

EDWARD J. BLOUSTEIN SCHOOL OF PLANNING AND PUBLIC POLICY



Information on the following subjects may be found in the General Information section at the back of this catalog: Student Life and Services, Admission, Tuition and Fees, Financial Aid, and University Policies and Procedures.

Web Site: <http://policy.rutgers.edu>

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General Information

HISTORY AND PURPOSE OF THE SCHOOL

The Edward J. Bloustein School of Planning and Public Policy was established in 1992 to provide a focus for all of Rutgers' programs of instruction, research, and service in planning and public policy. Since its inception, the Bloustein School has emerged as one of the nation's key centers for the theory and practice of planning and public policy scholarship and analysis. Edward J. Bloustein—Rutgers' former president, constitutional scholar, active citizen, philosopher, and teacher—lived a life of civic engagement that the school seeks to perpetuate through the contributions of its faculty, staff, and students.

The Bloustein School educates a highly select pool of students, preparing them for both public and private sector careers, teaching and research professions, and service at all levels of government. Students are trained and ultimately employed in the areas of land use, political processes, public health, employment and social policy, human services, transportation policy and planning, housing and real estate, urban redevelopment, regional development, and planning. The Bloustein School is one of the few strong policy schools with the capacity to address local, state, regional, national, and international policy and planning issues with expertise and credibility. The school is a leader in such areas as smart growth, transportation planning, workforce development, and environmental health, and builds on its association with research centers in related areas. The school is also distinctive in its simultaneous focus on graduate and undergraduate education.

ADMISSION

Students seeking the public health or urban studies major must apply for admission to the Edward J. Bloustein School of Planning and Public Policy through a separate procedure from the one through which they apply to the university. Students already enrolled at one of the liberal arts colleges should obtain information about Bloustein School admission procedures from the undergraduate programs office of the school, or from the office of academic affairs or student services at their liberal arts college. Incoming transfer students should obtain information from the undergraduate programs office.

Students who successfully meet all of the eligibility requirements for admission *and* who have a cumulative grade-point average of 2.5 or better are considered for admission. Students are required to write a personal statement as part of their application and to submit their credentials for review by the admissions committee to determine suitability for admission. For more information about the Bloustein School's public health and urban studies programs, contact the Office of Undergraduate Programs, Edward J. Bloustein School of Planning and Public Policy, 33 Livingston Avenue, New Brunswick, NJ 08901-1958 or visit the program web site at <http://policy.rutgers.edu/undergrad>.

Academic Policies and Procedures

Note: See also the University Policies and Procedures section for regulations that pertain to all the undergraduate colleges at Rutgers–New Brunswick. In addition, Bloustein School students are subject to the academic policies and procedures of both the Edward J. Bloustein School of Planning and Public Policy and the liberal arts college in which they are enrolled.

STUDENT RESPONSIBILITY TO KEEP INFORMED

In addition to the material in this catalog, important information about Bloustein School is printed in the *Undergraduate Schedule of Classes* and the Official Notices appearing every Tuesday in the *Daily Targum*. Bloustein School students are responsible for keeping themselves informed of all policies and procedures announced in these publications, distributed by the school, posted on the undergraduate programs web site (<http://policy.rutgers.edu/undergrad>), and contained in official notices posted on bulletin boards in the school as well as in notices distributed to students through the campus mail system.

ACADEMIC CREDIT FOR TRANSFER COURSES

A student who has transferred from another institution may receive degree credit toward Bloustein School majors only for those courses that are equivalent in content and credit to courses in the Rutgers curriculum. Courses must have been passed with a grade of C or better in order to transfer credit.

Transfer credit from another institution is not included in the student's cumulative grade-point average at Rutgers. Transfer credit is not given for correspondence courses of any kind.

ACADEMIC ADVISING

Students should consult an academic adviser when they plan their academic program. See the undergraduate programs web site at <http://policy.rutgers.edu/undergrad> for advisory responsibilities of faculty members. The student must assume full responsibility for satisfying the academic requirements of the school.

Programs of Study

The Edward J. Bloustein School of Planning and Public Policy offers programs of study leading to the B.A. in urban studies and the B.S. in public health. The degrees are issued jointly by the Edward J. Bloustein School of Planning and Public Policy and the Rutgers–New Brunswick undergraduate colleges.

Exceptional, well-prepared students who are admitted to the Bloustein School may be encouraged to pursue dual-degree programs (B.S./M.P.H. for public health, B.A./M.P.P. for public policy, B.A./M.C.R.P. for urban planning).

PUBLIC HEALTH

The public health major leads to a bachelor of science degree. It prepares students for graduate education in public health and for entry-level positions in a broad spectrum of private and public health organizations. Students in the program receive a conceptual understanding of interrelated health, environmental, economic, educational, and social welfare issues.

To pursue a major in public health, students must apply and be admitted to the Edward J. Bloustein School of Planning and Public Policy. Successful applicants are those who apply after completing 40 credits, who have an overall grade-point average of at least 2.5 or better, and an average grade of 2.5 or better in the 12–13 credits of prerequisite courses. Only grades of C or better may count toward major requirements.

Applications to the Bloustein School are available in the college dean's office, in the academic unit, and online at <http://policy.rutgers.edu/>.

