

**MPA 681**

**Local Government Planning**

Course Time/Location: Wednesday, 7-9:30 p.m., Ullman 126  
Department of Government and Public Service  
University of Alabama at Birmingham  
Spring 2003

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**Course Objectives**

- 1) To provide students with a general base of knowledge about planning history and practice
- 2) To provide students with an introduction to the methodology used by planners
- 3) To broaden and augment students’ critical reasoning and writing skills.
- 4) To enhance students’ ability to make presentations.

**Course Texts**

Kaiser, et al. (1995). Urban Land Use Planning. Chicago, IL, The University of Illinois Press.

Platt, H.R. (1996). Land Use and Society: Geography, Law and Public Policy. Washington D.C., Island Press.

Smith, H. (1993). The Citizen’s Guide to Planning. Chicago, IL, American Planning Association.

**Course Grading and Requirements**

Component	Points	Due Date(s)
Take-home midterm	25	February 26
Planning Brief	20	By April 30
Economic & Population Analysis Assignment	15	March 26
Research Paper	30	May 7
Participation	10	
<b>Total</b>	<b>100</b>	

### A) Take-home Midterm (25 Points)

This will be an examination over the subject matter for the first part of the course.

#### Grading Criteria and Expectations for Mid-Term

- 1) Be sure to address the question that is being asked.
- 2) Be careful to present your arguments in a logical, organized and coherent manner.
- 3) Make sure to use as many of the readings as you can to answer the question.
- 4) You are responsible for making sure that your paper uses proper grammar, punctuation and follows the rules of Standard English. If you are unclear or uncertain about matters pertaining to these areas, you should consult the UAB English Resource Center. More information is available online at:  
<http://www.uab.edu/english/resources/erc.html>

#### Format Specifications

- 1) Font Size/ Spacing: Papers should be 12 point, double-spaced.
- 2) Margins: Top and bottom margins no larger than 1" (and no smaller than .5") and left and right margins no larger than 1.25" (and no smaller than .75")
- 3) Each page should be numbered (except cover sheet)
- 4) Length: 7-10 pages (excluding bibliography)
- 5) Students should use the APA-published guidelines for in-text citation and bibliography or students may use the Author-Date format as described in *A Manual for Writers of Term Papers, Theses and Dissertations*, by Kate L. Turabian.

#### LATE EXAMS

20% of the total possible points will be deducted each day beyond due date.

#### Plagiarism

Students are responsible for abiding by academic policy regarding plagiarism and fair-use as outlined in the student handbook.

### B) Planning Brief (20 Points)

You will attend and write up a Zoning Hearing at some point in the semester. You may attend a hearing in any of the communities in the area. It is UP TO YOU to find out when and where the event is to be held and to secure transportation to and from the event.

#### Grading Criteria and Expectations for Planning Brief

- 1) The brief demonstrates active listening on the part of the student.
- 2) The brief gives clear description of the issues and their resolution.
- 3) You are responsible for making sure that your paper uses proper grammar, punctuation and follows the rules of Standard English.

#### Format Specifications

- 1) Font Size/ Spacing: Papers should be 12 point, double-spaced.
- 2) Margins: Top and bottom margins no larger than 1" (and no smaller than .5") and left and right margins no larger than 1.25" (and no smaller than .75")
- 3) Each page should be numbered (except cover sheet)
- 4) Length: 3-5 pages

#### LATE PAPERS

No Planning Briefs will be accepted after April 30.

### C) Economic and Population Analysis Assignment (15 Points)

You will conduct a population forecast and do an economic base analysis of some local economy. Instruction will be provided as to how to do this analysis. Formatting specifications will be distributed with the assignment.

### D) One 10-15 page research paper on chosen topic area (30 points)

Your topic should have something to do with planning in the United States. You must let me know what your topic will be by providing me with a topic statement **BY FEBRAURY 5**. The topic statement should be a paragraph in length and describe what you propose to write about.

### Grading Criteria and Expectations for Research Paper

- 1) Thesis is clearly stated, fully developed and detailed.
- 2) Shows substantial depth, fullness, and complexity of thought.
- 3) Demonstrates clear, focused, unified, and coherent organization.
- 4) Quotations are properly introduced, integrated, and formatted.
- 5) You are responsible for making sure that your paper uses proper grammar, punctuation and follows the rules of Standard English.
- 6) Your paper must make maximum use of *scholarly* resources. Use of encyclopedias, popular news magazines such as *Time* or *Newsweek* is not sufficient for writing at this level. You will be expected to use refereed journals, books and “gray literature” as the primary sources for your papers.

