Course Name: Urban Development and Sustainable Cities  
Course Number: PMAP 4331/8331  
No. of credits: 3  
Instructor: Jonathan Hull (jhull4@gsu.edu)  
Instructor, Department of Public Management and Policy  
404-402-8336

Lectures:  
Location: Classroom South 406  
Day/time: Tuesdays at 4:30-7:00 pm  
Office hours: By appointment

Course Description  
Prevalent urban development patterns are largely unsustainable. The course covers important planning and policy topics such as environmental protection, economic vitality, transportation modes, equity, and quality of life. Students will also learn about a variety of tools and techniques for fostering sustainable development.

At the end of this course, students will…  
• Define the principles and practices of sustainability in order to apply them to development activities.  
• Describe a range of natural and manmade hazards in order to illustrate the challenges they present to urban development.  
• Identify sustainable practices that mitigate, remedy, or address urban development hazards in order to apply them to real world problems.  
• Give examples of the tools available for affecting sustainable development in order to apply them to solve current and anticipated problems.  
• Differentiate between resilience and sustainability.  
• Explain the role transportation and infrastructure play in urban sustainability.  
• Discuss the influence of equity and power in the sustainable development process in order to support policies and decision-making.  
• Evaluate different challenges facing urban areas with respect to sustainability in order to develop prioritized plans to address them.

Difference between PMAP 4331 and PMAP 8331:  
1. Assignment 2 is more challenging for graduate students.  
2. The final report components and page-length requirements are different.  
3. Graduate students have some additional readings.

Textbooks/Readings  
There is no required textbook for this course. The instructor has posted the lecture readings on the iCollege course page. See the last section of the syllabus for the list of readings and page numbers assigned.
iCollege:
iCollege will be used to distribute course content, lecture material, powerpoint presentations and more. ALL students are expected to use this resource on a regular basis for course materials and announcements.

Evaluation/Grading
Grades will be calculated as follows:
- Assign1: Sustainability plans 15%
- Assign 2: Concepts and Definitions 20%
- Assign 3: Sustainability and Equity 15%
- Research paper/report 30%
- Presentations 5%
- Class attendance & participation 5%
- Reading responses (best 5 out of 7) 10%

Description of Graded Components
Assignments 1, 2, and 3:
These three assignments consist of short answer and brief responses to prompts. Assignments assess your understanding of key concepts covered in the course. Assignments will be distributed two or three weeks in advance of their due date; you are free to use course materials to answer questions, but you may not confer with others. Assignments are to be submitted via iCollege by midnight on the day of class on which they are due.

Research Paper/Report:
A final paper or report asks you to synthesize your understanding of the concepts presented in this course and apply your knowledge to a real world community. Report length and components differ for 4331 and 8331. Each student is asked to identify a community of interest on which they will conduct research and write a report. Students may select the same community, but group papers are not allowed. You will receive a detailed description of the requirements for the paper or report during class.

Presentations:
Each student is to make a brief (5-7 minute) presentation using Powerpoint (or similar software) connected to their paper or report. Presentations should provide an overview of the community of interest, and the challenges and threats to the community as well as options/opportunities discussed identified in the paper. Students should be prepared to answer (and ask) questions.

Reading responses:
On identified weeks, a very brief (no more than 2 pages double-spaced) response to the readings is to be submitted to iCollege on midnight on the Monday prior to the class for which the readings relate. Reading responses can identify common themes, distinguishing components, or interesting questions that arise from the readings. Reading responses are intended to help catalyze class discussion. Outside references to related material are welcome.

Class Attendance and Participation
Students should come to class prepared to discuss the required readings and assignments as they
relate to the day's topics and readings should be done prior to the class for which they are assigned. Grades for participation are determined by the instructor and reference the following criteria and expected behaviors:

- **Attendance and Preparation:** Attend class regularly and demonstrate preparation for class discussions (reading assignments, analysis of questions, etc.);
- **Level of Engagement:** Voluntarily participate in class discussions in an appropriate manner that contributes to the experience of the class and to the civility of the classroom environment; and
- **Contributions to Class Community:** Listen respectfully when others talk, both in groups and in class; reply to e-mail correspondence whenever appropriate; and contribute to group and class dynamics by eliciting feedback from others and helping to keep the class discussions and/or group activities on task.

With all assignments, please pay attention to spelling, grammar, and writing.

