Instructor: Joseph F. Hacker, Ph.D., AICP  
Office: 328 Andrew Young Building  
Phone: 404-413-0139  
Email: All contact through Brightspace

Classroom: 325 Aderhold Learning Ctr  
Class time: Thursdays 4:30-7pm  
Office hours: TRF 2-4pm and by appointment

**Required Text**

- Two copies of the Levy book are on reserve in the library.
- Additional readings posted on Brightspace.
- All communication, submissions, and materials will be through Brightspace.

**Additional Resources**
Citylab – [http://citylab.com](http://citylab.com)
AICP Exam Reviews - [http://georgiaplanning.org/aicp/aicp-exam-reviews](http://georgiaplanning.org/aicp/aicp-exam-reviews);
Atlanta Regional Commission – [http://atlantaregional.com](http://atlantaregional.com);

**Course Description and Expectations**
This is an undergraduate course introducing the practice, principles, and issues of contemporary urban planning. This overview includes urban and planning history, the range of planning issues, the tools and methods used by planners, and “the question of winners and losers in particular decisions.”

The first half of the semester focuses on planning fundamentals: history, law, politics, social issues, policy formation, and project evaluation. The second half covers planning subject areas, including: land use, design, economic development, transportation and the environment.

Class will be a mixture of lecture, discussion and some group exercises. There are weekly argumentative essays and reading quizzes. Students should read the assigned materials before writing the memos. Come prepared to move between topics, and expect the same topics discussed in more than one context.

**Learning Outcomes**
Students will:
- Practice critical thinking skills by writing argumentative essays on planning topics.
- Learn about different planning areas, e.g.: land use, design, economic development, transportation and the environment.
- Explore the interconnectedness and complexity of planning issues, and the methods planners use to manage divergent goals.
Learn about planning as a profession, what a professional planner does, required skills for a professional planner, and what it means to be a Certified Planner.

Be introduced to professional planning methods, project evaluation, and policy formation.

COURSE REQUIREMENTS
There will be five grades in this class:
1. argumentative essays, 2. reading quizzes, 3. planning meeting report, 4. a planning research report, and 5. class participation and attendance. There is NO final exam.

1. Weekly Argumentative Essays
There will be ten (10) argumentative essays based on topic prompts each week. They are worth 30 points each. There will be a practice essay worth 10 points to help debug the essays. The lowest essay score will be dropped (except the practice essay). Essays must be submitted to the designated dropbox on Brightspace by midnight the Wednesday before class (except the practice exam). Each essay should incorporate these features:

1. The main points on both sides of the argument. Describe the relevance of the pro and con points.
2. Support both sides of the question using posted materials.
3. It should meet standards for content, organization, and grammar. No first person.
4. Inclusion of three discussion questions you would like to ask the authors. 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.) They should consist of 4-5 well written paragraphs. Questions and sources may extend to page two. Essays will be graded on:

- Whether they are turned in 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? Are three questions included?
- Quality of work. Good organization and writing is essential. A rubric is provided. Did you identify and support the main points on both sides of the issue using materials from the readings? Did you provide three relevant discussion questions?

2. Reading Quizzes
There will be twelve (12) in-class quizzes, each worth 10 points. The first quiz will be on the syllabus. The lowest quiz score will be dropped. Quizzes cover material from the text, posted readings, and lecture or discussion. Grading will be based on:

1. Did you answer the question correctly?
2. Is the answer or argument legible? Can I understand what you wrote?
3. Does the student demonstrate knowledge or understanding of the topic?
4. Succinctness and directness of the provided answer.
3. Planning Meeting Report
Each student must attend one public planning meeting during the first half of the term. This is worth 50 points. Students are expected to discuss their meeting in class. Students may not reuse a meeting from another class. Each student must then prepare and submit a clearly written memo of not more than two pages (about 500 words) in the appropriate Dropbox folder. The planning meeting report should include these elements:

- A scan of the meeting agenda, including purpose, place, and time of the meeting.
- Number and character of attendees at the meeting, e.g. members of the general public, neighboring property owners, members of an interest group, lawyers, etc.
- What happened in the meeting, what agenda item(s) were of interest and why.
- How did your meeting observations relate to planning topics in the readings?

Acceptable meetings include: Zoning Review Board meetings, City Council or County Commission meetings with zoning topics on the agenda, NPU meetings, Atlanta Regional Commission meetings and public meetings/hearings conducted by special study groups. Ask the instructor if in doubt.

