

## ***Course Syllabus – Urban Planning and Policy***

### **Course Information**

Course number –GEOG - 3377

Course title – URBAN PLANNING AND POLICY

Term –FALL 2009

Section – 501

Classroom – CN 1.304

Time –Tuesday/Thursday, 1:00 - 2:15 pm

### **Professor Contact Information**

Name – Dr. Irina Vakulenko

Phone number – 972-883-6718

Email – ivakulenko@utdallas.edu (best way to contact me)

Office location – GR 3.812

Office hours – Tuesday/Thursday 11:30 am -12:30 pm; by appointment

Other information: I do not read WebCT email or use WebCT until further notice. Please send email directly to the address above.

### **Course Pre-requisites, Co-requisites, and/or Other Restrictions**

There are no formal prerequisites for this course. General academic skills of analytical thinking, comparison, essay writing, working with statistical material, map reading will be helpful.

### **Course Description**

This course explores important substantive areas and concepts in the field of urban and regional planning and current urban planning and policy issues and debates. Topics include: forces that have historically guided and are currently guiding U.S. urbanization; land use, growth management, transportation and traffic congestion, economic development, housing and community development, environmental planning; legal, environmental, governmental contexts.

### **Student Learning Objectives/Outcomes**

- Provide an overview of the various fields within planning, such as housing, community development, transportation, environmental planning, urban sprawl and growth management. Our focus will be on the major policy issues and problems within each of the fields.
- Introduce some of the major debates and issues in urban policy and politics nationally and regionally.
- Students will enhance their skills in conducting research, applying source material, discussing general information, and applying logical process when writing.

- Oral presentations and debating arguments will be practiced as a tool of coming to a personal conclusion in regard to policy proposals based on educated and research substantiated ground.

### Required Textbooks and Materials

Contemporary Urban Planning. 8<sup>th</sup> edition. By John M. Levy, Upper Saddle River, NJ: Prentice Hall, Inc. 2009. ISBN-13: 978-0-13-602545-0. We also will read a number of articles that are available through online resources.\*

### Suggested Course Materials

Students are expected to take notes during PowerPoint presentations, make notes while reading chapters and other assigned materials, and complete the assignments listed in the syllabus by a due date.

### Assignments & Academic Calendar

#	Date	Topic	Reading & Assignments
1	8/20	Introduction. Urbanization of America before the 20 <sup>th</sup> century.	Ch 1, 2
2	8/25	Urban trends in the 20 <sup>th</sup> century.	Ch 2
3	8/27	The history of planning before the Great Depression.	Ch 3
4	9/1	The history of planning since 1930s.	Ch 4
5	9/3	National Planning in the United States.	Ch 17
6	9/8	Planning Theory.	Ch 19
7	9/10	Test 1	10%
8	9/15	The legal basis of planning.	Ch 5
9	9/17	The legal basis of planning.	Ch 5
10	9/22	Planning and politics.	Ch 6
11	9/24	The social issues in planning.	Ch 7
12	9/29	The comprehensive plan and tools of land use planning.	Ch 8,9
13	10/1	Guest speaker on tools of land use planning.	
14	10/6	Role of outside investments and forces beyond local control.	Ch 9
15	10/8	Test 2	10%
16	10/13	Urban Design.	Ch 10
17	10/15	Debate over urban sprawl vs. smart growth: should sprawl it be allowed or discouraged?	Presentations and Policy Briefs on Topic 1 are due. 10%
18	10/20	Urban renewal and community development	Ch 11
19	10/22	Voucher program vs. public housing: which approach will alleviate a housing problem better?	Presentations and Policy Briefs on Topic 2 are due. 10%
20	10/27	Transportation planning.	Ch 12

21	10/29	Debate on toll ways vs. freeways: What do urban planners need to do to alleviate the congestion?	Presentations and Policy Briefs on Topic 3 are due. <b>10%</b>
22	11/3	Economic development planning.	Ch 13
23	11/5	Growth management and sustainable development.	Ch 14
24	11/10	Environmental and energy planning.	Ch 15
25	11/12	Development vs. conservation: what approach will benefit citizens more and should be adopted by urban planners?	Presentations and Policy Briefs on Topic 4 are due. <b>10%</b>
26	11/17	Planning for metropolitan regions.	Ch 16
27	11/19	Test 3	<b>10%</b>
28	11/24	Planning in other nations.	Ch 18
29	12/1	Planning in other nations.	Ch 18 Research papers are due. <b>15%</b>
30	12/3	Review.	Collect up to 2 bonus points to your final grade.
31	12/10	Final Exam on December 10 at 11 am.	<b>CN 1.304 15%</b>

### Grading Policy

Your course grade will be comprised of three tests (10% each), participation and presentation at the mock urban policy debates (group project -10%), three policy briefs (10% each), one research paper (15%), and a final exam – 15%.