### Format Specifications

- 1) Font Size/ Spacing: Papers should be 12 point, double-spaced.
- 2) Margins: Top and bottom margins no larger than 1” (and no smaller than .5”) and left and right margins no larger than 1.25” (and no smaller than .75”)
- 3) Each page should be numbered (except cover sheet)
- 4) Length: 10-15 pages (excluding bibliography)
- 5) Students should use the APA-published guidelines for in-text citation and bibliography or students may use the Author-Date format as described in *A Manual for Writers of Term Papers, Theses and Dissertations*, by Kate L. Turabian.

### LATE PAPERS

20% of the total possible points will be deducted each day beyond the due date.

### Plagiarism

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E) Participation and Good Effort (10%)

So what determines a reasonable effort?

- 1) You should attend class.
- 2) You should be prepared to discuss the readings.
- 3) You should engage in at least some discussions.
- 4) You should be actively listening and not working on other things during class.

## **COURSE OUTLINE**

- January 8: Course Introduction
- January 15: An Overview of Land and Law  
Platt CHAPTER 1, Preliminaries: Land Use & Concepts (pp. 3-28);  
CHAPTER 2, The Interaction of Geography & Law (pp. 29-58);  
Smith CHAPTER 1, The Reason for Planning (pp. 1-17)
- January 22: A History of Land Use and Law I  
Platt CHAPTER 3, English Roots of Modern Land Use Controls (pp. 61-92); CHAPTER 4, Property Rights: The Owner as Planner (pp. 93-120)
- January 29: A History of Land Use and Law II  
Platt CHAPTER 5, Local Governments in the United States (pp. 121-152);  
CHAPTER 6, Urban Reforms of the 19<sup>th</sup> Century (pp. 155-214)
- February 5: Zoning I  
Platt CHAPTER 7, Land Use Zoning: Origins & Practice (pp. 215-249);  
Wright & Gitelman CHAPTER 7 (pp. 180-218) \*\* ON RESERVE \*\*
- February 12: Zoning II  
Platt CHAPTER 8, Constitutional & Policy Issues of Urban Planning (pp. 251-293); CHAPTER 9, Beyond Zoning: Urban Land Use Control by Other Means (pp. 295-342)  
Smith CHAPTER 6, The Relationship of Zoning to Planning (pp. 109-127)
- February 19: The Planning Commission and Master Plan  
Smith CHAPTER 3, The Planning Process (pp. 41-59); CHAPTER 4, The Planning Commission (pp. 61-81); CHAPTER 5, The Master Plan (pp. 83-107)
- February 26: No Reading
- March 5: Subdivision and Land Development  
Smith CHAPTER 7, The Regulation of Land Subdivision (pp. 129-140);  
Juergensmeyer & Roberts CHAPTER 7, Subdivision Control Law (pp. 302-346) \*\* ON RESERVE \*\*

- March 12: Land Use Planning Methods I
- Kaiser et al. CHAPTER 1, The Land Planning Arena (pp. 5-34);  
CHAPTER 2, Concepts of Land Use Change Management (pp. 35-60);  
CHAPTER 3, A Local Government Land Use Planning Program (pp. 61-83)
- March 19: Land Use Planning Methods II
- Kaiser et al. CHAPTER 4, Planning Information Systems (pp. 89-114);  
CHAPTER 5, Population (pp. 115-144); CHAPTER 6, The Economy (pp. 145-171)
- March 26: Land Use Planning Methods III
- Kaiser et al. CHAPTER 7, Environment (pp. 172-195); CHAPTER 8, Land Use (pp. 196-227); CHAPTER 9, Infrastructure & Community Facilities (pp. 228-247)  
Smith CHAPTER 8, The Capital Improvements Program (pp. 141-146)
- April 2: Spring Break
- April 9: Land Use Planning Methods IV
- Kaiser et al. CHAPTER 10, Direction-Setting (pp. 257-277)  
Smith CHAPTER 12, The Citizen & Planning Action (pp. 185-203)
- April 16: Land Use Planning Methods V
- Kaiser et al. CHAPTER 11, Overview of the Land Use Design Process (pp. 278-289); CHAPTER 12, Land Classification Planning (pp. 290-315);  
CHAPTER 13, Commercial & Employment Center (pp. 316-340);  
CHAPTER 14, Residential Areas (pp. 341-367)
- April 23: Land Use Planning Methods VI
- Kaiser et al. CHAPTER 15, Integrating Community Facilities with Land Use (pp. 368-397); CHAPTER 16, Development Management Planning (pp. 398-419); CHAPTER 17, Evaluation & Impact Mitigation (pp. 425-453); CHAPTER 18, Implementation (pp. 454-474)  
Smith CHAPTER 10, Planning & the School Board (pp. 159-168)

April 30: Final Reflections and the Ethics of Planning

Smith CHAPTER 9, The Care & Feeding of Planning Professionals (pp. 147-157); CHAPTER 13, Some Things to Think About (pp. 205-230)  
From the American Planning Association's Website (Online) Available:  
<http://www.planning.org/ethics/ethics.html>

## **What is Plagiarism? (And How Do I Avoid Doing It?)**

### **What is Plagiarism?**

The UAB Graduate Student Handbook defines it in this way:

*PLAGIARISM: claiming as your own the ideas, words, data, computer programs, creative compositions, artwork, etc., done by someone else.*

*Examples include improper citation of referenced works, use of commercially available scholarly papers, failure to cite sources, and copying others' ideas.*

Simply put plagiarism is using or representing someone else's work as your own without properly attributing it to the original author.

