PMAP 8021
Scope and Theory of Planning
Georgia State University
Fall 2017
Version 4.0

Instructor: Joseph F. Hacker, Ph.D., AICP
Office: 328 Andrew Young Building
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Email: All contact through iCollege

Classroom: 201 Classroom South
Class time: Thursday 7:15-9:45pm
Office hours: R 4-6pm, before class
or by appointment

Required Texts

- One copy of the Kelly book is on reserve in the library.
- Additional readings posted on iCollege.

Additional Resources
- Citylab – http://citylab.com

Course description, goal, and learning objectives
PMAP 8021 is a graduate course introducing the processes, politics, and specializations in contemporary urban land use planning. The first part of the semester focuses on planning process: planning methods, history, law, politics, and social issues. The second part covers planning specialization areas, including: housing, design, economic development, transportation and the environment. This class requires considerable reading, writing, and researching.

The goal of this course is for you to learn critical thinking skills needed to assess public policy issues from a land use planning perspective, by:

1. Defining the planning process, including history, methods, laws, and the politics
2. Discussing the land use planning concepts including history, laws, and the politics
3. Composing argumentative essays on public policy and land use topics
4. Examining five of the basic specializations and their integration in the field of land use planning
5. Evaluating the integration of public issues in a comprehensive Master Plan
Course Requirements
One is expected to read and write for this class. There will be four grades in this class: argumentative essays, field projects, a take-home final exam, and participation.

1. Argumentative Essays
There will be two argumentative essays worth 25 points each. Essays must be submitted to the designated dropbox on iCollege by 11:59pm 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 prompt using posted materials.
4. Inclusion of one discussion question 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 two pages (1 inch margins, 11-10pt font, single spaced (double spaced between paragraphs), about 600 typed words.) Essays should consist of at least 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, unless prior arrangement is made.
- Were instructions followed? Is it formatted correctly? Discussion 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?

Essay questions may use any of the assigned or posted materials from any week.

2. Planning Projects
There will be five (5) planning projects worth 30 points each during 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 report. The completed projects must be submitted to the proper dropbox. Standards for writing and attribution established for the argumentative essays will be enforced.

a. Hometown goals and outreach
b. Place making assessment
c. Zoning and land use
d. Transportation and circulation
e. Carbon footprint assessment

Each project will provide an opportunity to engage with topics relevant to the assigned readings. Student results will be discussed in class.
3. **Participation (includes attendance and plagiarism quiz)**
Participation is worth 25 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. A required plagiarism quiz is a required part this total.

4. **Final Exam**
There is a take home final exam worth 75 pts.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Weight</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essays (2X25)</td>
<td>50 pts</td>
</tr>
<tr>
<td>Planning projects (5X30)</td>
<td>150 pts</td>
</tr>
<tr>
<td>Final exam</td>
<td>75 pts</td>
</tr>
<tr>
<td>Participation (+plagiarism quiz)</td>
<td>25 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>300 pts</td>
</tr>
</tbody>
</table>

Submission on due dates, quality of work, and inclusion of relevant points all contribute to your grade. Late work may not be accepted and is automatically penalized.

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
- A-  90 - 92.9
- B-  80 - 82.9
- C-  70 - 72.9

Students need to produce consistently excellent work 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](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](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. All students will be required to complete and submit a plagiarism quiz for the course: [http://www.cpp.edu/~studentconduct/academic-integrity-resources/avoiding-plagiarism.shtml](http://www.cpp.edu/~studentconduct/academic-integrity-resources/avoiding-plagiarism.shtml)

This quiz should be downloaded, answered, and submitted to the proper dropbox on iCollege during the second week of classes.
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.

Participation and Attendance Policy
Participation in classroom activities and discussions count as 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. 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 through iCollege with questions about the course. The instructor checks iCollege for emails at least once a day. If leaving a voicemail, please provide your name and telephone number clearly (404-413-0139). Students are encouraged to make an office appointment.

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, unless prior arrangement is made. Late work may not be accepted and will be penalized in points.

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, lateness, late assignments, bad attitudes, poor communication, and poor quality deliverables are all grounds for termination.

*You must be present to win.* Class time is spent discussing concepts and reviewing assignments. You must do the work, show up for class, and participate to do well. Demonstrate your commitment to learning by prioritizing the time for classes and assignments.

*The student is responsible for their own learning.* The instructor is there to help and guide, but the student alone is responsible for investing the time and effort required to master the materials.
CLASS SCHEDULE AND TOPICS
The course syllabus provides a general plan for the course; Dates and assignments are subject to change by the instructor with different readings substituted or assigned.

