

EDWARD J. BLOUSTEIN SCHOOL OF PLANNING & PUBLIC POLICY

SPECIAL TOPICS & SEMINAR COURSES – SPRING, 2010

As of October, 2009

GRADUATE PROGRAMS

URBAN PLANNING & POLICY DEVELOPMENT

Studio: Community Development – Course # 34:970:511:02 - Newman

Contact knewman@rutgers.edu for information

Studio: Raritan River Project – Course # 34:970:511:03 – Shaw/Lowrie

The Freeholders of Somerset and Middlesex County are sponsoring the spring SUSTAINABLE RARITAN RIVER studio course. You are invited to help develop a new vision for the Raritan River Corridor. The studio brings together your expertise in planning, communication, graphics, survey research capitalizing on your work experience to help eighteen communities envision a new future focused on recreation and economic benefit for the lands adjacent to the river. The need to protect the largest contiguous wildlife corridor in the region and create economic growth that reflects new realities of ecological protections and job creation demands an energized and dedicated team, so *please send resumes with skill lists to judy.shaw@rutgers.edu or klowrie@rci.rutgers.edu if you plan to take the course.* Kayaking and canoeing optional.

Studio: Energy Planning – Course # 34:970:511:04 – Felder

There are numerous communities living in extreme poverty in large landfills. These destitute are attracted to landfill due to the availability of land and resources in the form of trash and other waste. The purpose of this studio is to assist em[POWER], a student led non-profit organization, which is working with some of these communities to provide them with waste to energy solutions and other development projects. This organization's strategic plan is to develop methane-based power plants fueled by the landfill waste, which can be used to fund and support schools and other needed community infrastructure, and replicate this plan across multiple landfill communities. More information is available at www.empowerenergygroup.org.

The studio, working with our client, will propose, negotiate, and execute a project that can be accomplished given the collective skill set of the studio participants during the Spring 2010 semester. This project has been selected because it is incompletely defined, overwhelming, and challenges our basic notion of what constitutes a community and how to plan for that community. Energy will be a major but not exclusive focus of this studio.

Theoretical Perspectives – Course # 34:970:625, 34:833:625 – Fischer

This course is constructed at the intersection of planning and policy; it seeks to clarify the relationship between these two separate, but yet similar fields of academic theory and professional practices. It does this through an examination of the role of public policy in the theory and practices of planning. The specific focus is on the theory of public policy, the practices of planning, and the policy-analytic role of the planner with a particular focus on the relation of knowledge to action.

Housing Markets and Finance – Course #34:970:528 – Wells

This course explores the dynamics of supply and demand that create the U.S. housing market. It features an in-depth review of national demographic trends and analyses of published data such as the *U.S. Census of Population and Housing*, *American Housing Survey*, and *Employment and Earnings*. Discussions on housing construction, components and change in inventory, housing costs, the mortgage qualification process, and the secondary mortgage market are included. Market realities, government policies and affordable/alternative housing initiatives complete the course. Use of spreadsheet capabilities is required.

Gender and Development Planning - Course # 34:970:581; 10:762:485 - Turshen

This course addresses gender issues in international development policy and planning. An introductory overview grounds students in competing theories of development and feminist critiques of current theory and practice. We also cover labor and the economy, exploring feminist perspectives on the sexual division of labor and women's role in the global economy. In the second part of the semester we concentrate on how women managed to capture world attention and shift the agenda on major themes of human rights, environment, population, and development. We will also consider the feminist critique and evaluation of that shift.

Human Rights and Health - Course # 34:970:608, 10:762:462, 34:832:462 - Turshen

The 50th anniversary of the adoption of the United Nations Universal Declaration of Human Rights was celebrated on 10 December 1998. In the past decade, more and more issues were framed in terms of human rights.

This course will offer students an opportunity to learn the law and the discourse of human rights with special reference to the right to health.

The course will cover the basic international instruments of human rights law, the theoretical reframing of the right to health, women's rights as human rights, the traditional uses of human rights and humanitarian law in wartime, the new uses as the "rights community" defines violence more broadly, and the specific applications of human rights to health.

State and Local Economic Development – Course # 34:970:659 - Levine

This is a course designed for students interested in the theories and realities of economic development primarily as practiced by states and localities in the United States. The course will use the tools of academic literature and, where possible, case studies and interviews with policy-makers in the field. There will be a strong emphasis on group interaction to explore topics as diverse as workforce development, project financing, corporate relocation (site selection) and state fiscal realities. Most importantly, students should gain an appreciation about how these diverse topics interact and insight into what types of economic development strategies prove most effective given different economic conditions. The instructor has been involved in state and local finance, economic development and corporate relocation for over 25 years and so brings a practitioner's perspective to the issues presented.

Devel. & Preservation in Large Cities: An International Perspective – Course #970:663:75130 - Listokin

This class will consider the subject of development and preservation in large cities and will examine this interaction from an international perspective, considering case studies in the United States (New York City) and Israel (Jerusalem and Tel Aviv). New York City has some of the leading cases in the United States of development triumphing over preservation (e.g., demolition of Penn Central Station) as well as opposite situations (e.g., preservation of Grand Central Station). The same is true in both Jerusalem and Tel Aviv and these two Israeli cities are selected because of the diversity of cases and issues they offer.