### **What Happens If I Plagiarize?**

The UAB Graduate Student Handbook defines plagiarism as an act of academic misconduct. The policy on academic misconduct reads:

*A student who commits an act of academic misconduct will be given the grade of F in the course in which the misconduct occurred. The program in which the student is housed may expel the student from the university on the first offense.*

### **What Are Some Examples of Plagiarism?**

There are many ways to plagiarize. Here are some of the most common (and obvious)

- 1) Using someone else's paper and presenting it as your own work. This example should require no further elaboration.
- 2) Improper use of original source material

For all of the examples below, I will use this passage in a recent article by Gainsborough (2002):

“As commercial and residential development spreads relentlessly out into the hinterlands of metropolitan areas, buildings and people remaining in the core are left with few resources to contend with concentrated urban problems” (Gainsborough 2002:729).

a. Verbatim quotation of original source material without the use of quotation marks

Example:

An example of verbatim quotation without attribution in a student paper would go something like this:

*So, we can see that as commercial and residential development spreads relentlessly out into the hinterlands of metropolitan areas, buildings and people remaining in the core are left with few resources to contend with concentrated urban problems.*

The student lifted the passage directly from the article without any attribution. This is blatant plagiarism.

NOTE: Even if the student had included a parenthetical citation after the passage, the passage would still have to have quotation marks around it. Otherwise it would still be plagiarism.

An **acceptable** quoting of the text would be:

*So, we can see that, “as commercial and residential development spreads relentlessly out into the hinterlands of metropolitan areas, buildings and people remaining in the core are left with few resources to contend with concentrated urban problems” (Gainsborough 2002:729).*

b. Near verbatim quotation or manipulation of original source material

Example:

An example of near verbatim quotation, or “mosaic plagiarism”, would go like this:

*So, we can see that as business and residential growth spreads out into the suburbs of metropolitan areas, structures and people remaining in the central city are left with few resources to contend with growing problems.*

In this case, the student merely deleted and changed a few of the words in the original text. The basic organization and content of the sentence is unchanged. This is also blatant plagiarism.

NOTE: Even if the student had included a parenthetical citation after the passage, the student would still be guilty of plagiarism because the source material was not really paraphrased and thus the student would be wrongly representing essentially the author’s work as her own paraphrase.

Another, albeit more sophisticated, example of this type of plagiarism might look like this:

*Buildings and persons in the central city are left with few resources to contend with urban problems. At the same time, commercial and residential development spreads relentlessly out into the hinterlands of metropolitan areas.*

In this case, the student moved some text around, deleted and changed a few of the words in the original text. Even though the organization is different, the substance and content of the sentence is unchanged. This is also blatant plagiarism.

NOTE: Even if the student had included a parenthetical citation after the passage, the student would still be guilty of plagiarism because the source material was not really paraphrased and thus the student would be wrongly representing essentially the author's work as her own paraphrase.

By way of contrast, an **acceptable** paraphrasing of the text would be:

*The central city has been left with few resources and many problems, while growth has continued unabated in the suburbs (Gainsborough, 2002).*

### **How Do I Avoid Plagiarism?**

Plagiarism often results when students run out of time and become desperate, so the single biggest thing you can do avoid plagiarism is to start your writing assignment early.

Here are several other things to keep in mind:

- 1) Buy a good research guide to aid you in the process of writing and citing other sources. A particularly useful one is *A Manual for Writers of Term Papers, Theses and Dissertations*, by Kate L. Turabian.
- 2) Take notes on the material that you are going to use for your paper and give yourself time to process the material. If you don't know what an article says, you may be more tempted to plagiarize some of the writing in it. If you have read the article thoroughly and know what it says, you will be able to paraphrase and summarize its content without plagiarizing.
- 3) Insert your citation into the earliest drafts of your paper. This way you will not have to keep track of what came from where.
- 4) ASK! If you are not sure if something is plagiarism, then ask me or go to the English Resource Center and ask. It is NOT acceptable for you to present a full draft of a paper and ask me to read it and see if I see any problems with plagiarism, but I AM happy to answer your questions on specific issues.