Instructor: Joseph F. Hacker, Ph.D., AICP  Classroom: 303 Langdale Hall
Office: 328 Andrew Young Building  Class time: Mon & Wed 12:00-1:15
Phone: 404-413-0139  Office hours: 2-4pm MTWF and by
Email: All contact through Brightspace  appointment

Required Text

- Two copies of the Levy book are on reserve in the library.
- Additional readings posted on Brightspace.
- All communication, submissions, and materials will be through Brightspace.

Additional 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 an undergraduate course introducing the practice, principles, and issues of contemporary urban planning. This overview includes urban and planning history, the range of planning issues, the tools and methods used by planners, and “the question of winners and losers in particular decisions.”

The first half of the semester focuses on planning fundamentals: history, law, politics, social issues, policy formation, and project evaluation. The second half covers planning subject areas, including: land use, design, economic development, transportation and the environment.

Class will be a mixture of lecture, discussion and some group exercises. Students should read the assigned materials in before writing the memos. Come prepared to move between topics, and expect the same topics discussed in more than one context.

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.
Learning Outcomes
Students will:
- Practice critical thinking skills by writing argumentative essays and following discussions on planning topics.
- Learn about different planning areas, e.g.: land use, design, economic development, transportation and the environment.
- Explore the interconnectedness and complexity of planning, issues in planning, and the methods with which planners try to manage divergent goals.
- Learn about planning as a profession, what a professional planner does, required skills for a professional planner, and what it means to be a Certified Planner.
- Be introduced to professional planning methods, project evaluation, and policy formation.

COURSE REQUIREMENTS
There will be five grades in this class: 1. argumentative essays, 2. reading quizzes, 3. attendance and report of a planning meeting, 4. a planning topic report, and 5. participation and attendance. The assignments are structured to reward consistent effort throughout the semester. There is NO final exam.

1. Weekly Argumentative Essays
There will be eleven (11) argumentative essays based on questions provided for each week. They are worth 30 points each with the lowest essay score dropped. They must be submitted to the designated dropbox on Brightspace by midnight the Sunday 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. It should meet standards for content, organization, and grammar. No first person.
   4. Inclusion of three questions you would like to ask the authors. What do you want to know? What is unclear to you? (these serve as tie-breakers)

   Essays may NOT exceed one page (1 inch margins, 11-10pt font, single spaced, about 300 typed words.) They should consist of 4-5 well written paragraphs. Questions and sources may extend to page two. Essays will be graded on:

   - Whether or not they are turned in on time. Late work automatically loses points and may not be accepted.
   - Were instructions followed? Are all three required parts there? Is it formatted correctly? Are three questions included?
   - Quality of work. A rubric is provided. Good organization and writing is essential. Are the paragraphs properly written? Do you have clear thesis sentences leading each paragraph? Did you identify and support the main points on both sides of the issue? Did you provide three relevant discussion questions?

2. Reading Quizzes
There will be twelve (12) in-class quizzes, one in each week, except the first and the Planning Topics Reports classes. The first quiz will be on the syllabus. Each is are worth 10 points, with
the lowest quiz score being dropped. These cover material from the text, posted readings, and lecture or discussion. Grading will be based on four elements:

1. Did you answer the question correctly?
2. Is the answer or argument legible? Can I understand what you wrote?
3. Does the student demonstrate knowledge or understanding of the topic?
4. Succinctness and directness of the provided answer.

3. **Attend and report on a Planning Meeting**

Each student must attend one public planning meeting during the first half of the term. This is worth 50 points. Students are expected to discuss their meeting in class. Students may not reuse a meeting from another class. Each student must then prepare and submit a clearly written memo of not more than two pages (about 500 words) in the appropriate Dropbox folder. The planning meeting report should include these four elements:

- A scan of the meeting agenda, including purpose, place, and time of the meeting.
- Number and character of attendees at the meeting, e.g. members of the general public, neighboring property owners, members of an interest group, lawyers, etc.
- What happened in the meeting, what agenda item(s) were of interest and why.
- How does what you observed at the meeting relate to topics studied in class?

