Nancy Y. Augustine, PhD  nya@gwu.edu  Office: MPA 601F

Office Hours:  Wednesday afternoons; office MPA 601F

Class meeting:  Wednesday, 6:10 – 8:45pm  1957 E, room 212

Required text:

The text is available at the GW bookstore. However, you might consider purchasing an e-textbook. Go to www.mypearsonstore.com, and enter the name of the book. The e-textbook (ISBN-13: 978-0-205-85493-6) is all you need, but you are welcome to purchase it bundled with “MyLab & Mastering,” which is a study guide. You might also be able to find a used copy of the 9th edition, which has most of the same content.

Prerequisites
There are no prerequisites for this course, but I assume that you have a basic understanding of state and local government. Review supplementary readings posted on Blackboard, giving more attention to concepts unfamiliar to you.

Course Description and Objectives
Urban planning aims to locate primarily private land use activities within a geographic area. To the extent that place matters, planning matters. But what is planning and why does it matter? What does it have to do with the ways that people live, work, play, and do business? Why do we have it? Do we need it?

This is not a conventional course in planning, in the sense that it is not designed to train students how to become professional planners or developers. Rather, the objective of this course is to explore urban planning as an attempt to balance public and private interests, as well as the needs of current and future residents. Students will be introduced to the theory and practice of land use planning, with an emphasis on policy levers used to shape private decisions

We will begin with historical and legal contexts for the development of urban areas, recognizing that the built environment of today is the legacy of decisions made over many decades. Then we will talk about how politics and administrative arrangements shape land use. With these foundations in place, we will focus on several of the primary policy areas of planning – housing, economic development, environment and energy, and growth management.
Student Learning Outcomes
Students will develop knowledge and skills to enable them to:

- Describe and explain the relationships between past, present, and future in planning, as well as the potential for public policy to influence in the short- and long-terms.
- Recognize how legal, administrative, political, economic, social, environmental, technological, and cultural factors jointly shape decisions related to growth and change of the built environment.
- Identify and explain the roles of participants in planning processes, including officials, staff, stakeholders, and community members. Understand how those interests compete and sometimes clash.
- Develop your own views of when government interventions in housing, economic development, environment and energy, and growth management are justified.
- Communicate clearly about land use issues in writing and orally.

Method of Instruction and Classroom Policies
Class time is devoted to a combination of lecture, discussion, presentations, and group activities. Students are expected to actively participate in and contribute to learning. You are required to come to class every week, and I will take attendance. If you are unable to attend any class session, you are urged to get notes from another student in the class. A portion of the grade (see below) will be determined by the quality of your class participation and discussion.

I prefer students to leave their laptops and other electronica home or stashed during class time. However, I understand that you may genuinely want to type your notes. You may use your laptop (or similar) to take notes, but you will be required to submit your notes (by email), which I will post on Blackboard. Your name will not be listed. No additional points are earned for these postings, but you can lose points if your notes are poor or you fail to submit.

You are expected to do all of the required reading and to be prepared to bring it to bear upon class discussion. The required readings will be a launching point for lectures and discussions, not a substitute. Consider yourself responsible for material in required readings and material covered in class. You do not have to bring the textbook or hard copies of the assigned readings as long as you have notes to refer to.

Communication: I use Blackboard extensively. Plan to check it several times each week for announcements, new materials, and discussions. I also use email, especially for time-sensitive announcements. Check your GW email daily, and several times on the day of class. You are welcome to email me any time, but don’t count on me being on duty during evenings and weekends. If you are asking me something that requires a lengthy answer, I might ask you to come to office hours or talk to me before, during or after class.

