PMA 8021  
Scope and Theory of Planning  
Georgia State University  
Fall 2016  
Version 3.1

Instructor: Joseph F. Hacker, Ph.D., AICP  
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Email: Jhacker@gsu.edu

Classroom: 301 Classroom South  
Class time: Thursday 4:30-7:00pm  
Office hours: M, W, R 2-4pm  
or by appointment

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 iCollege.
- All communication, submissions, and materials will be through iCollege.

Additional on-line-resources
Citylab – http://citylab.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 city and regional planning. The class will meet once a week for a total of fourteen sessions. The course explores best planning practices; connections between process, tools, and outcomes; and contexts (social, spatial, political, etc). The readings and lectures provide a series of themes and lenses by which to understand the intents, processes, and outcomes in planning.

Class time will combine 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 argumentative essays and field research projects illuminating areas of planning practice.

Students are responsible for completing the readings and other assignments prior to class. 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:
- Critique and discuss planning best practices
- Engage in field work: data collection, analysis, and presentation of findings
• 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 for this class. There will be four grades in this class: argumentative essays, field projects, a take home final exam, and attendance and participation.

1. Argumentative Essays
There will be seven argumentative essays with the lowest scored essay being dropped. The essays are intended to help you think about the readings and prepare you for lively class discussion of topics and issues. The essays should address the provided prompt for that week. They must include an additional source and three questions relating to the materials. Students should be prepared to share their essays in class.

The six essays are worth 30 points each and the lowest score will be dropped. They must be submitted to the designated dropbox on iCollege by midnight the Wednesday before class. 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. Does it include one external or new source supporting your 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?

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:
1. Whether they are turned in on time. Late work will not be accepted, unless previous arrangements have been made.
2. 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?
3. Is an external source included and integrated into the argument?
4. Does your critique properly address the arguments laid out in the readings?
5. Did you use thesis sentences
6. Was proper support from the readings used?
7. Good organization and writing is important.

2. Field projects
There will be four (4) field projects worth 50 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. Transit assessment
   d. Environmental assessment

Each project will provide an opportunity to engage with topics relevant to the assigned readings. The projects are scheduled to align with their respective topic. Student results will be discussed in class and in light of the week’s topic.

3. Participation (includes attendance)
Participation is worth 45 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.

4. Final Exam
There is a take home final exam.

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

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<tbody>
<tr>
<td>Essays (6X30)</td>
<td>180 pts</td>
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<tr>
<td>Field projects (4X50)</td>
<td>200 pts</td>
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<tr>
<td>Final exam</td>
<td>75 pts</td>
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<tr>
<td>Participation</td>
<td>45 pts</td>
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<td>Total</td>
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Essays are worth 30 points each and Field Projects are worth 50 points apiece. 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>Score Range</th>
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<tbody>
<tr>
<td>A+</td>
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<td>A</td>
<td>93 – 97.9</td>
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<tr>
<td>A-</td>
<td>90 - 92.9</td>
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<tr>
<td>B+</td>
<td>88 - 89.9</td>
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<tr>
<td>B</td>
<td>83 - 87.9</td>
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<tr>
<td>B-</td>
<td>80 - 82.9</td>
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<tr>
<td>C+</td>
<td>78 - 79.9</td>
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<tr>
<td>C</td>
<td>73 - 77.9</td>
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<td>C-</td>
<td>70 - 72.9</td>
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<td>D</td>
<td>60 - 69.9</td>
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<td>F</td>
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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, 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. 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

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, 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 with different readings substituted or assigned.

Week 1  Introductions, planning and urban history
25 August 2016

Readings
-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 iCollege)

Week 2  Foundations
1 September 2016

Readings
-Eugenie Birch (2009), From Townsite to Metropolis, from Local Planning
-Peter Hall, (2014) City of Monuments (excerpt), from Cities of Tomorrow (posted on ICollege)

- Plagiarism quiz due in dropbox by midnight 31 August.
- Field Project #1 materials posted on iCollege

Week 3  Theories of Planning1
8 September 2016

Week 3 essay prompt: Is theory necessary in a market economy?

