

**3.0 CREDIT HOURS****CAMPUS SECTION (4546)**

**CLASS MEETINGS:** Rinker Hall, Room 225  
Monday | Period 3 (9:35 AM - 10:25 AM)  
Wednesday | Periods 3 - 4 (9:35 AM - 11:30 AM)

**ONLINE SECTION (6100)**

**CLASS MEETINGS:** There are no required class meetings for the online students. The intent of this blended class of online and on-campus students is for the students to have some opportunity to interact. We will explore this further as we get into the class during the semester. I will also be holding evening town hall meetings that all students can join.

**INSTRUCTOR:** Dr. Kristin Larsen, AICP  
[klarsen@ufl.edu](mailto:klarsen@ufl.edu)

**TEACHING ASSISTANT:** Mark Davison  
[davison.mark@ufl.edu](mailto:davison.mark@ufl.edu)

**OFFICE HOURS:** Monday and Wednesday 5<sup>th</sup> period (11:45 AM – 12:35 PM), I will hold office hours in my office Room 464 Architecture Building or online if you prefer. I can also meet with you by appointment at times that work for both of our schedules. Just send an email to the above address through our Canvas class site so we can find a mutually agreeable time. These meetings can be in person or via Zoom.

**COURSE WEBSITE:** UF Canvas – <https://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. Because engaging with the public interest is integral to the planning profession and given the role planning has had in shaping urban and regional environments with direct consequences for quality of life, issues of social justice form an essential framework in this course.

**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' interactions 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,
  - presentation and verbal communication skills,
  - evaluation and argumentation skills, and
  - written communication skills that will be important in professional practice.
- Explore “key issues in equity, diversity, and social justice that emphasize planners’ role in expanding choice and opportunity for all persons, plan for the needs of the disadvantaged, reduce inequities through critical examination of past and current systems and disparities, and promote racial and economic integration” (PAB, 2017, p. 11).

**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 reading assignments, lectures and class/online discussions, in-class/online 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. **Please note, the University standard is for students to expect to study at least 3 hours for each credit hour. So, for URP 6100 you should expect to study 9 hours per week outside of class.**

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

**COURSE TEXTS:** The first two are required; the third is strongly recommended.

- Hall, P. (2014). *Cities of Tomorrow: An Intellectual History of Urban Planning and Design Since 1880* (4th Ed.). Malden, MA: Wiley-Blackwell. Available through the library as an e-Book.
- Fainstein, S. & DeFilippis, J. (Eds.). (2016). *Readings in Planning Theory* (4th Ed). Malden, MA: Wiley-Blackwell. Available through the library as an e-Book.
- American Psychological Association (2020). *Publication Manual of the American Psychological Association: The Official Guide to APA Style* (7th ed.). Washington, DC: American Psychological Association. This text not only assists you with grammar and style, it also provides guidance for proper citations.
- Additional readings will be assigned within modules. Most of these readings are available through the UF library system via Course Reserves. You can access these by clicking on "Course Reserves" in Canvas or through the UF Library website: <https://cms.uflib.ufl.edu/> .

## 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 & Regional Planning
5	Post-war Challenges and Opportunities
6	Retrenchment from the Public Realm
7	Current & Future Directions
8	Synthesis of Planning Theory & History – The Reflective Practitioner

The course consists of eight modules. During the term, you will prepare a Book Critique and Presentation and submit two essays. "What is Planning," is due early in the semester. The other is your final paper. There are also some minor assignments. Some assignments differ based on whether you are an on-campus or online student. The following table outlines these differences.

Assignment	On-Campus Students		Online Students	
	Points	Percent	Points	Percent
Discussions	N/A – in class	N/A	40 (20 each)	4%
Quizzes	N/A	N/A	60 (10 each)	6%
Writing Expectations and Avoiding Plagiarism	60	6%	60	6%
Mid-point Reflections	40	4%	40	4%
What is Planning Essay	150	15%	150	15%
Book Presentation	150	15%	150	15%
Book Critique	200	20%	200	20%
Final Paper	300	30%	300	30%
Attendance & Participation	100	10%	N/A	N/A
<b>Total:</b>	<b>1000</b>	<b>100%</b>	<b>1000</b>	<b>100%</b>

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, 7th Edition* (2020). For a quick online guide to in-text citations, see: <https://apastyle.apa.org/style-grammar-guidelines/citations>. Citations should appear in text as follows (using the course text): (Hall, 2014) when using a general idea from the text or (Hall, 2014, p. 318) when using a specific quote or data from the text (in this case, on page 318). All papers must include a reference list. For a quick online guide to proper formatting of reference lists, see: <https://apastyle.apa.org/style-grammar-guidelines/references/examples>.

