

PLANNING THEORY AND HISTORY

URP6100 | 3.0 Credit Hours | Spring 2019

CLASS FORMAT: This online course is held in Canvas at the UF eLearning website

INSTRUCTOR: Dr. Laurel Harbin, AICP, LEED AP
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Virtual office by email, phone, or by Zoom Conference

OFFICE HOURS: By Appointment

COURSE WEBSITE: UF Canvas at elearning.ufl.edu

COURSE DESCRIPTION: 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.

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 they will use as 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 exercises. The four elements of the course are reading assignments, lectures and class discussions, presentations, 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 COMMUNICATIONS: General questions can be posted to the Canvas class website discussion board. Other questions can be emailed to the instructor through Canvas email. The instructor monitors Canvas emails frequently, and you can typically expect a response within 24 hours. Emails sent to the instructor outside of Canvas will not receive the same timely response. The instructor will use course Announcements to communicate with the class as a whole on a regular basis. Please make sure to check the Announcements tab on the Course website. The instructor is also available by phone or online conference by appointment.

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 by clicking on the “Course Reserves” tab on the course website in Canvas.

COURSE ORGANIZATION:

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

The course is organized around eight modules. Over the course of the term, you will submit through Canvas six Discussions, four Written Assignments, and ten Self-Checks. You will also prepare a Book Critique and Presentation, and submit two essays. One is titled, “What is Planning,” and is due at the beginning of the term. The other is the final paper in the course. The RPAA project is a group research and presentation assignment.

Assignment	Points Possible	Percent of Grade
Discussions		
Module 1: Public Interest		
Module 2: The Process of Urbanization		
Module 5: Urban Renewal	120	12%
Module 6: Power in Planning	(20 each)	
Module 7: Public Interest		
Module 8: Technology in Planning and International Planning		
Written Assignments		
Module 2: Progressive Era Urban Reform	40	4%
Module 3: Zoning and Early Planning	(10 each)	
Module 4: Housing Impacts and Federal Support		
Module 8: New Urbanism		
What is Planning Essay (Module 2)	150	15%
Book Presentation (Varies)	100	10%
Book Critique (Varies)	200	20%
RPAA Skit (Module 4)	90	9%
Final Paper (Module 8)	300	30%
Total:	1000	100%

PLEASE NOTE: In all 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 shown above and throughout the class schedule. In-text citations should appear as follows (using the course text): (Hall, 2002) when using a general idea from a 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).

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.

COURSE POLICIES

PARTICIPATION AND ATTENDANCE: Participation will be evaluated, alongside assignment deliverables. In group assignments in which all team members get the same grade for the deliverable, students who do not participate fully will have points removed from their participation grade for that assignment.

While face-to-face attendance is not required, students need to make use of the various tools in Canvas to develop a learning community. The discussion board is an area where students can communicate with the instructor and classmates regarding a variety of topics.

COURSE TECHNOLOGY: In the event that you have technical difficulties with e-Learning, please contact the UF Help Desk. If your technical difficulties will cause you to miss a due date, you MUST report the problem to Help Desk. Include the ticket number and an explanation of the issue based on consult with Help Desk in an e-mail to the instructor to explain the late assignment/quiz/test. The course faculty reserves the right to accept or decline tickets from the UF Help Desk based on individual circumstances.

NETIQUETTE AND COMMUNICATION COURTESY: Course communication should be civilized and respectful to everyone. All members of the class are expected to follow rules of common courtesy in all class discussions, e-mail messages, threaded discussions and chats. The means of communication provided to you through e-Learning (e-mail, discussion posts, course questions, and chats) are at your full disposal to use in a respectful manner.

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.

GRADING POLICIES

MISSED/LATE WORK: Meeting deadlines matters! 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). Further, I do not accept resubmittal of papers in an effort to improve your grade.

In the event that you have technical difficulties with e-Learning, please contact the UF Help Desk. The course faculty reserves the right to accept or decline tickets from the UF Help Desk based on individual circumstances

GRADE SCALE:

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

UF POLICIES

UNIVERSITY POLICY ON ACCOMMODATING STUDENTS WITH DISABILITIES: Students requesting disability-related academic accommodations 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.

GETTING HELP

STUDENTS SUPPORT SERVICES: As a student in a distance learning course or program, you have access to the same student support services that on campus students have. For course content questions contact your instructor. For any technical issues you encounter with your course please contact the UF computing Help Desk:

- Learning-support@ufl.edu
- 342-392-HELP (4357), 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 (before the assignment deadline). The ticket number will document the time and date of the problem, and allow your instructor to contact the Help Desk about the nature of the issue. You MUST email 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/ 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/#>