Required Text

- One copy of the Levy book (tenth edition) is on reserve in the library.
- Additional readings posted on iCollege.

Additional Resources
- Citylab – [http://citylab.com](http://citylab.com)

Course description, goal, and learning objectives
PMAP 3411 is an undergraduate 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.

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
There will be four grades in this class:
1. Argumentative essays; 2. Field projects; 3. In-class Quizzes; 4. Attendance-class participation.
Assignments are due typically on the Tuesday night between the two MW classes.

1. **Argumentative Essays**

There will be three (3) argumentative essays worth 25 points each. Essays must be submitted to the designated dropbox on iCollege by midnight the Tuesday *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. (see how to on iCollege)
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, double spaced), about 300 typed words.) Essays should consist of 4-5 well written paragraphs. All material, including assigned reading, is to be properly cited using the **Chicago Style**. The Author-Date style is preferred and is fairly easy to learn and use. See [http://www.chicagomanualofstyle.org/tools_citationguide.html](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.
- Were instructions followed? Is it formatted correctly? Is a question included?
- Quality of work. Good organization and writing is essential. A rubric is provided on line. 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. **Field projects**

There will be four (4) field projects worth 30 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 master plan assessment  
   b. Place making assessment  
   c. Pedestrian assessment  
   d. Carbon footprint 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. **In-class Quizzes**
There will be three in-class quizzes worth 25 points apiece.

4. **Attendance and Participation**
Attendance and participation is worth 30 points. A required syllabus quiz is worth 10 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.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentative Essays</td>
<td>75 pts (3X25)</td>
</tr>
<tr>
<td>Field Projects</td>
<td>120 pts (4X30)</td>
</tr>
<tr>
<td>In-class Quizzes</td>
<td>75 pts (3X25)</td>
</tr>
<tr>
<td>Attendance &amp; Participation</td>
<td>30 pts (10+20)</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>300 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:

- **A+** 98 - 100
- **B+** 88 - 89.9
- **C+** 78 - 79.9
- **D** 60 - 69.9
- **A** 93 - 97.9
- **B** 83 - 87.9
- **C** 73 - 77.9
- **F** 00 - 59.9
- **A-** 90 - 92.9
- **B-** 80 - 82.9
- **C-** 70 - 72.9

It is difficult to earn an “A” in this class, yet every semester students achieve it. Students need to produce excellent work consistently 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**
Georgia State University guidelines on academic honesty will be enforced in this course. Academic dishonesty violations *minimally* result in a ‘0’ on the assignment, and may result in class failure, transcript notation, or expulsion. Ask questions if you are unclear about what is appropriate. Students should be familiar with the GSU Policy on Academic Honesty posted online at [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).

All students are required to take a syllabus quiz the second week of class.

**Accommodation and external issues**
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.

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/.

Attendance and Participation Policy
Students are expected to arrive on time and. Please inform the Professor in advance if unable to attend a class session. Actively participation in class discussions and activities is part of the grade. 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 are encouraged to make an office appointment. Students should email the instructor through iCollege with questions about the course. The instructor checks iCollege for emails at least once a day. If leaving a voicemail (404-413-0139), please provide your name and telephone number clearly.

Electronics
Please silence all cell phones, remove all headphones, and do not speak-text on the phone during class as a courtesy to other students. 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 is automatically downgraded and work over a week late is NOT accepted.

Recommendations
The instructor reserves the right to decline recommendations for students earning less than an “A-” in the class. Approach class as an opportunity to make a positive impression.

Instructor Philosophy
Treat school like a job. 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 reviewing concepts, practicing skills required for assignments, and answering questions. There is no substitute for being in class.

The student is responsible for their own learning. Student are responsible for investing the time and effort required to master the materials. Demonstrate your commitment by prioritizing the time for classes and assignments.
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 January 8-10
Introduction and history of urbanization
Readings: - Levy, Chapter 1 & 2
- Otis Duncan’s POET model
- Urban Morphology
- AICP presentation: Spatial Areas of Practice

WEEK 2 January 15-17
The origins of urban planning
No Class on 15th Martin Luther King National Holiday No Class on 15th
Readings: - Levy, Chapters 2 & 3;
- 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
  • Syllabus quiz due in dropbox Wednesday January 17 at 11:59pm

WEEK 3 January 22-24
Legal Basis of planning
Readings: - Levy, Chapters 4 & 5
- AICP Code of Ethics

WEEK 4 January 29-31
Legal Basis of Planning (continued), Planning and Politics
Readings: - Levy, Chapters 5 & 6;
- Amanda Erickson, The Birth of Zoning Codes, A History
- Alan Ehrenhalt, Court Case Could Challenge Houston’s Hands-Off
  • Week 4 essay topic: Is urban planning’s goal to protect the safety of its citizens? Essay due in dropbox Tuesday January 30 at 11:59

WEEK 5 February 5-7
Social Issues in planning
Readings:  -Levy, Chapter 7  
- Lee Epstein, How Augusta Got Locals to Care about City Planning  
- AICP presentation: Social Equity and Public Participation

**WEEK 6 February 12-14**

*Introduction to the Comprehensive Plan*

Readings:  -Levy, Chapter 8  
- AICP presentation: Functional Areas of Planning

- Project #1, Hometown Master Plan review  
  Due in Dropbox -Tuesday February 13 11:59pm

**WEEK 7 February 19-21**  
_Last week before midpoint of semester_

*Public Investment & Land Use Controls*

Readings:  -Levy, Chapter 9;  
- Charles Marohn, The Growth Ponzi Scheme

**WEEK 8 February 26-28**

*Urban design and “place”*

Readings:  -Levy, Chapter 10  
- Sidney Brower, Neighbors and Neighborhoods…  
- Kevin Lynch, The Image of the City (excerpt);

- Project #2 Place Making Assessment  
  Due in Dropbox Tuesday February 27 11:59pm

**WEEK 9 March 5-7**

*Housing, urban renewal, gentrification*

Readings:  -Levy, Chapter 11  
- Tim Halbur, Shrinking Cities  
- Alana Semuels, What to do with a Dying Neighborhood  
- Richard Florida, The Paradox of Diverse Communities

- Week 9 essay topic: Is the Public Interest accounted for in Urban Planning?  
  Essay due in dropbox Tuesday March 6 at 11:59

**WEEK 10 March 12-18**

*No class  Spring Break  No class*
WEEK 11 March 19-21
Transportation planning

Readings: - Levy, Chapter 12;  
- Eric Jaffe, *The Uncertain Future of Public Roads*

- Project #3 Pedestrian Assessment due in Dropbox Tuesday March 27 11:59pm.

WEEK 12 March 26-28
Economic Development

Readings: - Levy, Chapters 13

WEEK 13 April 2-4
Environmental and energy planning

Readings: - Levy, Chapter 15;  
- Newman and Kenworthy, *The Problem of Automobile Dependence…*

- Project #4 Carbon Footprint assessment due in Dropbox Tuesday, April 3 at 11:59pm

WEEK 14 April 9-11
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…*

WEEK 15 April 16-18
Planning for Metropolitan Regions

Reading: - Levy, Chapter 16;  
- Atlanta Regional Commission, *Regional Plan Summary* (posted)

- Week 15 essay topic: Can the success of urban plans be judged?  
  Essay due in dropbox Tuesday April 17 at 11:59

WEEK 16 April 23 Last day of class
Issues for Planners

Reading: - Gary Hack (2009) *Planning in the Twenty-First Century*  
- Alexander Garvin *Planners as Leaders*  
- AICP presentation: Spatial Areas of Practice