Prerequisites for the Major in Public Health (12–13 credits)

- 01:119:150 Biology, Society, and Biomedical Issues (3)
- 01:355:101 Expository Writing I (3)
- 10:832:232 Introduction to Public Health (3)
- A 200-level or higher basic statistics course (3–4)

Major Requirements (34–35 credits) *

Core Courses (19–20 credits)

- 10:832:335 Epidemiology (3) or 11:375:40 Environment and Public Health: Epidemiological Aspects (3) †
- 10:832:395 Research Methods (2) and
- 10:832:396 Research Methods Lab (2) (Must be taken concurrently)
- 10:832:499 Research or Field Practicum (6)

At least one of the following:

- 01:355:201 Research in Disciplines (3) (Preapproved topics only)
- 01:355:302 Scientific Technical Writing (3)

- 01:355:303 Writing for Business and Profession (3)
- 01:355:315 Grant Writing (3)
- 10:832:339 Public Health Literature (3)

At least one of the following:

- 01:220:316 Health Economics (3) ‡
- 10:832:332 Public Health Economics (4)
- 10:832:333 Financial Aspects of Public Health (3)
- 10:832:338 Health and Public Policy (3)

Electives (15 credits)

Students must complete an additional five courses of at least 3 credits each, three of which must be 300-level or higher. Any nonrequired public health (832) course qualifies as an elective, as do select urban studies (975) courses and preapproved electives offered by other departments (see program adviser or the program web site for approved listings). Students are warned that the undergraduate colleges have restrictions on whether elective courses can count toward both a major and a minor, or toward two majors. Students should check with their academic dean to make such a determination.

Nursing Home Administration Certificate § (24 credit minimum)

Core Courses (21–22 credits)

- 01:920:303 Social Gerontology (3) ‡
- 10:832:332 Public Health Economics (4) or 01:220:316 Health Economics (3) ‡
- 10:832:333 Financial Aspects of Public Health (3)
- 10:832:334 Health Administration (3) or 11:375:406 Public Health Practice and Administration (3)
- 10:832:356 Public Health Law and Ethics (3) or 01:730:249 Medical Ethics (3)
- 10:832:499 Field Practicum (NHA placement only) (6)

Elective Courses (3 credits)

- 01:070:307 Medical Anthropology (3) ‡
- 01:377:304 Exercise and Aging (3)
- 01:830:335 Adult Development and Aging (3) ‡
- 10:832:414 Culture and Health (3)
- 11:709:255 Nutrition and Health (3)

Independent study for elective credits may be applied if the student contracts with a faculty member knowledgeable about aging or administration or both.

URBAN STUDIES

The Bloustein School offers major and minor programs in urban studies, leading to a bachelor of arts degree. Urban studies prepares students for graduate education in urban planning and policy development and for entry-level positions in the public and private sectors, especially jobs

* Cook College students have additional requirements. See the Cook College section of this catalog for the public health major.

† See prerequisites in the Cook College section of this catalog.

‡ See prerequisites in the Programs of Study section of this catalog.

§ NHA certificates are available only to 832 majors. Certificates are awarded only with or subsequent to earning a bachelor's degree.

in housing, transportation, and community development.

To pursue a major in urban studies, students must apply and be admitted to the Edward J. Bloustein School of Planning and Public Policy. Successful applicants are those who apply after completing 40 credits, who have an overall grade-point average of 2.5 or better, and an average grade of at least 2.5 in the 12–13 credits of prerequisite courses. Only grades of C or better may count toward urban studies requirements.

Students seeking a certificate or minor in urban studies do not require Bloustein School admission.

Applications to the Bloustein School are available in the college dean's office, in the academic unit, and online at <http://policy.rutgers.edu/>.

Prerequisites for the Major or Minor in Urban Studies (12–13 credits)

- 01:355:101 Expository Writing (3)
- 01:790:201 American Government (3)
- 10:975:233 Introduction to Urban Studies (3)
- A 200-level or higher basic statistics course (3–4)

Major Requirements (28–34 credits)

Core Courses (13–19 credits)

- 10:975:393 Internship (3–6)
- 10:975:395 Research Methods (2) *and*
- 10:975:396 Research Methods Lab (2)
(Must be taken concurrently)
- 10:975:494 Senior Seminar (3)

At least one of the following:

- 01:355:201 Research in the Disciplines (3)
(Preapproved topics only)
- 01:355:302 Scientific and Technical Writing (3)
- 01:355:303 Writing for Business & Profession (3)
- 01:355:315 Grant Writing (3)

Elective Courses (15 credits)

Students must complete an additional five courses in 975 of at least 3 credits each, three of which must be 300-level or higher.

Minor Requirements

The minor requires the prerequisites and 5 courses in 975, excluding 10:975:393 and 494, which are for majors only.

Certificate Programs *

Environmental Geomatics Certificate

Cook College offers a certificate in environmental geomatics that is appropriate for students interested in further study of spatial analysis and geographic information systems. See the Cook College chapter for more information.

Housing and Community Development Certificate (24 credit minimum)

Core Courses (9–12 credits)

- 10:975:310 Introduction to Urban Housing (3)
- 10:975:393 Internship (3–6)
- 10:975:421 Community Development (3)

Elective Courses (12–15 credits)

- 10:975:304 Urban Poverty (3)
- 10:975:305 U.S. Urban Policy (3)
- 10:975:317 Introduction to Urban Management and Administration (3)
- 10:975:413 Urban Revitalization (3)
- 10:975:435 Administrative Issues in Environmental Planning (3)
- 10:975:440 Introduction to Real Estate (3)
- 10:975:460 The Urban Economy (3)
- 10:975:473 Urban Transportation Policy (3)
- 10:975:481 Housing and Economic Analysis (3)

Alternate electives must be preapproved by a program advisor. Distance-learning courses may apply.

Urban Planning Certificate (24 credit minimum)

Core Courses (6 credits)

- 10:975:305 U.S. Urban Policy (3)
- 10:975:306 Introduction to Urban and Environmental Planning (3)

Elective Courses (18 credits)

- 10:975:315 Land Use Planning (3)
- 10:975:316 U.S. Urban Design Site Planning (3)
- 10:975:317 Introduction to Urban Management and Administration (3)
- 10:975:405 Legal Foundations of Urban Planning (3)
- 10:975:413 Urban Revitalization (3)
- 10:975:417 Population Tools (3)
- 10:975:420 Computers in Planning and Management (3)
- 10:975:435 Administrative Issues in Environmental Planning (3)
- 10:975:473 Urban Transportation Policy (3)
- 10:975:474 Tourism Planning (3)
- 10:975:478 History of Planning Thought (3)

Alternate electives must be preapproved by a program advisor. Distance-learning courses may apply.

