URP 6100: PLANNING THEORY AND HISTORY   SPRING 2024

3.0 CREDIT HOURS

CLASS NUMBER (19354), SECTION 6100

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

INSTRUCTOR: Dr. Kristin Larsen, AICP
klarsen@ufl.edu

OFFICE HOURS: Tuesdays from 2:00 – 4:00 PM, I will hold office hours. These meetings can be in person in my office 464 Architecture Building or via Zoom, but either way, sign up for a time slot. 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. Please note, on the second Tuesday of the month in January and February and the third Tuesday in March and April, we have departmental faculty meetings, and I will not be available to meet. I will make alternative arrangements for office hours on these dates.

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, reformers, landscape architects, 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 and equity 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 of equity, diversity, and social justice, including planners' role in expanding choice and opportunity for all persons; planning for the needs of disadvantaged groups; reducing inequities through critical examination of past and current systems; and promoting racial and economic equity" (PAB, 2022, 4.A.1.).

HOW THIS COURSE RELATES TO THE STUDENT LEARNING OUTCOMES IN THE DEPARTMENT OF URBAN AND REGIONAL PLANNING: This course allows 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 allows students to practice the kinds of skills they will use as planning professionals consistent with the learning objectives above. In addition, this course enables you to begin thinking from an interdisciplinary perspective about the ways in which landscape architecture, planning, architecture, law, real estate, and historic preservation inform our work in the built environment and collaborative innovations that are moving these affiliated fields forward.

Students are encouraged to employ critical thinking and to rely on data and verifiable sources to interrogate all assigned readings and subject matter in this course as a way of determining whether they agree with their classmates and/or their instructor. No lesson is intended to espouse, promote, advance, inculcate, or compel a particular feeling, perception, viewpoint, or belief.

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, in-class individual and group activities, 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.**

CANVAS: It is your responsibility to regularly check this course's Canvas site. The syllabus, course schedule, readings, lecture slides, videos, other materials (e.g., assignment instructions), and important announcements will be provided via Canvas. Grades will be posted via Canvas.

COURSE COMMUNICATIONS: Announcements will be used to notify you about course updates, additions, and corrections. Private questions can be emailed to the instructor through the Canvas email. I typically check my email once a day (usually after lunch). If it is an urgent matter, I will do my best to respond as promptly as possible. In general, I typically respond within 1-2 business days (Monday-Friday). Please do not ask questions over email that require a long response. You should see me during office hours to ask any in-depth questions. I do not respond to emails over the weekend. As a rule of thumb, please ask yourself if your question: (a) can wait until our next meeting (including class, office hours, or appointments), (b) is already answered in the syllabus, and/or (c) is already answered on the Canvas site via Announcements.

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.
* All readings can be found in the Course Schedule and are assigned within modules where you can find most of the links to them. Other readings, such as the assigned book for your presentation, will be available through the UF library system via Course Reserves as e-Books or at the Architecture and Fine Arts Library lending desk. Course Reserves are accessible in Canvas or through the UF Library website. See more about accessing Course Reserves via Ares here.

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 Presentation and Critique with Handout, participate in two debates, and prepare a Final assignment in three parts over the last weeks of class that synthesizes the course material. There are also some minor assignments. You will find more information on the assignment instructions in Canvas. The

following table summarizes the assignments, including the percentage of the course grade associated with each of them.

Assignment	Points	Percent
Introduction & Discussion Board Reflections	175 (25 each)	17.5%
Writing Expectations and Avoiding Plagiarism	30	3%
Mid-point Reflections	25	2.5%
Book Presentation & Handout	250 (present 150, handout 100)	25%
Debates	120 (60 each)	12%
Final Assignment – Current Issues & Synthesis	300 (in 3 parts)	30%
Attendance & Participation	100	10%
Total:	**1000**	**100%**

In written work, the format for all attributions should be consistent with 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 written assignments 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.

Unless otherwise instructed, all written assignments should be single-spaced with 1-inch margins and no larger than 12-point font. Be sure to meet all minimum word or page requirements.

COURSE POLICIES:

POLICY ON USING AI IN THIS CLASS: This policy is adapted from "Classroom Policies for AI Generative Tools". Artificial intelligence is a rapidly evolving field that has many applications and implications for various disciplines. Different courses and instructors will have different policies regarding the use of AI tools and services. It is your responsibility to follow the AI policies for each of the courses where you are enrolled. Violating the AI policies of any course may result in serious consequences, such as a lower grade or a failing mark.

