

## SPECIAL STUDIES: PLANNING THEORY AND HISTORY

**URP 4905 (20692)**  
**3.0 CREDIT HOURS**  
**FALL 2018**

**CLASS MEETINGS:** Monday | Period 3 - 4 (9:35 AM - 11:30 AM)  
Wednesday | Period 4 (10:40 AM - 11:30 AM)  
Arch 423

**INSTRUCTORS:** Dr. Kristin Larsen, AICP  
klarsen@ufl.edu  
Office: 431A Architecture  
Tel: 294-1482

Cleary Larkin, AIA  
clarkin@ufl.edu

**OFFICE HOURS:** By appointment.

**COURSE WEBSITE:** UF Canvas

**COURSE DESCRIPTION:** This course addresses the history and fundamental theory of planning for undergraduates who may be considering a career in planning or who may be pursuing studies where knowledge of planning is desirable. 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.

**LEARNING OBJECTIVES:** At the conclusion of this course, you should be able to:

- 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 critical thinking skills that will be important in professional practice.
- Strengthen presentation and verbal communication skills that will be important in professional practice.
- Strengthen evaluation and argumentation skills that will be important in professional practice.
- Strengthen written communication skills that will be important in professional practice.

**HOW THIS COURSE RELATES TO THE STUDENT LEARNING OUTCOMES IN THE DEPARTMENT OF URBAN AND REGIONAL PLANNING:** This course will allow students to demonstrate their understanding of human settlement, contemporary practice, organizational/ institutional structures, and policies and processes relevant to the profession of planning. Students will demonstrate critical thinking and professional visual, oral, and written communication skills.

**TEACHING PHILOSOPHY:** This course is designed to allow students to practice the kinds of skills used by planning professionals. Assignments 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*. In addition, this course is designed to enable you to begin thinking from an interdisciplinary perspective about the ways in which landscape architecture, planning, architecture, and historic preservation inform our work in the built environment and collaborative innovations that are moving these related fields forward.

**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, in-class presentations, and written assignments. Writing well is a critical skill in planning and other professions. Thus, being able to effectively communicate your ideas and analysis of course material in writing will form an important component of this course.

**COURSE COMMUNICATIONS:** General questions can be posted to the Canvas class website discussion board. Private questions can be emailed to the instructors through the Canvas email.

**COURSE 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.
- Additional readings will be assigned within modules. Most of these readings can be accessed through the UF library system. To access course reserves, click on "Course Reserves" on the menu to the left and login to [ARES](#).

## COURSE ORGANIZATION:

Module	Topics Covered
1	Common Themes – Introduction to Planning Theory and History
2	Progressive Movement: The Birth of City Planning
3	City Beautiful versus City Functional
4	City Visionary – The New Deal
5	Post-war Challenges and Opportunities
6	Current Issues
7	Future Directions
8	Synthesis

The course is organized around eight modules. Over the course of the term, you will submit through Canvas eight short discussion and four written assignments. You will also prepare a Book Critique and Presentation. One essay entitled “What is Planning” is due at the beginning of the term. A small midterm project will demonstrate your understanding of Regional Planning and provide feedback on graduate level RPAA presentations. One semester-long project will be due as your final.

Assignment	Points Possible	Percent of Grade
Discussions	160 (20 each)	16%
Written Assignments	40 (10 each)	4%
Self-Checks	10 (2.5 each)	1%
Book Presentation	100	10%
Book Critique	100	10%
Regional Planning Synthesis	80	8%
What is Planning Essay	150	15%
Final Project	300	30%
Attendance & Participation	60	6%
<b>Total:</b>	<b>1000</b>	<b>100%</b>

Please note that 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).

## COURSE POLICIES:

**ATTENDANCE:** Attendance is MANDATORY. Roll will (typically) be taken each class. Please notify the instructor(s) beforehand if you need to miss a class. If you incur more than three (3) absences, your course grade will go down one letter grade increment for every additional class missed. You are expected to come to class on time (arriving before the class is scheduled to begin) and to stay until the end. Please let the instructor(s) know before class if you must leave early.