Grades will be assigned as follows:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>A</td>
<td>95-100</td>
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<tr>
<td>A-</td>
<td>90-94</td>
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<tr>
<td>B+</td>
<td>86-89</td>
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<td>B</td>
<td>83-85</td>
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<tr>
<td>B-</td>
<td>80-82</td>
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<td>C+</td>
<td>77-79</td>
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<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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<tr>
<td>D</td>
<td>60-69</td>
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<tr>
<td>F</td>
<td>0-59</td>
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Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

**Policies/Rules:**

**On plagiarism:** Plagiarism is unacceptable and you are subject to failing the course. Always make sure to cite your sources.

**Late assignments:** Unless there is a serious documented medical or family emergency, late assignments will only be accepted up to one week after due date. Late assignment will be awarded a maximum of 70%, Otherwise, you will receive zero (0) points for the outstanding assignment(s).

**Incompletes:** Incomplete or “I” grades are permitted in only RARE circumstances. Familiarize yourself with the University’s course withdrawal procedures and particularly, the *GSU Hardship Withdrawal Policy.*
Attendance: If you miss two or more classes (without a serious excuse) you will receive 0% for class attendance. The Professor has the right to require documentation and proof for serious excuses.

Cell Phones, Laptops, and Related Technology: Use of portable technology during class time is not permitted unless prior arrangement has been made with the course instructor. You will need to take notes in this class and there is evidence that taking notes by hand produces better learning outcomes than note taking with the use of a mobile device. I will provide a break during each class, so please plan to check your devices (if you so choose) at that time. Please leave your laptop in your bag, silence or turn off your cell phone, and resist the urge to text your mom (although she’d really love to hear from you).

Tardiness: If you are late to two or more classes (without a serious excuse), you will receive 0% for class participation. The Professor has the right to require documentation and proof for serious excuses.

Withdrawal from the class: Students wishing to withdraw from the course must officially withdraw prior to the date established by the University in order to avoid being given a grade of F. Familiarize yourself with the University’s course withdrawal procedures and particularly, the GSU Hardship Withdrawal Policy.

Code of Academic Honesty: GSU guidelines on academic honesty will be enforced in this course, and you should be familiar with the GSU Student Code of Conduct and Policies. It is your responsibility to ask questions if you are unclear about what is appropriate. Academic dishonesty violations will result in a minimum penalty of a ‘0’ on the assignment or test.

Disability policy statement: Students who wish to request accommodation for a disability may do so by registering with the Office of Disability Services. Students may only be accommodated upon issuance by the Office of Disability of a signed Accommodation Plan and are responsible for providing a copy of that plan to instructors of all classes in which accommodations are sought.

Embark/Homeless Student Services: The Embark Network at Georgia State University provides assistance to students experiencing homelessness or the foster care system. This network, run through the Dean of Students Office, connects these students to on and off campus resources for assistance with food insecurity, housing, and other services. More information can be found by calling the Dean of Students office at 404-413-1515 or going to the website: http://deanofstudents.gsu.edu/student-assistance/embark/.

Course Assessment: Your constructive assessment of this course plays an indispensable role in shaping education at Georgia State. Upon completing the course, please take time to fill out the online course evaluation.

Writing Resources: This is a writing intensive course. Because communication skills are important elements in public policy and related fields, written and verbal communication skills are important to practice and perfect. Students who are concerned about their writing are
PMAP 4331/8331 Syllabus (Subject to minor modifications)  
Fall 2017

encouraged to visit the Writing Studio (located in room 2420 of the 25 Park Place Building across from Woodruff Park or online at [http://writingstudio.gsu.edu/](http://writingstudio.gsu.edu/)).

