PMA 8021  
Scope and Theory of Planning  
Georgia State University  
Fall 2018  
Version 4.1

Instructor: Joseph F. Hacker, Ph.D., AICP  
Office: 328 Andrew Young Building  
Phone: 404-413-0139  
Email: All contact through iCollege  
Classroom: 301 Classroom South  
Class time: Thursday 4:30-7pm  
Office hours: one hour 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](http://citylab.com)
- AICP Exam Reviews - [http://georgiaplanning.org/aicp/aicp-exam-reviews](http://georgiaplanning.org/aicp/aicp-exam-reviews);

**Course description, goal, and learning objectives**

PMA 8021 is a graduate course introducing the processes, politics, and specializations in contemporary urban land use planning. The course dives into the theory and practice of urban planning and uses the Atlanta city and region as the laboratory for this exploration. 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 history, methods, laws, and the politics of the planning process
2. **Discussing** the land use planning concepts including history, laws, and the politics
3. **Composing** argumentative essays on planning and land use topics
4. **Examining** the five specializations and their integration into land use planning
5. **Evaluating** the integration of public issues in a comprehensive planning process
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 three 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. Are there other points to be made?
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 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 the assigned or posted materials from any week.

2. Planning Projects
There will be four (4) 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 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 30 points which includes a 10pt plagiarism quiz. 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 worth 75 pts.

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

<table>
<thead>
<tr>
<th>Component</th>
<th>Points</th>
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<tbody>
<tr>
<td>Essays (3X25)</td>
<td>75</td>
</tr>
<tr>
<td>Planning projects (4X30)</td>
<td>120</td>
</tr>
<tr>
<td>Final exam</td>
<td>75</td>
</tr>
<tr>
<td>Participation (+plagiarism quiz)</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></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:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A+</td>
<td>98 - 100</td>
</tr>
<tr>
<td>B+</td>
<td>88 - 89.9</td>
</tr>
<tr>
<td>C+</td>
<td>78 - 79.9</td>
</tr>
<tr>
<td>D</td>
<td>60 - 69.9</td>
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<tr>
<td>A</td>
<td>93 – 97.9</td>
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<tr>
<td>B</td>
<td>83 - 87.9</td>
</tr>
<tr>
<td>C</td>
<td>73 - 77.9</td>
</tr>
<tr>
<td>F</td>
<td>00 - 59.9</td>
</tr>
<tr>
<td>A-</td>
<td>90 - 92.9</td>
</tr>
<tr>
<td>B-</td>
<td>80 - 82.9</td>
</tr>
<tr>
<td>C-</td>
<td>70 - 72.9</td>
</tr>
</tbody>
</table>

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, 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.

Class 1 August 23

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

Class 2 August 30

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 30 at 11:59pm

Class 3 September 6

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: Urban planning’s goal is to ensure the safety of its citizens.
  Essay due 11:59pm, September 5

Class 4 September 13

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
Class 5  September 20

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 overview due 11:59pm September 19

Class 6  September 27

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… 
-Alan Ehrenhalt, (2012) The New Suburbia, Chapter 4 in The 
  Great Inversion

Class 7  October 4  Last class before midpoint of semester (Oct 9)

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 

- Essay #2 How does the planning process shape the final plan? 
  Due in Dropbox-11:59, October 3.

Class 8  October 11

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

Class 9  October 18

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 #2 Place Making Assessment due in Dropbox-11:59, October 17.

Class 10 October 25

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

Class 11 November 1

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 #3 Transportation Assessment due in Dropbox-11:59pm October 31.

Class 12 November 8

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

Class 13 November 15

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

**Thanksgiving Break** November 19-23 **Thanksgiving Break**

**Class 14 November 29**

**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*

- Essay #3 topic: To what extent does your hometown plan meet its stated goals? Broader regional, state or national goals?
  Due in Dropbox-11:59pm Wednesday, November 29.

**Take Home Final Exam**