Every **test** will consist of 20 multiple choice questions over the covered material, 2 short answer questions asking for opinion, and one actual urban planning situation described in a paragraph to comment on like what is problematic in this situation and what needs to be done to resolve it in a professional manner. No makeup tests. (Individual consideration may be given in case of overwhelming circumstances).

There are 4 topics for discussion included in the syllabus addressing challenges in various fields of planning. ¼ of the students will be responsible for **presenting** pros (about 5 people) and cons (about 5 people) in regard to one topic selected as a research paper. After listening to one opinion (5 min presentation) the floor will be open for questions and discussion, then another person in a 5 min presentation will defend the opposite point of view followed by more discussion. All the students will have to prepare Policy Briefs for discussion topics they do not need to present on and are expected to ask questions and provide comments. Rotation of topics will allow every student to participate in the course of the semester. The total of 10 **participation points** (my initials on your participation tag) for contribution to the discussion equals 1 **bonus point** to the final grade. A subgroup of 5 or so students will determine the participation level of each participant in the project.

Each **policy brief** is a 3 double-space pages long paper (excluding your bibliography of at least 4 sources) summarizing and synthesizing the assigned readings and lecture materials covered in

class. No additional outside readings are required for the policy briefs. You should highlight the key issues of the debate. For example, what are the main reasons scholars argue about the issue? What are the main arguments against either a course of action? You will not write a policy brief on the topic for which you make an in-class presentation and write a research paper. Policy Briefs must be turned in the day of the discussion in class. E-mail it within 24 hours – lose 10% of the grade; turn in next time – your grade is BASED on 70 points max; not accepted after the following class. No exceptions.

Your **research paper** and presentation will be on the same topic. The paper will expand your knowledge on the issue by incorporating all the criticisms, suggestions, and comments made at a mock debate (so keep record of what is being said in the class). Your paper will present two opposite views on the problem and then you will express your point of view, and support your argument with the relevant scholarly literature. Research papers must be 8 double-spaced pages long, excluding your bibliography. You must include outside resources beyond those listed for suggested reading, such as academic journal articles which you find through your library research. All references used must be appropriately cited. Your research paper is due in class on December 1.

The Final Exam is comprehensive and includes multiple choice questions, short answer questions and a short essay.

Another **bonus point** is assigned to those students who have perfect attendance (missed no more than 2 sessions) and can produce a set of notes covering EVERY topic discussed in class, including those missed as well as notes on recommended reading.

**\*Suggested Reading:**

The Urban Institute [www.urban.org](http://www.urban.org)

The Brookings Institution [www.brook.edu](http://www.brook.edu)

U.S. Dept. of Housing and Urban Development [www.hud.gov](http://www.hud.gov)

Center for Urban Policy Research [www.policy.rutgers.edu/cupr](http://www.policy.rutgers.edu/cupr)

Comprehensive Plan for Dallas <http://www.forwarddallas.org/news/item.php?id=67>

American Planning Association <http://www.planning.org/publications/>

On Urban Sprawl

[http://gulliver.trb.org/publications/tcrp/tcrp\\_rpt\\_39-a.pdf](http://gulliver.trb.org/publications/tcrp/tcrp_rpt_39-a.pdf)

<http://www.hro.house.state.tx.us/focus/sprawl.pdf>

<http://www.newurbanism.org/sprawlcosts.html>

<http://www.sierraclub.org/sprawl/report00/sprawl.pdf>

<http://www.celsias.com/article/modeling-digital-cities-smart-urban-growth/>

<http://www.plannersweb.com/articles/sprawl-articles.html>

On Housing Programs

[http://www.hud.gov/offices/pih/programs/hcv/about/fact\\_sheet.cfm](http://www.hud.gov/offices/pih/programs/hcv/about/fact_sheet.cfm)

<http://www.hud.gov/renting/phprog.cfm>

<http://www.mackinac.org/article.aspx?ID=120>

[http://www.mi.vt.edu/data/files/hpd%209\(2\)/hpd%209\(2\)\\_mcclure.pdf](http://www.mi.vt.edu/data/files/hpd%209(2)/hpd%209(2)_mcclure.pdf)