Note on Readings
Because this is not a conventional course in urban planning, readings are drawn from a wide range of academic fields, rather than solely the planning literature. The reading list includes works in the fields of economics, law, philosophy, political science, urban planning, and others. You are not expected to have a strong background in any of these fields. You are not expected to master the more technical material included in some of these readings. I reserve the right to switch readings and will provide notice before doing so.
Grading and Assignments - Overview

Grades for the class will be based on participation in class, contributions to the class discussion board, two memos, an oral presentation and an exam. See appendix for details, including policies for late submission.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Points</th>
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<tbody>
<tr>
<td>Individual contributions</td>
<td>100</td>
</tr>
<tr>
<td>Writing assignment 1</td>
<td>50</td>
</tr>
<tr>
<td>Writing assignment 2</td>
<td>125</td>
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<tr>
<td>Writing assignment 3</td>
<td>50</td>
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<tr>
<td>Oral presentation</td>
<td>50</td>
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<tr>
<td>Final exam</td>
<td>125</td>
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<td>TOTAL possible</td>
<td>500</td>
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Options for extra points:

- Peer review of WA1: 10 points
- Addl posts to class discussion board: 5 points each (maximum of 10 additional points)

- **Individual contributions** to all students' learning: Participate through attendance, group work, class discussion, and the class discussion board; throughout the term (with milestones for the discussion board)
  a) Attendance is required.
  b) Group work assignments will be provided in class and will not require work outside of class.
  c) Class discussions will center on readings, lectures, presentations, discussion board postings
  d) Class discussion board: post and discuss planning-related news items.

- **Writing assignment 1**: Write a brief memo based on an in-class exercise during the first night of class. This is a writing exercise, no research required. Due Sunday, May 26 at 5:00.

- **Writing assignment 2**: Write a memo on a topic to be assigned individually, related to housing, community development, economic development, environmental planning, energy, or growth management. Post the memo on the class discussion board for the benefit of other students. Due dates throughout the term.

- **Writing assignment 3**: Write a summary and critical review of one of the class readings. Post your memo on Blackboard, for the benefit of other students. Summarize the key points verbally in class. Due dates throughout the term.

- **Oral presentation**: Present writing assignment 2 or 3 to the class and lead a brief discussion. Scheduled for the next class following submission of the memo. Due dates throughout the term.

- **Exam**: A final exam will focus on readings and class discussions. In-class on July 24.

- **Optional peer review**: Review the writing assignment 1 memo of another student and provide feedback using given guidelines. Revise your own memo in response to the feedback you receive from another student.
Letter grading will be based on percentage of points earned:

92.5+ A: Excellent and exceptional work for a graduate student. Work at this level is unusually thorough, well reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional professional quality.

90.0 – 92.4 A-: Very Good: Very strong work for a graduate student. Shows signs of creativity and a strong understanding of appropriate analytical approaches, is thorough and well reasoned, and meets professional standards.

88.0 - 89.9 B+: Good: Sound work for a graduate student; well reasoned and thorough, without serious analytical shortcomings. This grade indicates the student has fully accomplished the basic objectives of this graduate course.

86.0 - 87.9 B: Adequate: Competent work for a graduate student with some evident weaknesses. Demonstrates competency in the key course objectives but the understanding or application of some important issues is less than complete.

84.0 - 85.9 B-: Borderline: Weak work for a graduate student but meets minimal expectations in the course. Understanding of key issues is incomplete. (A B- average in all courses is not sufficient to sustain graduate status in good standing.)

82.0 - 83.9 C+: Deficient: Inadequate work for a graduate student; rarely meets minimal expectations for the course. Work is poorly developed or flawed by numerous errors and misunderstandings of important issues.

80.0 - 81.9 C: Deficient – see above

78.0 - 79.9 C-: Deficient – see above

Less than 78.0 F: Unacceptable: Work fails to meet minimal expectations or course credit for a graduate student. Performance has consistently failed to meet minimum course requirements. Weaknesses and limitations are pervasive.

Schedule - Overview

1. Introduction to Planning – May 22
2. History of Planning – May 29
4. Interest Groups and Community Interest – June 12
5. Citizen Participation and Community Development – June 19
6. Housing – June 26
7. Economic Development – July 3
9. Growth Management, Smart Growth, Sustainable Development – July 17
10. Course evaluation, wrap-up and final exam – July 24
Detailed Class Schedule

1. Introduction to Planning – May 22

Levy, chapter 1

Glenn E. Varenhorst (undated): "What Is Local Government Planning?"


