GEOG 454 REGIONAL PLANNING  
St. Cloud State University  
Course Syllabus Fall 2005

Instructor: Chuck Hostovsky, Ph.D., M.C.I.P.  
Email: cdhostovsky@stcloudstate.edu  
Course web site: http://huskynet.stcloudstate.edu/d2l/  
Phone: (320) 308-3180  
Timetable: SH309 Tues. & Thurs. 11:00 am to 12:15 pm  
Office hours: Stewart Hall 358 – M 10-11; TU 9-11, 1-3; W 10-11, 12-2; TH 9-11  
Updates at http://calendar.yahoo.ca/chostovs

Text books:  
• Individual papers on-line (on the Desire2Learn course web site) or handed out in class  

Suggested Readings – Journals/Magazines:  
• Journal of the American Planning Association  
• Journal of Planning Education and Research  
• Journal of Environmental Planning & Management  
• Transportation Research Record  
• Journal of Planning Literature  
• Planning (USA)  
• Plan Canada, Canadian Journal of Urban Studies  
• International Planning Studies  
• Online Planning Journal http://www.casa.ucl.ac.uk/planning/olp.htm

Important Web Sites  
• http://www.planetizen.com/  
• http://www.cyburbia.org/  
• http://www.plannersweb.com/  
• http://www.planning.org/  
• http://www.mnapa.com/  
• http://www.cip-icu.ca/  
• http://www.acsp.org/  
• http://www.ncl.ac.uk/aesop/  
• http://www.hku.hk/cupem/apsa/

Email Discussion Group (i.e., listserve)

gelog454_hostovsky_fall2005@stcloudstate.edu

An email listserve has been set up to facilitate communication among the instructor and students. Items to be posted include current events relevant to the course, newspaper articles, web links, job opportunities, etc. Students are free to post to the listserve if they are relevant to the course. “SPAM” is not permitted. Questions can be posed to the listserve and will be answered by the instructor for everyone’s benefit.

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**Grading & Assignments:**

454 undergraduate:
- 30% Assignment 1 – letter writing campaign
- 40% Term Paper (1/2 page proposal required)
- 10% class attendance, participation in online D2L “discussions”, participation in facilitation workshops
- 20% Term test: in-class or take home

554 graduate:
- 80% Research project (1 to 2 page proposal required)
- 20% class attendance, participation in online D2L “discussions”, participation in facilitation workshops

**Course Overview:**

This course is an introduction to regional planning in terms of metropolitan regional infrastructure management, with a focus on environment and resource planning and transportation. We will touch on many of the common aspects of regional planning that would be found in an intensive four year professional planning degree (see [www.acsp.org/org/links_to_planning_schools.htm](http://www.acsp.org/org/links_to_planning_schools.htm)). Usually regional planning is delineated by the political boundaries of the regional planning agency’s member municipalities. However, various federal programs, NAFTA and globalization have had a profound effect on regional planning because regions, states, provinces, and countries have become inextricably tied to each other via cross-investments, transportation corridors, international production systems and environmental effects. Hence we will use ecological boundaries in regional planning because regions, states, provinces, and countries have become inextricably tied to each other via cross-investments, transportation corridors, international production systems and environmental effects. Planning tools that will be integrated throughout the course include the application of geographic information systems as well as consensual approaches to public involvement. The course examines American regional planning but takes a decidedly international perspective to the subject by also examining both western (e.g. Canada, UK, Europe) and developing nations (SE Asia).

The objectives of the course are to familiarize students with some of the main themes in regional planning, review environmental problems and their mitigation measures associated with regional infrastructure, introduce the concept of participatory planning (public consultation), develop hands-on facilitation skills for use in regional planning with stakeholders and the public, and introduce planning as a potential career choice.
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Readings</th>
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<tbody>
<tr>
<td>Th 8-9</td>
<td>Introduction</td>
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<td>Th 15-9</td>
<td>Cont.</td>
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<tr>
<td>Tu 20-9</td>
<td>Watershed planning</td>
<td>Randolph ch.10</td>
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<td>Tu 27-9</td>
<td>Greenway planning case study – &quot;Golden Horseshoe Greenbelt Plan”</td>
<td><a href="http://www.mah.gov.on.ca/userfiles/HTML/nts_1_16289_1.html">http://www.mah.gov.on.ca/userfiles/HTML/nts_1_16289_1.html</a></td>
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<td>Th 29-9</td>
<td>Prof. Chuck away (wedding)</td>
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<tr>
<td>Tu 11-10</td>
<td>Transportation fundamentals – Americans and their cars</td>
<td>- Randolph ch.6 pp. 116-121&lt;br&gt;- Levy ch.12</td>
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<td>Tu18-10</td>
<td>Transportation fundamentals 3 – walking &amp; biking</td>
<td>Levy ch. 12</td>
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<td>Th 20-10</td>
<td>Transportation fundamentals 4 – planning &amp; modeling: a 4 step process</td>
<td>Levy ch. 12</td>
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<td>Th 3-11</td>
<td>Cont. (soft energy, conservation)</td>
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<td>Th 10-11</td>
<td>Cont.</td>
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| Tu 15-11 | Consulting the public and stakeholders | - Randolph ch.4  
| Th 17-11 | Cont. | |
| Tu 22-11 | Facilitation skills overview | - Randolph p. 30, ch.4  
| Th 24-11 | THANKSGIVING HOLIDAY | |
| Tu 29-11 | Facilitation skills workshop | Small group tutorials |
| Th 1-12 | Cont. | Small group tutorials |
| Tu 6-12 | Cont. | Small group tutorials |
| Th 8-12 | review | |
| Tu 13-12 | Term test (undergrad) | |

**Academic Integrity**

Plagiarism will not be tolerated and will result in a mark of zero and academic discipline. Assignments may be checked using internet matching technology. Examples of offences for which you can be penalized include (but are not limited to):

- using any unauthorized aids on an exam or test (e.g., “cheat sheets”, etc.)
- plagiarism — representing someone else’s work as your own (including cutting and pasting from internet sources)
- falsifying documents or grades
- purchasing an essay online or from others
- submitting someone else’s work as your own
- submitting the same essay or report in more than one course (without permission)
- looking at someone else’s answers during an exam or test
- impersonating another person at a test or having someone else impersonate you
- making up sources or facts for an essay or report.

See: [http://www.stcloudstate.edu/studenthandbook/code/conduct.asp](http://www.stcloudstate.edu/studenthandbook/code/conduct.asp)