

**URP 6100**  
**3.0 CREDIT HOURS**

**INSTRUCTOR:** Dr. Christopher Silver, [silver2@ufl.edu](mailto:silver2@ufl.edu); 352-283-4180

**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.

**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.
- Fainstein, S. & DeFilippis, J. (Eds.). (2016). *Readings in Planning Theory* (4th Ed). Malden, MA: Wiley-Blackwell.
- Additional readings will be assigned within modules and can be accessed through course reserves in the UF library system. Be sure to be logged into the VPN, specifically the Full VPN Tunnel, otherwise you will not be able to access the full texts available through course reserves. For more on the VPN see <https://it.ufl.edu/ict/documentation/network-infrastructure/vpn/anyconnect-operations-guide/>. To access course reserves, click on "Course Reserves" on the menu to the left and log in.
- ARES is also accessible through the UF Library website: <https://cms.uflib.ufl.edu/>

## COURSE ORGANIZATION:

Module	Topics Covered
1	Common Themes: Introduction to Planning Theory and History – Aug 22 – Sept 1

2	Progressive Movement: The Birth of City Planning – Sept 2 - 15
3	City Beautiful versus City Functional – Sept 16 - 29
4	City Visionary: The New Deal & Regional Planning - Sept 30 – Oct 13
5	Post-war Challenges and Opportunities - Oct. 14 - 27
6	Retrenchment from the Public Realm – Oct 28 – Nov 10
7	Current and Future Directions – Nov 11 -24
8	Synthesis of Planning Theory & History – The Reflective Practitioner – Nov 25 – Dec 8

The course is organized around eight modules. During the term, you will prepare a Book Critique and Presentation and submit two essays. One is entitled “What is Planning,” and is due early in the semester. The other will be your final paper. **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.**

Assignments	Points Possible	Percent of Grade
Writing Expectations and Avoiding Plagiarism	60	6%
Mid-point Reflections	40	4%
What is Planning Essay	150	15%
Book Presentation	150	15%
Book Critique	200	20%
Final Paper	300	30%
Attendance & Participation	100	10%
<b>Total:</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>.

## GRADING POLICIES:

### Grade scale

Percentage or points earned in class	93%-100%	90%-92.9%	87%-89.9%	83%-86.9%	80%-82.9%	77%-79.9%	73%-76.9%	70%-72.9%	67%-69.9%	63%-66.9%	60%-62.9%	Below 60%
--------------------------------------	----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------	-----------

Letter grade equivalent	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	F
-------------------------	---	----	----	---	----	----	---	----	----	---	----	---

Letter Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	D-	E	WF	I	NG	S-U
Grade Points	4.0	3.67	3.33	3.0	2.67	2.33	2.0	1.67	1.33	1.0	0.67	0.0	0.0	0.0	0.0	0.0

## 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 instructors 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 other correspondence. 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.aa.ufl.edu/public-results/>.

## 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).
- *GatorWell Health Promotion Services*: For prevention services focused on optimal wellbeing, including Wellness Coaching for Academic Success, visit the GatorWell website or call 352-273-4450.