DUE: Submit writing assignment 1 through Blackboard by Sunday, May 26 at 5:00.

DUE: Complete the survey on Blackboard by Sunday, May 26 at 5:00. You will be asked to

- identify a first, second, and third choice for a topic for writing assignment 2 (planning program case study)
- tell me which writing assignment you want to use as the basis of your oral presentation
- identify a first, second, and third choice for a topic for writing assignment 3 (critical summary of a reading).

2. History of Planning – May 29

Levy, chapters 2-4


DUE: WA3 - If you are assigned to an article slated for discussion on June 5, submit writing assignment 3 by Sunday, June 2 at 5:00.


Levy, chapters 8 and 9


Rolf Pendall, et al. (2006): “From Traditional to Reformed: A Review of the Land Use Regulations in the Nation’s 50 largest Metropolitan Areas. Brookings Institution, Washington, DC Read through page 9 and then skim the rest closely enough that you get a feel for the different mechanisms.

Levy, chapters 5
Krueckeberg, 1995 - The Difficult Character of Property

OPTIONAL:
- Strong, et al. (1996) – Property Rights and Takings

**DUE:** Submit your presentation on Blackboard by noon today if you are doing an oral presentation of one of the articles slated for discussion today (writing assignment 3).

**DUE:** WA3 - If you are assigned to an article slated for discussion on June 12, submit writing assignment 3 by Sunday, June 9 at 5:00.

**DUE:** WA2 - Tell me your first and second choices of a program and place to study for writing assignment 2 (planning program case study), through Blackboard by Sunday, June 9 at 5:00.

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4. Interest Groups and the Community Interest – June 12

Levy, chapter 6

Burchell (1988) – Planning and Politics

Davidoff (1965) - Advocacy and Pluralism in Planning

Lisa Peattie (1968) – Reflections on Advocacy Planning


Benditt (1973) – The Public Interest


**DUE:** Submit your presentation on Blackboard by noon today if you are doing an oral presentation of one of the articles slated for discussion today (writing assignment 3).

**DUE:** WA3 - If you are assigned to an article slated for discussion on June 19, submit writing assignment 3 by Sunday, June 16 at 5:00.

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5. Citizen Participation and Community Development – June 19

Sherry Arnstein (1969) – Ladder of Citizen Participation


Levy, chapter 11

von Hoffman (2012) - The Past, Present, and Future of Community Development in the United States

Shaw (2007) – Community Development and the Politics of Community

**** Team member assessments
DUE: Submit your presentation on Blackboard by noon today if you are doing an oral presentation of one of the articles slated for discussion today (writing assignment 3).

DUE: Submit at least one original post and at least one thoughtful response to the class discussion board by Sunday, June 23.

DUE: WA2 – If your writing assignment 2 topic is housing, submit through Blackboard by Sunday, June 23 at 5:00.

DUE: WA3 - If you are assigned to an article slated for discussion on June 26, submit writing assignment 3 by Sunday, June 23 at 5:00.

6. Housing – June 26


Schuettz et al., 2009 – Inclusionary Zoning


OPTIONAL:

***Up to three presentations of writing assignment #2 on housing

DUE: Submit your presentation on Blackboard by noon today if you are doing an oral presentation of one of the articles slated for discussion today (writing assignment 3).

DUE: WA2 – If your writing assignment 2 topic is economic development, submit through Blackboard by Sunday, June 30 at 5:00.

DUE: WA3 - If you are assigned to an article slated for discussion on July 3, submit writing assignment 3 by Sunday, June 30 at 5:00.

7. Economic Development– July 3

Levy, chapter 13

Blair, John P. and Robert Premus “Location theory,” in Theories of Economic Development: 3-27.


***Up to three presentations of writing assignment #2 on economic development

DUE: Submit your presentation on Blackboard by noon today if you are doing an oral presentation of one of the articles slated for discussion today (writing assignment 3).