## COURSE POLICIES:

**ON-CAMPUS STUDENTS ATTENDANCE:** For on-campus students, attendance is mandatory and is part of your class grade. Attendance will be recorded at the beginning of every class. After class, attendance will be entered into Canvas. There are two types of absences – excused and unexcused. Absences for reasons of illnesses, religious holidays, serious family emergencies, special curricular requirements, military obligations, court-imposed legal obligations, or participation in official university activities, as described in this link: [UF Attendance Policies](#) are excused. Please inform me of your absence as early as possible and be prepared to provide appropriate documentation. You are responsible for contacting a classmate to obtain notes on the materials covered.

**Four (4) or more unexcused absences is considered excessive. After four (4) unexcused absences, I reserve the right to prohibit further class attendance and subsequently assign a failing grade.**

Failure to attend class regularly and/or consistent tardiness (or leaving early) will affect your attendance and class participation evaluation dramatically. When you arrive more than 15 minutes late without explanation or leave early without prior approval, I consider that a missed class.

If you encounter an emergency or illness that may cause a prolonged absence, you should contact the Dean of Students Office (202 Peabody Hall, 392-1261) for assistance.

**ON-CAMPUS STUDENTS PARTICIPATION:** You are expected to come to class on time, do the readings ahead of time, be prepared to discuss them, be an active listener, and participate regularly. Your participation will contribute to the learning of your fellow classmates. The following rubric will be employed to assign participation points for each class.

Preferred	Acceptable	Won't ask you to leave	May ask you to leave	Will ask you to leave
Arrives on time	Arrives no more than 5 min late	Arrives no more than 10 min late	Arrives more than 10 min late (w/o explanation)	Absent
Comments are relevant and reflect understanding and good preparation	Comments are mostly relevant, but understanding may be slightly lacking	Comments are minimal ("yeah", "uh", "huh") and demonstrate poor preparation	No comments are made	Disruptive or rude comments are made
Clear enthusiasm	Not overly enthusiastic, but positive	Demeanor is sluggish	Sleeping, texting, online, disengaged	Drawing others into disrespectful behaviors (i.e., showing texts, passing notes)

**ON-CAMPUS STUDENTS PERSONAL CONDUCT POLICY:** Above all else, the classroom (virtual and physical) is a place of respect for people and ideas. You are expected to treat your fellow classmates, the instructor, guests, and others with respect and politeness. Please be on time and prepared to share your informed questions, impressions, and interpretations of that day's reading materials. If you need to leave class early, please let me know ahead of time. We will take a break in the middle of the two-hour block. Students engaging in disruptive behavior, including using their electronic devices for any non-class uses, will be asked to leave the class and will be marked absent for the day.

## GRADING POLICIES:

**LATE ASSIGNMENTS:** Meeting deadlines matters! All assignments are due as indicated on the Course Schedule. 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 Wednesday, and you submit it at 12:05 a.m. on Thursday - 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 with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, [dso.ufl.edu/drc](https://dso.ufl.edu/drc)) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester. 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. UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the 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.” The Honor Code ([sccr.dso.ufl.edu/process/student-conduct-code/](https://sccr.dso.ufl.edu/process/student-conduct-code/)) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

**NETIQUETTE – COMMUNICATION COURTESY:** All members of the class are expected to follow rules of common courtesy in all email messages, threaded discussions and chats. Please read the [UF Netiquette Guide for Online Course](#).

**COURSE EVALUATIONS:** Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the

evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.ua.ufl.edu/public-results/>.

## ACADEMIC RESOURCES:

*For On-Campus URP Students:* Graduate Coordinator contact information: Laura Dedenbach, [laurajd@ufl.edu](mailto:laurajd@ufl.edu), 352-294-1493.

*For Online URP Students:* Assistant Program Director contact information: Kyle Dost, [kyledost@ufl.edu](mailto:kyledost@ufl.edu), 352-294-1486.

*Career Connections Center:* Reitz Union Suite 1300, 352-392-1601. Career assistance and counseling services [career.ufl.edu/](http://career.ufl.edu/).