4. Planning Research Report
Each student is required to write a short research report on a planning topic. This will be worth 100 points. The instructor must approve a submitted topic and five sources. Students will have about four (4) weeks to research and write the report one approved. The reports should use articles from planning journals, agency reports, interviews with experts, or other similar sources. Students are required to present a short (3 minute) summary in class. Reports must:

1. Include an abstract (which does not count against the word total)
2. Use correct spelling and grammar
3. Include at least five referenced sources (not the Levy text) with proper citations
4. Support your points using these sources
5. Provide contrary or contrasting views of the topic
6. Develop conclusions based on the pro and con arguments.
7. Include a proper bibliography

Planning Topic reports may not exceed six pages (about 1,500 words). The reports must be typed, single spaced (double spaced between paragraphs), and conform to Chicago style manual, preferably the “author-date” style (see http://www.chicagomanualofstyle.org/tools_citationguide.html). Students may consult the instructor for guidance in finding articles and other sources of information. Report grades will be based on the following elements:

- Is the report submitted on time?
- Did the student follow directions?
- Is the report grammatically correct? Can I understand what you wrote?
- Does the student demonstrate knowledge or understanding of the topic?
- Did the student integrate external sources into a nuanced exposition?
- Was a short presentation prepared and delivered?
5. Participation and Attendance
Participation and attendance is worth 60 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. Attendance is required for the Presentation of Planning Research Reports (Week 14).

Grading and Evaluation
There will be five grades weighted in this manner:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Argumentative Essays</td>
<td>280 pts (270+10)</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>110 pts</td>
</tr>
<tr>
<td>Planning Meeting Report</td>
<td>50 pts</td>
</tr>
<tr>
<td>Planning Topic Report</td>
<td>100 pts</td>
</tr>
<tr>
<td>Participation &amp; Attendance</td>
<td>60 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>600 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
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<tbody>
<tr>
<td>A</td>
<td>93 - 100</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92.9</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 89.9</td>
</tr>
<tr>
<td>B</td>
<td>83 - 87.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.9</td>
</tr>
<tr>
<td>C+</td>
<td>78 - 79.9</td>
</tr>
<tr>
<td>C</td>
<td>73 - 77.9</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72.9</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69.9</td>
</tr>
<tr>
<td>F</td>
<td>00 - 59.9</td>
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</tbody>
</table>

Students need to produce consistently excellent work throughout the semester in order to earn an “A”. See the instructor if you are worried about 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 section 409 in the Faculty Handbook at: [http://www2.gsu.edu/~wwwfhb/fhb.html](http://www2.gsu.edu/~wwwfhb/fhb.html). Academic dishonesty violations minimally result in a penalty of a ‘0’ on the assignment or test, and may 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 needing an accommodation for a disability must register with the Office of Disability Services. Students will only be accommodated with a signed Accommodation Plan issued by the Office of Disability Services. They are responsible for providing a copy of that Plan early in the semester to instructors in which an accommodation is sought.
Attendance Policy
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. Student grades will be penalized for unexcused absences or lateness to 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. The office also supports all AYS student clubs and organizations – so read about the various groups within the college, and join one today: http://aysps.gsu.edu/career/student-organizations. The AYS Career Services & Student Life office is located on the ground floor of the Andrew Young Building, in rooms G47-51.

Communication
Students should contact the instructor with questions about the course requirements or if they have general subject questions. The instructor checks Brightspace for emails at least once a day. Please provide your name and telephone number clearly if leaving a voicemail (404-413-0139). Students are encouraged to make an office appointment.

Electronics
Students should silence all phones and gadgets, remove all headphones, and not answer nor speak on the phone during class. Laptops or tablets may be used in the classroom until it is determined that non-class content is being viewed. Student grades may be penalized five points for each violation of 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, unless prior arrangement is made. Late work is not be accepted or may be severely reduced in grade.

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

Instructor Philosophy
All students are expected to arrive on time and participate in class. Treat school like a job. If this was a paying job, lateness to the office, late assignments, bad attitudes, and poor quality deliverables would all be 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  The origins of urban planning1

14 January  Introductions, review of syllabus, expectations, course overview, urban history.
Readings:  -Levy, Chapters 1 and 2
            -Otis Duncan’s POET model
            -Urban Morphology
            -AICP presentation: Functional Areas of Practice

Week 2  The origins of urban planning2

21 January  History of Planning I and II
Readings:  -Levy, Chapters 3 and 4;
            -Emily Badger, Evolution of urban planning in 10 diagrams
            -Amanda Erickson, A Brief History of the Birth of Urban Planning
            -AICP presentation: Spatial Areas of Practice

  • Syllabus quiz

Week 3  The Context Of Contemporary Planning1

Practice essay topic:  Is zoning a necessary tool for urban planning?
Practice essay due in Dropbox Sunday 24 January at Midnight

