

## URP 6100: PLANNING THEORY AND HISTORY FALL 2022 (Online)

### 3.0 CREDIT HOURS

**CLASS MEETINGS:** There are no required class meetings for online students. Students will be required to diligently keep pace with the weekly, readings, lectures, and assignments. Try to complete each reading, lecture, and video in the order that it appears in the schedule. Late submission of assignments will have points deducted, please review the point deductions in the grading policy section. I will hold optional evening town hall meetings throughout the semester.

**INSTRUCTOR:** Dr. Mark Davison [davison.mark@ufl.edu](mailto:davison.mark@ufl.edu)

**OFFICE HOURS:** I can meet with you by appointment at times that work for both of our schedules. Just send an email to the above address or through our Canvas class site so we can find a mutually agreeable time. These meetings can be via Zoom or telephone. Most questions regarding readings or assignments can be solved via email. Feel free to reach out to me via the above email or through canvas mail.

**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 and racial justice form an essential framework throughout 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 is an asynchronous online course. Instruction includes reading assignments, lectures and class/online discussions, 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 a minimum of 9 hours per week.

**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/>.

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## **COURSE ORGANIZATION:**

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 such as quizzes and discussion posts.

<b>Module</b>	<b>-Topics Covered</b>
<b>1</b>	<b>Common Themes: Introduction to Planning Theory and History</b>
<b>2</b>	<b>Progressive Movement: The Birth of City Planning</b>
<b>3</b>	<b>City Beautiful versus City Functional</b>
<b>4</b>	<b>City Visionary: The New Deal &amp; Regional Planning</b>
<b>5</b>	<b>Post-war Challenges and Opportunities</b>
<b>6</b>	<b>Retrenchment from the Public Realm</b>
<b>7</b>	<b>Current &amp; Future Directions</b>
<b>8</b>	<b>Synthesis of Planning Theory &amp; History – The Reflective Practitioner</b>

<b>Assignment</b>	<b>Points</b>
<b>Writing prompts, Discussions and Quizzes</b>	<b>100</b>
<b>Writing Expectation and Avoiding Plagiarism</b>	<b>60</b>
<b>Mid-Point Reflection</b>	<b>40</b>
<b>What is Planning Essay</b>	<b>150</b>
<b>Book Presentation</b>	<b>150</b>
<b>Book Critique</b>	<b>200</b>
<b>Final Paper</b>	<b>300</b>
<b>Total:</b>	<b>1000</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>.

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## **COURSE POLICIES:**

**Online Attendance:** As an online course student “attendance” will be defined as active participation in the course as described in the individual course syllabus. Through online videos, quizzes, discussion posts, and other activities, this course provides a mechanism for recording student participation. Failure to regularly log-in, view content, and completion of discussion board posts/quizzes will count as a class absence. Three missed discussion forums or quizzes will lead to an academic warning, four will result in a failing grade.

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.

**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 online at <https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>.

### **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](mailto: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/](http://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.

**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.aa.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-studentconduct-code/](http://sccr.dso.ufl.edu/policies/student-honor-code-studentconduct-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).

\*\* Any requests for make-ups due to technical issues **MUST** be accompanied by the ticket number received from the Computing Help Desk 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.

### **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 2022:** 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 on the Fall 2022 Course Schedule and Book Presentation/ Review schedule posted on our class Canvas site.

**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.

<b>Week</b>	<b>Content</b>	<b>Assignments</b>	<b>Other</b>
Week 1 Aug. 24-28	<p>Class begins</p> <p><b>Module 1: Common Themes – Introduction to Planning Theory and History</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>· Fainstein &amp; DeFilippis, pp. 1-18.</li> </ul> <p><b>Lecture:</b></p> <p>Intro and Faculty Background</p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>· Healey in Fainstein &amp; DeFilippis, pp. 139 - 155.</li> <li>· Amin in Fainstein &amp; DeFilippis, pp. 156-168.</li> </ul> <p><b>Lecture:</b></p> <p>Themes in Planning Theory</p>	<p><b>Review</b></p> <p>Assignments 1-3.</p> <p>Discussion Post Due 8/26 by 11:59 pm</p> <p>Introduce Yourself (Student Lounge)</p> <p><b>Assignment 2</b></p> <p>Email Due by 8/29 11:59 pm:</p> <p>Presentation &amp; Critique book selection</p>	
Week 2 Aug. 29-Sept. 4	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· Judd &amp; Swanstrom, pp. 1-12. [Course Reserves]</li> <li>· Publication Manual of the APA, Chapter 8 on Works Cited in the Text. [available in the UF libraries in the reference section]</li> </ul> <p><b>Lectures:</b> On Writing Well and Theory and Practice</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· Beatley, pp. 18-30. [Course Reserves]</li> <li>· Klosterman in Fainstein &amp; DeFilippis, pp. 169-186.</li> </ul> <p><b>Lecture:</b> Introduction to Planning History</p>	<p><b>Written Assignment and Plagiarism Quiz:</b></p> <p>Due by 8/31 11:59 pm:</p> <p>Writing Expectations &amp; Avoiding Plagiarism</p> <p><b>Assignment 1</b></p> <p>Due by 9/4 11:59 pm: What is Planning Essay</p>	<p>Final Schedule of Book Presentations provided to students.</p> <p>Optional “Town Hall” Zoom meeting. Thursday 9/1 8pm EST</p>



