Nancy Y. Augustine, PhD       nya@gwu.edu       Office: MPA 601K / C

Office Hours: Saturdays and Thursdays, 5:00 – 5:45
Also available by appointment most days of the week
Online office hours: Mondays, 12:00pm – 1:00 pm

Class meeting: Tuesdays, 6:10 – 8:45pm       Monroe 451 (2115 G Street, NW)
May 19, 2013 – July 26, 2013

Required text:
Planning in the USA, 4th edition (2014). J. Barry Cullingworth, Roger Caves. Routledge. This textbook is readily available from many online vendors for purchase or rent, and in electronic or hard copy. I am aware you can get a digital rental at Coursesmart:
http://www.coursesmart.com/IR/3563179/9780415506960?__hdv=6.8

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
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.
Student Learning Outcomes

Students will develop knowledge and skills to enable them to:

- Understand and present arguments for and against government interventions in land use, housing, economic development, environment and energy, and growth management.
- 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.
- Communicate clearly about land use issues in writing and orally.

Method of Instruction and Classroom Policies

I see my role as a combination lecturer and facilitator. I will spend part of class time conveying information to you. But deeper learning takes place when students themselves make the connections, apply concepts, discuss implications, ask questions, and consider options. I use a variety of techniques to make that happen.

Attendance is required, but I realize that this might not always be possible. Contact me as soon as you know that you will be absent. I will deduct 1 point from your overall score for unexcused absence.

I use Blackboard extensively. Please check it regularly. I will use the Announcements and the discussion board for non-time sensitive notices, new materials, and discussion. An area of the course home page is supposed to alert you to new content, upcoming due dates, and posting of grades.

I have set up a discussion board for your questions and comments about class. Help me keep class email straight by asking questions or making comments through the discussion board on Blackboard. Bonus, everyone gets to benefit from the answer. Feel free to start a new thread or add to somebody else’s. Email me directly about an upcoming absence or other personal matters.

Most days of the week, I am in my office on campus. You are welcome to stop by any time that my door is open. You are welcome to stop by any time that my door is open. I am also available for appointments or you can come during office hours.

Laptops and similar devices are allowed, with conditions. I want you to be able to consult the textbook during class (if you have an electronic version) and take notes, and from time to time our discussions warrant looking something up on the internet. At the same time, technology can be a distraction to you, to the students around you, and to me. When you are engaged with your device, you create a dead zone in the class. Therefore, I invite you to use such devices, but only for activities that contribute to your or others’ learning experience in the class.
Unexcused late submissions will result in a 5 percentage point deduction for >0 to 12 hours late, and an additional 5 percentage point deduction for each additional 12-hour period late.

Assignments

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<th>Assignment</th>
<th>Points</th>
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<td>Individual contributions</td>
<td>30</td>
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<td>Neighborhood memo</td>
<td>10</td>
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<tr>
<td>Current planning issue</td>
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<tr>
<td>Weekly reading checks</td>
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<tr>
<td>Wrap-up writing assignment</td>
<td>30</td>
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<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
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Individual contributions to all students' learning (30 points)

Participate through attendance, group work, class discussion, and the class discussion board; throughout the term (with milestones for the discussion board)

a) In-class contributions (10 points)
   - Group work assignments will be provided in class and will not require work outside of class.
   - Class discussions will center on readings, lectures, presentations, discussion board postings.

b) Class blog: 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 11:59pm on Sunday, June 22, and a second one by 11:59pm on Sunday, July 13.
   - Two thoughtful responses to somebody else’s original post, 100 - 250 words. Post one by 11:59pm on Sunday, June 22, and a second one by 11:59pm on Sunday, July 13.

Assignment 1: Neighborhood memo (10 points)

Write a brief memo based on an in-class exercise during the first night of class. This is a writing exercise, no research required. Submit through Blackboard by Tuesday, May 27 at noon. Assignment details posted on Blackboard.

Assignment 2: Current planning issue (20 points)

For this assignment, you choose one of two options.

OPTION 1: Attend and report on a planning commission public hearing on a land use proposal. Write a 1000-1250 word memo. Due by 11:59pm on Sunday, July 6. Assignment details posted on
Blackboard: You do not have to make a formal presentation, but be prepared to discuss your report in class on July 8.

OPTION 2: Research and report on a specific land use planning proposal currently in the news. Write a 1500-2000 word memo. Assignment details posted on Blackboard. Due by 11:59pm on Sunday, July 13. You do not have to make a formal presentation, but be prepared to discuss your report in class on July 15.

Assignment 3: Weekly reading checks (10 points total)
In preparation for weeks 2-9, complete an open-note reading check on Blackboard. The purpose of the reading check is two-fold. First, the study questions (posted on Blackboard in advance) are intended to guide your reading, to make sure that you get the key factual material. Second, I can skip spending class time going over the factual material. We can get right to the applications, implications, and analysis.