<http://www.dhadal.com/>

<http://www.texashousing.org/issues/phref/phref.html>

On Alleviating the Traffic Congestion

<http://www.dart.org/2030plan/DART2030PlanJan2007.pdf>

<http://www.nctcog.org/trans/mtp/2030/ExecSum0708.pdf>

<http://www.transact.org/states/default.asp?state=texas>

<http://reason.org/areas/>

<http://www.35wcoalition.com/UploadFiles/DMN%207-5-09%20Long%20a%20leader%20in%20toll-road%20pursuits,%20Texas%20taps%20the%20brakes%20on%20efforts.pdf>

On Development vs. Conservation of Environment

<http://www.gdrc.org/uem/documents.html>

<http://www.h-net.org/~environ/historiography/usurban.htm>

<http://www.epa.gov/dced/pdf/built.pdf>

[http://www.cityofno.com/Portals/Portal52/Resources/mp\\_Chapter%205%20-%20Natural%20and%20Physical%20Environment.pdf](http://www.cityofno.com/Portals/Portal52/Resources/mp_Chapter%205%20-%20Natural%20and%20Physical%20Environment.pdf)

<http://www.communitiescount.org/uploads/pdf/archives/2008%20Report/Natural%20&%20Built%20Environment%202008.pdf>

[http://www.wmf.org/pdf/pubs\\_sus\\_urban.pdf](http://www.wmf.org/pdf/pubs_sus_urban.pdf)

<http://www.ulpfa.org/About.html>

## **Course & Instructor Policies**

Attendance is crucial for the successful learning and will be taken each class. A good set of class notes will be extremely helpful if you plan excelling in this course.

Attendance and class participation will be used as deciding factors for borderline students. No makeup tests. (Individual consideration may be given in case of overwhelming circumstances).

**Field Trip Policies** Not Applicable

**Off-campus Instruction and Course Activities** Not Applicable

*Off-campus, out-of-state, and foreign instruction and activities are subject to state law and University policies and procedures regarding travel and risk-related activities. Information regarding these rules and regulations may be found at the website address [http://www.utdallas.edu/BusinessAffairs/Travel\\_Risk\\_Activities.htm](http://www.utdallas.edu/BusinessAffairs/Travel_Risk_Activities.htm). Additional information is available from the office of the school dean. Below is a description of any travel and/or risk-related activity associated with this course.*

## **Student Conduct & Discipline**

The University of Texas System and The University of Texas at Dallas have rules and regulations for the orderly and efficient conduct of their business. It is the responsibility of each student and each student organization to be knowledgeable about the rules and regulations which govern student conduct and activities. General information on student conduct and discipline is contained in the UTD publication, *A to Z Guide*, which is provided to all registered students each academic year.

The University of Texas at Dallas administers student discipline within the procedures of recognized and established due process. Procedures are defined and described in the *Rules and Regulations, Board of Regents, The University of Texas System, Part 1, Chapter VI, Section 3*, and in Title V, Rules on Student Services and Activities of the university's *Handbook of Operating Procedures*. Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations (SU 1.602, 972/883-6391).

A student at the university neither loses the rights nor escapes the responsibilities of citizenship. He or she is expected to obey federal, state, and local laws as well as the Regents' Rules, university regulations, and administrative rules. Students are subject to discipline for violating the standards of conduct whether such conduct takes place on or off campus, or whether civil or criminal penalties are also imposed for such conduct.

## **Academic Integrity**

The faculty expects from its students a high level of responsibility and academic honesty. Because the value of an academic degree depends upon the absolute integrity of the work done by the student for that degree, it is imperative that a student demonstrate a high standard of individual honor in his or her scholastic work.

Scholastic dishonesty includes, but is not limited to, statements, acts or omissions related to applications for enrollment or the award of a degree, and/or the submission as one's own work or material that is not one's own. As a general rule, scholastic dishonesty involves one of the following acts: cheating, plagiarism, collusion and/or falsifying academic records. Students suspected of academic dishonesty are subject to disciplinary proceedings.

Plagiarism, especially from the web, from portions of papers for other classes, and from any other source is unacceptable and will be dealt with under the university's policy on plagiarism (see general catalog for details). This course will use the resources of turnitin.com, which searches the web for possible plagiarism and is over 90% effective.

## **Email Use**

The University of Texas at Dallas recognizes the value and efficiency of communication between faculty/staff and students through electronic mail. At the same time, email raises some issues concerning security and the identity of each individual in an email exchange. The university encourages all official student email correspondence be sent only to a student's U.T. Dallas email address and that faculty and staff consider email from students official only if it originates from a UTD student account. This allows the university to maintain a high degree of confidence in the identity of all individual corresponding and the security of the transmitted information. UTD furnishes each student with a free email account that is to be used in all communication with university personnel. The Department of Information Resources at U.T. Dallas provides a method for students to have their U.T. Dallas mail forwarded to other accounts.