A Word about Integrity: Integrity – other people's perception of your word as true – is one of the most valuable assets you can cultivate in life. Being attentive to integrity in academic settings allows others to trust that you have completed work for which you are taking credit. In the planning profession, it is symbolic of the public trust, professional liability, and ethics associated with the field.

This is my current thinking on generative AI and will serve as policy for this course. As I learn more, along with you, about these tools and as they evolve, I may adjust this policy. If I make any adjustments, I will always announce them ahead of any upcoming assignment to which the

policy will apply. This policy applies to all written assignments (including discussion posts and responses), all presentations (including your notes for presentation as well as graphics/images and slides), and any other class assignments we will have over the course of the semester.

The purpose of assignments in this course is for you to demonstrate your writing, presentation, and critical thinking skills while providing you with opportunities to grow as a communicator, thinker, scholar, and professional. Overall, I ask you to embrace the challenges of learning, scholarship, and personal growth and write without using GenAI. If you must use it, the following is permitted:
- Brainstorming and refining your ideas;
- Providing background knowledge (with the understanding that ChatGPT and other GenAI tools can be wrong—always fact-check to ensure accuracy); and/or
- Drafting an outline to organize your thoughts – the caution here being not to use it to generate any written material for this class by copying the material.

Note: I understand that programs such as Word check and correct your writing (i.e., grammar and spelling); I consider such tools an appropriate use of AI in this class.

If you use GenAI for any of the assignments in this class, please keep the following in mind. There is a good possibility that using tools like these are going to become an important skill for careers in the not-too-distant future. In the meantime though, it's going to take a while for society to figure out when using these tools is/isn't acceptable and under what conditions. There are four primary reasons why:
- Work created by AI tools is not considered original work. It is derived from previously created texts from other sources that the models were trained on but does not cite those sources.
- AI models have built-in biases (i.e., they are trained on limited underlying sources; they reproduce, rather than challenge, errors in the sources).
- AI tools have limitations (i.e., they lack critical thinking to evaluate and reflect on criteria; they lack abductive reasoning to make judgments).
- AI can fabricate or "hallucinate" seemingly credible data. It can generate wholly inaccurate content that is nonetheless highly persuasive. This is especially true when asking it for references, quotations, citations, and calculations.

Presenting material in any assignment as if it is your own, when it is not, whether generated by AI, copied from a text, or copied from a website, is considered plagiarism in this class. The writing exercises and assignments in this class must be your original work. Remember, I expect you to use class and other relevant resources, particularly the course readings, as evidence to reinforce your points, and when you do so to properly cite those sources as outlined on page 4 of this syllabus. **GenAI is not permitted as a means to generate your writing in this class for any assignment. Do not quote it. Do not use it for this purpose.**

You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally comes from you or a GenAI model. Throughout this course, keep the following in mind: AI is not appropriate for all situations and contexts. If you choose to use it consistent with course policy, be thoughtful in how you use it. AI is not a replacement for knowing and understanding the material.

Here is further guidance from UF's Integrated Risk Management at: https://irm.ufl.edu/fast-path-solutions/ and https://irm.ufl.edu/fast-path-solutions/items/chatgpt.html

ChatGPT is currently being assessed for regulatory concerns related to privacy and confidentiality of data within the United States and internationally.

Please be advised that data may be retained by ChatGPT and provided as responses to other users. Individuals have limited control over their data and parent company, OpenAI, offers no process to amend or delete data that has been submitted. Therefore, putting data into ChatGPT or similar services is equivalent to disclosing the data to the public.

Any data classified as sensitive or restricted should not be used. *This includes, but is not limited to the following data types:*
- ***Social Security Numbers***
- ***Education Records***
- ***Employee Data***
- ***Credit Card Numbers***
- ***Protected Health Information***
- ***Human Subject Research Data***
- ***Unpublished Research Data***
- ***Personal Identifiable Information***

When using ChatGPT, please review responses for factual accuracy, as ChatGPT has been known to assert incorrect facts. Please be cognizant of our data stewardship responsibilities and the importance of safeguarding information.

Also, be alert for AI-enabled phishing. Generative AI has made it easier for malicious actors to create sophisticated scams at a far greater scale.