The reading check is a “test” on Blackboard. You may take it up to three times. Each time you take it, Blackboard will select five questions at random from the study guide. Your average for the eight reading checks will count as 10 points of your total for the class. Due by 11:59pm on the night before class.

Assignment 4: Wrap-up Writing Assignment (30 points)
The final writing assignment will cover readings, in-class discussions, and group activities.

On July 15, I will give you a list of up to ten study questions.

On July 22 at noon, I will post a subset of those questions to answer. You can expect to answer more than one question, and you can expect to have some choice.

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

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
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<tbody>
<tr>
<td>T, May 20</td>
<td>1. Introduction to Planning</td>
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<tr>
<td>T, May 27</td>
<td>2. Urbanization and legacy *</td>
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<td>T, June 3</td>
<td>3. Tools of Planning *</td>
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<td>5. Sustainability and Growth Management *</td>
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<td>Su, June 22</td>
<td>6. Environmental Planning*</td>
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<td>T, June 24</td>
<td>7. Transportation *</td>
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<td>Su, July 6</td>
<td>8. Housing *</td>
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<td>T, July 8</td>
<td>9. Economic Development *</td>
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<tr>
<td>Su, July 13</td>
<td>DUE by 11:59pm: Class blog two original posts with your brief commentary; two thoughtful responses to somebody else’s original post,</td>
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<tr>
<td>T, July 15</td>
<td>DUE by 11:59pm: Current planning issue (option 2)</td>
</tr>
<tr>
<td>T, July 22</td>
<td>DUE by 11:59pm: Wrap-up writing assignment</td>
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* Reading check due by 11:59pm on the night before class.
## Detailed Class Schedule

### 1. Introduction to Planning – May 20

**Cullingworth**

- Chap 1, The nature of planning: p 9-40 (entire chapter)

**DUE by 12:00 pm (noon) on Tuesday, May 27:** Submit neighborhood memo

### 2. Urbanization and legacy – May 27

**Cullingworth**

- Chap 2, Urbanization: p41 – 54 (entire chapter)
- Chap 3, Governing and planning urban areas:
  - p 58 – 60 (“Basic needs for government;” “Privatism;” “The growth of public powers”)
  - p 68 (“Regional planning”) – 75

**DUE by 11:59pm on Monday, May 26:** Reading check

### 3. Tools of Planning – June 3

**Cullingworth**

- Part 2 introduction: p 95-96
- Chap 6, The institutional and legal framework of planning and zoning: p 110 – 112; p 116 – 123
- Chap 7, The comprehensive plan: p 126 – 140
- Chap 8, The Techniques of Zoning and Subdivision Regulations: p 142-143; p 160 (“Exclusionary Zoning”) – 164

**DUE by 11:59pm on Monday, June 2:** Reading check

### 4. Community Development– June 10

**Cullingworth**

- Chap 16, Community and Economic Development: p 370 – 380 (middle); p 384 – 392

Davidoff (1965) - Advocacy and Pluralism in Planning
Sherry Arnstein (1969) – Ladder of Citizen Participation

**DUE by 11:59pm on Monday, June 9:** Reading check
5. **Sustainability and Growth Management – June 17**

Cullingworth

- Part 3 introduction: p 195
- Chap 4, Planning and Sustainability: p 78 - 92
- Chap 10, Growth Management and Local Government: p 196 – 197 (middle); p 200 (middle) – p 211

**DUE by 11:59pm on Monday, June 16:** Reading check

**DUE by 11:59pm on Sunday, June 22:** Class blog two original posts with your brief commentary; two thoughtful responses to somebody else’s original post,

6. **Environmental Planning – June 24**

Cullingworth:

- Chap 12, Environmental Policy and Planning: p 245 - 281
- Chap 13, The Limits of Environmental Policy: p 282 – 288 (top)

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

**DUE by 11:59pm on Monday, June 23:** Reading check

7. **Transportation – July 1**

Cullingworth:

- Chap 14, Transportation: p 304 - 332

**DUE by 11:59pm on Monday, June 30:** Reading check

**DUE by 11:59pm on Sunday, July 6:** Current planning issue (option 1)

8. **Housing – July 8**

Cullingworth


**DUE by 11:59pm on Sunday, July 13:** Class blog two original posts with your brief commentary; two thoughtful responses to somebody else’s original post,

**DUE by 11:59pm on Sunday, July 13:** Current planning issue (option 2)

**DUE by 11:59pm on Monday, July 7:** Reading check

Cullington

- Chap 16, Community and Economic Development: p 380 (middle) – 384 (top)

Peters, Alan and Peter Fisher (2004) “The failure of economic development incentives,” Journal of the American Planning Association 70:1, pp. 27-37. You do not have to understand their research methodology; you can skim this section.

DUE by 11:59pm on Monday, July 14: Reading check

10. Wrap-up Writing Assignment – July 22

No class meeting. The exam will be available at noon on Thursday, July 22, and is due by 11:59pm

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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 and 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.

**Incompletes:** 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_poli0.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.