

## Syllabus

PLG/GEOG 301 - Introduction to Regional Planning

Online – Fall 2012, 3 Credit Hours

### Instructor Information

Ladd Keith  
Coordinator, Sustainable Built Environments Degree  
Adjunct Lecturer, School of Landscape Architecture & Planning  
College of Architecture & Landscape Architecture  
The University of Arizona

Email: [ladd@d2l.arizona.edu](mailto:ladd@d2l.arizona.edu)

Phone: 520.621.0804

Office: Architecture, Room 101B (by appointment)

### Course Description

Creating a sustainable region is one of the major challenges in the planning profession. This course is an introduction to the principles and techniques used for regional planning in metropolitan and rural areas. The main focus of the course is on developing an understanding of the complex issues associated with urbanization on a regional scale and exploring the ways in which planning principles and working tools can be applied to address these issues. The course takes an interdisciplinary approach in order to reflect the interests of the citizens, planners, architects, engineers, land developers, and policy makers who are involved in addressing the issues and concerns of our communities. Students will have the opportunity to understand and practice a range of skills and tools needed to address real-world problems in regional planning.

### Course Objectives

After completing the course requirements, students should be able to:

- Demonstrate an understanding of the complexities and issues of regional planning.
- Critically analyze regional planning issues from different perspectives and disciplines.
- Apply communication skills including expressing theories learned through writing and discussions.

### Topics Explored

The course is organized into the following topics:

- Urban & Regional Planning
- Land Use & Transportation
- Sustainable Regions
- Megaregions, Megacities & Megaslums

### **Teaching Format**

This course is taught fully online utilizing D2L.

### **Prerequisites**

No course prerequisites are required. Students are expected to have access to a computer, a reliable internet connection, and working knowledge of D2L since this is a fully online course.

### **Grading**

Course grades and feedback are available for your review at all times. It is your responsibility to keep track of your academic progress throughout the course.

Grades are based on the following:

#### **Discussions (20% of final grade, 30 points total)**

Participation in the Discussions is a required part of this course. The goal of the online discussions is to expand your understanding of the course material. In a classroom environment, we would have group discussions about the readings that would include questions, opinions and personal connections. Online discussions do the same thing, but rather than taking place in the classroom, you are posting your own thoughts and responding to the thoughts of others in D2L's online forum.

#### **Assignments (40% of final grade, 60 points total)**

Two individual written reports and a group project will be assigned requiring the synthesis of topics throughout the course as well as outside research. Turning in a close-to-final draft of assigned work before the due date for instructor feedback is optional, but highly encouraged.

#### **Exams (40% of final grade, 60 points total)**

There several short quizzes as well as a midterm and final exam. The midterm and final exams include critical thinking multiple choice and short essay questions based on the readings, lecture material, and online discussions.

#### **Final Course Grades**

A = 90 – 100%, 135 – 150 points

B = 80 – 89%, 120 – 134 points

C = 70 – 79%, 105 – 119 points

D = 60 – 69%, 90 – 104 points

E = Below 59.9%, 89.9 points

### **Late and Incomplete Work Policy**

Late and incomplete work will not be accepted. Students will be given ample opportunity before assignment due dates for instructor feedback.

### **Required Reading**

- Duany, Andres, Elizabeth Plater-Zyberk, and Jeff Speck. (2000) *Suburban Nation: The Rise of Sprawl and the Decline of the American Dream*. New York: North Point Press.
- Additional required readings will be posted online on D2L.

### **Honors Students**

This course offers an Honors section where students actively can engage the course material and interact with the instructor and other students.

#### **Honors Discussion Group**

Honors students will participate in an Honors discussion forum throughout the course focusing on the research and exploration of primary sources. Discussion posts will include analyses of the readings, videos, and lecture material. Additional outside research for the discussions is encouraged.

#### **Honors Independent Research Project**

Honors students will meet with the instructor on an independent research project which substitutes for the final written paper. The independent research project is an in-depth study of a regional planning topic focusing on the examination of peer-reviewed journal articles and the collection and analysis of relevant data. Honors students will work with the instructor throughout the course and submit a close-to-final draft for feedback.

### **Academic Environment**

According to the ABOR 5-308, Student Code of Conduct, “the aim of education is the intellectual, personal, social, and ethical development of the individual. The educational process is ideally conducted in an environment that encourages reasoned discourse, intellectual honesty, openness to constructive change and respect for the rights of all individuals. Self discipline and a respect for the rights of others in the university community are necessary for the fulfillment of such goals.”

### **Threatening Behavior is Prohibited**

“Threatening behavior” means any statement, communication, conduct or gesture, including those in written form, directed toward any member of the University community that causes a reasonable apprehension of physical harm to a person or property. A student can be guilty of threatening behavior even if the person who is the object of the threat does not observe or receive it, so long as a reasonable person would interpret the maker’s statement, communication, conduct or gesture as a serious expression of intent to physically harm. For more information please see the [Policy on Threatening Behavior by Students \(PDF\)](#).

### **Special Needs and Accommodations for Students with Disabilities**

Students who need special accommodation or services should contact the [Disability Resource Center](#), 1224 East Lowell Street, Tucson, AZ 85721, (520) 621-3268, FAX (520) 621-9423,

email: [uadrc@email.arizona.edu](mailto:uadrc@email.arizona.edu). You must register and request that the Disability Resource Center send me official notification of your accommodations needs as soon as possible. Please plan to meet with me by appointment to discuss accommodations and how my course requirements and activities may impact your ability to fully participate. The need for accommodations must be documented by the appropriate office.

### **Student Code of Academic Integrity**

Students are encouraged to share intellectual views and discuss freely the principles and applications of course materials. However, graded work/exercises must be the product of independent effort unless otherwise instructed. Students are expected to adhere to the [Code of Academic Integrity](#) as described in the UA General Catalog.

### **Confidentiality of Student Records**

Please see the [Compliance Manual Family Educational Rights and Privacy Act of 1974 \(FERPA\)](#).

### **Subject to Change Statement**

Information contained in this course syllabus, other than the grade and absence policy, may be subject to change with advance notice, as deemed appropriate by the instructor.