* Urban Studies certificate programs are open to all majors. Certificates are awarded only with or subsequent to earning a bachelor's degree.

Course Listing

Explanation of Three-Part Course Numbers

The number preceding each course title is divided into three parts. The first two digits are the administrative code (standing for a faculty or a school), the next three digits are the subject code, and the final three digits are the course code.

Administrative Codes

The code for Bloustein School is 10. For a complete list of administrative codes used in this catalog, see the beginning of the Programs of Study for Liberal Arts Students section.

Subject Codes

A subject code comprises the third through fifth digits in all course numbers and indicates the subject matter of the course. Courses with the following subject codes are listed in this chapter.

832 Public Health
975 Urban Studies

Course Codes

The course code comprises the sixth, seventh, and eighth digits in all course numbers. Course codes from 100 to 299 indicate introductory and intermediate undergraduate courses. Codes from 300 to 499 indicate advanced undergraduate courses.

Two course codes separated by a comma indicate that each term may be taken independently of the other (example: 10:832:491,492). Two course codes separated by a hyphen indicate that satisfactory completion of the first term is a prerequisite to the second term; the first term may be taken for credit without taking the second, except where a statement is added to indicate that both term courses must be completed in order to receive credit.

Credits awarded for the successful completion of each course are indicated in parentheses following the course title. The notation *BA* indicates that the number of credits is determined by arrangement with the department offering the course.

PUBLIC HEALTH 832

10:832:232. INTRODUCTION TO PUBLIC HEALTH (3)

Dimensions of personal and environmental health and their relationship to social, economic, cultural, psychological, and political factors; measurements and indices of community health status.

10:832:233. INTRODUCTION TO URBAN STUDIES (3)

Credit not given for both this course and 10:975:233.

Interdisciplinary perspectives on the study of cities; historical and contemporary urban processes and policies.

10:832:252. INDIVIDUAL AND COMMUNITY HEALTH PROMOTION (3)

Corequisite: 10:832:253. Credit not given for this course and 01:377:242.

Selected health topics, intervention theories, skills, and strategies for influencing both personal and community health behavior.

10:832:253. HEALTH PROMOTION IN THE COMMUNITY (CASE) (1)

Corequisite: 10:832:252. Credit not given for this course and 01:377:253.

Case component. Application of the principles learned in 10:832:252 to the community setting.

10:832:298,299. INDEPENDENT STUDY (1-3,1-3)

Prerequisites: 10:832:232 and approval of faculty supervisor.

Independent study on a topic selected by the student in consultation with a faculty supervisor.

10:832:301. SEXUAL HEALTH ADVOCACY I (3)

Prerequisites: Permission of instructor. Corequisite: 10:832:303.

Opportunities for learning new information about sexual health and community development, strengthening critical thinking skills, and broadening empathy for others.

10:832:302. SEXUAL HEALTH ADVOCACY II (3)

Prerequisites: 10:832:301, 303, and permission of instructor.

Further exploration in issues of sexual health for college students and the community with a focus on social justice, education, and advocacy.

10:832:303. SEXUAL HEALTH PROMOTION IN THE COMMUNITY (1)

Prerequisite: Permission of instructor. Corequisite: 10:832:301.

CASE component. Community service in health promotion activities. Application of the principles learned in 10:832:301 to the community setting.

10:832:331. URBAN SOCIAL POLICY (3)

Credit not given for both this course and 10:975:331.

Analytic study of the development of U.S. urban social policy. Includes discussion of policies in housing, welfare, race relations, and education.

10:832:332. PUBLIC HEALTH ECONOMICS (4)

Credit not given for both this course and 01:220:316.

Principles of microeconomics are used to examine the demand for health, medical care, and health insurance and the behaviors of medical care providers. Analysis of health care behavior.

10:832:333. FINANCIAL ASPECTS OF URBAN HEALTH (3)

Financing management tools in various care delivery settings. Analytical skills necessary to interpret financial information and understand the processes and tasks performed by the financial departments of an institution.

10:832:334. INTRODUCTION TO HEALTH ADMINISTRATION (3)

Prerequisite: 10:832:232. Credit not given for both this course and 11:375:406.

Application of administrative theory to health delivery, policy, and planning. Structures and functions of management. Application of principles in a field study.

10:832:335. EPIDEMIOLOGY (3)

Prerequisite: 10:832:232. Credit not given for both this course and 11:375:403.

Principles and methods of epidemiology; the study of the distribution (patterns of occurrence) and determinants (causes) of disease and injury in human populations.

10:832:338. HEALTH AND PUBLIC POLICY (3)

Prerequisite: 10:832:232.

Analysis of how public policies affecting health are made, organized, financed, and delivered. Policy change and the forces that motivate change are also explored.

10:832:339. PUBLIC HEALTH LITERATURE (3)

Prerequisite: Permission of instructor.

Examines historic and current public health literature. Effective writing emphasized through modular writing exercises.

10:832:345. HEALTH PROGRAM DEVELOPMENT (3)

Planning for the promotion and improvement of the public's health through individual, group, institution, and community-level interventions.

10:832:350. URBAN SUBSTANCE ABUSE (3)

Credit not given for both this course and 10:975:350.

Explore the history, physical/psychological effects, current trends, and legal/social consequences of drugs. Discussion of prevention, intervention, and treatment approaches.

10:832:352. ADVANCED COMMUNITY HEALTH PROMOTION (BA)

Prerequisites: 10:832:252,253 or 301, 303. Permission of instructor.

Students create their own projects or work on current ones in the Rutgers University Health Services Department of Health Education. Topics include but are not limited to grant writing, needs assessment, and data collection.

10:832:356. PUBLIC HEALTH LAW AND ETHICS (3)

Prerequisite: 10:832:232. Credit not given for both this course and 01:730:105 or 01:730:249.

Introduction to public health law and ethics stressing community health and well-being versus the rights of the individual.

10:832:395. RESEARCH METHODS (2)

Corequisite: 10:832:396. Open only to Bloustein School students.