If you have questions about AI use and/or proper attribution of other people's work, please come ask me! Scholarly citing is not particularly intuitive, and part of my role is to help you learn the rules for intellectual attribution.

ATTENDANCE: Attendance is mandatory and is part of your class grade. Attendance will be recorded at the beginning of every class. If you are not feeling well, stay home and self-quarantine. 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.

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 10 minutes late without explanation or leave early without prior approval, I consider that a missed class. If you arrive after I have taken attendance, please see me at the end of class to ensure I mark your attendance appropriately.

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. Resources are available through their website at: https://umatter.ufl.edu/.

CLASS 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. Sleeping, texting, being online without permission, or otherwise disengaged or disrespectful behavior will affect your class participation grade significantly.

PERSONAL CONDUCT POLICY: Above all else, the classroom 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. **Cell phones must be switched off in class and stowed away. Unless instructed to do otherwise, you should refrain from using your laptop during class.** We will have in-class assignments where you will use your laptop, and I will clearly notify you of these opportunities. If you need to take notes of the lectures, please bring pen/pencil and paper to class.

GRADING POLICIES:

LATE ASSIGNMENTS: Meeting deadlines matters! All assignments are due as indicated on the Course Schedule; UF is in the Eastern Time Zone, so all deadlines reflect this time zone. Computer problems that arise during submission will not be accepted as an excuse for late work. All work must be completed and submitted in Canvas by the designated 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 from the due date and time (i.e., the assignment is due at 11:59 p.m. on Thursday, and you submit it at 12:05 a.m. on Friday - that

assignment is now marked down as being one day late). Information regarding 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 who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center by visiting https://disability.ufl.edu/get-started/. It is important for students to share their accommodation letter with their instructor and discuss their access needs as early as possible in the semester.

UNIVERSITY POLICY ON ACADEMIC INTEGRITY AND THE UF HONOR CODE: 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 (https://sccr.dso.ufl.edu/policies/student-honor-code-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.

STUDENT PRIVACY: There are federal laws protecting your privacy with regards to grades earned in courses and on individual assignments. For more information, please see: http://registrar.ufl.edu/catalog0910/policies/regulationferpa.html.

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:

Graduate Coordinator contact information: Laura Dedenbach, laurajd@ufl.edu, 352-294-1493.

For technical difficulties with E-learning in Canvas, please contact the UF Computing Help Desk at 352-392-4357 or https://helpdesk.ufl.edu/ or via e-mail at 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.

Career Connections Center: Reitz Union, 352-392-1601. Career assistance & counseling at career.ufl.edu/.

Library Support: https://uflib.ufl.edu/ for assistance with using the libraries or finding resources.

Academic Resources: 1317 Turlington Hall, 352-392-2010 or to make an appointment 352- 392-6420. General study skills and tutoring: https://academicresources.clas.ufl.edu/tutoring/

Writing Studio: 2215 Turlington Hall, 352-846-1138. Help brainstorming, formatting, and writing papers at writing.ufl.edu/writing-studio/

Student Complaints: https://www.sfa.ufl.edu/pub/StudentComplaintPolicy.pdf

GETTING HELP:

Health and Wellness
- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu or 352-294-2273, or visit https://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 https://counseling.ufl.edu/services/ 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 https://shcc.ufl.edu/services/.
- *Sexual Assault Recovery Services (SARS)*: Student Health Care Center, 352-392-1161.
- *University Police Department*: Visit https://police.ufl.edu/ or call 352-392-1111 (non-emergency) 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: https://ufhealth.org/locations/uf-health-shands-emergency-room-trauma-center.

A PERSONAL NOTE: If you are overwhelmed and feel like you just can't handle the pressure, don't try to go it alone – please reach out. Feel free to 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 SPRING 2024: 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 Time Zone) and date noted on the Spring 2024 Course 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. If any changes occur, the Course Schedule and/or Syllabus will be adjusted. It is a best practice to regularly consult these resources posted on Canvas as they will always be the latest versions.

Course Schedule Spring 2024

The course week runs from Monday through Sunday. Readings should be completed prior to class on the days they are assigned. All Assignments are due by the time (Eastern Time Zone) and date noted below. Throughout the semester, this schedule may be revised, including readings, assignments, and/or resources, to enhance class learning opportunities. Such changes are not unusual and should be expected.

