Scope and Theory of Planning
PMAP 8021 Fall 2015
Version 3.0

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Classroom: 201 Classroom South
Class time: Thursday 7:15-9:45pm
Office hours: 2-4pm MWF or by appointment

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Required texts

- The book varies in price. It is cheapest new on the ICMA website, and is available used, and as a rental elsewhere. It is the standard guide in the profession and worth the cost.
- Additional readings posted on Brightspace.
- All communication, submissions, and materials will be through Brightspace.

Additional on-line-resources
Citylab – http://citylab.com
Planetizen - http://www.planetizen.com/
AICP Exam Reviews - http://georgiaplanning.org/aicp/aicp-exam-reviews;
Atlanta Regional Commission – http://atlantaregional.com;

Course description and expectations
This is a graduate level examination of modern urban planning, including urban and planning history, planning theory, the tools and methods used by a planner, and the various forms and practices of planning. It can be viewed as the more in-depth version of PMAP 3411. The course covers issues in planning processes and outcomes; it explores what is practiced; best practices; connections between process, tools, and outcomes; and explores contexts (social, spatial, political, etc). The case studies serve as common examples and best practices in the profession. The readings and lectures provide a series of themes and lenses by which to understand the intents, processes and outcomes in planning.

The class will meet once a week for a total of fourteen sessions.

Bring your best to class. Class will be spent in a combination of lecture and discussion about the readings and the ideas presented, incorporating additional readings/examples, and referencing outside projects. Come prepared to shift between topics, and expect the same topics discussed in more than one context.

Class assignments will consist of a series of argumentative essays and a pair of field research projects illuminating areas of planning practice.

Students are responsible for completing the readings and other assignments prior to class. One should spend at minimum two hours of preparation outside of class for every hour of class time (minimally five hours per week), but that may not be sufficient to complete the reading and assignments. Preparation is the best way to benefit from class time. All students are expected to ask questions, participate in class discussions, and work constructively.
Learning outcomes
Students will:
  • Be introduced to classic and best practices
  • Engage in field work: data collection, analysis, and presentation of findings
  • Critique theory and discuss the relations of theory to practice and vice-versa
  • Hone the ability to write a coherent argument using multiple source materials
  • Identify and critique relevant ideas and develop nuanced points from practice
  • Understand the history and theories defining planning practice.

Course Requirements
One is expected to read and write a good amount for this class. There will be four grades in this class: weekly argumentative essays, two short field projects, a take home final exam, and attendance and participation.

1. Weekly Argumentative Essays
There will be a total of nine argumentative essays. They are due the Wednesday prior to each Thursday class. The first essay will be a diagnostic essay with time for comments before the first regular essay. This will help me understand where each individual can be best helped, as well as provide the student with valuable feedback. The lowest score of the eight regular essays will be dropped. The essays will address a provided prompt exploring the assigned reading, and should both an additional source and include three questions relating to the materials. Students should be prepared to share their essays in class.

The eight regular essays are worth 40 points each (the practice essay is worth 10pts) and the lowest score will be dropped. The essays are intended to help you think about the readings and prepare you for lively class discussion of topics and issues. They must be submitted to the designated dropbox on Brightspace by midnight the Wednesday before class. There will be a practice essay to help debug the essays. Each essay should incorporate these features:

   1. What are the main points on both sides of the argument? Describe the relevance of your points.
   2. Support both sides on the question using posted materials.
   3. Students must include one external or new source that should support a point.
   4. It should meet standards for content, organization, and grammar. No first person.
   5. All supporting sources must be properly cited.
   6. Inclusion of three questions you would like to ask the authors or pose to the class. What do you want to know? What is unclear to you? What essential questions are raised by the reading? (the questions serve as tie-breakers)

Essays are not to exceed four pages (1 inch margins, 10pt font, about 1000-1200 words typed, single spaced.) 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.

Essay will be graded in part on:
  • Whether they are turned in on time. Late work will not be accepted, unless previous arrangements have been made.
1. Quality of work. Did you identify and discuss the “pros and cons”? Did you include a noted reading from the book? Did you develop good discussion questions?
2. Is an external source included and integrated into the argument?
3. Does your critique properly address the arguments laid out in the readings?
4. Did you use thesis sentences?
5. Was proper support from the readings used?
6. Good organization and writing is important.

2. Field projects

There will be two field projects where students will be required to collect data, analyze the data, and prepare a short paper outlining the findings. Instructions will be provided at the proper time.

3. Attendance and participation

Students will be assigned a grade based on class attendance (being on time and in class) and participation (positively contributes to class discussion and activities). Obviously, inappropriate behavior or conduct is cause to deduct points, but none of this should be an issue in a graduate level class.

4. Final Exam

There is a take home final exam.