Research concepts and skills applied to public health research. Includes development of original and online data sources, coding, appropriate selection of statistical methods for analysis, and professional presentation of results.

10:832:396. RESEARCH METHODS LABORATORY (2)

Corequisite 10:832:395. Open only to Bloustein School students.

The computing component of public health research in a Windows environment. Includes data entry, analysis, and presentation of data using Excel, SPSS, and presentation software.

10:832:414. CULTURE AND HEALTH (3)

Belief and value systems rooted in families are analyzed, along with perceptions and experiences of health/wellness and disease/illness. How selections are made of traditional health care practitioners versus alternative healers is a central focus.

10:832:415. WOMEN AND HEALTH (3)

Exploration of issues raised by women's health care needs and by women's participation in the health labor force, in the context of contemporary feminist thought.

10:832:416. MENTAL ILLNESS: SOCIAL AND PUBLIC POLICY (3)

Open to juniors and seniors only.

Mental-health care in U.S. history and contemporary policies. Deinstitutionalization. Public and private care facilities. Patient/consumer empowerment. Field visits.

10:832:417. INTRODUCTION TO POPULATION TOOLS AND POLICY (3)

Credit not given for both this course and 10:975:417.

Basic demographic concepts, methods, and their application. Population growth, mortality, fertility, migration, and marriage patterns. Special topics include AIDS, world population growth, teen pregnancy.

10:832:437. ISSUES IN ENVIRONMENTAL HEALTH (3)

Overview of environmental health with emphasis on understanding policies and controversies surrounding human health and safety.

10:832:456. HOUSING AND HEALTH CARE (3)

Credit not given for both this course and 10:975:456.

The intersection of U.S. health and public housing policies, including such topics as falls, fires, safety, and the needs of special populations.

10:832:483. PROTECTING COMMUNITY HEALTH (3)

Exploring the role of public health compared to economic feasibility, politics, and other factors in neighborhood revitalization.

10:832:491,492. SPECIAL TOPICS IN PUBLIC HEALTH (BA,BA)

Select courses designed to address current issues in public health.

10:832:495,496. INDEPENDENT STUDY (1-3,1-3)

Prerequisites: 10:832:232 and approval of faculty supervisor.

Independent study on a topic selected by the student in consultation with a faculty supervisor.

10:832:499. RESEARCH OR FIELD PRACTICUM (6)

Prerequisites: Completion of 100 credits toward graduation and 40 credits in the major. Open only to Bloustein School students.

Students choose one of two options: a) experience as a first-level researcher in public health, or b) selected field experience in a health care delivery setting to develop and apply necessary skills, integrating classroom learning with on-the-job realities.

URBAN STUDIES 975

10:975:205. BASIC STATISTICAL METHODS FOR URBAN STUDIES AND COMMUNITY HEALTH (4)

Descriptive and inferential statistics, data presentation and analysis, sampling methods, probability, estimation, hypothesis testing, correlation and linear regression, chi square.

10:975:233. INTRODUCTION TO URBAN STUDIES (3)

Credit not given for both this course and 10:832:233.

Interdisciplinary perspectives on the study of cities; historical and contemporary urban processes and problems.

10:975:302. URBAN ECOLOGY (3)

The influence of geography, health, transportation, and housing on the urban system.

10:975:303. URBAN POVERTY IN DEVELOPING NATIONS (3)

Causes of and governmental responses to urban poverty in the third world. Economic, historical, and cultural factors.

10:975:304. URBAN POVERTY (3)

Causes and consequences of urban poverty in the United States and alternative methods of eliminating it. Plight of the urban poor and governmental solutions for poverty.

10:975:305. U.S. URBAN POLICY (3)

Introduction to the social, economic, and physical issues of urban communities. The historical emergence of the city, with focus on racial, intergovernmental, and environmental issues.

10:975:306. INTRODUCTION TO URBAN AND ENVIRONMENTAL PLANNING (3)

Overview of policy areas (e.g., land use, housing, transportation, neighborhood rehabilitation) in which planners operate, with emphasis on solutions. Historical analysis.

10:975:310. INTRODUCTION TO URBAN HOUSING (3)

Major issues in urban housing and relevant historical, economic, and social factors. Political and bureaucratic dimensions of housing decision making.

10:975:315. THEORY AND METHODS OF LAND-USE PLANNING (3)

Review of modern land planning theories and techniques. Purpose and objectives of plans and planning. Data gathering and analysis techniques. The effect of modern technology on planning methods.

10:975:316. URBAN DESIGN AND SITE PLANNING (3)

Impact of physical design on the quality of urban life. Focus on analytic processes for understanding basic elements of successful human environments. Extensive fieldwork.

10:975:317. INTRODUCTION TO URBAN MANAGEMENT AND PUBLIC ADMINISTRATION (3)

Contemporary urban management, focusing primarily on large American cities. Emphasis on different functional areas, such as welfare, police, housing, health, and transportation services, and on applied solutions.

10:975:324. URBAN SOCIAL MOVEMENTS (3)

How social movements translate changing social values into political forces. Issues include peace, labor, human rights, environment, health, democracy, and women.

10:975:330. URBAN FISCAL POLICY (3)

Urban public sector finances; their political context; economic principles of budgeting, taxation, service delivery, and management; urban-suburban financial relations.

10:975:331. URBAN SOCIAL POLICY (3)

Credit not given for both this course and 10:832:331.

Introduction to the social, economic, and physical issues of urban communities. The historical emergence of the American city, with focus on racial, intergovernmental, and environmental issues.

10:975:350. URBAN SUBSTANCE ABUSE (3)

Credit not given for both this course and 10:832:350.

Explore the history, physical/psychological effects, current trends, and legal/social consequences of drugs. Discussion of prevention, intervention, and treatment approaches.

10:975:352. CYBERCITIES (3)

Social and economic implications of new communications technologies for urban life. Includes consideration of e-commerce, online education, e-government, and infrastructure needs.

10:975:393. INTERNSHIP IN URBAN STUDIES (3-6)

Prerequisites: Completion of a minimum of three courses within the student's area of concentration; permission of department. Open only to urban studies majors.

