

URP 5939/4936: Consequences of Planning
Syllabus, Spring 2018

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Class Times: M/W, 11:00 am to 12:15 pm
Location: BEL 111
Office Hours: M/W, 9:30 am to 10:45 am; Tue, 1:30 pm to 3:30 pm

Required Readings

Readings are available on Canvas or via the Internet. A more comprehensive bibliography will be provided in class and on Canvas as well.

Course Description & Objectives

This course is an interactive seminar focused on collective decisionmaking in public settings grounded in empirical research. The seminar is designed to simulate real-world planning policy challenges, problems, and dilemmas, and to identify effective strategies for moving toward a solution consistent with community values and priorities. Each discussion topic centers on a core group of readings that outline empirical findings or present varying perspectives on the value and effectiveness of a planning project, program or objective. The course is intended to develop and hone skills essential to the effective practice of planning, harnessing the full diversity of viewpoints within a community, and to familiarize students with a broad range of research in the academic and professional literature that impacts day-to-day planning practice.

At the end of this course, students will be able to:

1. Identify, develop and present alternative viewpoints on controversial issues in urban policy and planning.
2. Differentiate between opinion, conjecture, and fact.
3. Navigate and synthesize academic literature in the disciplines of urban planning, public administration, economics, political science, and law among others.
4. Apply tools for identifying areas of common ground and resolving conflict in public settings applicable to the practice of urban planning.
5. Identify, critically evaluate, and devise strategies for overcoming barriers to urban development through public policy.

The first session of each week focuses on the assigned readings, how to interpret the results, and understand the meaning for planning practice. The second session is structured as a participatory debate/discussion not substantially different from what planners routinely experience at a public hearing, city commission meeting, or high level agency staff meeting. The final 30 minutes of the second class is designed to discuss “lessons learned” and practical ways for moving policy forward. This is a highly participatory class. ***Students cannot be successful unless they attend class and participate!***

Grading Policy & Scale

This course will use a standard grading scale to evaluate student performance: A (93+), A- (90-93), B+ (87-89), B (84-86), B- (80-83), C+ (77-79), C (74-76), C- (70-73), D or lower (55).

The following criteria are generally applied to determining grades:

A = Superior performance. Papers/presentations have clearly articulated and organized arguments without fundamental or minor errors in analysis. The arguments are grounded in facts and/or evidence, and the presentation provides insight into the most important issues addressed by the researcher or analyst. A presentation or paper receiving a grade in the “A” range would be suitable for presentation in a professional environment.

B = Above average. Papers/presentations are thoughtful, reflective, and integrate insight and evidence to make a consistent argument. Research and evidence is accurately and fairly presented with no fundamental errors. A paper or presentation receiving a grade in the “B” range would need improvement before being acceptable in a professional environment.

C = Average. Papers/presentations in this range may be organized and well articulated, and the core arguments may be fundamentally sound, but they suffer from inadequate support, poor understanding of the material, and/or include errors. These presentations and papers are not acceptable in a professional environment and would need substantial work to achieve that standard.

D = Below Average. Papers/presentations below average typically suffer from fundamental flaws in argument, lack evidence to support their main points, fail to incorporate principal theories and evidence, and are poorly presented.

The final grade will be determined by a weighted average of the following assignments and papers:

Pro/Con/Facilitation(s) presentation	20%
Research presentations (3)	20%
Summary papers (additive)*	10%
SimCity paper	20%
Class Participation & Discussion	30%

*Summary papers will be graded on a scale of 1 for superior performance, 0 for average performance, and -1 for failure to turn the assignment in. The final grade will be the cumulative score for these papers.

Attendance and Participation

This class is designed to maximize the value of participation. Student input and interaction is essential for the class to be successful. Experience has shown that students who fail to attend regularly struggle to achieve at high levels with the assignments. Obviously, attendance is

essential to earning points for Class Participation. Students are graded on their formal presentations as well as their interactive participation in discussions.

Participation grades are determined by the level of interaction within the class through asking questions, participating in discussions, offering constructive criticism, and working within a collegial environment to improve the quality of content discussed in class over the course of the semester.

University Attendance Policy:

Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, and official University activities. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. Consideration will also be given to students whose dependent children experience serious illness. Students are expected to be proactive on these issues and communicate directly with the instructor as these events unfold.

Paper & Presentation Details

You will be expected to make at least three (3) short powerpoint presentations summarizing research, write eleven (11) one-page summary papers, and complete one major paper for this class. All powerpoint presentations must be submitted by email to sstaley@fsu.edu by 5 pm the day before the presentation. Electronic paper and presentation submissions should follow the file naming protocol described below. All presentations **must** follow the **file-naming protocol** outlined below in the syllabus.

