PMAP 3411
CONTEMPORARY PLANNING
Georgia State University
Spring 2017
DRAFT Version 4.0 Draft

Instructor: Joseph F. Hacker, Ph.D., AICP
Office: 328 Andrew Young Building
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Classroom: 223 Langdale Hall
Class time: Thursday 4:30-7pm
Office hours: by appointment, tbd

Required Text

- One copy of the Kelly book is on reserve in the library.
- Additional readings posted on iCollege.
- All communication, submissions, and materials through iCollege.

Additional Resources
Citylab – http://citylab.com
AICP Exam Reviews - http://georgiaplanning.org/aicp/aicp-exam-reviews;

Course Description and Expectations
PMAP 3411 is an undergraduate course introducing the processes, politics, and specializations in contemporary urban land use planning. The first part of the semester focuses on planning process: history, law, politics, social issues, policy formation, and project evaluation. The second part covers planning specialization areas, including: housing, design, economic development, transportation and the environment.

This course will emphasize critical thinking skills through writing assignments, field research and in class quizzes. Class will be a mixture of lecture, discussion and group exercises. There are five (5) argumentative essays (one is practice), three (3) field projects, and four (4) in-class quizzes (one is a syllabus quiz). Come prepared to discuss assigned topics, and expect the same topics discussed in more than one context.

Learning Outcomes
- Introduction to planning specializations: e.g. housing, design, economic development, transportation and the environment.
- Practice critical thinking skills by writing argumentative essays on planning topics.
- Collect and assess field data
- Learn and practice how to use tables to collect and display data
- Explore the interconnectedness and complexity of planning issues, and the methods planners use to manage divergent goals.
- Learn what a professional planner does, the required skills, and what Certified Planner means.
COURSE REQUIREMENTS
There will be four grades in this class:
1. Argumentative essays; 2. Field projects; 3. In class quizzes; 4. Attendance-class participation

1. Argumentative Essays
There will be one practice essay worth 10 points plus four (4) argumentative essays worth 30 points each (weeks 3, 7, 9, 11, 13). Essays must be submitted to the designated dropbox on iCollege by midnight the Wednesday before class. Each essay must incorporate these features:

1. The main points on both sides of the argument. Describe the relevance of the pro and con points.
2. Proper supporting citations for both sides of the question using posted materials.
4. Inclusion of one discussion questions you would like to ask. What do you want to know? What is unclear to you? (these serve as tie-breakers)

Essays may NOT exceed one page (1 inch margins, 11-10pt font, single spaced (double spaced between paragraphs), about 300 typed words.) Essays should consist of 4-5 well written paragraphs. All material, including assigned reading, is to be properly cited using Chicago style citation. The Author-Date style is preferred and is fairly easy to learn and use. See http://www.chicagomanualofstyle.org/tools_citationguide.html for guidance. Essays will be graded on:

- Were they on time? Late work automatically loses points and will NOT be accepted if more than one week late.
- Were instructions followed? Is it formatted correctly? Is a question included?
- Quality of work. Good organization and writing is essential. A rubric is provided online. Did you identify and support the main points on both sides of the issue using materials from the readings? Did you provide one relevant discussion question?

Some essay questions are being revised and will be added the first week of classes.

2. Field Projects
There will be three (3) field projects worth 30 points each throughout the semester. The full instructions for each project will be posted on iCollege. Each project will require collecting data from outside sources and writing a short assignment. The completed projects must be submitted to the proper dropbox. Standards for writing and attribution established for the weekly essays will be enforced.

a. Hometown zoning assessment
b. Place making assessment
c. Environmental assessment

Each project will provide an opportunity to engage with topics relevant to the assigned readings. Student results will be discussed in class.

3. In-class Quizzes
There will be a syllabus exam worth 10 points plus four (4) in-class quizzes worth 30 points apiece. Quizzes will cover the readings and topics covered in class for that time.
4. Attendance and Participation
Attendance and participation is worth 30 points. Each student is expected to arrive at class on time (unless they previously informed the Professor), and constructively participate in class activities and discussions.