Work experience in government or private sector firm. Opportunities to apply and test theoretical concepts, and exposure to problems and realities faced by professionals in the field.

10:975:395. RESEARCH METHODS (2)

Corequisite: 10:975:396. Open only to Bloustein School students.

Research concepts and skills applied to urban studies. Includes development of original and online data sources, coding, appropriate selection of statistical methods for analysis, and professional presentation of results.

10:975:396. RESEARCH METHODS LABORATORY (2)

Corequisite 10:975:395. Open only to Bloustein School students.

The computing component of urban studies research in a Windows environment. Includes data entry, analysis and presentation of data using Excel, SPSS, and presentation software.

10:975:413. URBAN REVITALIZATION (3)

Causes of urban decline and subsequent renewal efforts. Emphasis on contemporary programs to stimulate revitalization. Neighborhood renovation, gentrification, historic preservation, economic development, and benefits of urban redevelopment.

10:975:417. INTRODUCTION TO POPULATION TOOLS AND POLICY (3)

Credit not given for both this course and 10:832:417.

Basic demographic concepts, methods, and their application. Population growth, mortality, fertility, migration, and marriage patterns. Special topics include AIDS, world population growth, teen pregnancy.

10:975:420. COMPUTERS IN PLANNING AND MANAGEMENT (3)

Computer concepts and methods applicable to urban studies and management, including database management, introduction to GIS, and graphics.

10:975:421. COMMUNITY DEVELOPMENT (3)

Analysis of neighborhood-based community development efforts to address housing, economic and social issues affecting low-income communities, and resources for community-building.

10:975:434. MUNICIPAL IMPLEMENTATION OF PLANNING PROGRAMS (3)

Legal limitations on the power of local governments to deal with urban problems. Intergovernmental relations and the powers to tax, spend, lend, and borrow. The relation of local governments with the federal government.

10:975:435. ADMINISTRATIVE ISSUES IN ENVIRONMENT AND LAND-USE PLANNING (3)

Administrative issues in environment and land-use planning. Zoning subdivision, housing, eminent domain, and comparative land-use systems.

10:975:440. INTRODUCTION TO REAL ESTATE (3)

Overview of real estate in the marketplace, the organization and services of the real estate industry, and the tools of real estate practitioners.

10:975:444. AMERICAN ENVIRONMENTAL HISTORY (3)

Exploring the diverse connections between America's national development and its land environment; this is essentially a course in ecological history.

10:975:454. PLANNING ADMINISTRATION (3)

Planning and administration of urban renewal, public housing, and middle-income housing programs, including the landlord-tenant relationship, housing-code enforcement, and techniques of conservation and rehabilitation of urban housing.

10:975:456. HOUSING AND HEALTH CARE (3)

Credit not given for both this course and 10:832:456.

The intersection of U. S. health and public housing policies, including such topics as falls, fires, safety, and the needs of special populations.

10:975:460. THE URBAN ECONOMY (3)

Examination of the basics of the urban economy and the major influences on the economic development of cities. Class focuses on the economic evolution of cities, spatial patterns of economic activity within cities, economic base theory, industrial location theory, and current urban economic issues and trends.

10:975:462. HUMAN RIGHTS, HEALTH, AND VIOLENCE (3)

Open to seniors only.

Covers human rights law—its uses in wartime and theoretical reframing of women's rights, and in applications to health and health care.

10:975:463,464. BLOUSTEIN RESEARCH (BA,BA)

Advanced undergraduates participate as research assistants in an ongoing research project at one of the centers or institutes in the Bloustein School. Supervised by principal investigator of project from whom permission to register must be obtained.

10:975:473. URBAN TRANSPORTATION POLICY (3)

Major policy issues in urban transportation. Historical development and current characteristics of the urban transportation systems. Problems and alternative solutions analyzed in the context of political and institutional constraints.

10:975:474. TOURISM PLANNING (3)

Analysis of largest industry by value globally. Rise of mass tourism, marketing tourism destinations. Economic, environmental, social, and political impacts of tourism nationally and internationally.

10:975:475. WORLD CITIES (3)

Survey of selected number of the world's largest cities; their origin, development, structure, problems, and future.

10:975:477. IMMIGRATION, URBAN POLICY, AND PUBLIC HEALTH (3)

Open to seniors only.

Facts and controversies surrounding immigration. Legislative history, urban and public health impacts, racial implications.

10:975:478. HISTORY OF PLANNING THOUGHT (3)

Major ideas in city and regional planning since the early nineteenth century. Origin, growth, and impact of these ideas on the evolution of planning and urban development in the context of broader intellectual, social, and technological change.

10:975:481. HOUSING AND ECONOMIC DEVELOPMENT (3)

Quantitative approaches to the analysis of housing and employment. Emphasis on informational sources and analytical techniques employed by planners. Cost-revenue, fiscal impact, demographic, rate of return, and mortgage analysis; general employment evaluation approaches.

10:975:482. SOCIAL ASPECTS OF ENVIRONMENTAL DESIGN (3)

Examination of environmental shifts, whether growth or decline, and implications for land-use planning. Focus primarily on contemporary American cases.

10:975:483. PROTECTING COMMUNITY HEALTH (3)

Exploring the role of public health compared to economic feasibility, politics, and other factors in neighborhood revitalization.

10:975:485. GENDER AND INTERNATIONAL DEVELOPMENT PLANNING (3)

Open to seniors only.

Competing theories of development and feminist critiques of current theory and practice; the sexual division of labor, ecofeminism, human rights of women, and population and women's health.

10:975:490,491. INDEPENDENT STUDY IN URBAN STUDIES (BA,BA)

Prerequisites: 10:975:232 and approval of a faculty supervisor.

An independent study on a topic selected by the student in consultation with a faculty supervisor.

10:975:493,494. SENIOR SEMINAR IN URBAN STUDIES (3,3)

Open only to senior urban studies majors. Prerequisites: 10:975:233 or equivalent; 393; and at least three other courses in the department.