DUE: WA2 – If your writing assignment 2 topic is environment or energy, submit through Blackboard by Sunday, July 7 at 5:00

DUE: WA3 - If you are assigned to an article slated for discussion on July 10, submit writing assignment 3 by Sunday, July 7 at 5:00.


Levy, chapter 15

Hamilton and Stream, 2008 - "Regional Environmental Policy"

Garrett Hardin (1968); Tragedy of the Commons, Science 162 (3859), pp. 1243–1248

***Up to three presentations of writing assignment #2 on environment or energy policy

DUE: Submit your presentation on Blackboard by noon today if you are doing an oral presentation of one of the articles slated for discussion today (writing assignment 3).

DUE: WA2 – If your writing assignment 2 topic is growth management, submit through Blackboard by Sunday, July 14 at 5:00

DUE: WA3 - If you are assigned to an article slated for discussion on July 17, submit writing assignment 3 by Sunday, July 14 at 5:00.

9. Growth Management, Smart Growth, Sustainable Development – July 17

Levy, chapter 14

Godschalk, 2004 - Land Use Planning Challenges: Coping with Conflicts in Visions of Sustainable Development and Livable Communities


***Up to three presentations of writing assignment #2 on growth management, smart growth, or sustainable development

*** Team member assessments

DUE: Submit your presentation on Blackboard by noon today if you are doing an oral presentation of one of the articles slated for discussion today (writing assignment 3).

DUE: submit a second original post and a second thoughtful response to the class discussion board by Sunday, July 21.
Appendix: Detailed Assignments

Individual contributions to all students’ learning:
Participate through attendance, group work, class discussion, and the class discussion board; throughout the term (with milestones for the discussion board)

a) **Attendance:** just for showing up, you earn 5 points per class, up to a maximum of 50 points.

b) **Group work** assignments will be provided in class and will not require work outside of class. Points are awarded on a sliding scale, according to your role in each activity, and how well you carry it out.

   - Report to the class on the group activity, 5 points (max per activity).
   - Lead the group discussion, make sure everyone chips in, take notes, 3 points (max per activity)
   - Play the devil’s advocate, trying to come up with our arguments against your group’s consensus; not every activity is well-suited for this role, 3 point (max per activity)

You will be assigned to a group for weeks 2-5, and then we will have team member assessments on June 19. New groups will be formed for weeks 6-9, and we will have a second round of assessments on July 17.

c) **Class discussions** will center on readings, lectures, presentations, discussion board postings. You can earn 3 points per class by actively participating in general discussions and asking relevant questions, while not dominating the conversation (this is rarely a problem, but it happens). Maximum 30 points.

d) **Class discussion board:** post and discuss planning-related news items, 20 points total.

   - Two original posts with your brief commentary, 100-200 words (be concise!). Post one by Sunday, June 23, and a second one by Sunday, July 21.
   - Two thoughtful responses to somebody else’s original post, 100 - 250 words. Post one by Sunday, June 23, and a second one by Sunday, July 21.
   - You can earn extra points for making one or two additional original posts or thoughtful responses, subject to the same requirements as above. Maximum 10 points (5 points each).

Writing assignment 1:
Write a brief memo based on an in-class exercise during the first night of class. *This is a writing exercise, no research required.* Memos should be well-written and concise. Unexcused late submission will result in a 5-point deduction for >0 to 24 hours late, and an additional 5-point deduction for each subsequent day late.

One of the local public radio stations has a weekly segment on neighborhoods around the D.C. area. You want to nominate your neighborhood because you want to encourage other people to come live there. You have to submit a short essay combining objective facts about your neighborhood and your own feelings about it. Use the points we developed in our in-class exercise as a starting point for this essay.

**Guidelines for writing:**

   - Aim for 3-4 sentences per paragraph. In a memo this short, you have no business going beyond 5 sentences.
   - Try not to allow sentences to go on for more than two lines.
• Start each sentence with a summary or thesis statement. Tell the reader what you are about to talk about, and then use the rest of the paragraph to talk about it.
• Every sentence in the paragraph should support that first sentence. If it doesn't, drop it?
• Avoid starting any sentences with "there is" or "there are."