Grading and Evaluation
The four grades will be totaled in this manner:

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentative Essays</td>
<td>130 pts [10+(4X30)]</td>
</tr>
<tr>
<td>Field Projects</td>
<td>90 pts (3X30)</td>
</tr>
<tr>
<td>In-class Quizzes</td>
<td>100 pts [10+(3X30)]</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>30 pts</td>
</tr>
<tr>
<td>Total</td>
<td>350 pts</td>
</tr>
</tbody>
</table>

On time submission, quality of work, and inclusion of required elements all contribute to your grade. Points will be deducted for late work, unexcused lateness, the use of electronics, and disruptive behavior. Grades use the following scale:

- A+ 98 - 100
- A 93 - 97.9
- B 88 - 89.9
- B- 83 - 87.9
- C 78 - 79.9
- C- 73 - 77.9
- D 60 - 69.9
- F 00 - 59.9

Students need to produce excellent work consistently throughout the semester in order to earn an “A”. See the instructor if you are concerned about or wish to improve your grade.

COURSE POLICIES AND PROCEDURES

Academic Honesty
GSU guidelines on academic honesty are taken seriously and will be enforced in this course. Students should be familiar with the GSU Policy on Academic Honesty posted online in http://education.gsu.edu/files/2016/05/Plagiarism.pdf, and http://codeofconduct.gsu.edu/files/2013/03/2014-2015-Section-II-Academic-Conduct-Student-Code-of-Conduct.pdf.

Academic dishonesty violations minimally result in a penalty of a ‘0’ on the assignment, and can result in class failure, transcript notation, or expulsion from Georgia State University. It is your responsibility to ask questions if you are unclear about what is appropriate.

Accommodation
Students that need an accommodation for a disability must register with the Office of Disability Services. This requires a signed Accommodation Plan issued by the Office of Disability Services. Students are responsible for providing a copy of that Plan to the instructor early in the semester.

Attendance and Participation Policy
Attendance and participation is part of the grade. All students are expected to arrive on time and actively participate in class discussions and activities. Please inform the Professor in advance if unable to attend a class session. Instructors are required to inform the administration, under Georgia State policies, when a student stops attending class.
**AYS Career Services & Student Life Office**
The Andrew Young School can help students with resume writing, interviewing, job searching, internship development, preparing for graduation school, and networking. To see what career panels, career fairs, and events are available this semester, please visit: [http://aysps.gsu.edu/career/calendar](http://aysps.gsu.edu/career/calendar). *The AYS Career Services & Student Life office is located on the ground floor of the Andrew Young Building, in rooms G47-51.*

**Communication**
Students are encouraged to contact the instructor either during office hours or through iCollege with questions. The instructor checks iCollege for emails at least once a day.

**Electronics**
As a courtesy to other students, please silence all cell phones, remove all headphones, and do not speak-text on the phone during class. Laptops and tablets are permitted in the classroom. Student grades may be penalized for violating this rule.

**Make-Up and Extra-credit Work**
There is no make-up nor extra-credit work. All materials are due on the assigned dates, late work will be down-graded, and work over a week old will NOT be accepted, unless prior arrangement is made.

**Recommendations**
The instructor reserves the right to decline recommendations for students earning less than an “A” in the class. Students need internship and job recommendations every semester, so approach class as an opportunity to make a positive impression.

**Instructor Philosophy**
Treat school like a job. Arrive on time and participate in class. Seek help on things you don’t know and invest your time in assignments. On a paying job, office lateness, late assignments, bad attitudes, and poor quality deliverables are all grounds for termination.
CLASS SCHEDULE AND TOPICS
The course syllabus provides a general plan for the course; Dates and assignments are subject to change by the instructor; additional readings may be substituted or assigned.