Assimilation and integration of past learning and experience. Multidisciplinary discussion and reading on key concepts of urban studies. Preparation of senior thesis.

10:975:498,499. SPECIAL TOPICS IN URBAN STUDIES (3,3)

Topics vary. Specific titles available at time of registration.

Administration, Centers, and Faculty

OFFICE OF THE DEAN

James W. Hughes, *Dean of the School*
Dorothea Berkhout, *Associate Dean*
Michael Greenberg, *Associate Dean of the Faculty*
Donald A. Krueckeberg, *Associate Dean for Master's and Professional Programs*

PROGRAM AND CENTER DIRECTORS

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Carl E. Van Horn, *Director*

National Center for Neighborhood and Brownfields Redevelopment

Michael Greenberg, *Director*

New Jersey Public Policy Research Institute

Roland V. Anglin, *Director*

New Jersey Sustainable State Institute

Joy E. Hecht, *Executive Director*

Alan M. Voorhees Transportation Center

Reid Ewing, *Director*

National Transit Institute

Paul J. Larrousse, *Director*

Voorhees Transportation Policy Institute

Martin Robins, *Director*

FACULTY

Hooshang Amirahmadi, *Professor; B.S., Azarabadegan;*

M.S., Dallas; Ph.D., Cornell (City and Regional Planning)
Teaching and research interests include urban and regional economics, comparative regional policies, international and regional investments, and global restructuring. Area interests include the Middle East.

Clinton J. Andrews, *Associate Professor; B.S., Brown; Ph.D., Massachusetts Institute of Technology*

Teaching and research interests include energy and environmental planning, regulatory reform, and planning methods.

Glenn Beamer, *Assistant Professor; B.S., William and Mary; M.A., Ph.D., Michigan*

Teaching and research interests include institutional politics, political economy, methodology, AIDS politics and epidemiology, poverty politics, and welfare reform.

Richard K. Brail, *Professor; B.A., Rutgers; M.C.R.P., Ph.D., North Carolina*

Teaching and research interests focus on urban transportation planning and the use of computer and information technology, particularly geographic information systems, urban databases, and spatial models.

Robert W. Burchell, *Professor, Codirector, Center for Urban Policy Research; B.S.M.E., U.S. Coast Guard Academy; M.C.R.P., Ph.D., Rutgers*

Teaching and research interests include real estate analyses, fiscal impact analyses, housing, and land-use planning methods and theory.

Joel Cantor, *Professor; Director, Center for State Health Policy; B.A., Wisconsin; Sc.D., Johns Hopkins*

Teaching and research interests include health-care financing and delivery, health-care policy, and access to health services by low-income populations.

Robert A. Catlin, *Professor; B.S., Illinois Institute of Technology; M.S.U.R.P., Columbia; Ph.D., Claremont Graduate School*

Teaching and research interests include housing and community development, planning administration, planning and minority group communities.

Henry A. Coleman, *Associate Professor and Director, Center for Government Services; B.A., Morehouse College; M.A., Ph.D., Princeton*

Research interests include the analysis of public policy issues, especially in the areas of state and local finances, income redistribution, and labor force utilization.

Jocelyn Elise Crowley, *Assistant Professor; B.A., Cornell; M.P.P., Georgetown; Ph.D., Massachusetts Institute of Technology*

Teaching and research interests include social policy, American politics, women and politics, and methods.

Sean DiGiovanna, *Assistant Professor; B.A., Johns Hopkins; Ph.D., University of Toronto*
Teaching and research interests include local economic development, technology policy, and theories of regional change.

Salah El-Shakhs, *Professor and Coordinator, Hubert H. Humphrey Fellowship Program; B.S., Cairo (Architecture); M.C.P., Ph.D., Harvard*
Teaching and research interests include comparative urbanization, national and regional urban development strategies, spatial development and evolution of urban systems, new town, and land-uses planning. Area interests include Africa, Middle East, and Western Europe.

Bari Anhalt Erlichson, *Assistant Professor; A.B., Dartmouth College; M.A. (Education), M.A. (Political Science), Ph.D., Stanford*
Teaching and research interests include education policy and politics; political institutions; and race, ethnicity, and representation.

Norman J. Glickman, *University Professor; B.A., M.A., Ph.D., Pennsylvania*
Teaching and research interests include international and regional economic development, econometric modeling and urban impact analysis, and urban and industrial policy.

Michael Greenberg, *Professor and Associate Dean of the Faculty; B.A., Hunter; M.A., Ph.D., Columbia (Geography)*
Teaching and research interests include environmental planning, economic and environmental trade-offs, toxic substances, and the geography of disease.

David H. Guston, *Associate Professor; B.A., Yale; Ph.D., Massachusetts Institute of Technology (Political Science)*
Research and teaching interests include science and technology policy, the role of experts and policy analysis in democratic decision making, and legislative processes and organization.

Briavel Holcomb, *Professor; B.Sc., Nottingham (U.K.); Dip. Ed., Oxford (U.K.); M.A., Ph.D., Colorado (Geography)*
Teaching and research interests include urban revitalization; marketing and economic development; urban geography; the geography of inequality; and environmental perception and design for women, children, and the elderly.

James W. Hughes, *Professor and Dean of the Edward J. Bloustein School of Planning and Public Policy; Director, Rutgers Regional Report; B.S., M.C.R.P., Ph.D., Rutgers*
Teaching and research interests include demographics, housing and real estate markets, and analysis of regional and state economies.

Radha Jagannathan, *Assistant Professor; B.A., School of Economics, Delhi (India); M.A., Rutgers; Ph.D., Princeton*
Research and teaching interests include public welfare, child welfare, welfare-to-work programs, and statistics and methods.

Donald A. Krueckeberg, *Professor and Associate Dean for Master's and Professional Programs; B.S., Michigan State; M.C.P., Ph.D., Pennsylvania*
Teaching and research interests include methods of planning analysis, planning theory, and history.