** This syllabus provides a general plan for the course; deviations may be necessary.

** AT A GLANCE: PMAP 4331/8331: Urban Development and Sustainable Cities

<table>
<thead>
<tr>
<th>Lecture Topics</th>
<th>Assignment Due Dates</th>
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<tbody>
<tr>
<td>8/22 Urbanization &amp; growth management ** General class Questionnaire handed out</td>
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<td>8/29 Conceptual foundations of sustainability &amp; stakeholders</td>
<td>Reading Response 1</td>
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<tr>
<td>9/5 Sustainability Plans: approaches &amp; strategies ** Assign 1 handed out</td>
<td>Reading Response 2</td>
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<tr>
<td>9/12 Natural and environmental hazards Guest Speaker: Ann-Margaret Esnard, Ph.D., Distinguished University Professor, Department of Public Management and Policy, Andrew Young School of Policy Studies</td>
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<td>9/19 Resilient Cities Guest Speaker: Jairo Garcia, City of Atlanta Resilience Initiatives ** Research paper/report guidelines handed out</td>
<td>Assignment 1 due</td>
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<td>9/26 Land use and Environmental Justice</td>
<td>Reading Response 3</td>
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<td>10/3 Transportation &amp; Transit Guest Speaker: Chris Wyczalkowski, Ph.D., Department of Public Management and Policy, Andrew Young School of Policy Studies</td>
<td>Reading Response 4</td>
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<tr>
<td>10/10 Revitalization and redevelopment Guest Speaker: Tara Mitchell, West Atlanta Land Trust (WALT) ** Assign 2 handed out Last day to withdraw is October 10</td>
<td>Paper/Report idea/community due</td>
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<td>10/17 Economic development considerations</td>
<td>Reading Response 5</td>
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<tr>
<td>10/24 Public Health and Community well-being Guest Speaker: John Steward, Ph.D. – GSU Urban Health Research Initiatives</td>
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<td>10/31 Development and design interventions: LEED &amp; Sustainable historic preservation</td>
<td>Assignment 2 due</td>
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<td>11/7 Sustainability and resilience indicators and metrics ** Assign 3 handed out</td>
<td>Reading Response 6</td>
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<td>11/14 Tools and techniques for managing development</td>
<td>Reading Response 7</td>
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<td>11/21 Thanksgiving Break - NO CLASS</td>
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<tr>
<td>11/28 Research paper/report short presentations</td>
<td>Assignment 3 due</td>
</tr>
<tr>
<td>12/5 Research paper/report due</td>
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Lecture Readings (most are on iCollege course page; otherwise, check the website listed)

8/22: Urbanization & Growth Management
- CityLab: Is the Urban Renaissance Over? (response to above) https://www.citylab.com/equity/2017/05/is-the-urban-renaissance-over/528135/

8/29: Conceptual Foundations of Sustainability
- National League of Cities, Sustainable Cities Institute website. Sustainable Cities: Land Use & Planning http://www.sustainablecitiesinstitute.org/topics/land-use-and-planning/land-use-and-planning-sustainability-principles (review the various topics on that website)
- Sustainable Cities International. 2012. Indicators for Sustainability How cities are monitoring and evaluating their success- (READ pages 1-21) http://www.sustainablemeasures.com/indicators

9/5: Sustainability Plan Content: Approaches & Strategies
- City of Decatur Environmental Sustainability Plan 2012. See PDF
- City of Atlanta Power to Change Sustainability Initiative. See PDF
9/12: **Natural and Environmental Hazards**
- U.S. Cities with the Worst Climate-Change Flooding Problems

9/19: **Resilient Cities**
- [http://www.100resilientcities.org/cities#/](http://www.100resilientcities.org/cities#/)

*For Graduate Students:*

9/26: **Land Use & Environmental Justice**

*For Graduate Students:*
10/3: Transportation & Transit
- Atlanta Regional Commission. 2015. The Region’s Plan Policy Framework. See PDF

**ADDITIONAL READING: TBD**

10/10: Revitalization and Redevelopment
- Land Banking vs. Land Trust handout
  [http://brownfields.org.uic.edu/research-results/documents/AtlanticStationCaseStudyFinalforposting1-3-13.pdf](http://brownfields.org.uic.edu/research-results/documents/AtlanticStationCaseStudyFinalforposting1-3-13.pdf)
- Atlanta Beltline Overview - [http://beltline.org/about/the-atlanta-beltline-project/atlanta-beltline-overview/](http://beltline.org/about/the-atlanta-beltline-project/atlanta-beltline-overview/)

10/17: Economic Development Considerations

10/24: Public Health and Community Well-Being
- Reconnecting Urban Planning and Public Health -- [https://nextcity.org/daily/entry/urban-planning-public-health-collaborating](https://nextcity.org/daily/entry/urban-planning-public-health-collaborating)
- Georgia Tech’s Built Environment and Public Health Clearinghouse
  [http://www.bephc.gatech.edu/](http://www.bephc.gatech.edu/)
- Additional Reading TBD
10/31: Development and Design Interventions & Sustainable Historic Preservation

For Graduate Students:

11/7: Sustainability and resilience indicators and metrics
- Yale University’s Environmental Performance Indicators: http://epi.yale.edu/review Framework and Indicators- http://epi.yale.edu/sites/default/files/2016_epi_framework_indicator_scores_friendly.xls
- Circles of Sustainability (http://www.circlesofsustainability.org/)

11/14: Implementation Tools and Techniques

11/21: THANKSGIVING BREAK – NO CLASS

11/28: Project paper/report SHORT presentations