*Library Support:* [cms.uflib.ufl.edu/ask](http://cms.uflib.ufl.edu/ask) various ways to receive assistance with respect to using the libraries or finding resources.

*Teaching Center:* Broward Hall, 352-392-2010 or to make an appointment 352-392-6420. General study skills and tutoring. [teachingcenter.ufl.edu/](http://teachingcenter.ufl.edu/)

*Writing Studio:* 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers. [writing.ufl.edu/writing-studio/](http://writing.ufl.edu/writing-studio/)

*Student Complaints On-Campus:* [sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/](http://sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/)

*On-Line Students Complaints:* [distance.ufl.edu/student-complaint-process/](http://distance.ufl.edu/student-complaint-process/)

## GETTING HELP:

For issues with technical difficulties for E-learning in Canvas, please contact the UF Computing Help Desk at 352-392-4357 or via e-mail at [helpdesk@ufl.edu](mailto:helpdesk@ufl.edu).

### Health and Wellness

- *U Matter, We Care:* If you or someone you know is in distress, please contact [umatter@ufl.edu](mailto:umatter@ufl.edu), 352-392-1575, or visit [umatter.ufl.edu/](http://umatter.ufl.edu/) to refer or report a concern and a team member will reach out to the student in distress.
- *Counseling and Wellness Center:* Visit [counseling.ufl.edu/](http://counseling.ufl.edu/) or call 352-392-1575 for information on crisis services as well as non-crisis services.

- *Student Health Care Center*: Call 352-392-1161 for 24/7 information to help you find the care you need, or visit [shcc.ufl.edu/](http://shcc.ufl.edu/).
- *University Police Department*: Visit [police.ufl.edu/](http://police.ufl.edu/) or call 352-392-1111 (or 9-1-1 for emergencies).
- *UF Health Shands Emergency Room / Trauma Center*: For immediate medical care call 352-733-0111 or go to the emergency room at 1515 SW Archer Road, Gainesville, FL 32608; [ufhealth.org/emergency-room-trauma-center](http://ufhealth.org/emergency-room-trauma-center).

A PERSONAL NOTE: If you are overwhelmed and feel like you just can't handle the pressure, don't be afraid to reach out or try to go it alone. Please contact me or someone at UF's Counseling and Wellness Center. I genuinely care for your wellbeing, and there are many resources available on campus to assist you.

## WEEKLY COURSE SCHEDULE:

**WEEKLY COURSE SCHEDULE FOR FALL 2021:** The course week runs from Monday through Sunday. Readings should be completed by the date noted below during the module in which they are assigned. All Assignments are due by the time (Eastern Standard Time) and date noted below.

**DISCLAIMER:** This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change with adjustments to readings, assignments, and/or resources to enhance class learning opportunities. Such changes, communicated clearly, are not unusual and should be expected.



## Course Schedule Fall 2021

Week	Monday	Tu.	Wednesday	Th.	Fri.	Sat.	Sunday
<b>Week 1</b> <b>August 23</b> – 29	Class begins  <a href="#">Module 1: Common Themes – Introduction to Planning Theory and History</a>  Reading: • Fainstein & DeFilippis, pp. 1-18.  Review Assignments 1-3.		Readings: • Healey in Fainstein & DeFilippis, pp. 139 - 155. • Amin in Fainstein & DeFilippis, pp. 156-168.  Lecture: Themes in Planning Theory  Discussion Post Due by 11:59 pm: <a href="#">Introduce Yourself (Student Lounge)</a>				Assignment 2 Email Due by 11:59 pm: <a href="#">Select Book for Your Presentation &amp; Critique</a>
<b>Week 2</b> <b>August 30</b> – <b>September 5</b>	Readings: • Judd & Swanstrom, pp. 1-12. [Course Reserves] • <i>Publication Manual of the APA</i> , Chapter 8 on Works Credited in the Text. [available in the UF libraries in the reference section]  Lecture: Theory and Practice  Written Assignment Due by 11:59 pm: <a href="#">Writing Expectations &amp; Avoiding Plagiarism</a>		Readings: • Beatley, pp. 18-30. [Course Reserves] • Klosterman in Fainstein & DeFilippis, pp. 169-186.  Lecture: Introduction to Planning History  Assignment 2 Final Schedule of Book Presentations provided.				Assignment 1 Due by 11:59 pm: <a href="#">What is Planning Essay</a>
<b>Week 3</b> <b>September 6 - 12</b>	<a href="#">Module 2: Progressive Movement – The Birth of City Planning</a>  Labor Day Holiday – No Classes.  Reading: • Marcuse in Fainstein & DeFilippis, pp. 117-131.		Reading: • Hall, pp. 12-48.  Resources: Review the APA’s interactive Planning History Timeline.  Lecture: Progressive Era Precursors & Dynamics: Urbanization and Growth				Discussion Post: <a href="#">The Public Interest</a> [Online students only: due by 11:59]

