalism, politeness, being prepared, staying within time limits, using time effectively, speaking so that everyone can hear, keeping the audience's interest, etc.)

Please provide me and the class with copies of a printed handout (1-2 pages) that gives us the issue as stated in this syllabus, an outline of your main points, and a list of your references, properly cited according to Turabian.

- Planning Meeting

Each student must attend one public meeting related to planning during the term. Zoning Review Board meetings, City Council or County Commission meetings with planning/zoning topics on the agenda, NPU meetings, Atlanta Regional Commission meetings and public meetings/hearings conducted by special study groups are examples of such meetings. If in doubt about the appropriateness of a meeting, check with the instructor.

After attending a meeting each student must prepare and submit a typed, clearly written, errorless memo of at least 800 words summarizing:

- Place and time of the meeting.
- Purpose of the meeting.
- Who met.
- Who else (and how many) attended, e.g. members of the general public, neighboring property owners, members of an interest group, etc.
- What happened in the meeting.
- How it relates to topics studied in class.

Penalty for Late Work

Assignments submitted late will not be accepted for full credit unless there is an important reason **and** the student has contacted me ahead of time to make arrangements to get assignments in. In all other cases, grades will be reduced for tardiness.

Class Attendance and Participation

The requirement for weekly submission of memos summarizing required readings and submission of newspaper journals places a premium on regular attendance. Additionally, these requirements are intended to put each student in a position to participate fully in discussion of current topics, ask questions based on or about reading material, and introduce current topics from the news into the class.

Plagiarism

In all activities in this class, students need to be cognizant of the following:

Students are expected to submit for credit only the products of their own efforts and in all other ways recognize and uphold standards of intellectual and academic honesty. Work not meeting this simple standard will be rejected and disciplinary action could follow.

The University of Indiana uses the following very clear and concise definition of plagiarism in its *Code of Student Rights, Responsibilities, and Conduct*.

“3. Plagiarism.

A student must not adopt or reproduce ideas, words, or statements of another person without appropriate acknowledgment. A student must give credit to the originality of others and acknowledge an indebtedness whenever he or she does any of the following:

- a. Quotes another person's actual words, either oral or written;**
- b. Paraphrases another person's words, either oral or written;**
- c. Uses another person's idea, opinion, or theory; or**
- d. Borrows facts, statistics, or other illustrative material, unless the information is common knowledge."**

(quoted from Code of Student Rights, Responsibilities, and Conduct, Part III, Student Misconduct, Academic Misconduct, By action of the University Faculty Council (April 24, 1990) and the Trustees of Indiana University (May 4, 1990). Amended by the University Faculty Council (April 13, 1993; May 12, 1993, and October 8, 1996) and the Trustees of Indiana University (December 4, 1992; June 5, 1993, and December 13, 1996).)

To paraphrase Shakespeare, it is better to cite incorrectly than never to have cited at all. Cite and properly reference all sources used in your work: “journal articles, books, book sections, manuscripts, edited books, magazine articles, newspaper articles, conference proceedings, theses, reports, personal communications, computer programs, electronic sources, audiovisual materials, films or broadcasts, artwork, maps, patents, hearings, bills, statutes, cases, charts, figures, and equations.”¹ WWW site materials, and other sources of information. Failure to meet these standards may result in disciplinary action that could result in failing the course and suspension or expulsion from the Institute.

IF IN DOUBT, PLEASE CONTACT ME DIRECTLY at PRCJWM@LANGATE.GSU.EDU or 404-413-0259 or 404-874-1113 (e-mail is best).

Schedule:

The course schedule is attached. The schedule and this entire syllabus present a general guide to the course. It may be necessary to make changes during the term.

¹ This is the list of standard reference types found in the reference, footnote, and bibliography creating program *EndNote*, Version 6 (2002), Thompson ISI Researchsoft, Philadelphia, Pennsylvania

