Urban Policy Planning: PAUS 8021 (Graduate level)  
Fall, 2003  
(Computer # 82957)  
Dr. Amy Helling  
Department of Public Administration and Urban Studies  
Georgia State University

**Class meetings:** Classes will meet Thursday evenings from 4:30 p.m. to 7:00 p.m. in Room 325 in the General Classroom Building.

**Contacting Dr. Helling:** My office is in Room 1274, (Tel. 404-651-3352) in the Urban Life building. I will have office hours on Mondays and Thursdays from 1:00 p.m. to 4:15 p.m. as well as by appointment. When possible, I prefer that you contact me by e-mail rather than telephone. My e-mail address is ahelling@gsu.edu. I may contact the class or individuals by GSU e-mail, so if you don’t plan to check it frequently, be sure you forward it to an address you will check.

**Class Webpage:** Make a practice of checking our class webpage, accessed through the WebCT website at http://webct.gsu.edu. On your first visit, if you appeared on my first class roll, you should be able to log in following the directions on the WebCT website and locate PAUS 8021. Use the help available from WebCT, and send me an e-mail if you have problems they can’t resolve promptly.

**Required readings:**


The other required readings are on electronic reserve. The method for obtaining these readings will be explained in class. There are also some supplementary materials (not required reading) on electronic reserve.

**Department of Public Administration and Urban Studies written style reference**

Turabian, Kate L. 1996. A Manual for Writers of Term Papers, Theses, and Dissertations. Sixth edition. Chicago: University of Chicago Press. (I do not require that you purchase this book specifically for this course.) The same material may be found by using Google to search the keyword “Turabian” on the web.
Course objectives:

1. Become generally acquainted with the history of urban planning in the United States and the legal and administrative context in which planning takes place.

2. Become familiar with important issues and common techniques used in demography for planning purposes, comprehensive and land use planning, growth management, environmental planning, transportation planning, and economic development planning.

3. Learn about several models of planning processes, and consider their appropriateness under different circumstances, and their different implications for outcomes.

4. Consider citizen involvement in planning, career options, the benefits of knowing something about planning for those who will not pursue it as a career, and planning ethics.

5. Judiciously apply ideas from this class to interpret and analyze examples of recent planning practice, local and regional events, and scholarship related to class topics.

Evaluating Students' Progress: I will determine students' grades in the course as follows:

1. Discussion contributions: 20%
2. In-class exam in the seventh week: 30%
3. Book report/review: 20%
4. Final exam: 30%

Discussion Contributions

My “lecture notes” are actually a set of Power Point slides covering our basic topic for each week’s class meeting. I will post these on our class website approximately one week in advance. Except in the first week, each student should read that week’s assigned readings and my posted lecture notes and develop and post their own contribution on the topic to our class discussion list by noon of the Wednesday before class. You will receive credit if your posting meets the following five tests:

1. It is received on time (by noon of the Wednesday before the class on that topic).
2. It builds on and relates to that week’s assigned readings and/or class notes (be sure you explain how), but adds new facts, examples, or insights. Provide citations as necessary.
3. It is clearly written in complete sentences, and carefully copyedited.
4. It does not duplicate or overlap with previous postings. (So be sure you check what other students have posted!)
5. You are present in class to participate in discussion.

Book Report/Review
Each student will make a 10-minute PowerPoint presentation to the class on a planning-related book. Books may be chosen from the list at the end of the syllabus, or brought to me in advance for approval. Make your selection and provide me with the complete citation no later than our third class meeting. Any book chosen should be worth taking class time to hear about, though they may be old or new. Do **not** choose a book you have already read.

Grades will be based on how well your presentation addresses the following (100 points):

1. (15 points) What does the book cover? What are its main conclusions?
2. (15 points) Why is this book useful and important to planners, if it is? (You can tell us briefly whether you found it fun, easy to read, and interesting, but we are not primarily after recreational reading.)
3. (15 points) Is the book accurate and up-to-date? How do you know?
4. (15 points) What do others think about this book and this topic? (Be sure to consult and cite any reviews of the book by others, and read other important works on the same or related topics, as well as critics of the author’s viewpoint. Provide a reference list at the end of the presentation.)
5. (15 points) What is missing from this book? Where can we find it?
6. (5 points) Bring a copy of the book to class on the day of the presentation.
7. (5 points) Provide everyone in class with a one-page handout that lists your name, the complete, correct citation, and an outline of your presentation’s main points.
8. (5 points) Give me your PowerPoint file not later than the day of your presentation. (Attaching it to an e-mail to me is fine.)
9. (10 points) Give a poised, professional oral presentation.

**Suggested Approach to Learning as Much as Possible from this Class**

It is my hope that this class will be a springboard to your learning more about the aspects of planning that are most interesting and useful to you. In addition to completing the graded work products, I suggest the following:

1. Prepare for class by doing all of the readings by Wednesday noon, when you submit your postings for class. Look for the flaws and omissions in each assigned reading and the lecture notes, as well as their most important and well-argued points. Be prepared to analyze as well as remember what you read. Take time to think about how a reading relates to what we have studied so far, as all your work for this class should connect ideas from the readings, class notes and discussions. If you find topics particularly interesting, use the reference lists at the end of assigned readings to look for other sources.

2. Use the class webpage as a resource. I will post this syllabus, the directions for obtaining electronic reserve readings, the class notes and a list for your weekly discussion contributions there.

3. Attend regularly and participate in class. Ask questions, listen carefully to what others are saying, and contribute what you can to discussions and exercises. You will find this easier and more rewarding if you are well prepared.
4. Communicate with me. I generally respond promptly to e-mail messages, and am glad to make appointments to meet with you individually about this class or your academic and career plans.