Grading and Evaluation

The four grades will be weighted in this manner:

<table>
<thead>
<tr>
<th></th>
<th>Points</th>
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<tbody>
<tr>
<td>Essays 10 + (7X40)</td>
<td>290</td>
</tr>
<tr>
<td>Field projects (2 X 75)</td>
<td>150</td>
</tr>
<tr>
<td>Final exam</td>
<td>100</td>
</tr>
<tr>
<td>Attendance, participation</td>
<td>60</td>
</tr>
<tr>
<td>Total</td>
<td>600</td>
</tr>
</tbody>
</table>

Essays are worth 40 points each, except for the diagnostic essay worth 10 points. 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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Points</th>
</tr>
</thead>
<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. It is your responsibility to ask questions if you are unclear about what is appropriate. 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.

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. I am 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. Full credit is only granted for students who completely meet this obligation.

AYS Career Services & Student Life Office
The Andrew Young School provides career planning services & student leadership opportunities (student clubs & organizations) to all current AYS students (http://aysps.gsu.edu/career). AYS Career Services can help students with resume writing, interviewing, job searching, internship development, preparing for graduation school, and networking. Students are invited to attend the career events and workshops, and individualized career counseling appointments can be arranged. 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, so there may be some delay in responding. Please provide your name and telephone number clearly if leaving a voicemail (404-413-0139). Students can also make an office appointment.

Electronics
Studies show that student achievement is increased with the absence of devices. 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 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**
Preparation is the best way to benefit from class time. Successful students exhibit basic traits: Students are responsible for completing the readings and other assignments prior to class. 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; deviations may be necessary. Dates and assignments are subject to change by the instructor with different readings substituted or assigned.

Class 1: 27 August – Introductions, methods, and foundations of theory in planning
   Ivan Light, (1983) *Origins of City Life*, Chapter 1 in Cities in World Perspective
   Richard Tustian (1995) *A Comparative Anatomy of City and Regional Planning and Other Professions*
   all posted on Brightspace

Class 2: 3 September - Foundations continued;
   Peter Hall, (2014) *City of Monuments*, in Cities of Tomorrow
   all posted on Brightspace

Class 3: 10 September – Theories of Planning1
   John Friedmann (1996) *Two Centuries of Planning Theory: An Overview*
   Robert A. Beauregard, (1978) *Planning in an Advanced Capitalistic State*
   Edward C. Banfield, (1959) *Ends and Means in Planning*,
   all posted on Brightspace

   - First (practice) reading draft due (before class) in dropbox
   - Is theory necessary for a good plan?
   - First field project materials posted

Class 4: 17 September – Theories of Planning2
   John Forester (2008) *Challenges of Deliberation and Participation*;
   Others: Mandelbaum, communicative?, Lindblom-Incrementalism?, Davidoff Advocacy?
   Patsy Healy for lecture

Class 5: 24 September – What is the Value in Planning?
   Local Planning Chap 1, selections

   - First regular full credit essay due

Class 6: 1 October – Context of Planning
   Local Planning Chap 2, selections

Class 7: 8 October---What are the concerns of planning? How are they justified?
   Local Planning Chap 3, complete
• Last class before 13 October midpoint–withdrawal deadline.

Class 8: 15 October – Who plans?
Local Planning Chap 4, selections
Alexander Garvin, (2013) Who are the players? From the Planning Game
posted on Brightspace

• Field Project #1 due-No essay is due this week

Class 9: 22 October – Is the Comp Plan necessary for good planning?
Local Planning Chap 5, selections
Alan Altshuler (1965) The Goals of Comprehensive Planning, posted on Desire2Learn
Peter Gordon (1998) Plan Obsolescence, posted on Desire2Learn
posted on Brightspace

Class 10: 29 October – What does a planner do?
Local Planning Chap 6, selections

• Field Project #2 posted on Brightspace

Class 11: 5 November - Planning for Urban Systems1-Infrastructure and Transportation
Local Planning Chap 7, selections
Todd Littman (2011) A New Social Equity Agenda for Sustainable Transportation,

Class 12: 12 November – Planning for Urban Systems2-Housing and gentrification
Local Planning Chap 7, selections
Kenneth T. Jackson, (1985) Selections from Crabgrass Frontier
Lawrence J. Vale, (2013) selections from Purging the Poorest
posted on Brightspace

Class 13: 19 November - Planning for Urban Systems3-Environment and Resilience
Local Planning Chap 7, selections

No Classes:  22-29 November  Thanksgiving Break

Class 14: 3 December-Management and Change
Local Planning Chap 8, selections
Vanessa Watson (2002) Do We Learn From Planning Practice?
Horst Rittel and M. Webber (1973) Dilemmas in a General Theory of Planning,
all posted on Brightspace
• Field Project #2 due-No essay is due this week
• Final exam posted on Brightspace

Final Exam