Requirements for class attendance and make-up exams, assignments, and other work are consistent with university policies that can be found at:  
<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

**PARTICIPATION:** You are expected to come to class on time, prepared, and ready to participate. Your participation will contribute to the learning of your fellow classmates. A significant percentage of your grade will be determined by your participation.

Preferred	Acceptable	Not Acceptable
Arrives early/ on time	Arrives no more than 5 minutes late, no more than twice in a semester	Consistently late
Comments are relevant and reflect understanding and good preparation	Comments are mostly relevant, understanding may be slightly lacking	Comments are minimal, demonstrate poor preparation. No comments are made. Disruptive or rude comments are made.
Clear enthusiasm	Not overly enthusiastic, but positive	Sluggish demeanor, sleeping or otherwise disengaged, drawing others into disrespectful behaviors (passing notes, etc.)

**CLASSROOM CLIMATE:** Equitable participation in this class requires the use of inclusive language, methods, and materials. Students are expected to use inclusive language in written and oral work, and to respect diversity in viewpoints expressed by others. Students are also encouraged to identify language, methods, and materials used in this course that do not contribute to an inclusive classroom climate.

**ELECTRONIC DEVICE USE:** During class time, phones will be turned off and put away. Computers and tablets are allowed during class only for note-taking or as directed by the

instructor(s). During student or guest presentations, students will put away computers and tablets, and can take notes by hand. Instructors will be observing electronic device use during class time. Students found to be using electronic devices for anything other than note-taking during class time will be docked one whole letter grade. This policy is for the benefit of all in the course, as well as the instructor(s).

## GRADING POLICIES:

**LATE ASSIGNMENTS:** Meeting deadlines matters! All assignments are due at the beginning of class on the due date, or as indicated on the assignment sheet. Computer problems that arise during submission will not be accepted as an excuse for late work. All work must be completed and submitted by the designated date and time in Canvas. 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 from the due date and time (i.e., the assignment is due at 11:59 p.m. on Tuesday, and you submit it at 12:05 a.m. on Wednesday - that assignment is now marked down as being one day late). Information in regard to UF's grading policy can be found [here](#).

### Grade scale

- A 94 and above
- A- 90-93
- B+ 87-89
- B 84-86
- B- 80-83
- C+ 77-79
- C 74-76
- C- 70-73
- D+ 67-69
- D 64-66
- D- 60-63
- E 59 and below

## 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/>). 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 INTEGRITY AND THE UF HONOR CODE:** 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>. The policy places full responsibility on students to know and adhere to these standards for academic integrity. All examinations, quizzes, projects, and assignments are subject to this policy. Maintaining strict academic integrity is a priority; all instructors will fully enforce the UF Honor Code in their classes.

**\*\*NETIQUETTE: COMMUNICATION COURTESY:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. All college level communication should have correct spelling and grammar. Avoid slang terms such as “wassup?” and texting abbreviations such as “u” instead of “you.” Avoid using the caps lock feature AS IT CAN BE INTERPRETTED AS YELLING. Avoid the use of emoticons. Be cautious when using humor or sarcasm as tone is sometimes lost in an email or discussion post and your message might be taken seriously or considered offensive. Be careful with personal information. See: <http://teach.ufl.edu/docs/NetiquetteGuideforOnlineCourses.pdf>

## GETTING HELP:

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

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

\*\* Any requests for make-ups due to technical issues MUST be accompanied by the ticket number received from LSS when the problem was reported to them. The ticket number will document the time and date of the problem. You MUST e-mail your instructor within 24 hours of the technical difficulty if you wish to request a make-up.

Other resources are available at the Dean of Students website [https://dso.ufl.edu/areas\\_services/a-z\\_services/](https://dso.ufl.edu/areas_services/a-z_services/) including:

- Counseling and Wellness resources
- Disability resources
- Resources for handling student concerns and complaints

Library Help Desk support can be found at: <http://cms.uflib.ufl.edu/#>