

**COURSE SYLLABUS**  
**Introduction to Urban and Regional Planning / Urban Policy**

***Spring 2011***

**Georgia Institute of Technology**  
**College of Architecture/Ivan Allen College**  
**Schools of City and Regional Planning & Public Policy**  
**Course: CP 4020/PUBP 4211**  
**Introduction to Urban and Regional Planning/Urban Policy**

Time: Tuesdays and Thursdays, 1:35 – 2:55 p.m.  
Location: East Architecture, Room 107

**Instructor Information:** Dr. Harley Etienne

**Contact Information:** Email: [hfe@gatech.edu](mailto:hfe@gatech.edu)  
Phone: (404) 385-3343

**Office Location and Hours:** Tuesdays, 10:00 – 11:00 a.m., and Thursdays, 10:00 a.m. – 1:00 p.m., East Architecture, Suite 204 (end of the hall to the left; sign-up sheet is on my door)

**Course Description:** This cross-listed course will combine the content two historically disparate courses into one by exploring how city planning acts as a form of urban policy making. The primary focus of the course will be on the practice and scholarship of the planning field during the 20<sup>th</sup> century and early 21<sup>st</sup> century. The course's objectives are to:

- Introduce students to the field of urban planning;
- Expose students to contemporary topics of interest to urban planning practitioners and policymakers
- Foster the research and writing skills of policy-oriented students

**Course Requirements and Grading:**

Class Participation	15%
Attendance	5%
Midterm Exam	30%
Final Exam	30%
<u>Term paper</u>	<u>20%</u>
Final Grade	100%

**Grading scale:**

A = 100 – 90.00; B = 89.9 – 80.00; C = 79.9 – 70.00; D = 69.9 – 65.00; F = 64.9 and below

**Class Participation:** Regular attendance, attention and engagement are not only expectations. They are course requirements. Class sessions will typically involve a lecture portion and a Q&A portion. During that part of class time, students with questions about the assigned readings may ask them then. I will employ an adapted version of the Socratic Method where I will query a pre-determined set of volunteers about the content of that day's assigned readings. Each student should serve as a "volunteer" at least three times during the semester. Students who fail to do so will see their Class Participation score automatically reduced. Your Class Participation score will also be reduced by the quality and content of your responses to my questions. "Volunteers" may also present questions to the instructor and other volunteers. The better the questions, the higher the score will be.

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**Regrading Policy:** I will re-grade exams and papers within one week of my returning them to students. If I, or my graduate assistant, err in our grading, you will be awarded full credit for the mistake. However, I reserve the right to re-grade the entire paper and exam and will correct all other errors—whether they raise or lower your final grade. This also applies to any partial credit awarded. In effect, your grade on any regarded paper or exam may go down instead of up. Please be sure that you want to engage the regarding process before challenging your score(s).

**Attendance:** Students are responsible for attending class each day. I will distribute a sign-in sheet at the beginning of class. Students who enter our classroom more than 15 minutes late will not be allowed to sign in. I will generally excuse at least one unexcused/unexplained absence. Beyond this, students will need to provide notice from the Dean of Students or other qualified Institute official for their absence(s). Unexcused absences will reduce your class participation score considerably.

**Laptop/Cell Phones and Food Policies:** The use laptop computers, cell/mobile phones, iPods, iPhones, Droids, mp3 players and other comparable electronic devices is prohibited. Please turn **off** all communication devices prior to the start of class. Students should also avoid bringing full meals and snacks to class. Coffee drinks, water and other soft drinks are acceptable assuming that they do not distract from class discussion. Failure to abide by these policies will result in a substantial reduction in the final class participation grade. As the instructor of the course, I reserve the right to ask any student who disrupts class through the violation of these policies to leave the classroom.

**Readings:** You should purchase or have regular access to a copy of the required textbook. Please see Page X of the syllabus for a full list of required readings.