Additional details will be provided in class, but a thumbnail summary of each assignment is provided below:

- **Research presentations** (Mondays) consist of a 5-minute powerpoint summary of one of the assigned readings, and 5 minute follow up Q&A from the class. These presentations are made on Tuesdays. Each student is expected to present research at least three (3) times during the semester. All presentations should have a title slide that identifies the research and its author as well as the name of the presenter.
- **Policy Debate**
 - Graduate students will be assigned the role of **facilitator**, a planner who is responsible for managing the debate and discussion with the goal of achieving community consensus or agreement on a strategy for moving forward. Your principal role is to moderate and facilitate the discussion in a way that identifies a “path forward” for the “community”. These discussions typically last 30-45 minutes.
 - Students will be assigned to present a “**pro**” **side** of the week’s discussion questions. They will be expected to make a compelling and dogmatic case in favor of the discussion question based on research and assigned readings. Your primary responsibility is to define the question and provide a summary of key

arguments favoring your position. The formal presentation should be a maximum of 5 minutes.

- Students will also be assigned to present the “**con**” **side** of the argument for the week. You will be expected to make a compelling and dogmatic case against the project/activity/impact of the designated week drawing on research and assigned readings. The formal presentation and rebuttal should be a maximum of 5 minutes.
- The **Summary Papers** are due the Friday following each debate/discussion, and should be submitted electronically to sstaley@fsu.edu by noon. They are reflection papers and should be no longer than one page, single spaced and summarize in bullet form:
 - The key policy/planning question that emerged from the week’s readings & debate,
 - The 3 most compelling points made by the critics of a policy,
 - The 3 most compelling arguments made by supporters, and
 - A short paragraph summarizing what you believe would be the path forward for the community.
- **SimCity simulation paper** (all). This assignment is an exercise in the unexpected. You will be tasked with “growing” a city to over 100,000 population over at least ten (10) decades/periods (100 years). Your paper will summarize this “journey,” identifying points where the city failed to grow, experienced a “take off,” faced specific obstacles to growth, and what you did as the principal planner to facilitate or manage the growth. Your paper must include actions that were effective and ineffective. If you start more than one city, your paper must discuss why your previous cities failed and why you believe the final city was successful. Your summary should focus on “lessons learned” and how they relate to the principles and discussions in class. Please use SimCity versions 3000 or 4000 for the simulations. **Do not use the mobile app version.**
- **SimCity simulation paper** (graduate students). In addition to the requirements listed above, your papers should draw directly on the readings presented and discussed in class to explaining the reasoning behind the choices you have made about growth strategies and investments and the relative of effectiveness of their implementation. You are encouraged to use additional resources as long as they are drawn from professional or academic sources. Your papers should include a reference list, and all works used as references in the paper should be properly cited using the *Chicago Manual of Style* as a guide.

Paper Format and File Naming Protocol

Papers should be typed, single-spaced, use 12-point font size, and have 1-inch margins. Papers should have a title page, and a header and footer that explicitly identify the author, the subject of the paper, **class**, date and page number. All references should be sourced using the author/date reference (e.g., (Staley 2008, p. 12)) with complete sources in a separate reference section listed by last name of the author. Consult the *Chicago Manual of Style* if you have questions. Late summary papers will not be accepted and will be scored a zero.

Papers and presentations should be submitted electronically to [sstaley@fsu.edu](mailto:ssstaley@fsu.edu) with the filename in the following format:

5939[or 4936]Lastnamefirstname[assignment]
(e.g, 5939SmithJohnTODcon or 4936JonesAmandaSimcitypaper)

Presentations and papers submitted without following this protocol will be penalized with a one third grade reduction.

Final Exam

There is no final exam in this course, just a final paper.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

Americans with Disabilities Act:

Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring a letter to the instructor indicating the need for accommodation and what type. Please note that instructors are not allowed to provide classroom accommodation to a student until appropriate verification from the Student Disability Resource Center has been provided. This syllabus and other class materials are available in alternative format upon request. For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center 874 Traditions Way 108 Student Services Building Florida State University Tallahassee, FL 32306-4167 (850) 644-9566 (voice) (850) 644-8504 (TDD) sdrc@admin.fsu.edu <http://www.disabilitycenter.fsu.edu>

Free Tutoring from FSU: On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options at <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity.

Syllabus Change Policy: Except for changes that substantially affect the implementation of the evaluation system (grading), this syllabus serves as a guide for the course and is subject to change. Updates to the course material, changes in expectations, and modifications to

assignments, required readings, and other elements of this course will be communicated via blackboard. Please consult this regularly.

Class Outline

NOTE: Readings are assigned separately from the syllabus and available through Canvas or the Internet.

Week 1 (Drop/Add week): Planning and the politics of collective decisionmaking

Week 2: The role of research in urban planning and policy

Week 3: Growth management, land use and urban form

Week 4: Urban planning, zoning, and housing affordability

Week 5: Transit-Oriented Development I: Economic development

Week 6: Transit-Oriented Development II: Mobility and travel

Week 7: Urban impact of sports stadia and convention centers

Week 8: Business development and tax incentives

Week 9: Brownfield redevelopment and environmental justice

Week 10: Public Private Partnerships

Week 11: SPRING BREAK-NO CLASS

Week 12: SimCity workshop

Week 13: Entrepreneurship & microfinance

Week 14: Suburban “retrofit” and “sprawl repair”

Week 15: Urban slums

Week 16: Simcity workshop

SIMCITY PAPERS DUE MONDAY OF FINALS WEEK @ NOON