Week 1 Introduction and urbanization
Readings: - Otis Duncan’s POET model
- Urban Morphology
- AICP presentation: Spatial Areas of Practice

Week 2 Theories and approaches to planning
Readings: - Kelly, Introduction and Chapter 1, pp. XI-14
- AICP Code of Ethics
  • Syllabus Quiz in class
  • Project #1 posted-Hometown Zoning

Week 3 Planning as a process-Contexts for planning
Practice essay topic: Is urban planning about bringing safety to urban life?
  Due Wednesday at midnight
Readings: - Kelly, Introduction and Chapter 2, pp. 15-28
- Emily Badger, Evolution of urban planning in 10 diagrams
- Amanda Erickson, A Brief History of the Birth of Urban Planning
  • Practice essay due Wednesday at midnight

Week 4 Land ethics and city typology
Readings: - Kelly, Chapter 3 pp. 29 - 41

Week 5 Legal basis of planning
Readings: - Kelly, Chapter 5 p. 63-79
- Amanda Erickson, The Birth of Zoning Codes, A History
- Alan Ehrenhalt, Court Case Could Challenge Houston’s Hands-Off Approach
  • Quiz #1 in class
Week 6  The Comprehensive Plan

Readings:  
- *Kelly, Chapter 5 p. 63-79*  
- Lee Epstein, *How Augusta Got Locals to Care about City Planning*;  
- AICP presentation: Plan Making and Implementation

- Project #1 due in dropbox-midnight,  
- Discussion of Project #1: Hometown Zoning.

Week 7  Social issues in planning

Week 7 essay topic: Is the public interest accounted for in urban planning?

Readings:  
- *Kelly, Chapter 4 pp. 45 - 61*  
- Alana Semuels, *Where Should Poor People Live?*  
- Richard Florida, *The Paradox of Diverse Communities*  
- AICP presentation: Social Equity and Public Participation

- Project #2 posted-Comparative Place making  
- Last week before midpoint-withdrawal deadline: February 28

Week 8  Housing and urban renewal

Readings:  
- *Kelly, Chapter 9, pp.139 - 156*  
- Tim Halbur, *Shrinking Cities*  
- Alana Semuels, *What to do with a Dying Neighborhood*

- Quiz #2 in class

Week 9  Economic development and growth management

Week 9 essay topic: How might the success or failure of urban plans be judged?

Readings:  
- *Kelly, Chapter 6, pp. 81 - 103*  
- Charles Marohn, *The Growth Ponzi Scheme*

13-19 March  Spring Break  No Classes No Classes No Classes
**Week 10**  **Urban design and “place”**

Readings:  
- Kelly, Chapter 8 p.125 - 137  
- Sidney Brower, *Neighbors and Neighborhoods, from Olmstead to Jacobs*  
- Kevin Lynch, *The Image of the City* (excerpt);

- Project #2 due in Dropbox-midnight.  
- Discussion of Project #2: Comparative Place making

**Week 11**  **Transportation planning**

Week 11 Essay Topic: Does the automobile have a place in our future?

Readings:  
- Kelly, first half of Chapter 10 p. 157-166  
- Eric Jaffe, *The Uncertain Future of Public Roads*

- Project #3 posted-Environmental Assessment.

**Week 12**  **Environmental and energy planning**

Readings:  
- Kelly, Chapter 7 p. 107- 123: Environmental Planning  
- Kelly, second half of Chapter 10 p. 167- 175: Energy planning

- Project #3 due in Dropbox-midnight.  
- Discussion of Project #3: Environmental Assessment

**Week 13**  **Issues with growth**

Week 13 Essay Topic: is sustainability a realistic goal of planning?

Readings:  
- Kaid Benfield, *5 Principles for Building Greener Healthier Cities*  
- Eric Jaffee, *Why We Shouldn’t Rely on Smart Growth Incentives to Fix Sprawl*  
- Newman and Kenworthy, Chap 2 excerpt

**Week 14**  **Larger scale planning - Tying it all together**

Reading:  
- Kelly, Chapter 11 p. 177 - 190  
- Atlanta Regional Commission, Plan 2040

- Quiz #3 in class