Required elements:

Paragraph 1:
• State the purpose of the memo. (I've told you the purpose, but still.)
• Write one or two sentences that capture the upshot of what you are trying to communicate.
• Indicate briefly what is in the rest of the memo, like a written-out table of contents.

Paragraph 2: Provide the background on your neighborhood, enough to get the reader oriented.

Paragraph 3: As context, explain how you have come to know enough about your neighborhood to talk about it.

Paragraph 4: Describe the strengths of your neighborhood.

Paragraph 5: Describe the weaknesses or areas for improvement for your neighborhood.

Paragraph 6: Reiterate the key points and provide an action step.

Submit through Blackboard by Sunday, May 26 at 5:00.

Writing assignment 2:
Planning program case study: Drawing on our discussions and related readings, analyze a local housing, community development, economic development, environmental planning, energy, or growth management program of your choice by answering a series of questions, below. This work will involve locating the actual local and/or state government agency responsible for implementing the policy at the local level. This research will also involve making contact with one or more people in the local agency and reviewing documents related to program implementation.

Submit through Blackboard. Length 1000 - 1250 words (4-5 pages, double-spaced); okay to go up to 1500 words maximum. Memos should be well-written and concise, and cited appropriately. Unexcused late submission will result in a 5-point deduction for >0 to 24 hours late, and an additional 5-point deduction for each subsequent day late.

Due dates:
  Housing – discussed in class on June 26; memo due Sunday, June 23 at 5:00pm.
  Economic Development – discussed in class on July 3; memo due Sunday, June 30 at 5:00pm.
  Environmental and Energy Planning – discussed in class on July 10; memo due Sunday, July 7 at 5:00pm.
  Growth Management, Smart Growth, Sustainable Development – discussed in class on July 17; memo due Sunday, July 14 at 5:00pm.

How assignments are made:
• By Sunday, May 26 at 5:00, submit a first, second, and third choice for topic. I will look for a reasonably even distribution across the four topics. I will advise students of assignments within a day or two.
• By Sunday, June 9 at 5:00, tell me which specific program/place you prefer to study, and give me one back-up choice. If more than one student requests the same program, I will go to the back-up choice(s).

For any of these questions, you could potentially go into great detail. Don’t. Focus on the key points. Use headings to help me see that you’ve answered all of the questions.

1. Write an introductory paragraph that summarizes your memo. Although it appears first, you should write it last.
2. Briefly describe the program, including its objectives. How many people, groups, organizations have participated in the program, since when?
3. How does the governing body (or administering agency) measure success? How much progress have they made, over what period of time?
4. Which interests benefit from the program? Which interests suffer?
5. How could you argue that this program serves the community interest? That is, what (potentially lofty, probably implicit rather than explicit) goals are being pursued?

Guidelines for choosing a program to analyze:

• Make sure it is a state, regional or local government program. Authorities are okay, public-private partnerships are okay, federal is off limits. Also avoid choosing a program that explicitly piggybacks on a federal program; that can get very complicated.

• The program should intervene in the land market through incentives. You can think of incentives broadly, to include measures that reduce costs, remove obstacles, or provide opportunities.

• If the program has lots of variations (that is, different provisions for different groups), then pick variation that gives you enough to work with.

• Pick a program that is already in place, rather than a program being proposed.

• If you have background and interest international planning and development, you may propose to write about program being carried out outside of the U.S. Talk to me individually if you want to go this route.

Oral presentation of writing assignment 2
If you use this assignment for your oral presentation, present the key points in your memo and then come up with three questions that we could discuss in class. Go beyond content (“Who benefits from this program?”) to explore how it is related to the concepts that we discussed earlier in the term (“How does this program build on the legacy of earlier land use decisions in the community?”)