			In-Class Discussion: <a href="#">The Public Interest</a>				p.m.; no reply is required]
<b>Week 4 September 13 - 19</b>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Fishman in Fainstein &amp; DeFilippis, pp. 23-43.</li> <li>• Hall, pp. 90-115.</li> </ul> <p><u>Lecture:</u> Suburbanization and Growth</p> <p><u>Book Presentation:</u> Howard: <i>Garden Cities of To-morrow</i>. [On-campus students in class; Online students via Voice Thread, due by 11:59 p.m.]</p>		<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Judd &amp; Swanstrom, Ch. 4, pp. 78-109 [Course Reserves].</li> <li>• Wirka, pp. 55-75 [Course Reserves].</li> </ul> <p><u>Lecture:</u> Progressive Era: Urbanization, City Beautiful, and City Social</p> <p><u>Book Presentations:</u></p> <p>Taylor, <i>The Rise of the American Conservation Movement</i></p> <p>Spain: <i>How Women Saved the City</i>.</p> <p>[On-campus students in class; Online students via Voice Thread, due by 11:59 p.m.]</p>				<u>Quiz One:</u> Online students only.
<b>Week 5 September 20 – 26</b>	<p><a href="#">Module 3: City Beautiful versus City Functional</a></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Reitan, Beauty Controlled [course reserves]</li> <li>• King, Wide Boulevards, Narrow Visions [course reserves]</li> </ul> <p><u>Lecture:</u> City Beautiful v. City Practical</p> <p><u>Book Presentation:</u> Peterson: <i>The Birth of City Planning</i> [On-campus students in class; Online students via Voice Thread, due by 11:59 p.m.]</p>		<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Hall, pp. 59-78.</li> <li>• Hirt in Fainstein &amp; DeFilippis, pp. 293-323.</li> <li>• Peterson, The Birth of Organized City Planning [Course Reserves]</li> </ul> <p><u>Lecture:</u> Early Zoning and Planning Initiatives</p> <p><u>Book Presentation:</u> Hirt: <i>Zoned in the USA</i> [On-campus students in class; Online students via Voice Thread, due by 11:59 p.m.]</p>				

	<p><u>Book Critique Due by 11:59 p.m.:</u> Howard</p>		<p><u>Book Critiques Due by 11:59 p.m.:</u> Taylor &amp; Spain</p>			
<p><b>Week 6</b> <b>September 27 –</b> <b>October 3</b></p>	<p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Hall, pp. 325-62, &amp; 380-84.</li> </ul> <p><u>Book Presentation:</u> DiMento &amp; Ellis, <i>Changing Lanes</i> [On-campus students in class; Online students via Voice Thread, due by 11:59 p.m.]</p> <p><u>Book Critique Due by 11:59 p.m.:</u> Peterson</p>		<p><b><u>Module 4: City Visionary – The New Deal &amp; Regional Planning</u></b></p> <p><u>Reading:</u></p> <ul style="list-style-type: none"> <li>• Hall, pp. 133-44 &amp; 151-88.</li> </ul> <p><u>Lectures:</u> New Deal Background and Regionalism</p> <p><u>Book Critique Due by 11:59 p.m.:</u> Hirt</p>			<p><u>Quiz Two:</u> Online students only.</p>
<p><b>Week 7</b> <b>October 4 -</b> <b>10</b></p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• von Hoffman, <i>The End of the Dream</i> [course reserves].</li> <li>• Jackson, Ch. 12, pp. 219-230 [course reserves].</li> </ul> <p><u>Lecture:</u> Housing</p> <p><u>Book Presentation:</u> Radford, <i>Modern Housing for America</i> [On-campus students in class; Online students via Voice Thread, due by 11:59 p.m.]</p> <p><u>Book Critique Due by 11:59 p.m.:</u> DiMento &amp; Ellis</p>		<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Jackson, Ch. 11, pp. 190-218 [course reserves].</li> <li>• Rothstein, pp. 1-41. [course reserves]</li> </ul> <p><u>Book Presentation:</u> Rothstein, <i>The Color of Law</i> [On-campus students in class; Online students via Voice Thread, due by 11:59 p.m.]</p> <p>Written Assignment Due by 11:59 pm: <a href="#">Mid-point Reflections</a></p>			<p><u>Quiz Three:</u> Online students only.</p>
<p><b>Week 8</b> <b>October 11</b> <b>- 17</b></p>	<p><b><u>Module 5: Post War Challenges and Opportunities</u></b></p> <p><u>Readings:</u></p>		<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Hall, pp. 314-17.</li> </ul>			<p><u>Quiz Four:</u> Online students only.</p>