Readings
-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 iCollege)

Week 4  Theories of Planning2
15 September 2016

Readings
-Andreas Faludi (1996) Rationality, Critical Rationalism, and Planning Doctrine;
-Andrew H. Whittemore (2015) Practitioners Theorize Too…
(all posted on iCollege)
Week 5  The Value of Planning
22 September 2016

Readings
Local Planning, Chap 1, all except E.L. Birch.

- Field Project #1 due in dropbox midnight Wednesday the 21st

Week 6  Comprehensive Planning
29 September 2016

Week 6 essay prompt: Does the Comprehensive Plan provide an effective tool for local planning?

Readings
-Local Planning, Chap 3, selection: Yaro;
  Chap 4, selections: Birch and Hack, Soule, Hayo et.al.
- Alan Altshuler (1965) The Goals of Comprehensive Planning, posted on iCollege,
- Peter Gordon (1998) Plan Obsolescence, posted on iCollege

Week 7  The Context for Planning
6 October 2016

Week 7 essay prompt: Is growth a worthwhile goal for local planning?

Readings
-Local Planning, Chap 2 selections: Silver, Schwab and Brower, Godshalk, Edelsten, Sagalyn, Myers.
- Charles Marohn, The Growth Ponzi Scheme, posted on iCollege

- Last class before midpoint–11 October withdrawal deadline.

Week 8  Concerns of planning
13 October 2016

Readings
- Candler Park: A Neighborhood in Transition (1980), YouTube video posted on iCollege

- Field Project #2 due in dropbox midnight Wednesday the 12th.

Week 9  Getting things done
20 October 2016

Week 9 essay prompt: Does planning serves the interests of the people?
Readings
- *Local Planning*, Chap 4, selection: Ross
- Miriam Konrad (2009) *Transporting Atlanta*, Chapter 4, GRTA
- Alexander Garvin, (2013) *The Planning Game*, Who are the players? (Both posted on iCollege)

### Week 10  What does a planner do?
27 October 2016

Week 10 essay prompt: Is the public interest meaningfully accounted for in the planning process?

Readings
- *Local Planning*, Chap 5, selections: Collignon, Faga, Shapiro;
  Chap 8 selection: Farmer, Silver and Miller
- American Institute of Certified Planners (2009) *Code of Ethics and Professional Conduct*

### Week 11  Planning for Urban Systems1-Infrastructure and Transportation
3 November 2016

Readings
- *Local Planning*, Chap 6 selection: Duncan;
  Chap 7 selections: Wachs, Beatley, Brown, Crane and Takahashi, Handy, Appleyard, Cervero;
- Todd Littman (2011) *A New Social Equity Agenda for Sustainable Transportation*,
- Jerome Lutin, et.al. (2008) *Transit Score* (posted on iCollege)

- Field Project #3 due in dropbox midnight Wednesday the 2nd.

### Week 12  Planning for Urban Systems2-Housing and gentrification
10 November 2016

Week 12 essay prompt: Can urban land use be effectively directed through planning tools and strategies?

Readings
- *Local Planning* Chap 6 selections: Mandelker, Berg and Smith, Landis and Pendall, Daniels, Merriam
Week 13  Planning for Urban Systems 3-Environment and Resilience
17 November 2016

Readings
- Local Planning, Chap 2 selection: Susskind;
  Chap 3 selections: Leigh, Olshansky;
  Chap 7 selections: Platt, Daniels, Hundt, Crompton, Batty
- Brendan Gleeson (2014), Disasters, Vulnerability, and Resilience of Cities
  (posted on iCollege)

- Field Project #4 due in dropbox midnight Wednesday the 16th.

21-25 November  Thanksgiving Break  No Classes No Classes No Classes

Week 14  Management and Change
1 December 2016

Week 12 essay prompt: Can planning serve the diverse interests of a nation? A metropolitan region? A county? A city?

Readings
- Local Planning, Chap 8 selections: Preston, Waldeon, Zucker, Costa
- Vanessa Watson (2002), Do We Learn From Planning Practice?
- Horst Rittel and M. Webber (1973), Dilemmas in a General Theory of Planning,
  (posted on iCollege)

- Final exam posted on iCollege

Final Exam --- Take home, dates to be determined