<p>Week 3 Sept. 5 - 11</p>	<p><b>Module 2: Progressive Movement – The Birth of City Planning</b></p> <p><b>Readings:</b> · Marcuse in Fainstein &amp; DeFilippis, pp. 117-131.</p> <p>Hall, pp. 12-48.</p> <p><b>Resources:</b> Review the APA’s interactive Planning History Timeline.</p> <p><b>Lecture:</b> Progressive Era Precursors &amp; Dynamics: Urbanization and Growth</p> <p><b>Video:</b> Historic film of Market Street in San Francisco (1906)</p>	<p><b>Discussion Post:</b> The Public Interest due by 9/11 11:59 p.m.; no reply is required</p>	
<p>Week 4 Sept. 12-18</p>	<p><b>Readings:</b> · Fishman in Fainstein &amp; DeFilippis, pp. 23-43.</p> <p>· Hall, pp. 90-115.</p> <p><b>Lecture:</b> Suburbanization and Growth</p>	<p><b>Quiz One:</b> Completed by 9/16 11:59pm</p>	
<p>Week 5 Sept. 19-25</p>	<p><b>Module 3: City Beautiful versus City Functional</b></p> <p><b>Readings:</b> · Reitan, Beauty Controlled [course reserves]</p> <p>· Kling, Wide Boulevards, Narrow Visions [course reserves]</p> <p><b>Lecture:</b> City Beautiful v. City Practical</p>		

	<p><b>Readings :</b></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><b>Lecture:</b> Early Zoning and Planning Initiatives</p>		
<p>Week 6 Sept. 26- Oct. 2</p>	<p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>· Hall, pp. 325-62, &amp; 380-84.</li> </ul> <p><b>Video (optional):</b> John Oliver on Infrastructure</p> <p><b>Module 4: City Visionary – The New Deal &amp; Regional Planning</b></p> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>· Hall, pp. 133-44 &amp; 151-88.</li> </ul> <p><b>Lectures:</b> New Deal Background and Regionalism</p> <p><b>Videos:</b> The City (1939)</p> <p>3-Minute Milestones – Historic Greenbelt</p> <p><b>Resources:</b> Review the interactive map of the Appalachian Trail.</p>	<p><b>Quiz Two:</b> Completed by Wed. 9/28 11:59pm</p>	
<p>Week 7 Oct. 3-9</p>	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· von Hoffman, The End of the Dream [course reserves].</li> <li>· Jackson, Ch. 12, pp. 219-230 [course reserves].</li> </ul>	<p><b>Written Assignment</b> Due by Fri. 10/7 11:59 pm: Mid-point Reflections</p> <p><b>Quiz 3</b> Completed by Sun. 10/9 11:59pm</p>	

	<p><b>Lecture:</b> Housing</p> <p><b>Readings:</b> · Jackson, Ch. 11, pp. 190-218 [course reserves].</p> <p>· Rothstein, pp. 1-41. [course reserves]</p> <p><b>Video:</b> Race the Power of an Illusion: The House We Live In</p>		
<p>Week 8 Oct. 10-16</p>	<p><b>Module 5: Post War Challenges and Opportunities</b></p> <p><b>Readings:</b> · Hall, pp. 276-90, 415-25, &amp; 439-42.</p> <p>· Barouth, The Possibility of a Housing Authority [course reserves].</p> <p>· Jacobs in Fainstein &amp; DeFilippis, pp. 94-109.</p> <p><b>Lecture:</b> The City Renewable and Advocacy Planning</p> <p><b>Videos:</b> Chavez Ravine: A Los Angeles Story John Oliver on Stadiums (optional)</p> <p><b>Readings:</b> · Hall, pp. 314-17. · Davidoff in Fainstein &amp; DeFilippis, pp. 427-442. · Fainstein in Fainstein &amp; DeFilippis, pp. 258-272</p> <p><b>Lecture:</b> Planning Issues and Initiatives, 1950s to 1970s</p> <p><b>Review</b> the University of Richmond</p>	<p><b>Written Assignment:</b> Reflections on Module 5. Due: 10/16 11:59pm</p>	<p>Optional “Town Hall” Zoom meeting. Thursday 10/13 8pm EST</p> <p>Final Paper Instructions reviewed.</p>