## **Withdrawal from Class**

The administration of this institution has set deadlines for withdrawal of any college-level courses. These dates and times are published in that semester's course catalog. Administration procedures must be followed. It is the student's responsibility to handle withdrawal requirements from any class. In other words, I cannot drop or withdraw any student. You must do the proper paperwork to ensure that you will not receive a final grade of "F" in a course if you choose not to attend the class once you are enrolled.

## **Student Grievance Procedures**

Procedures for student grievances are found in Title V, Rules on Student Services and Activities, of the university's *Handbook of Operating Procedures*.

In attempting to resolve any student grievance regarding grades, evaluations, or other fulfillments of academic responsibility, it is the obligation of the student first to make a serious effort to resolve the matter with the instructor, supervisor, administrator, or committee with whom the grievance originates (hereafter called "the respondent"). Individual faculty members retain primary responsibility for assigning grades and evaluations. If the matter cannot be resolved at that level, the grievance must be submitted in writing to the respondent with a copy of the respondent's School Dean. If the matter is not resolved by the written response provided by the respondent, the student may submit a written appeal to the School Dean. If the grievance is not resolved by the School Dean's decision, the student may make a written appeal to the Dean of Graduate or Undergraduate Education, and the dean will appoint and convene an Academic Appeals Panel. The decision of the Academic Appeals Panel is final. The results of the academic appeals process will be distributed to all involved parties.

Copies of these rules and regulations are available to students in the Office of the Dean of Students, where staff members are available to assist students in interpreting the rules and regulations.

### **Incomplete Grade Policy**

As per university policy, incomplete grades will be granted only for work unavoidably missed at the semester's end and only if 70% of the course work has been completed. An incomplete grade must be resolved within eight (8) weeks from the first day of the subsequent long semester. If the required work to complete the course and to remove the incomplete grade is not submitted by the specified deadline, the incomplete grade is changed automatically to a grade of F.

### **Disability Services**

The goal of Disability Services is to provide students with disabilities educational opportunities equal to those of their non-disabled peers. Disability Services is located in room 1.610 in the Student Union. Office hours are Monday and Thursday, 8:30 a.m. to 6:30 p.m.; Tuesday and Wednesday, 8:30 a.m. to 7:30 p.m.; and Friday, 8:30 a.m. to 5:30 p.m.

The contact information for the Office of Disability Services is:

**The University of Texas at Dallas, SU 22**

**PO Box 830688**

**Richardson, Texas 75083-0688**

**(972) 883-2098 (voice or TTY)**

Essentially, the law requires that colleges and universities make those reasonable adjustments necessary to eliminate discrimination on the basis of disability. For example, it may be necessary to remove classroom prohibitions against tape recorders or animals (in the case of dog guides) for students who are blind. Occasionally an assignment requirement may be substituted (for example, a research paper versus an oral presentation for a student who is hearing impaired). Classes enrolled students with mobility impairments may have to be rescheduled in accessible facilities. The college or university may need to provide special services such as registration, note-taking, or mobility assistance.

It is the student's responsibility to notify his or her professors of the need for such an accommodation. Disability Services provides students with letters to present to faculty members to verify that the student has a disability and needs accommodations. Individuals requiring special accommodation should contact the professor after class or during office hours.

### **Religious Holy Days**

The University of Texas at Dallas will excuse a student from class or other required activities for the travel to and observance of a religious holy day for a religion whose places of worship are exempt from property tax under Section 11.20, Tax Code, Texas Code Annotated.

The student is encouraged to notify the instructor or activity sponsor as soon as possible regarding the absence, preferably in advance of the assignment. The student, so excused, will be allowed to take the exam or complete the assignment within a reasonable time after the absence: a period equal to the length of the absence, up to a maximum of one week. A student who notifies the instructor and completes any missed exam or assignment may not be penalized for the absence. A student who fails to complete the exam or assignment within the prescribed period may receive a failing grade for that exam or assignment.

If a student or an instructor disagrees about the nature of the absence [i.e., for the purpose of observing a religious holy day] or if there is similar disagreement about whether the student has been given a reasonable time to complete any missed assignments or examinations, either the student or the instructor may request a ruling from the chief executive officer of the institution, or his or her designee. The chief executive officer or designee must take into account the legislative intent of TEC 51.911(b), and the student and instructor will abide by the decision of the chief executive officer or designee.

***These descriptions and timelines are subject to change at the discretion of the Professor.***