

PLANNING THEORY AND HISTORY

FALL 2016

URP 6100, SECTION 4546
3 CREDIT HOURS
423 ARCHITECTURE BUILDING
MONDAY (PERIODS 3 & 4) 9:35-11:30 &
WEDNESDAY (PERIOD 4) 10:40-11:30

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OFFICE HOURS: By appointment

COURSE WEBSITE: <http://elearning.ufl.edu>

COURSE COMMUNICATIONS: The best way to contact me is by email (see address above). If you have a question that you would like the whole class to see, you can post that to the discussion section of the class website in Canvas.

REQUIRED TEXTS: Hall, P. (2014). *Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century* (4th Ed.). Malden, MA: Wiley-Blackwell.

Fainstein, S. & DeFilippis, J. (Eds.). (2016). *Readings in Planning Theory* (4th Ed.). Malden, MA: Wiley-Blackwell.

STRONGLY RECOMMENDED TEXT: Clear concise writing is a critical skill in the discipline and profession of planning. A written report to a commission or client is the primary means, in addition to presentations, that you present your findings and recommendations. The following book will be an essential part of your library while you are a student in this program. I highly recommend you purchase it. The sections on concision and cohesion are especially helpful as they outline how to write clearly and persuasively.

Williams, J. M. (2010). *Style: Lessons in Clarity and Grace* (10th ed.). New York: Longman Publishers.

ADDITIONAL RESOURCES: Additional required readings, as listed in the syllabus, are on reserve at the Architecture and Fine Arts Library, on-line, or will be available as handouts in class.

PREREQUISITE KNOWLEDGE AND SKILLS: There are no prerequisites for this course. As background to this course, I assume that all students have a basic understanding of American history.

The following textbook is used in the undergraduate course, Preview of Urban Planning (URP 4000). Students who have not taken URP 4000, or a comparable introduction to urban planning, and who would like a good overview of the profession, are encouraged to read this textbook.

Levy, J. M. (2010). *Contemporary Urban Planning* (9th Ed). Upper Saddle River, NJ: Prentice Hall.

PURPOSE AND STRUCTURE OF THE COURSE: This course addresses the history and fundamental theory of planning. Understanding the history and theory of planning requires that we consider three separate but related elements. First is the evolution of the city as a physical, social, and economic entity. Second is the evolution of planning as a process, which takes us beyond the field of city planning. Cities have been planned and built by a wide variety of actors including engineers, politicians, capitalists, architects, lawyers, doctors, radicals, conservatives, craftspeople, and workers. Third, planning has evolved in the United States and in Western Europe since the late 19th Century through a profession of people calling themselves city planners. They, too, have been very diverse, driven by many different motivations and seeing the profession in widely differing ways based upon, among other factors, the various theories of planning. These theories will be discussed within the context of the history of planning and their implications for planning practice.

This course is required for students who intend to receive a Masters of Urban and Regional Planning. Thus, it is primarily targeted at students who are enrolled, or, plan to enroll in urban planning as a field of graduate study. Graduate students in other related disciplines are also encouraged to take this course.

Throughout the semester, we will discuss the history of planning following the topics of Peter Hall's *Cities of Tomorrow* with a discussion of theory interspersed to highlight the conflicts in the profession during a given period. At the end of the semester, we will consider the current status of the planning profession as it relates to the theory of planning and the history of the profession.

Each student (with or without a partner) will be expected to present their review of a book – a historical case study – related to the general themes outlined in the text and in other readings. Following each presentation, all students will be expected to discuss how this material relates to the themes outlined in the course and other related readings, and how each example contrasts with previous discussions and presentations on the role of planners.

We will also discuss planning theory using selected readings from *Readings in Planning Theory* (edited by Scott Campbell and Susan Fainstein) and other related readings in planning theory. During the discussion of theory we will consider the following (and other related) questions: (1) What are the justifications for planning (and government intervention, generally)? and (2) What are the types of planning? The types of planning will be discussed within the context of case studies of planners in action and their strategies, successes, and failures. This portion of the course will also bring together the case studies presented during the history portion of the course.

COURSE GOALS AND/OR OBJECTIVES: This course familiarizes students with the justifications for planning, the evolution of the planning profession, the range of specializations in planning, the various styles of planning and planners' interaction with other participants in the development of cities and regions. This course also builds a foundation of knowledge for the other planning courses in the program. By the conclusion of this course, students should demonstrate the following knowledge and skills:

- Classify and explain the various roles that planners play in the public and private sectors, and within specializations.
- Interpret the various styles of planning and planners' interaction with other participants in the development of cities and regions.
- Develop your own perspective on planning theory.
- Identify, analyze, and critique the justifications for planning and the influence of critical periods in planning history on contemporary planning practice.
- Strengthen the following skills that will be important in professional practice: (1) *critical thinking*; (2) *presentation (verbal communication)*; (3) *evaluation and criticism*; (4) *argumentation*; and (5) *written communication skills*.