	<ul style="list-style-type: none"> <li>• Hall, pp. 276-90, 415-25, &amp; 439-42.</li> <li>• Barouth, <i>The Possibility of a Housing Authority</i> [course reserves].</li> <li>• Jacobs in Fainstein &amp; DeFilippis, pp. 94-109.</li> </ul> <p><u>Lecture:</u> Urban Renewal</p> <p><u>Book Presentation:</u> Isenberg, <i>Downtown America</i> [On-campus students in class; Online students via Voice Thread, due by 11:59 p.m.]</p> <p><u>Book Critique Due by 11:59 p.m.:</u> Radford</p>	<ul style="list-style-type: none"> <li>• Davidoff in Fainstein &amp; DeFilippis, pp. 427-442.</li> <li>• Fainstein in Fainstein &amp; DeFilippis, pp. 258-272.</li> </ul> <p><u>Lecture:</u> Planning Issues and Initiatives, 1950s to 1970s</p> <p><u>Book Presentation:</u> Weise, <i>Places of Their Own</i> [On-campus students in class; Online students via Voice Thread, due by 11:59 p.m.]</p> <p><a href="#">Final Paper Instructions</a> reviewed.</p> <p><u>Book Critique Due by 11:59 p.m.:</u> Rothstein</p>				
<p><b>Week 9</b> <b>October 18</b> <b>– 24</b></p>	<p><b><a href="#">Module 6: Retrenchment from the Public Realm</a></b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Vale, pp. 191-201 [course reserve].</li> <li>• Pulido, pp. 12-40 [course reserve].</li> <li>• Napawan, Simpson, and Snyder, pp. 51-63 (course reserve).</li> </ul> <p><u>Lecture:</u> Environmental Planning.</p> <p><u>Book Presentation:</u> Rome, <i>The Bulldozer in the Countryside</i> [On-campus students in class; Online students via Voice Thread, due by 11:59 p.m.]</p> <p><u>Book Critique Due by 11:59 p.m.:</u> Isenberg.</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Wolf-Powers in Fainstein &amp; DeFilippis, pp. 324-347.</li> <li>• Fogelsong in Fainstein &amp; DeFilippis, pp. 110-116.</li> </ul> <p><u>Book Presentation:</u> O’Mara, <i>Cities of Knowledge</i> [On-campus students in class; Online students via Voice Thread, due by 11:59 p.m.]</p> <p><u>Book Critique Due by 11:59 p.m.:</u> Weise.</p>				

<p><b>Week 10</b> <b>October 25</b> <b>- 31</b></p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Fischer in Fainstein &amp; DeFilippis, pp. 348-362.</li> </ul> <p><u>Book Presentation:</u> Clark, <i>Uneven Development</i> [On-campus students in class; Online students via Voice Thread, due by 11:59 p.m.]</p> <p><u>Book Critique Due by 11:59 p.m.:</u> Rome</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Wilson, pp. 443-457 (course reserve).</li> <li>• Corburn, et al., pp. 265-281 (course reserve).</li> </ul> <p><u>Book Critique Due by 11:59 p.m.:</u> O'Mara.</p>				<p><u>Quiz Five:</u> Online students only.</p>
<p><b>Week 11</b> <b>November</b> <b>1 - 7</b></p>	<p><b><u>Module 7: Current and Future Directions</u></b></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Hall, pp. 444-48 &amp; 462-84.</li> <li>• Campbell, Tait, and Watkins in Fainstein &amp; DeFilippis, pp. 187-213.</li> <li>• Grant, pp. 464-67 [course reserve].</li> </ul> <p><u>Lecture:</u> New Urbanism and Beyond</p> <p><u>Book Presentation:</u> Grant, <i>Planning the Good Community</i> [On-campus students in class; Online students via Voice Thread, due by 11:59 p.m.]</p> <p><u>Book Critique Due by 11:59 p.m.:</u> Clark</p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Gleeson in Fainstein &amp; DeFilippis, pp. 241-257.</li> </ul> <p><u>Lecture:</u> Historical Roots of Planning, 1980s to Present</p> <p><u>Book Presentation:</u> Dewar &amp; Thomas: <i>The City after Abandonment</i> [On-campus students in class; Online students via Voice Thread, due by 11:59 p.m.]</p>				
<p><b>Week 12</b> <b>November</b> <b>8 - 14</b></p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Olshansky, et. al, pp. 273-87 [course reserve].</li> <li>• Forester in Fainstein &amp; DeFilippis, pp. 363-82.</li> </ul>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Assche, et. al, in Fainstein &amp; DeFilippis, pp. 51-74.</li> <li>• Souther, Making "The Garden City of the South" (course reserve).</li> </ul>				