**Required Text:** *The Urban and Regional Planning Reader*, edited by Eugenie Birch (Available at: Tech Square, Barnes & Noble at Georgia Tech Bookstore)

**Mid-Term and Final Examinations:** Both exams will test your mastery of the assigned readings and content discussed in class lectures. The format of each exam will be a mix of short answer and essay questions. The Final Examination will not be cumulative.

### Statement on Academic Integrity

Students enrolled in this course are expected to abide by the tenets of the Georgia Tech Student Honor Code. This means that you are willing to comply with common and accepted standards of academic honesty in all matters related to your academic work. Incidents of plagiarism of any kind will not be tolerated. If you are unfamiliar with what constitutes plagiarism, the Georgia Tech Student Honor Code, please consult the following website:

<http://www.honor.gatech.edu/honorcode/honorcode.html#appendixA>

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**Course Schedule**

<b>Date</b>	<b>Topic</b>	<b>Assigned Reading/Assignment Due</b>
Jan 13	Course Introduction	None
Jan 18	"Sidewalk" Documentary and Discussion	None
Jan 20	State of the World's Cities	Chapter 1
Jan 25	State of U.S. Cities	Chapter 2
Jan 27	Early Urban Planning	Chapter 7
Feb 1	American Planning Since 1945	Chapter 12
Feb 3	What is a Plan?	Chapter 24
Feb 8	20 <sup>th</sup> Century Land Use	Chapter 21 & 26
Feb 10	Regionalism	Chapter 22 & 39
Feb 15	Jane Jacobs & Lewis Mumford	Chapter 15 & 16
Feb 17	Multicultural Cities & Race and Urban Revitalization	Chapter 3 & 4
Feb 22	"Cleveland" Documentary and Discussion	None
Feb 24	Advocacy Planning	Chapter 18
<b>Paper Topic Due in Class</b>		
Mar 1	Public Participation Processes in Planning	Chapter 32
Mar 3	Planning Practice	Chapter 27
Mar 8	Planning Theory	Chapter 13
Mar 10	Mid-Term Examination Review	None
Mar 15	<b>Mid-Term Examination – In Class</b>	
Mar 17	<i>No Class – "Early" Spring Break</i>	
Mar 29	Sprawl and Urban Development	Chapter 37
Mar 31	Megalopolitan Growth and Change	Chapter 41
Apr 5	"Phoenix" Documentary and Discussion	
Apr 7	Current Trends in Urban Revitalization	Chapter 36
Apr 12	Gentrification	Chapter 45 & TBD
Apr 14	New Urbanism	Chapters 38 & 42
Apr 19	GIS for Decision Making	Chapter 31
Apr 21	Environmental Planning	Chapter 35
Apr 26	Planning and Climate Change	Chapter 43
Apr 28	Final Examination Review	None
May 3	<b>Final Exam -- 2:50-5:40 (East Arch. 107)</b>	

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**Term Paper Instructions**

The term paper will serve several objectives, namely:

- Introduce you to planning/urban policy related issues in cities/regions of particular interest to you;
- Enhance your ability to research, read and interpret planning and policy related reports, legislation, proposals, scholarship and news;
- Foster your writing skills.

**A. Process**

1. Consider which cities and planning issues are of most interest/concern to you (e.g. mid-size cities in the southeastern U.S. with environmental concerns; or traffic congestion issues in larger northeastern or western regions)
2. Conduct some exploratory research via the Library's website and the Internet to see which articles/papers/reports might inform your paper's focus. Read ahead in the syllabus to see if there are any assigned chapters that might inform your paper topic and subsequent research and check the citations attached to those chapters.
3. Draft a one-page paper proposal that includes a thesis statement (what you hope to learn more about, possible sources and your approach) submit it to the T-Square Drop Box on or before February 24. Your focus should not be on creating original research. Instead, you should be writing a review of existing scholarly work, newspaper/magazine articles, planning and policy reports, legislation and regulatory documents, etc.