HOW THIS COURSE RELATES TO THE STUDENT LEARNING OUTCOMES IN THE DEPARTMENT OF URBAN AND REGIONAL PLANNING: As the foundational course in the graduate program, Planning Theory and History allows students to begin developing all three departmental student learning outcomes. These are:

- Demonstrate an understanding of human settlement, historical and contemporary practice, and policy and processes relevant to urban and regional planning concepts and theories. This class is intended to introduce the student to both historical and contemporary practice as a means to understand critical junctures in planning history and theory. The emergence of policies and processes during these periods will also form a key component of this class.
- Demonstrate oral, written, and critical thinking skills required of master's students within their area of specialization. The assignments are designed to allow students to demonstrate these skills.
- Display ethical behaviors, cultural sensitivity, teamwork, professional conduct and communication. As a graduate level course, professional conduct and communication is

expected. Students will be introduced to the evolution of the term “public interest”, a key concept that has shaped the profession since its earliest days. The concept has changed to reflect a greater inclusiveness and cultural sensitivity.

TEACHING PHILOSOPHY: The assignments of this course and all courses that I teach have been designed to allow students to practice the kinds of skills they will use as planning professionals. While the course is by its nature more theoretical than most of the courses in the curriculum, the exercises have been designed to develop the following skills that will be important in professional practice: (1) *critical thinking*; (2) *presentation (verbal communication)*; (3) *evaluation and criticism*; (4) *argumentation*; and (5) *written communication skills*.

Students will be asked to exercise their *critical thinking skills* throughout the course. In the historical case study, they will read and analyze the perspectives of the various authors, understand the authors’ assumptions, summarize and present the argument to the class, and contrast that reading with other course materials. In the writing assignments, students will be asked to consider the diverse perspectives on planning theory and develop their own perspective. All students will develop their *presentation skills* through the historical case study in which they will be asked to present material that is unfamiliar to their classmates in a suitable format to raise issues for class discussion. In each of the papers, students will be required to *develop a basic argument* and present it in a manner that is easily understood (thus developing good *written communication skills*). These skills are important because in professional practice, planners need to write in a manner that clearly states the goals of the writing, develops the argument persuasively, and is written in a manner that is easily understood.

INSTRUCTIONAL METHODS: This course will be run primarily as a seminar and will include lectures, discussions, special readings, and in-class exercises. The four elements of the course are reading assignments, lectures and class discussions, an in-class presentation, and written assignments. Writing well is a critical skill in planning. Thus, being able to effectively communicate your ideas and analysis of course material in writing will form an important component of this course.

COURSE POLICIES – STUDENT RESPONSIBILITIES & GRADING:

CLASS ATTENDANCE and CLASS PARTICIPATION are important requirements for this course. Attendance is mandatory and you must arrive on time. Each student will be allowed three (3) absences (this includes excused and unexcused absences) from class during the semester. After that, absences hurt your grade. Tardiness also hurts your grade. Excessive absences or tardiness may justify expulsion from the class and/or a failing grade. If you miss class, it will be your responsibility to find out about discussions and activities you missed. In preparation for every class, each student should complete the readings before class and be prepared to contribute to thoughtful discussion of the readings and related issues. Class participation

includes your engagement in various group exercises, class discussions, self-checks, and minor written assignments that reflect completion of assigned readings.

All electronic devices will be shut down and stored so you can turn your full attention to the instructor, your fellow students, and any guest speakers in this course.

Grades will be based on the following scale:

A (100%-93%), A- (92%-90%), B+ (89%-88%), B (87%-83%), B- (82%-80%), C+ (79%-78%), C (77%-73%), C- (72%-70%), D+ (69%-68%), D (67%-58%), D- (57%-55%), E (below 55%).

For information about the grade point values the university associates with each course letter grade, see: <http://www.isis.ufl.edu/minusgrades.html>

ASSIGNMENTS: On all papers, unless otherwise indicated, the following shall apply: The text of the paper should meet the minimum paper length – meet the minimum number of complete double-spaced pages in length. Margins should be no more than one inch on the left side and one inch on the right side and the font no larger than 12 point. Please number all pages. In preparing the written assignments, you should review two chapters in Williams' *Style: Lessons in Clarity and Grace* – "Cohesion and Coherence" and "Concision."