Week	M	Tuesday	W	Thursday	F	S	Sunday
Week 1 **January 8 - 14**		*Class begins* **Module 1: Common Themes – Introduction to Planning Theory and History** Reading: · Fainstein & DeFilippis, pp. 1-18. Lecture: Introductions, Faculty Background, & Expectations Review Syllabus & Assignments.		Readings: · Amin in Fainstein & DeFilippis, pp. 156-168. · Judd & Swanstrom, pp. 1-12. Lecture: Themes in Planning Theory Discussion Post Due by 11:59 pm: Introduce Yourself			Select Book for Your Presentation: List your top 4 selections here.
Week 2 **January 15 - 21**		Readings: · Klosterman in Fainstein & DeFilippis, pp. 169-186. · Beatley, pp. 18-30. · *Publication Manual of the APA*, Chapter 8 on Works Credited in the Text. Lecture: Theory and Practice Assignment Due by 11:59 pm: Writing Expectations & Avoiding Plagiarism		Readings: · Healey in Fainstein & DeFilippis, pp. 139 - 155. · Marcuse in Fainstein & DeFilippis, pp. 117-131 · Hein in Hein, pp. 1-8. *Skim.* Resources: Review the APA's interactive Planning History Timeline. Lecture: Introduction to Planning History Reflections on Module 1 due by 11:59 p.m.			Responses to Module 1 Reflections due by 11:59 p.m.

| Week 3 January 22 - 28 | | **Module 2: Progressive Movement - The Birth of City Planning**

Readings:

• Smith and Hein in Hein, pp. 109-120.

• Hall, pp. 12-48.

Lecture: Progressive Era Precursors & Dynamics: Urbanization and Growth

Video: Historic film of Market Street in San Francisco (1906) | Readings:

• Hall, pp. 90-115.

• Judd & Swanstrom, Ch. 4, pp. 78-109.

• Wirka, pp. 55-75.

Lectures:

• Suburbanization and Growth

• Progressive Era: Urbanization, City Beautiful, and City Social

Book Presentations:

• Howard: *Garden Cities of To-morrow*.

• Spain: *How Women Saved the City*.

Reflections on Module 2 due by 11:59 p.m. | | | Response to Module 2 Reflections due by 11:59 p.m. |
| Week 4 January 29 – February 4 | | **Module 3: City Beautiful vs. City Functional**

Readings:

• Peterson, pp. 123-133.

Lecture: City Beautiful v. City Practical

Book Presentation: Peterson: *The Birth of City Planning* | Readings:

• Hall, pp. 59-63.

• Hirt in Fainstein & DeFilippis, pp. 293-323.

• Vitiello in Hein, pp. 325-337.

Lecture: Early Zoning and Planning Initiatives

Book Presentations:

• Hirt: *Zoned in the USA*

• DiMento & Ellis, *Changing Lanes*

Reflections on Module 3 due by 11:59 p.m. | | | Response to Module 3 Reflections due by 11:59 p.m. |

| Week 5 February 5 - 11 | | Module 4: City Visionary – The New Deal & Regional Planning

Reading:
· Hall, pp. 133-44 & 151-88.

Lectures: New Deal Background and Regionalism

Videos: *The City* (1939) and *3-Minute Milestones – Historic Greenbelt*.

Resources: Review the interactive map of the Appalachian Trail. | | Reading:
· Sussman, pp. 221-267 read section introduction and Mumford & Adams.

Debate: Mumford v. Adams | | | |
| Week 6 February 12 - 18 | | Reading:
· von Hoffman, pp. 222-253.

Lecture: Housing

Book Presentation: Radford, *Modern Housing for America* | | Reading:
· Jackson, Ch. 11, pp. 190-218.

Book Presentation: Rothstein, *The Color of Law*

Video: Race the Power of an Illusion: The House We Live In

Review the University of Richmond Digital Scholarship Lab's award-winning "Renewing Inequality".