Robert W. Lake, *Professor, Center for Urban Policy Research; Editor, CUPR Press; B.A., Antioch; M.A., Ph.D., Chicago (Geography)*
Teaching and research interests include urban and political geography, race and housing, environmental regulation, and locational conflict.

Judith Grant Long, *Assistant Professor; B.A., Huron College, Canada; B.A.A., Reyerson Polytechnic, Canada; M.Des.S., Harvard Design; Ph.D., Harvard*
Teaching and research interests include urban redevelopment, public-private partnerships, real estate development, and sports- and tourism-anchored development.

David Listokin, *Research Professor, Codirector, Center for Urban Policy Research; B.A., CUNY (Brooklyn College); M.C.R.P., Ph.D., Rutgers*
Teaching and research interests include fair-share housing, urban finance, fiscal impacts, housing policy, environmental impact analysis, education finance, housing finance.

Jane Miller, *Associate Professor; B.A., Williams College; M.A., Ph.D., Pennsylvania*
Teaching and research interests include maternal and infant health, demography.

Anton E. Nelessen, *Associate Professor; B.Architecture, Minnesota; M.S., Harvard (Architecture and Urban Design)*
Teaching and research interests include design at all scales, urban design for new communities, neighborhood and C.B.D. rehabilitation, visual perception, communication of planning theory and practice, and three-dimensional, 360-degree environmental simulation.

Kathe Newman, *Assistant Professor; B.A. Manhattan College; Ph.D., CUNY*
Teaching and research interests include urban politics, urban revitalization, community development, inter-governmental relations, state and local politics, and the intersection of race, ethnicity, gender, and class.

Frank J. Popper, *Professor; B.A., Haverford College; M.P.A., Ph.D., Harvard*
Teaching and research interests include land-use planning, the American West, politics of land use, and regional and environmental policy.

John R. Pucher, *Professor; B.A., North Carolina (Chapel Hill); Ph.D., Massachusetts Institute of Technology*
Teaching and research interests include urban transportation, urban economics, and public sector economics.

Alan Rosenthal, *Professor; A.B., Harvard; M.P.A., M.A., Ph.D., Princeton*
Research interests include state legislatures and state politics.

Julia Sass Rubin, *Assistant Professor; A.B., Harvard (Radcliffe); M.B.A., A.M.; Ph.D.; Harvard*
Teaching and research interests include organizational behavior, community and neighborhood development, not-for-profit organizations, and small business creation.

Dona Schneider, *Professor; B.A., Trenton State College; M.A., Rutgers; M.P.H., Rutgers/University of Medicine and Dentistry of New Jersey; Ph.D., Rutgers*
Teaching and research interests include morbidity and mortality patterns for children and high-risk groups.

David C. Schwartz, *Professor; Director, American Affordable Housing; A.B., A.M., CUNY (Brooklyn College); Ph.D., Massachusetts Institute of Technology (Political Science)*
Teaching and research interests include housing policy, housing finance, housing/health-care relationship, legislative politics, and American government.

Stuart Shapiro, *Assistant Professor; B.S., Case Western Reserve; M.P.P., Ph.D., Harvard*
Teaching and research interests include public administration and public policy, regulatory processes, civil-service issues, economics, quantitative methods.

Meredeth Turshen, *Professor; B.A., Oberlin College; M.S., New York; Ph.D., Sussex (U.K.)*
Teaching and research interests include gender and development, international health, nutrition, third-world social policy; occupational and environmental health in the U.S. and abroad; women's studies.

Carl E. Van Horn, *Professor; Director, John J. Heldrich Center for Workforce Development; B.A., Pittsburgh; M.A., Ph.D., Ohio State (Political Science)*
Teaching and research interests include employment policy, policy analysis and evaluation, public policy formation, state government and politics.

Lyna Wiggins, *Associate Professor; B.S., California Polytechnic Institute (San Luis Obispo); M.S., Stanford; Ph.D., California (Berkeley)*
Teaching and research interests include geographic information science, urban applications of GIS, and planning methods.

Nancy Wolff, *Associate Professor; B.A., Ph.D., Iowa State*
Teaching and research interests include health economics and public finance.

Cliff Zukin, *Professor; B.A., Oregon; M.A., Ph.D., Ohio State (Political Science)*
Research interests include mass media and American politics, public opinion and voting behavior, survey research.

RESEARCH FACULTY

Reid Ewing, *Research Professor, Director, Alan. M. Voorhees Transportation Center; B.S., Purdue; M.S., Harvard; M.C.P., Harvard; Ph.D., Massachusetts Institute of Technology*
Teaching and research interests include coordinating land use and transportation, impacts of the built environment on travel choices and public health, community design for livability and walkability, context-sensitive highway design and traffic calming, quantification of sprawl and its impacts.

Stephen P. Finn, *Associate Research Professor, Director, Community Development Institute; B.A. Jersey City State College, M.S.W., Rutgers*
Teaching and service interests include community development, community organizing, neighborhood planning, service-learning, university-community partnerships.

Michael L. Lahr, *Associate Research Professor, Center for Urban Policy Research; B.A., M.A., Ph.D., Pennsylvania*
Teaching and research interests include economic development, interindustry economics, urban and regional economics and geography, public finance, and labor markets.

Nancy H. Mantell, *Director, Rutgers Economic Advisory Service; B.A., M.A., Ph.D., Pennsylvania*
Research interests include state and local economic and tax forecasting and analysis.

Ruth Ann Stewart, *Research Professor, Center for Urban Policy Research; B.A., Wheaton College; M.S., Columbia*
Teaching and research interests include national and international public policy issues in the arts and culture, and the role of the arts in economic and community development.

Jan S. Wells, *Assistant Research Professor; B. S., Florida State; M.B.A., Columbia; Ph.D., Rutgers*
Teaching and research interests include housing markets, policy and finance, real estate development, transit related development, and housing development on brownfields.

ASSOCIATED FACULTY

Carmen Twillie Ambar, *Dean, Douglass College; B.S., Georgetown; M.A., Woodrow Wilson School, Princeton; J.D., Columbia School of Law*
Teaching interests include public policy.