**Penalty for Late Work**

Examinations and class work should be completed on the dates scheduled, and it is the student’s responsibility to know those dates. If you have any question about when examinations are scheduled or work is due, ask or e-mail me. I will only accept late work (including make-up exams) without penalty if there is an important reason and the student contacts me ahead of time to discuss how to reschedule. In all other cases the grade will be reduced for lateness. Some assignments, like the discussion contributions, do not lend themselves to rescheduling and must be received on time receive any credit. See me if you have questions.

**Final Exam**

The final examination for this course will be given in our classroom, from 5:00 p.m. to 7:00 p.m. on Thursday, December 18.

**Course Schedule**

**Week 1:** Introductions, discussion of course outline. Introduction to planning.

**Project assignment:** None.

**Readings:**


**Week 2:** History of urban planning.

**Readings:**


Week 3: Planning theory: ethics and values, the rational paradigm and criticisms of it, advocacy planning, strategic planning.

Readings:


Week 4: Collaborative planning, professionalism in planning, skills and education needed, certification, career options.

Readings:


Week 5: Creating, forecasting and analyzing alternatives.

Readings:


Week 6: Demography for planning and policy.

Readings:


Week 7: Exam

Readings: None.

Week 8: Comprehensive and land use planning.

Readings:


Week 9: Sprawl.

Readings:


Week 10: Growth management planning and housing.
Readings:


Week 11: Environmental planning.

Readings:


Week 12: Transportation planning.

Readings:


Week 13: Transportation planning continued.
Readings:


Week 14: NO CLASS. Thanksgiving.

Week 15: Approaches to economic development planning.

Readings:


Week 16: Conclusion

Readings:


Note: This course syllabus provides a general plan for the course; deviations may be necessary.
Books Suitable for Reports


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<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Book report presenters</th>
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<tbody>
<tr>
<td>1</td>
<td>Thursday, Aug. 28</td>
<td>Introduction.</td>
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<td>2</td>
<td>Thursday, Sept. 4</td>
<td>History of urban planning.</td>
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<td>3</td>
<td>Thursday, Sept. 11</td>
<td>Planning theory: ethics and values, the rational paradigm and criticisms of it, advocacy planning, strategic planning.</td>
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<td>4</td>
<td>Thursday, Sept. 18</td>
<td>Collaborative planning, professionalism in planning, skills and education needed, certification, career options.</td>
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<td>5</td>
<td>Thursday, Sept. 25</td>
<td>Creating, forecasting and analyzing alternatives.</td>
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<td>6</td>
<td>Thursday, Oct. 2</td>
<td>Demography for planning and policy.</td>
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<td>7</td>
<td>Thursday, Oct. 9</td>
<td>Exam.</td>
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<td>8</td>
<td>Thursday, Oct. 16</td>
<td>Comprehensive and land use planning.</td>
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<td>9</td>
<td>Thursday, Oct. 23</td>
<td>Sprawl.</td>
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<td>10</td>
<td>Thursday, Oct. 30</td>
<td>Growth management planning and housing.</td>
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<td>11</td>
<td>Thursday, Nov. 6</td>
<td>Environmental planning.</td>
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<td>12</td>
<td>Thursday, Nov. 13</td>
<td>Transportation planning.</td>
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<td>13</td>
<td>Thursday, Nov. 20</td>
<td>Transportation planning continued.</td>
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<td>14</td>
<td>Thursday, Nov. 27</td>
<td>NO CLASS. Thanksgiving.</td>
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<tr>
<td>15</td>
<td>Thursday, Dec. 4</td>
<td>Approaches to economic development planning.</td>
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<td>16</td>
<td>Thursday, Dec. 11</td>
<td>Conclusion.</td>
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Thursday, Dec. 18 Final exam 5-7 p.m.
Policy on Joint Work and Citing Sources*

Any student who is expected to do individual work and utilizes the work of others without explicit acknowledgment is guilty of plagiarism or unauthorized collaboration. The following, from the Georgia State 'Policy on Academic Honesty' defines plagiarism:

"Plagiarism is presenting another person's work as one's own. Furthermore, plagiarism includes any paraphrasing or summarizing of the works of another person without acknowledgment, including the submitting of another student's work as one's own....Failure to indicate the extent and nature of one's reliance on other sources is also a form of plagiarism...."

The policy also defines unauthorized collaboration:

"Submission for academic credit of a work product, or a part thereof, represented as its being one's own effort, which has been developed in substantial collaboration with or with assistance from another person or source, is a violation of academic honesty. It is also a violation of academic honesty knowingly to provide such assistance. Collaborative work specifically authorized by an instructor is allowed."

The following rules guide this class:

1. All graded classwork is to be individual, original, and not collaborative, unless I explicitly state otherwise. One student may not help another with an assignment or project unless I specifically permit collaboration. Likewise, students may not utilize materials or receive assistance from other students who have taken the course previously. Papers and presentations for other classes will not be eligible for credit in this class except in the case of unusually substantial projects for which the explicit permission of both instructors is obtained in advance.

2. Students should take great care to cite sources, whether published or not. For example, unless the source is cited, it is plagiarism to use maps, tables, figures or text from a website, an agency planning report, a MARTA publication or a consultant's report.

3. Students are free to study together for tests, compare class notes, and share any material not specifically related to the class assignments or projects.

* This policy is based on one developed by Professor William Drummond of the Georgia Institute of Technology Graduate City and Regional Planning Program.