Develop a one-page handout or a PowerPoint presentation. You are welcome to use Prezi as long as you submit something that I can use as a handout. Submit your presentation on Blackboard by noon on the day of class when the article is scheduled for discussion. I will make and distribute hard copies for students.
Writing assignment 3:
Write a summary and critical review of one of the class readings (other than the chapters in Levy). Optional readings are eligible for this assignment. Post your memo on Blackboard, for the benefit of other students. Due at 5:00 on the Sunday before the class in which the reading is scheduled to be discussed. Length 800 - 1000 words (3-4 pages, double-spaced). Memos should be well-written and concise, and cited appropriately. Unexcused late submission will result in a 5-point deduction for >0 to 24 hours late, and an additional 5-point deduction for each subsequent day late.

Requirements:
1. Read the article, then choose and describe three to four of the most important aspects (concepts, issues, factual information, etc.) of the reading. Justify your choices.
2. Identify one or two aspects of the reading that you didn’t understand, didn’t find convincing, or left you feeling skeptical. Explain where and how you and the author(s) parted ways.
3. Discuss how one or more ideas in this article relate to something else we discussed earlier in the term, or something you encountered in another class. Explain how the ideas reinforce (or contradict) each other.

How assignments are made: By Sunday, May 26 at 5:00, submit a first, second, and third choice for a reading to summarize. I will advise students of their assignments within a day or two.

Oral presentation of writing assignment 3
If you use this assignment for your oral presentation, present the key points in your memo and then come up with three questions that we could discuss in class. Go beyond content ("What did the author say about X?") to explore the implications for our work in class, applicability beyond the context of the piece, contrast with other areas of policy and administration, and so on ("How does X change our thinking about Y?"). The questions should reflect your curiosity about the topic.

Develop a one-page handout or a PowerPoint presentation. (You are welcome to use Prezi as long as you give me something that I can use as a handout.) Submit your presentation on Blackboard by noon on the day of class when the article is scheduled for discussion. I will make and distribute hard copies for students.

Peer Review of WA1 (optional)
If you wish to participate in the optional peer review, you MUST include a note to that effect when making your submission. You also MUST NOT put your name on your submission. Instead, write your student number on your memo. Use Microsoft Word or text so that reviewers can make annotations. The intention is to achieve a "double-blind" review; the reviewer and reviewee are anonymous.

By participating in peer review, your submission becomes a first draft. You will use comments received through peer review to improve your draft and then resubmit. I will not grade your draft, nor will I assess how well you responded to peer review comments. I will only grade the second submission.

You can earn up to 10 "bonus" points for this assignment, depending on the quality of your review. The review is due by Sunday, June 2 at 5:00pm. Your revised draft is due by Sunday, June 9 at 5:00 pm.
Group Assessment Rubric – students assess other members of their group

<table>
<thead>
<tr>
<th>Skills</th>
<th>4 - Advanced and/or exceeds expectations</th>
<th>3 - Competent and/or meets expectations</th>
<th>2 - Does not fully meet expectations, or meets expectations only inconsistently</th>
<th>1 - Does not meet expectations</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Role Fulfillment</td>
<td>Consistently and skillfully fulfills the assigned role for each activity. Helps others understand their roles as needed. Remains engaged throughout.</td>
<td>Adequately fulfills the assigned role for each activity. Remains reasonably engaged during most activities.</td>
<td>Inconsistently fulfills the assigned role for each activity. Remains somewhat or inconsistently engaged during most activities.</td>
<td>Does not fulfill the assigned role for each activity. Usually or always disengaged.</td>
</tr>
<tr>
<td>Ability to Communicate</td>
<td>Always listens to, shares with, and supports the efforts of others. Provides effective feedback to other members. Relays a great deal of relevant information</td>
<td>Usually listens to, shares with, and supports the efforts of others, but might talk too much, sometimes. Provides some effective feedback to others. Relays some basic and generally relevant information.</td>
<td>Inconsistently listens to, shares with, and supports the efforts of others. Either usually does most of the talking and rarely listens to others OR contributes little to discussions. Provides little feedback to others. Relays very little information.</td>
<td>Rarely listens to, shares with, or supports the efforts of others. Either talks too much and never listens or does not talk at all.</td>
</tr>
<tr>
<td>Preparation</td>
<td>Contributes to group activities in a way that suggests mastery of assigned readings and tasks assigned in preparation for group activities.</td>
<td>Demonstrates familiarity with assigned readings and tasks, but does seem to have given them much thought in preparation for group activities.</td>
<td>Prepares for group work inconsistently.</td>
<td>Provides no feedback to others. Does not relay any information to teammates. Work is generally sloppy and incomplete, contains excessive errors, and is mostly late.</td>
</tr>
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</table>
University and Class Policies