Raphael J. Caprio, *Professor of Public Administration (Rutgers–Newark), Vice President for Continuous Education and Research; A.B., Rutgers (Newark); Ph.D., Rutgers*
Teaching and research interests include alternative delivery models of public service including privatization, outsourcing, and interlocal agreements.

Caron Chess, *Associate Professor, Department of Human Ecology; Director, Center for Environmental Communication, Cook College; B.A., New York; M.S., Michigan; Ph.D., New York*
Teaching and research interests are public participation, deliberation, and communication concerning environmental issues.

Frank Fischer, *Professor of Political Science and Public Administration (Rutgers–Newark); Ph.D., New York*
Teaching and research interests include science, technology, and environmental policy.

Leslie Fishbein, *Associate Professor of American Studies; B.A., Hunter College; Ph.D., Harvard*
Teaching and research interests include Greenwich Village, New York City: the culture of metropolis, and women and the urban imagination.

James J. Florio, *Former Governor of New Jersey, University Professor of Public Policy; J.D., Rutgers' School of Law–Camden*
Teaching interests include executive and legislative policymaking and decision making for public policy.

Angus Kress Gillespie, *Professor of American Studies; B.A., Yale; Ph.D., Pennsylvania*
Teaching and research interests include public sector American studies and the cultural impact of large-scale civil engineering projects such as highways and skyscrapers.

Fern Goodhart, *Health Services Director; B.A., Queens College; M.S., Massachusetts*
Teaching and research interests include health education programs and state hypertension control.

Edward Ramsamy, *Assistant Professor of Africana Studies; B.A. Hons, UDW, South Africa; M.C.R.P., Ph.D., Rutgers*
Teaching and research interests include social theory and urban planning; international development planning; race, culture, and identity; urban political economy; and regional planning in Southern Africa.

Michael Aaron Rockland, *Professor of American Studies; B.A., Hunter College; M.A., Ph.D., Minnesota*
Teaching and research interests include nature in the built environment, the culture of New Jersey, and urban adventure.

Peter Simmons, *University Professor (Rutgers–Newark); A.B., LL.B., California (Berkeley)*
Teaching and research interests include planning law, municipal law, and land use.

Shirley Smoyak, *Professor; B.S., M.S., M.Phil., Ph.D., Rutgers*
Teaching and research interests include deinstitutionalization of the mentally ill, crisis services for children and adolescents.

FACULTY FELLOWS

Roland V. Anglin, *Director, New Jersey Public Policy Research Institute; B.A., Brooklyn College; M.A., Northwestern; Ph.D., Chicago*
Teaching interests include community development, project management, and information technology.

Louis Gambaccini, *Distinguished Transportation Fellow; B.S., Connecticut; M.P.A., Syracuse (Maxwell School of Citizenship and Public Affairs); New York (Doctoral Studies)*
Teaching interests include transportation management.

Sandford Jaffe, *Director, Center for Negotiation and Conflict Resolution; B.A., Rutgers; LL.B., Harvard*
Teaching and research interests include negotiation, dispute resolution, legal education, and criminal justice.

Paul J. Larrousse, *Director, National Transit Institute; B.A., St. Anselm College; M.S., Polytechnic*
Teaching interests include public transportation planning, management, and policy.

Henry J. Mayer, *Executive Director, National Center for Neighborhood and Brownfields Redevelopment; B.S., Perdue; M.S., Ph.D., Rutgers*
Research and teaching interests include neighborhood revitalization.

Martin E. Robins, *Director, Voorhees Transportation Policy Institute; A.B., Princeton; LL.B., Harvard*
Teaching interests include transit-oriented development, transit system planning, and transit system access.

Linda Stamato, *Deputy Director, Center for Negotiation and Conflict Resolution; B.A., Rutgers (Douglass College); M.A., Seton Hall; M.A., Rutgers*
Teaching and research interests include negotiation, conflict resolution, higher education policy, and regulatory policy.

William A. Tracy, *Executive Director, John J. Heldrich Center for Workforce Development; Lecturer in Public Policy; B.S., St. Peter's College; M.A., Iowa*
Teaching and research interests include employment policy and economic development.

ADJUNCT FACULTY

Peter Abatemarco, J.D.
Public Defender
Flemington, New Jersey

Glen Belnay, Ph.D.
Health Officer
Hillsborough Township, New Jersey

Kevin Breen, M.P.H.
Health Administrator
Township of Morris, New Jersey

Andrew Davis, J.D.
Vice President
Paulus, Sokolowski, and Sartor, LLC

Elizabeth Garlatti, M.A.
Executive Director, Child Health Institute
UMDNJ–Robert Wood Johnson Medical School

Susan Gruel, M.C.R.P.
Partner
Heyer, Gruel and Associates

John P. Hall, Jr., M.B.A.
Vice President for Government and Policy (retired)
Johnson & Johnson

Fred Heyer, M.C.R.P.
Partner
Heyer, Gruel and Associates

Wansoo Im, Ph.D.
Principal and GIS Specialist
Vertices, LLC

Stephen Jones, M.A., F.A.C.H.E.
Senior Vice President of Operations
UMDNJ–Robert Wood Johnson University Hospital

David Kehler, M.A.
Consultant
Public finance and public policy issues

Ranjana Madhusudhan, Ph.D.
Research Economist
New Jersey Department of Treasury

Alan Mallach, B.A.
Consultant
Housing, land use, and urban development

Harry O'Neill, M.S.
Vice Chairman
RoperASW

Harold Rubenstein, J.D.
Executive Director
New Jersey State Bar Association

William Schluter, B.A.
Chair
New Jersey State Senate Joint Legislative Committee on Ethical Standards

Robert Sommer, M.A.
Executive Vice President
The MWW Group – Strategic Communications Counsel

Peter Tabbot, M.P.H.
Health Officer
Townships of West Caldwell and Fairfield, New Jersey

Lewis Thurston, M.A.
Executive Director
New Jersey Highway Authority