Reflections on Module 4 due by 11:59 p.m. | | | Response to Module 4 Reflections due by 11:59 p.m. |

Week 7 February 19 - 25		**Module 5: Post War Challenges and Opportunities** Reading: · Hall, pp. 276-90 & 415-25. · Lassiter & Niedt, pp. 3-14. · Potter, pp. 59-78. Book Presentation: Weise, *Places of Their Own*		Readings: · Jacobs in Fainstein & DeFilippis, pp. 94-109. · Cheng, pp. 15-35. Videos: Chavez Ravine: A Los Angeles Story John Oliver on Stadiums (optional) Book Presentation: Sandoval-Strausz, *Barrio America*			Written Assignment Due by 11:59 pm: Mid-point Reflections
Week 8 February 26 – March 3		Readings: · Hall, pp. 314-17. · Davidoff in Fainstein & DeFilippis, pp. 427-442. Lecture: The City Renewable and Advocacy Planning Resources: Urban Renewal and Highway Development		Readings: · Fainstein in Fainstein & DeFilippis, pp. 258-272. · Wolf-Powers in Fainstein & DeFilippis, pp. 324-347. Lecture: Planning Issues and Initiatives, 1950s to 1970s Book Presentation: O'Mara, *Cities of Knowledge* Reflections on Module 5 due by 11:59 p.m.			Response to Module 5 Reflections due by 11:59 p.m.

Week 9 March 4 - 10		Module 6: Retrenchment from the Public Realm Readings: · Vale, pp. 191-201. · Brinkley & Wagner, pp. 1-14. Lecture: Environmental Planning. Video: Smruti Jukur Johari on What if the Poor were Part of City Planning? Book Presentation: Rome, *The Bulldozer in the Countryside*		Readings: · Wilson, pp. 443-457. · Napawan, Simpson, and Snyder, pp. 51-63. Video: Margaret Heffernan on The Human Skills We Need in an Unpredictable World Book Presentation: Clark, *Uneven Innovation* Reflections on Module 6 due by 11:59 p.m.			Response to Module 6 Reflections due by 11:59 p.m.
Week 10 March 11-17		No Class – Spring Break.		No Class – Spring Break.			
Week 11 March 18 - 24		Module 7: Current and Future Directions Readings: · Assche, et. al, in Fainstein & DeFilippis, pp. 51-74. · Grant, pp. 464-467. Lecture: New Urbanism and Beyond Book Presentation: Grant, *Planning the Good Community*		Readings: · Olshansky, pp. 273-287. · Gleeson in Fainstein & DeFilippis, pp. 241-257. *Skim* Resources: Review Dutch Dialogues. Lecture: Historical Roots of Planning, 1980s to Present Book Presentations: · Klein & Zellmer, *Mississippi River Tragedies* · Dewar & Thomas: *The City after Abandonment*			

Week 12 March 25 - 31		Readings: · Talen & Ellis, pp. 36-49. · Hosagrahar in Hein, pp. 441-455. Lecture: Revitalizing Neighborhoods Resources: Review photographic essay of the segregated landscape: Richard Frishman's "Hidden in Plain Sight". Book Presentation: Page: *Why Preservation Matters*	Reading: · Ward in Hein, pp. 76-90. Video: Peter Calthorpe on 7 Principles for Building Better Cities Debate: If Planning is Too Much, Maybe It Should Include More			
Week 13 April 1 - 7		**Module 8: Synthesis of Planning Theory and History – The Reflective Practitioner** Reading: · Home in Hein, pp. 91-106. Video: Margaret Heffernen on The Sound of Things Not Being Said.	Review and Begin Final Assignment Materials at Current Issues & Synthesis Readings: · Roy in Fainstein & DeFilippis, pp. 524-539. · Watson in Fainstein & DeFilippis, pp. 540-560.			Current Issues & Synthesis: Part 1, due by 11:59 p.m.
Week 14 April 8 - 14		Readings: · Friedman in Fainstein & DeFilippis, pp. 503-523. · Shatkin in Fainstein & DeFilippis, pp. 561-586. Video: Margaret Heffernen on The Sound of Things Not Being Said.	Readings: · Young in Fainstein & DeFilippis, pp. 389-406. · Sandercock in Fainstein & DeFilippis, pp. 407-426.			

Week 15 April 15 – 21		Readings: · Oberly & Reece, pp. 1-18. · Wachs in Fainstein & DeFilippis, pp. 464-479. Current Issues & Synthesis: Part 2, due by 11:59 p.m.		Reading: · American Planning Association, "2023 Trend Report for Planners." Wrap up the class. Discussion of key themes from throughout the semester.			
Week 16 April 22 – 28		**Last Day of Class** Current Issues & Synthesis: Part 3, due by 11:59 p.m.					