The Syllabus: This syllabus is your guide to the course. If any questions arise, please check the syllabus before contacting me. Sound educational practice requires flexibility and I may revise content during the semester.

Late or Missed Class: Attendance is required. Any unexcused absence will result in a deduction from your grade. If you are late or absent from class, it is your responsibility to obtain all announcements, assignments, and handouts from Blackboard or from your classmates.

Submission of Written Work Products: It is your responsibility to make sure that you are able to access Blackboard to make your submissions on time. All work must be submitted by the assigned due date in order to receive full credit. Only extreme circumstances warrant exceptions. Unexcused late submissions will be marked down for each day that they are late.

Academic Honesty: All examinations and other graded work products are to be completed in conformance with the George Washington University Code of Academic Integrity. It states, in part: “Academic dishonesty is defined as cheating of any kind, including misrepresenting one’s own work, taking credit for the work of others without crediting them and without appropriate authorization, and the fabrication of information.” Note especially the definition of plagiarism: “intentionally representing the words, ideas, or sequence of ideas of another as one’s own in any academic exercise; failure to attribute any of the following: quotations, paraphrases, or borrowed information.” For the remainder of the code, see: http://www.gwu.edu/~ntegrity/code.html. You may also wish to consult the Office of Student Judicial Services web page (http://gwired.gwu.edu/osjs/Policies/) for more information about standards for conduct as well as your rights as a student.

Incomplete: You must consult with me to obtain an incomplete no later than the last day of classes in the semester. At that time, you will fill out the CCAS contract for incompletes for both of us to sign, and you will submit a copy to the School Director. Please visit http://www.gwu.edu/~ccas/faculty/files/Incomplete_polio.pdf for the complete CCAS policy on incompletes, and consult the TSPPPA Student Handbook.

Changing Grades after Completion of Course: No changes can be made in grades after the conclusion of the semester, other than in cases of clerical error.

Accommodation for Students with Disabilities: If you need extra time on exams or assignments due to a disability, let me know in the first week of class. Any student who may need an accommodation based on the potential impact of a disability should also contact the Disability Support Services office at 202-994-8250 in the Marvin Center, Suite 242, to establish eligibility and to coordinate reasonable accommodations. For additional information please refer to: http://gwired.gwu.edu/dss/

University Counseling Center: The University Counseling Center (UCC), 202-994-5300, offers 24/7 assistance and referral to address students’ personal, social, career, and study skills problems. Services for students include: crisis and emergency mental health consultations; confidential assessment, counseling services (individual and small group), and referrals. http://gwired.gwu.edu/counsel/CounselingServices/AcademicSupportServices.

Security: In the case of an emergency, if at all possible, the class should shelter in place. If the building that the class is in is affected, follow the evacuation procedures for the building. After evacuation, seek shelter at a predetermined rendezvous location.

University Policy on Religious Holidays:

1. Students should notify faculty during the first week of the semester of their intention to be absent from class on their day(s) of religious observance;

2. Faculty should extend to these students the courtesy of absence without penalty on such occasions, including permission to make up examinations;

3. Faculty who intend to observe a religious holiday should arrange at the beginning of the semester to reschedule missed classes or to make other provisions for their course-related activities

For other university policies on teaching, see http://www.gwu.edu/~academic/Teaching/main.htm.