Acceptable meetings include: Zoning Review Board meetings, City Council or County Commission meetings with zoning topics on the agenda, NPU meetings, Atlanta Regional Commission meetings and public meetings/hearings conducted by special study groups. Ask the instructor if in doubt.

4. **Planning Topic Report**

Each student is required to select and write a short report on a planning topic. This will be worth 100 points. Topic paragraphs and five sources must be submitted and approved by the instructor. Students will then have about four (4) weeks to research and write the report. The reports should use articles from planning journals, published agency reports, interviews with experts, or other similar sources. Students are required to present a short (3 minute) summary in class. Reports must:

1. Include an abstract (which does not count against the word total)
2. Use correct spelling and grammar
3. Include at least five referenced sources (not the text) with proper citations
4. Summarize and integrate each source into your points
5. Discuss the relevancy of each source to the topic
6. Develop the student’s own conclusion regarding the topic based on evidence and arguments from the assembled articles.
7. Include a proper bibliography

Planning Topic reports may not exceed six pages (about 1,500 words). The reports must be typed, single spaced, and conform to Chicago style manual, preferably the “author-date” style (see [http://www.chicagomanualofstyle.org/tools_citationguide.html](http://www.chicagomanualofstyle.org/tools_citationguide.html)). Students may consult the instructor for guidance in finding articles and other sources of information. Report grades will be based on the following elements:
• Is the report submitted on time?
• Did the student follow directions?
• Is the report grammatically correct? Can I understand what you wrote?
• Does the student demonstrate knowledge or understanding of the topic?
• Did the student integrate external sources into a nuanced exposition?
• Was a short presentation prepared and delivered?

5. Participation and Attendance
Participation and attendance is worth 40 points. Each student is expected to read the materials in advance, arrive at every class on time (unless they previously informed the Professor), and constructively participate in class activities and discussions. Attendance is required for the Presentation of Planning Topics Reports (Week 13). Full credit is only granted for students who completely meet this obligation.

Grading and Evaluation
There will be five grades weighted in this manner:

<table>
<thead>
<tr>
<th>Grade Description</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Argumentative Essays</td>
<td>300 pts</td>
</tr>
<tr>
<td>Reading Quizzes</td>
<td>110 pts</td>
</tr>
<tr>
<td>Planning Meeting Report</td>
<td>50 pts</td>
</tr>
<tr>
<td>Planning Topic Report</td>
<td>100 pts</td>
</tr>
<tr>
<td>Participation &amp; Attendance</td>
<td>40 pts</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>600 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 93 - 100
- A- 90 - 92.9
- B+ 88 - 89.9
- B 83 - 87.9
- B- 80 - 82.9
- C+ 78 - 79.9
- C 73 - 77.9
- C- 70 - 72.9
- D 60 - 69.9
- F 00 - 59.9

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](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](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](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](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 be 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; Dates and assignments are subject to change by the instructor; additional readings may be substituted or assigned.

Week 1  The origins of urban planning

24-26 Aug  Introductions, review of syllabus, expectations; course overview, history of the world.
Readings:   - Levy, Chapters 1 and 2
- Otis Duncan’s POET model
- Urban Morphology
- AICP presentation: Functional Areas of Practice

Week 2  The origins of urban planning

Practice essay topic: Is urban planning about physical design or about making things safer for urban dwellers? Due Sunday August 30 at midnight

31 Aug-2 Sept  History of Planning I and II
Readings:   - Levy, Chapters 3 and 4;
- Emily Badger, Evolution of urban planning in 10 diagrams
- Amanda Erickson, A Brief History of the Birth of Urban Planning
- AICP presentation: Spatial Areas of Practice
- Quiz on Syllabus

Week 3  The Context Of Contemporary Planning

Week 3 essay topic: Is zoning a worthwhile tool for urban planning? Due Tuesday Sept 8 at Midnight

7 Sept  Labor Day  No Classes No Classes No Classes

9 Sept  Legal Basis of Planning
Readings:   - Levy, Chapter 5
- Amanda Erickson, The Birth of Zoning Codes, A History
- Alan Ehrenhalt, Court Case Could Challenge Houston’s Hands-Off Approach

Week 4  The Context Of Contemporary Planning

Week 4 essay topic: Is the public interest accounted for in urban planning?

