

URP 6100 (CLASS # 16825)
3.0 CREDIT HOURS

CLASS MEETINGS: Thursdays | Period 2-4 (8:30AM-11:30AM) in Rinker 220

INSTRUCTOR:

Ruth L. Steiner, Ph.D.; rsteiner@ufl.edu

Office hours: Tuesdays 8:30-11:30 or by appointment

Please sign up on [Calendly](https://calendly.com/rsteiner-2/office-hours-1) (<https://calendly.com/rsteiner-2/office-hours-1>)

(Office hours can be in person or on 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, landscape architects, lawyers, doctors, reformers, 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 course will be run primarily as a seminar and will include lectures, readings, in-class discussions, videos, in-class 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 three hours for each credit hour. So, for UPR6100 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: General questions can be posted to the Canvas class website under the Ask Your Professor discussion. Private questions can be emailed to the instructor through the Canvas email. I typically check my email once a day. 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, 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.
- Additional readings will be assigned within modules and most you can link to within the Canvas modules. Other readings, such as your assigned book, will be available through the UF library system via Course Reserves. Be aware, if you are an online student, not all of the books associated with the Book Presentation and Critique are eBooks. You may need to access them through your local library or purchase or rent them via Amazon or some similar source. Course Reserves are accessible 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 Presentation and Critique, participate in three debates (on-campus students will do this in class), and prepare a Final assignment in three parts over the last weeks of class that synthesizes the course material. You will find more information on the assignment instructions in Canvas. The following table summarizes the points and percentages for each assignment.

Assignment	Points	Percent
Introduction & Discussion Board Reflections	200 (25 each)	20%
Writing Expectations and Avoiding Plagiarism	30	3%
Mid-point Reflections	40	4%
Book Presentation & Critique	250	25%
Final Assignment – Current Issues & Synthesis	300 (in 3 parts)	30%
Attendance & Participation, including in-class Debates	180	18%
Total:	1000	100%

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>.

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 your profession, it is symbolic of the public trust, professional liability, and ethics associated with planning and related fields.

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 are often 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) use AI; 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 near 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 fabricates or “hallucinates” seemingly credible data all the time. 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 and in many other contexts. 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 your instructor! Scholarly citing is not particularly intuitive, and part of my role is to help you learn the rules for intellectual attribution.

COURSE POLICIES:

CLASS ATTENDANCE AND PARTICIPATION: An important requirement for this course is attendance and participation. Attendance is mandatory on time. **Please arrive at class on time and stay until the end of the class. Tardiness or an early departure counts as a partial absence.** Late arrivals and departures distract your classmates and your instructor. If you expect to miss a class or need to leave early, please notify your instructor in advance. Attendance will be recorded at the beginning of each class. When you arrive more than 10 minutes late without explanation or leave early without prior approval, the instructor considers that a missed class. If you arrive after the instructor has taken attendance, please see her at the end of class to ensure to receive credit for your attendance appropriately. Requirements for class attendance and make-up assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>

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

Students will be expected to be prepared for the course and participate in the discussion. The following rules apply to the discussion:

- Be critical of ideas, not people.
- Listen to everyone's ideas even if you do not agree.
- Try to understand all sides of an issue.
- Talk through issues, do not try to change other's minds.
- Stay focused; stick to the subject.
- Avoid overly long stories, anecdotes, or examples.
- Do not dominate the conversation; let all participate.
- Remember there are no right answers; most policies involve tradeoffs.

In summary, good participation requires careful listening/reading, responding, asking questions, and making comments to others in the class. Each student should complete the readings prior to class and be prepared to clarify understanding in the class discussion or contribute to thoughtful discussion of issues. If you have problems with the readings, you should see the instructor during office hours so that we can discuss this. If you are not comfortable talking in class, try to talk to the instructor during office hours.

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. We will take a break in the middle of the three-hour block. Students engaging in disruptive behavior, including using their electronic devices for any non-class uses, may be asked to leave the class and will be marked absent for the day.

Distractions are a part of our daily activities, and they often result from electronic technology (e.g., laptops, tablets, cellphones). The challenge is to ensure that they take a proper role in teaching and learning. Because this course is designed to maximize participation, all students should plan to minimize the interference of technology during class. Students will turn off and put away cellphones and other handhelds, tablets and other devices that are not a direct part of the educational experience. If you are expecting an urgent call, please let your instructor know so that you do not disturb the class when the call comes in. Any student who misuses technology may receive a lower or failing grade or be kicked out of the class. To facilitate learning, the instructor has learned about a variety of methods to engage students more actively. Nonetheless, we are all learning how to actively engage each other as we go along. If you have any ideas that would improve your learning experience, please do not hesitate to discuss it with the instructor.

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

Percentage or points earned in class	94%-100%	90%-93.9%	87%-89.9%	84%-86.9%	80%-82.9%	77%-79.9%	7%-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 who experience learning barriers and would like to request academic accommodations should connect with the Disability Resource Center (352-392-8565, 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. The instructor is happy to provide reasonable accommodations for students and asks that students inform the instructor of any request no later than the end of the second module.

UNIVERSITY POLICY ON ACADEMIC INTEGRITY AND THE UF HONOR CODE: 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 Student Conduct and Honor Code (<https://sccr.dso.ufl.edu/students/student-conduct-code/>) and the Regulations of the University of Florida (<http://regulations.ufl.edu/wp-content/uploads/2018/06/4.040-1.pdf>) specify a number of behaviors that are in violation of this code and the possible sanctions. In particular, there are rules governing plagiarism. If you directly quote someone or use an idea from another source, you must attribute that idea or those words to the original author. If you use the same material in two courses without discussing this with your instructor, you may be engaging in self-plagiarism. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel.. If you are unclear about what constitutes plagiarism or other forms of academic dishonesty, please make an appointment with the instructor to discuss this. You can also consult the above website and the graduate catalog for further information.

UNIVERSITY POLICY ON IN-CLASS RECORDING. Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to

another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

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/>.

ACADEMIC RESOURCES:

For On-Campus URP Students: Graduate Coordinator contact information: Laura Dedenbach, laurajd@ufl.edu, 352-294-1493.

For issues or 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 Suite 1300, 352-392-1601. Career assistance and counseling services career.ufl.edu/.

Library Support: 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/

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

Student Complaints: sccr.dso.ufl.edu/policies/student-honor-code-student-conduct-code/

GETTING HELP:

Health and Wellness

- *U Matter, We Care*: If you or someone you know is in distress, please contact umatter@ufl.edu, 352-392-1575, or visit 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/ 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/.
- *University Police Department*: Visit 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.
- *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.