The class will electronically link (via Skype/other means) students from Rutgers University and Hebrew University (Israel). The class will be taught in parallel by David Listokin (Rutgers) and Daniel Felsenstein (Director of Urban and Regional Studies at Hebrew University and Chairman, Israel Regional Science Association).

Human Dimensions of Environmental Change –Course#34:970:664, 16:378:501, 16:450:605:03 – Shwon

In this course we try to add to students' intellectual toolkit by introducing them to the variety of approaches used by social scientists to understand the human dimensions of environmental change. Effective applied and theoretical work on environmental problems often requires that social scientists work closely with natural scientists. To do so effectively, we must be minimally conversant in the life sciences and able to use an array of social scientific approaches to understand environmental problems. This course tries to contribute to the latter end by introducing students to the variety of intellectual approaches used by social scientists to study environmental issues.

Management, Housing, Land Use - 34:970:667 – Meck

This is a seminar course on state growth management, affordable housing, and land use and planning administration in Spring 2010. At the conclusion of this course, students should understand and have a critical perspective on:

- The historic development of planning and zoning enabling statutes in the U.S. and the model laws and studies that support them.
- The administrative rulemaking process that applies to state programs
- The leading state growth management and affordable housing programs, including an assessment of their consequences, as described in the empirical literature.
- The organization, operation, interpretation and effect of land development regulations including zoning ordinances, site plan ordinances, subdivision regulations, and impact fees.
- The principles of ordinance drafting
- Innovative land development regulations, including planned developments, form-based codes, and environmental resource-based regulations.
- The political science of the land use decision making process.
- The structure and operation of local planning and zoning boards
- The administration of development regulations
- Oral and written presentations before local boards and commissions

Urban Political Economy – Course #34:970:699 – XL 16:762:699 - Newman

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PUBLIC POLICY

Public Management - Course # 34:833:571:01 - Caprio

This course will serve as an introduction to public administration and management in the United States. We will explore the institutional setting and political relationships in administration; leadership, decision making, personnel and budgeting functions; administrative law and regulation; and the problem of responsibility. A major goal of the course is to improve our understanding of the many aspects of public administration and management, in general, and American bureaucracy in particular. Equally important will be to gain a substantive understanding of some of the critical differences between policy and administration, and how each can and does affect the other. Throughout the course, we will analyze current news by relating them to the materials covered in class, i.e. – we will apply a public administration “lens” to everyday public events. The concept of “clashing values” will serve as a central thematic framework for the course.

Theoretical Perspectives – Course # 34:833:625, 34:970:625– Fischer

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Finance – Course #34:833: 685 – Scheck

This course is designed to introduce students to corporate and real estate finance. Its intent is to serve as a critical supplement to the planning and policy coursework and fieldwork already provided by the Edward J. Bloustein School of Planning and Public Policy.

The course is designed to provide the student with enough information about financial statements, the time value of money, annuities, business organizations, investment classes, real estate, and real world topics such that, at the very least, the student can read *Fortune* and have a pretty good idea what is being discussed and that he or she has a grasp of the fundamentals of finance. If the student, for some reason, never needs to use finance in his or her professional career, he or she may be better equipped to select the funds in his or her 401(k) or to know if the yield premium he or she is paying for his or her mortgage is appropriate and what base rate he or she might choose as an index from which to measure his or her yield premium. The student will also be able to make a presentation in front of his or her peers, write a professional memorandum, summarize a 40 page appraisal in two pages, argue a point of view, and work in a group. The instructor believes these traits will serve the student well in his or her future endeavors.

Corporate finance topics will include an introduction to financial statements and the various types of business organizations, the concepts of the time value of money and risk and return, investment classes and capital structure analysis (including short- and long-term financing), and the cost of capital. Real estate finance topics will include project evaluation, development budgets, financing strategies, valuations, and capital markets issues.

Philanthropy and Public Policy – Course # 34:833:686 - Anglin

What does the Civil Rights movement, reform of higher education, the “Green Revolution,” community economic development, public broadcasting and recently child welfare reform have in common? All received support at various stages of field and issue development by the philanthropic community in the United States.

Philanthropic foundations in the U.S. are unique in that they are creatures of the tax code with a stated mission to improve the general welfare through grant making. This is unlike most other nations in the world where the word foundation does not necessarily mean a granting institution. Foundations have been called the research and development arm of society by proponents, and sometimes reviled as unelected intruders in the political and administrative process by critics.

Whatever the reality, U.S foundations are significant part of the policy landscape, yet analysis of them is notably slight in policy and planning school curricula. This course seeks to fill that gap by looking at the following:

- Overview and development of U.S. philanthropy.
- The evolving role of philanthropy in public affairs using critical policy issues to illustrate growth, impact and limitations.
- The organization of foundations as contemporary institutions.
- Contemporary developments in philanthropy and how that will impact key issues of poverty, the new media, education and global climate change.

We will use a variety of primary and secondary sources. Much of the course text will be placed on Sakai. There is one required text: The Foundation: A Great American Secret: How Private Wealth is Changing the World, by Joel Fleishman (2007), Public Affairs Press. The course will also call on many who either work for foundations or know the field well to come and address the class.