14-16 Sept  Planning and Politics, Legal Basis of Planning (continued)
Readings:   - Levy, Chapter 6;
**Week 5**  The Context of Local Planning

Week 5 essay topic: Can equity be achieved through urban planning?

21-23 Sept  **Social Issues and Public Participation**
Readings: Levy, Chapter 7
- Alana Semuels, *Where Should Poor People Live?*
- Richard Florida, *The Paradox of Diverse Communities*
- AICP presentation: Social Equity and Public Participation

**Week 6**  The Concerns of Local Planning

Week 6 essay topic: Is the comprehensive plan necessary for good urban planning?

28-30 Sept  **The Comprehensive Plan,**
Readings: - Levy, Chapter 8;
- Master Plan TBD;
- Lee Epstein, *How Augusta Got Locals to Care about City Planning*;
- AICP presentation: Plan Making and Implementation

**Week 7**  How Plans Are Made 1

Week 7 essay topic: Is growth the best goal for planning?

5-7 Oct  **Tools of Land Use Planning: Investment & Land Use Controls**
Readings: - Levy, Chapter 9;
- Charles Marohn, *The Growth Ponzi Scheme*

- Planning Meeting Report due at beginning of class on Wednesday 7 October.
- Last week before midpoint-withdrawal deadline 13 October

**Week 8**  How Plans Are Made 2

Week 8 essay topic: Should planners design the physical environment to influence how people behave?

13-15 Oct  **Urban Design, aesthetics and lifestyle**
Readings: - Levy, Chapter 10
- Sidney Brower, *Neighbors and Neighborhoods, from Olmstead to Jacobs*
- Kevin Lynch, *The Image of the City* (excerpt);

- Deadline for planning report topic due in dropbox 5pm Friday 17 October
### Week 9: Implementing Plans

**Week 9 essay topic:** How might one judge the success or failure of urban plans be judged?

20-22 Oct  **Urban Renewal and Economic Development**
- Levy, Chapters 11 and 13;
- Tim Halbur, *Shrinking Cities*
- Alana Semuels, *What to do with a Dying Neighborhood*

### Week 10: Transportation Planning

**Week 10 Essay Topic:** Does the automobile have a place in our future?

27-29 Oct  **Transportation Planning, the prime shaper of built space**
- Levy, Chapter 12;
- Eric Jaffe, *The Uncertain Future of Public Roads,*

### Week 11: Planning for Growth

**Week 11 Essay Topic:** Is sprawl an inevitable part of the City?

3-5 Nov  **Growth Management and Smart Growth**
- Levy, Chapter 14;
- Kaid Benfield, *5 Principles for Building Greener Healthier Cities*
- Eric Jaffe, *Why We Shouldn’t Rely on Smart Growth Incentives to Fix Sprawl*

- Rough drafts due in dropbox 5pm Wednesday 4 November.

### Week 12: Environmental Values in Planning

**Week 12 Essay Topic:** Is sustainability a realistic goal of planning?

9-11 Nov  **Environmental and Energy Planning**
- Levy, Chapter 15;
- Ian McHarg, *Design with Nature,* (excerpt)

### Week 13: Presentation of Planning Topic Reports

Planning Topic Reports due 15 Nov in Dropbox and presented in class

16-18 Nov  **Presentation of Planning Topic Reports**
- No reading memo nor class quiz this week, but attendance is required both days and is part of grade
Week 14  Planning for the Bigger Picture

Week 14 Topic: How can metropolitan planning serve the diverse interests of the region?

30 Nov-2 Dec  Planning for Metropolitan Regions and the Nation
Reading:  Levy, Chapter 16 and 17;
          Atlanta Regional Commission, Plan 2040

Week 15  Tying it all together

2 December  Reading:  TBD

•  Last reading quiz