Example:

"Urban Sprawl in the Washington, D.C. Metropolitan area" Your proposal should speak to the sources you will engage to explore this topic (include a few in your proposal); extent of the "problem"; existing proposals to stem sprawl and/or critiques of those proposals, etc.

4. Begin drafting your paper after you receive feedback on your proposal. I will read drafts the paper up to one week before the final copy is due.

**B. Format**

Acceptable papers will possess the following characteristics:

- Printed on 8.5" X 11" sized paper; all margins be 1" in size; please use the following fonts Arial, Times New Roman, Perpetua or Calibri in a 12 pt size; and, finally, all text should be double spaced. Double-sided printing is acceptable.
- Table of Contents – Provide a list of major section headings (and their corresponding page number locations). A table of contents shows your reader the logic of your paper and introduces the content to your reader.
- Abstract: This one paragraph statement does the following: (1) what you want to write about: the planning issue to be investigated and your position on it; (2) why you think it is important, and (3) how you are going to go about treating the subject in the term paper.

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- Individual sections on the history and context of your topic, and the particular issues that you have identified and analyzed
  - There is no need for a cover page, binding/binders, plastic covers or folders.
  - Summary and Conclusions section—this section should summarize what your major points were—without being overly redundant—and signal what your reader should take away from their reading of the piece
  - Bibliography: include the publications that you cite in the paper, as well as reference works that reveal how you g. found your sources. List the works alphabetically by the last name of the author. Websites such as Wikipedia are NOT acceptable sources in an academic paper. The sources that inform Wikipedia articles might be if they are credible sources.
- B. Length: Approximately 15-20 pages of text or more as needed to cover the subject adequately.
- C. In recent years, a handful of students have submitted papers that were to a greater or lesser extent plagiarized. This is intellectually dishonest and a violation of school regulations. Be sure to make proper attribution for your quotations and sources.

**STYLE GUIDE**

Every year I read exams and term papers that contain the same grammatical and other mistakes. In an effort to help you improve the quality of your written work, I have compiled the following set of rules covering the most common errors.

**A. CONCERNING THE ORGANIZATION OF YOUR PAPER:**

1. **Be sure to provide citations** for quotes, paraphrases, and important points. To fail to do so, is to plagiarize. You only need to cite a source once for an idea. You need not cite it five times in a paragraph. You only cite it again if you are citing a different idea or aspect of the information presented in the source. If you are citing a quotation or specific piece of information then it is appropriate to use the Latin abbreviation “ibid”. A page number and the author’s name(s) should follow that abbreviation to distinguish it from other sources you are citing again.

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2. **Consult a style guide or use a reference management software program (e.g. EndNote).** Your citations should consistently adhere to one style (APA, MLA, Chicago, etc.). **VERY IMPORTANT:** Your sources can come from any source **EXCEPT** Wikipedia, blogs, Facebook posts, Expedia, online encyclopedias, and other such "open-sourced" digests, etc. You may consult a Wiki to get started but you **MUST** consult the original source (if available).
3. Put **footnotes** at the end of the paper or at the bottom of the page, whichever is easier.
4. Give careful thought to using graphs, tables, and charts, where they are the most effective way of presenting information. Only use them if they are critically important to the points you are attempting to make. You should reproduce tables and charts from sources vs. copying and pasting them.