	Digital Scholarship Lab's award-winning "Renewing Inequality".		
Week 9 Oct. 17-23	<p><b>Module 6: Retrenchment from the Public Realm</b></p> <p><b>Readings:</b></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><b>Lecture:</b> Environmental Planning</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· Wolf-Powers in Fainstein &amp; DeFilippis, pp. 324-347.</li> <li>· Fogelson in Fainstein &amp; DeFilippis, pp. 110-116.</li> </ul>		
Week 10 Oct. 24-30	<p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· Fischer in Fainstein &amp; DeFilippis, pp. 348-362.</li> </ul> <p><b>Video:</b> Margaret Heffernan on The Human Skills We Need in an Unpredictable World</p> <p><b>Readings:</b></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><b>Video</b> (optional): Smruti Jukur Johari on What if the Poor were Part of City Planning?</p>	<p><b>Written Assignment:</b> Reflections on Module 6. Due: 10/30 11:59pm</p>	
Week 11 Oct. 31-Nov. 6	<p><b>Module 7: Current and Future Directions</b></p> <p><b>Readings:</b></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> </ul>		

	<ul style="list-style-type: none"> <li>· Grant, pp. 464-67 [course reserve].</li> </ul> <p><b>Lecture:</b> New Urbanism and Beyond</p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· Gleeson in Fainstein &amp; DeFilippis, pp. 241-257.</li> </ul> <p><b>Lecture:</b> Historical Roots of Planning, 1980s to Present</p>		
<p>Week 12 Nov. 7-13</p>	<p><b>Readings:</b></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>Readings:</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><b>Lecture:</b> Revitalizing Neighborhoods</p>		
<p>Week 13 Nov. 14-20</p>	<p><b>Readings:</b></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, Great Transitions: Doubling Down on the Sustainable Development Goals (optional).</li> </ul> <p><b>Readings:</b></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><b>Video:</b></p>	<p><b>Written Assignment:</b> Reflections on Module 7. Due: 11/20 11:59pm</p>	

	Peter Calthorpe on 7 Principles for Building Better Cities		
Week 14 Nov. 21-27	<p><b>Module 8: Synthesis of Planning Theory and History – The Reflective Practitioner</b></p> <p><b>Readings:</b></p> <ul style="list-style-type: none"> <li>· Thomas in Fainstein &amp; DeFilippis, pp. 443-463.</li> <li>· Wachs in Fainstein &amp; DeFilippis, pp. 464-479.</li> <li>· Sandercock in Fainstein &amp; DeFilippis, pp. 407-426.</li> </ul> <p><b>Videos:</b> Marlon James on Are you racist? “No” isn’t a good enough answer</p> <p>Dr. Ibram X. Kendi on The Difference between being “Not Racist” and Antiracist.</p>		
Week 15 Nov. 28- Dec. 4	<p>Review The Reflective Practitioner Materials at Current Issues &amp; Synthesis</p> <p><b>Readings:</b></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><b>Video:</b> Margaret Heffernen on The Sound of Things Not Being Said</p>	<p>The Reflective Practitioner Discussion on Assignment Current Issues &amp; Synthesis</p> <p>Due: 12/5 11:59pm</p>	<p>Optional “Town Hall” Zoom meeting. Thurs. 12/1 8pm EST</p> <p>Wrapping up the class. Discussion of key themes and issues from throughout the semester.</p> <p>Final Paper discussion</p>
Week 16 Dec. 5- 7		URP 6100 Final Paper Due: 12/8 11:59 p.m.	

## BOOK PRESENTATION AND REVIEW DATES

Students will work in groups to develop a video presentation for their book. One week following the presentation a written book review is due. For additional instructions please see canvas assignment page

Book	Presentat ion	Review
GARDEN CITIES OF TO-MORROW BY HOWARD	Sept. 12	Sept. 19
THE RISE OF THE AMERICAN CONSERVATION MOVEMENT: POWER, PRIVILEGE, & ENVIRONMENTAL PROTECTION BY TAYLOR	Sept. 12	Sept. 19
THE BIRTH OF CITY PLANNING IN THE UNITED STATES, 1840 – 1917 BY PETERSON	Sept. 19	Sept. 26
ZONED IN THE USA: THE ORIGINS AND IMPLICATIONS OF AMERICAN LAND USE REGULATION BY HIRT	Sept. 19	Sept. 26
CHANGING LANES: VISIONS AND HISTORIES OF URBAN FREEWAYS BY DIMENTO & ELLIS	Sept. 26	Oct. 3
MODERN HOUSING FOR AMERICA: POLICY STRUGGLES IN THE NEW DEAL ERA BY RADFORD	Oct. 3	Oct. 10
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