I expect that all graduate students should be able to accomplish the requirements for the course – a "B" grade, but do not hesitate to mark lower when a student does not meet a minimal standard for graduate-level work. "A" grades require performance well beyond the average -- e.g., quality, depth, and synthesis of ideas as well as originality and/or creativity.

Meeting deadlines matters! All assignments are due to me through the Canvas course site on the due date and time. Late assignments will be marked down half a grade for each day they are late (i.e., from a B+ to a B for being a day late). A day is defined as 24 hours and begins immediately after the beginning of class on the day that the paper is due (i.e. the paper is due at 9:35 on Monday and you submit it at 9:40– that paper is now marked down for being one day late). Further, I do not accept resubmittal of papers in an effort to improve your grade.

Your work on the final synthesis paper might be eligible for a national award. There are several national awards that students can compete for including the Donald Schön Award for Excellence in Learning, the McClure Best Masters Student Paper, and the Marsha Ritzdorf Award for the Best Student Paper.

Assignment	Points Possible	Percent of Grade
Discussions Module 1: Public Interest Module 2: The Process of Urbanization Module 5: Urban Renewal Module 6: Power in Planning Module 7: Public Interest Module 8: Tech. in Plng. or International Plng.	120 (20 each)	12%
Written Assignments Module 2 Module 3 Module 4 Module 8	40 (10 each)	4%
Self-Checks Module 1 Module 3 Module 5 Module 7	10 (2.5 each)	1%
Attendance and Participation	60	6%
Historical Case Presentation & Handout	100	10%
Historical Case Critique	200	20%
What is Planning Essay	150	15%
RPAA Skit	20	2%
Final Paper	300	30%
Total:	1000	100%

Students MUST follow the University's policy regarding cheating and the use of copyrighted materials. Students are responsible for reading and abiding by the University's student code of

conduct (<http://www.dso.ufl.edu/sccr/honorcodes/conductcode.php>) and the University Honor Code. Under the Student Honor Code, “on all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: ‘On my honor, I have neither given nor received unauthorized aid in doing this assignment’” (6C1-4.040(a)). There are also rules governing plagiarism. If you directly quote someone or use an idea from another source, you **must** attribute those words or that idea. Failure to follow the rules in the Student Honor Code will result in failure on that paper and consequently may result in a failure in this course. In addition, possible disciplinary action may be brought under the Judicial Process for Academic Honesty Violations. If you are unclear about what constitutes plagiarism, please make an appointment with me to discuss this. You can also consult the above website and the graduate catalog for further information.

In written work, the format for all attributions should follow the format used by the *Journal of the American Planning Association* (JAPA) based upon the *Publication Manual of the American Psychological Association, 6th Edition* (2009). In brief, the references are as shown above and throughout the class schedule (except for references to the two required texts as they appear below). Citations should appear in text as follows (using the course text): (Hall, 2002) when using a general idea from the text or (Hall, 2002, p. 318) when using a specific quote or putting material on the indicated page into your own words (in this case, p. 318).

UF POLICIES:

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: Students requesting accommodation for disabilities must first register with the Dean of Students Office (<http://www.dso.ufl.edu/drc/>) via the Disability Resource Center. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodation. You must submit this documentation prior to submitting assignments or taking the quizzes or exams. Accommodations are not retroactive, therefore, students should contact the office as soon as possible in the term for which they are seeking accommodations.

UNIVERSITY POLICY ON ACADEMIC MISCONDUCT: Academic honesty and integrity are fundamental values of the University community. Students should be sure that they understand the UF Student Honor Code at <http://www.dso.ufl.edu/students.php>.

NETIQUETTE: COMMUNICATION COURTESY: All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Abuse of this system and its tools through disruptive conduct, harassment, or overall disruption of course activity will not be tolerated. Conduct that is deemed to be in violation with University rules and regulations or the Code of Student Conduct will result in a report to the Dean of Students.

GETTING HELP:

For issues with technical difficulties for E-learning in Canvas, please contact the UF Help Desk:

- Learning-support@ufl.edu
- (352) 392-HELP - select option 2
- <https://lss.at.ufl.edu/help.shtml>

Other resources are available at <http://www.distance.ufl.edu/getting-help> for:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints
- Library Help Desk support

If you have an issue that cannot be resolved at the program level, students have the right to file a complaint with the Office of the Ombuds at <http://www.ombuds.ufl.edu/>.

The University is required to provide both current and prospective students with contact information for filing complaints with its accrediting body and the appropriate state agency for handling complaints in a student's resident state. The University of Florida is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award bachelor, master, specialist, engineer, doctoral and professional degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of the University of Florida. If you would like to file a complaint with the Southern Association of Colleges and Schools Commission on Colleges, download the SACS Complaint Procedures Form (PDF).