**B. CONCERNING THE WRITING ITSELF:**

1. **Avoid pedantic jargon:** "time frame" or "time period" for "time", "methodology" for "method", "explicate" for "explain", "secondly" for "second", "importantly" for "important", or "parameter", "matrix", etc., unless you use them technically.
2. **Avoid colloquialisms** such as "need to be" (for "must be"), "in terms of", "in depth."
3. **Avoid using "due to"** as a prepositional phrase. e.g.: Due to the cold weather, I decided to stay home.
4. **Do not use "isn't", "can't", and other contractions in writings as formal as term papers.**
5. **Do not split infinitives** unless not splitting them results in very awkward phrasing: write "to understand the point better," not "to better understand the point." An example showing where it is acceptable: "I cannot bring myself to really like the fellow."
6. **Don't use dangling participles:** i.e., "While visiting (the author) with Mrs. Jones at her home, she (Mrs. Jones) reiterated that . . ." or "In assuming that integration is desirable, it is necessary to consider . . ." The person who is the implied subject of the participial phrase must also be the subject of the verb that follows.
7. **Avoid using the passive.** It makes for clumsiness and, most important, introduces ambiguity by not stating who did the act. It's like saying, "It was dropped," instead of: "I dropped it," or "It was lost," for "I lost it."
8. "'s" usually indicates the possessive. Therefore, do not write "TDR's" or "the 1960's" unless you mean belonging to the TDR or belonging to 1960. The exception is "it's" which is not a possessive, but is a contraction of "it is." ("It's too late.") The possessive of it is "its." ("The cat licked its paw.")
9. **Avoid using strings of nouns as adjectives.** Write "the feasibility of downtown renewal" instead of "downtown renewal feasibility."
10. **Make sure the subject and the verb are both singular or both plural:** "The result of the elections is (not are) important . . ." Also, "criterion" is singular; "criteria," plural; "data" is plural; "none" is singular: ("None of the federal laws has been effective . . .") Make sure pronouns are the right number: "All citizens must guard their (not his) rights." Also note: "Each of the citizens must guard his (her) (not "their") Rights."

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11. **Use abbreviations correctly, especially of Latin phrases.** Note that "i.e." stands for id est and means "that is"; "e.g." stands for exempli gratia and means "for example". And "et al." (stands for et alii and meaning "and others") requires a period. In general, consider using the English phrases instead of the pedantic Latin abbreviations.
12. Do not use ZIP CODE abbreviations in formal writing. e.g.: write Mass., not MA, and N.J., not NJ.
13. **Put commas between all items in a series.** i.e.: A, B, C, D, and E. This looks like A+B+C+D+E, or five separate items, as intended. If, however, you write A, B, C, D and E, it looks like A+B+C+(D and E), or four separate items. Consider the following series of five items: offices, factories, schools, hotels, and motels. The comma before the "and" makes it clear that hotels and motels are separate items. If you omit the final comma, as many writers do, then there is confusion about whether there are four or five items.
14. If, in fact, you consider hotels and motels to make up one category, then write: offices, factories, schools, and hotels and motels.
15. Make sure you use **"effect"** and **"affect,"** and **"principle"** and **"principal,"** correctly.
16. Check out the proper use of **"that"** and **"which"**. When a clause defines or limits a noun, use "that:" "I heard the dog that was barking." (i.e., that dog, not any other dog). When a clause only adds information or is almost an aside or an afterthought, and is not necessary to state the central point of the sentence, use "which:" "I slept late, which turned out to have been a fortunate thing."
- Other examples:  
  
"Each one made a list of books that had influenced her." (i.e., that particular class of books)  
  
"I always buy her books, which is why I'm aware of their increased cost." (i.e., not distinguishing her books from all others, but simply adding a mere fact about them).
17. **When in doubt about proper usage,** consult some well-recognized source, such as:  
  
Strunk and White, *The Elements of Style*, New York: Macmillan, or  
  
The University of Chicago Press, *A Manual of Style*, Chicago: The University of Chicago Press.
18. Be careful not to run two sentences together, connected by "however." In most cases, "However" should start a new sentence.
19. Put punctuation inside quotation marks. i.e.: Justice Brown concluded, "This decision further reaffirms the court's commitment to the protection of private property."
20. **Don't use "in terms of."** Rephrase the sentence to incorporate what would otherwise follow "in terms of" as an integral part of the sentence. Usually, use of the phrase means that the writer has not thought through what he or she wants to say, but has simply tacked on the qualifier at the end.
21. Lastly and most importantly-- **Always** proofread your paper before handing it in. Typographical errors can confuse your readers and will adversely affect your grade.