	<p><u>Book Presentation:</u> Klein &amp; Zellmer, <i>Mississippi River Tragedies</i> [On-campus students in class; Online students via Voice Thread, due by 11:59 p.m.]</p> <p><u>Book Critique Due by 11:59 p.m.:</u> Grant.</p>		<p><u>Lecture:</u> Revitalizing Neighborhoods</p> <p><u>Book Presentation:</u> Page: <i>Why Preservation Matters</i> [On-campus students in class; Online students via Voice Thread, due by 11:59 p.m.]</p> <p><u>Book Critique Due by 11:59 p.m.:</u> Dewar &amp; Thomas</p>				
<p><b>Week 13 November 15 - 21</b></p>	<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Roy in Fainstein &amp; DeFilippis, pp. 524-539.</li> <li>• Watson in Fainstein &amp; DeFilippis, pp. 540-560.</li> <li>• Brookings Institute, <i>Great Transitions: Doubling Down on the Sustainable Development Goals</i> (optional).</li> </ul> <p><u>Book Presentation:</u> Sandoval-Strausz, <i>Barrio America</i> [On-campus students in class; Online students via Voice Thread, due by 11:59 p.m.]</p> <p><u>Book Critique Due by 11:59 p.m.:</u> Klein &amp; Zellmer.</p>		<p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Young in Fainstein &amp; DeFilippis, pp. 389-406.</li> <li>• Dear, Ch. 6, pp. 117-39 [course reserve].</li> </ul> <p><u>Lecture:</u> Revitalizing Neighborhoods</p> <p><u>Book Critique Due by 11:59 p.m.:</u> Page</p>				<p><u>Quiz Six:</u> Online students only.</p>
<p><b>Week 14 November 22 – 28</b></p>	<p><a href="#"><u>Module 8: Synthesis of Planning Theory and History – The Reflective Practitioner</u></a></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Thomas in Fainstein &amp; DeFilippis, pp. 443-463.</li> </ul>		<p><b>No class.</b></p>				

	<ul style="list-style-type: none"> <li>• Wachs in Fainstein &amp; DeFilippis, pp. 464-479.</li> <li>• Sandercock in Fainstein &amp; DeFilippis, pp. 407-426.</li> </ul> <p><u>Book Critique Due by 11:59 p.m.:</u> Sandoval-Strausz.</p>					
<b>Week 15</b> <b>November 29 –</b> <b>December 5</b>	<p>Review <u>The Reflective Practitioner</u> Materials at <a href="#">Current Issues &amp; Synthesis</a></p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> <li>• Friedman in Fainstein &amp; DeFilippis, pp. 503-523.</li> <li>• Shatkin in Fainstein &amp; DeFilippis, pp. 561-586.</li> </ul>		<p><u>The Reflective Practitioner</u> <u>In-class Discussion: <a href="#">Current Issues &amp; Synthesis</a></u></p> <p>[On-campus students: in-class discussion of key themes and issues from throughout the semester]</p>			<p><u>The Reflective Practitioner Discussion on Assignment</u> <u><a href="#">Current Issues &amp; Synthesis</a></u> [Online students only: discussion post by 11:59 p.m.; no reply is required]</p>
<b>Week 16</b> <b>December 6 - 12</b>	<p>Wrapping up the class. Discussion of key themes and issues from throughout the semester.</p>		<p><b>No class.</b></p> <p><u><a href="#">URP 6100 Final Paper Due: 11:59 p.m.</a></u></p>			