28 January  Legal Basis of Planning
Readings:  -Levy, Chapter 5
            -Amanda Erickson, The Birth of Zoning Codes, A History
            -Alan Ehrenhalt, Court Case Could Challenge Houston's Hands-Off Approach

  • First reading quiz

Week 4  The Context Of Contemporary Planning2

Week 4 essay topic:  Is the public interest accounted for in urban planning?
First essay due in Dropbox Wednesday 3 February at Midnight

4 February  Planning and Politics, Legal Basis of Planning (continued)
Readings:  - Levy, Chapter 6;
Week 5 **The Context of Local Planning**

Week 5 essay topic: Can equity be achieved through urban planning?  
Due in Dropbox *Wednesday* at Midnight

11 February **Social Issues and Public Participation**  
Readings:  
- Levy, Chapter 7  
- Alana Semuels, *Where Should Poor People Live?*  
- Richard Florida, *The Paradox of Diverse Communities*  
- AICP presentation: Social Equity and Public Participation

Week 6 **The Concerns of Local Planning**

Week 6 essay topic: Is the comprehensive plan necessary for good urban planning?  
Due in Dropbox *Wednesday* at Midnight

18 February **The Comprehensive Plan,**  
Readings:  
- Levy, Chapter 8;  
- Master Plan TBD;  
- Lee Epstein, *How Augusta Got Locals to Care about City Planning*;  
- AICP presentation: Plan Making and Implementation

Week 7 **How Plans Are Made1**

Week 7 essay topic: Is economic growth the best goal for planning?  
Due in Dropbox *Wednesday* at Midnight

25 February **Tools of Land Use Planning: Investment & Land Use Controls**  
Readings:  
- Levy, Chapter 9;  
- Charles Marohn, *The Growth Ponzi Scheme*

- Planning Meeting Report due at 4pm on Thursday 3 March.  
- Last week before midpoint-withdrawal deadline 1 March

Week 8 **How Plans Are Made2**

Week 8 essay topic: Should planners design urban space to influence people’s behavior?  
Due in Dropbox *Wednesday* at Midnight

3 March **Urban Design, aesthetics and lifestyle**  
Readings:  
- Levy, Chapter 10  
- Sidney Brower, *Neighbors and Neighborhoods, from Olmstead to Jacobs*  
- Kevin Lynch, *The Image of the City* (excerpt);

- Deadline for planning research topic due in dropbox 4pm Thursday 3 March
Week 9  Implementing Plans

Week 9 essay topic: How can the success or failure of urban plans be judged?
Due in Dropbox Wednesday at Midnight

10 March  Urban Renewal and Economic Development
Readings: - Levy, Chapters 11 and 13;
- Tim Halbur, Shrinking Cities
- Alana Semuels, What to do with a Dying Neighborhood

Week 10  Spring Break

14-20 March  No classes no classes no classes no classes no classes no classes no classes

Week 11  Transportation Planning

Week 11 Essay Topic: Does the automobile have a place in our future?
Due in Dropbox Wednesday at Midnight

24 March  Transportation Planning, the prime shaper of built space
- Readings: - Levy, Chapter 12;
- Eric Jaffe, The Uncertain Future of Public Roads,

- Optional rough drafts due in dropbox 4pm Thursday 24 March.

Week 12  Planning for Growth

Week 12 Essay Topic: Is sprawl an inevitable part of the City?
Due in Dropbox Wednesday at Midnight

31 March  Growth Management and Smart Growth
- Readings: - Levy, Chapter 14;
- Kaid Benfield, 5 Principles for Building Greener Healthier Cities
- Eric Jaffee, Why We Shouldn't Rely on Smart Growth Incentives to Fix Sprawl

Week 13  Environmental Values in Planning

Week 13 Essay Topic: Is sustainability a realistic goal of planning?
Due in Dropbox Wednesday at Midnight

7 March  Environmental and Energy Planning
- Reading: - Levy, Chapter 15;
- Ian McHarg, Design with Nature, (excerpt)
**Week 14  Presentation of Planning Research Reports**

Planning Research Reports due in Dropbox *Wednesday* 13 March at Midnight

14 March  **Presentation of Planning Research Reports**
- No reading memo nor class quiz this week
- Class attendance is *required*.

**Week 15  Planning for the Bigger Picture**

Week 15 Topic: Can metropolitan planning serve the diverse interests of the region?
Due in Dropbox *Wednesday* at Midnight

21 March  **Planning for Metropolitan Regions and the Nation**
Reading:  Levy, Chapter 16 and 17;
- AICP presentation: Spatial Areas of Practice
- Atlanta Regional Commission, Plan 2040
- Last reading quiz