WEEK 1 August 24
Class 1  Introductions and overview of class

Readings:
- Levy, Chapter 2, pp. 9 –26
- APA Chapter 2, Changing Demographics and Unprecedented Growth
- Richard Tustian (1995) A Comparative Anatomy of City and Regional Planning and Other Professions
- Otis Duncan’s POET model of change
- AICP presentation: Spatial Areas of Practice

WEEK 2 August 31
Class 2  Foundations and approaches to planning

Readings:
- Kelly, Introduction and Chapter 1, pp. XI-14
- Andrew H. Whittemore (2015) Practitioners Theorize Too…
- Amanda Erickson, A Brief History of the Birth of Urban Planning
- Emily Badger, Evolution of urban planning in 10 diagrams
- The structure of the argumentative essay

- Plagiarism quiz due Thursday August 3 at 11:59pm

WEEK 3 September 7
Class 3  Problem oriented process of planning

Readings:
- Kelly, Introduction and Chapter 2, pp. 15-28
- Alexander Garvin, Planners as Leaders
- AICP Code of Ethics

- Essay #1 topic: Is urban planning’s goal to protect the safety of its citizens?
  Essay due 11:59pm, September 6

WEEK 4 September 14
Class 4  Legal bases of planning and zoning

Readings:
- Kelly, Chapter 5 p. 63-79
- APA Chapter 4, Creating Urban Reinvention: Downtown Atlanta
- Amanda Erickson, The Birth of Zoning Codes, A History
- Dougherty and Wilson, Zoning: A Quick Review of Concepts
WEEK 5 September 21

Class 5 Introduction to the Comprehensive Plan

Readings:  
- Kelly, Chapter 5 p. 63-79  
- Alan Altshuler (1965) The Goals of Comprehensive Planning,  
- Peter Gordon (1998) Plan Obsolescence,  
- AICP presentation: Plan Making and Implementation  

- Project #1 Hometown Goals and Outreach due 11:59pm September 20

WEEK 6 September 28

Class 6 Land values and politics

Readings:  
- Kelly, Chapter 3, pp. 29 - 41  
- APA Chapter 9, Freedom Park: A Modern Day Battle  
  Chapter 12, The Evolution of Business Leaders Who…  

WEEK 7 October 5 Last week before midpoint of semester

Class 7 Historic issues and public participation

Readings:  
- Kelly, Chapter 4, pp. 45 – 57  
- APA Chapter 8, The Genesis of Citizen Participation in Atlanta  
- Todd Littman (2012) A New Social Equity Agenda…  
- AICP presentation: Social Equity and Public Participation  

- Project #2 Zoning and Land use due in Dropbox-11:59, October 4.

WEEK 8 October 12

Class 8 Economic development and capital investment

Readings:  
- Kelly, Chapter 8, pp.130 – 137  
- APA Chapter 19, The Legacy of the Centennial Olympic Games  
  Chapter 20, Rethinking Atlanta’s Regional Resilience…  
  Chapter 21, Economic Development from Porsche…  
- Charles Marohn, The Growth Ponzi Scheme  
- Levy, Chapter 9, Tools of Planning

WEEK 9 October 19

Class 9 Urban design and “place”

Readings:  
- Kelly, Chapter 8, pp.125 – 130, 139 -145
-APA Chapter 5, Crazy Like a Fox…
  Chapter 13, Neighborhood Quality of Life and Health…
  Chapter 18, Atlanta’s Beltline…

- Project #3 Place Making Assessment due in Dropbox-11:59, October 18.

**WEEK 10 October 26**

Class 10  Housing, urban renewal, gentrification

Readings:  -Kelly, Chapter 9, pp.139 - 156
-APA Chapter 10, Race and Class in Atlanta…
  Chapter 11, Public Housing Demolition…
  Chapter 22, After the Crash…
-Candler Park: A Neighborhood in Transition (1980), YouTube video

**WEEK 11 November 2**

Class 11  Transportation planning

Readings:  -Kelly, Chapter 10 p. 157-166
-APA Chapter 14, Regional Growth, Transportation, and….
  Chapter 15, From Transit as a Social Service…
-Jerome Lutin, et.al. (2008) Transit Score

- Project #4 Transportation and Circulation Assessment due in Dropbox-11:59pm November 1.

**WEEK 12 November 9**

Class 12  Growth management and smart growth

Readings:  -Kelly, Chapter 6, pp. 81 – 103
-APA Chapter 23, Building Atlanta’s Land Bank
  Chapter 25 Atlantic Station…
-JAPA (2007) Sprawl Roundtable

**WEEK 13 November 16**

Class 13  Environmental and energy planning

Readings:  -Kelly, Chapter 7 p. 107- 123: Environmental Planning
  Chapter 10 p. 167- 175: Energy planning
-APA Chapter 24, Maelstrom: Contextualizing the Failed…
  Chapter 26, Planning for the Forest…
- Newman and Kenworthy, *The Problem of Automobile Dependence*…

Project #5 Carbon Footprint assessment due in Dropbox-11:59pm, November 15.

**Thanksgiving Break**  
**WEEK 14 November 20-24**  
**Thanksgiving Break**

**WEEK 15**  
**November 30**

Class 14  
**Pulling a plan together – Future Issues**

Reading:  
- Kelly, Chapter 11 p. 177 – 190  
- APA Chapter 16, *Hartsfield-Jackson International*…  
  Chapter 28, *Atlanta’s Role in the State of Georgia*  
- Atlanta Regional Commission, *Regional Plan Summary*


**Take Home Final Exam**