

Reg Pl 651: Planning History and Theory -- F2009, MW 11:15-12:30, SOM 27
***Structures, Models, Bases, Powers* Office Hours: MW 10-11, or appt.**
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This course examines the ‘nature’ (and culture) of city, community and regional planning relative to social, political and economic trends. Topics include the importance of time and space in the planning process; the role of past, present and future orientation for planners; the proper scale and scope of planning; the advancement and assessment of knowledge in planning; the status of planning as science and art, theory and practice; the role of planning standards relative to decision-makers and stakeholders; the relationship of knowledge, value, power and place; and how each has varied (or survived) culturally and historically. While the main focus of the course will be planning history and theory, we will also address urban-environmental programs and problems more generally.

What *exactly* is it that planners plan (for)? How do planners define their object(s) of planning re: traditions, techniques, professions, collaborators and constituencies? With whom and for whom do planners plan? To what extent and in what respect might private and public values present limits or stimuli to effective, comprehensive planning? How do (or can) planners know for sure what makes their concept of a region, city, or community appropriate, successful, good, beautiful, just, or otherwise ‘working’? To approach these questions, we will consider: spatial and temporal *structures* that inform planning; social, political, ecological, and economic *models* of human organization and behavior; modes of cognitive ↔ normative judgment regarding the *bases* of belief; and contending *powers* in the determination of whether and how a project or program may eventually be realized.

Required Texts (available at Food for Thought Bookstore or on reserve in LARP Office):

Richard LeGates and Frederic Stout, eds., *The City Reader*, 4th ed. NY: Routledge, 2007

Lloyd Rodwin and Bishwapriya Sanyal, eds., *The Profession of City Planning - Changes, Images, and Challenges: 1950-2000*. New Brunswick, NJ: CUPR/Rutgers, 2000

Douglas Rae, *City: Urbanism and its End*. New Haven: Yale, 2003

[as well as additional historical and theoretical readings, to be provided by instructor]

Evaluation of student work will consist of the following weighted criteria:

- 20% for attendance, preparation, participation [*discussion, exercises, reports*]
- 20% for an in-class presentation [*oral discussion, followed by written outline*]
- 20% for a graphic/figurative visual presentation [*e.g., video, panel, map, model*]
- 20% for a thematic chronology of a historical planning topic [*critical analysis*]
- 20% for a culminating final portfolio process [*possible formats, media TBA*]

Given the importance of class participation in evaluating student work, anyone unable to make a class meeting, turn in work before a deadline, or provide ‘make-up’ alternatives ***must*** address these matters with me *as far in advance of the date-in-question as possible*.

Basic Groundrules and Guidelines for the Course

The purpose of this course is threefold: 1) to provide an overview of the planning field in terms of its major historical developments and theoretical foundations; 2) to offer a forum in which you may 'try out' modes of professional interaction and communication for review and response by constructive critics (instructor and peers); and 3) to address various questions and concerns regarding the MRP program and the planning field in a more collaborative and substantive way compared to individual day-to-day advising.

We will typically meet for about 2.5 hours total per week, so we will aim to start right on time and keep to schedule as much as possible. The usual class agenda will go something like this:

(brief) Miscellaneous business, e.g., announcements

20-30 minutes Friends' Meeting (i.e., speak in response following reflection as spirit moves) relative to shared readings

and 30-40 minutes student-organized or student presentation time (= 20 minutes for each reading topic or presentation; or 10-15 minutes for each team report)

or 15 minutes instructor's agenda (lecture, class exercise, etc.) as needed

or 15 minutes film excerpts for the remaining minutes as necessary/desired

= c. 75 minutes (1.25 hours) per class meeting

(If you are bashful about speaking up in an open discussion forum, please speak with me about alternative modes of participation, e.g., notes, reviews, office hours)

There will be four possible **tracks** for coursework: a) academic; b) creative; c) practitioner; or d) mixed. For all of your course projects, you will need to submit a 1-2 page proposal that identifies your track, topic focus, historical/theoretical context, role as presenter, intended audience, project goal(s), genre, medium, and work product. When I review your ***in-class presentation*** proposals, I'll schedule them when/where appropriate over the course of the semester. For that presentation, you will present 'in character' as regards your identified track, role, audience, and format. The goal will be an effective, non-esoteric public communication of history/theory. The ***graphic project*** will challenge you to find a track-based visual strategy for communicating a historical/theoretical theme relevant to current and future planning. The ***thematic chronology project*** will task you to compose a representation of change over time that is not a generic listing/timeline of 'one thing after another' but rather a track-appropriate framework showing relation, influence, (dis)continuity, balancing the virtues of simplicity and complexity. The ***final project*** is a compilation and integration of the previous assignments in portfolio form. As such, you may choose to address one topic from different aspects in your various projects, or a few topics with a common thread or theme, or separate topics with more attenuated linkages. None of these alternatives is more or less preferable than the other; what I will be looking for is how appropriately to your track you organize/integrate elements of your portfolio, which can be in paper-based and/or electron-based and/or other medium-based form.

You are welcome to undertake and present coursework individually or collaboratively.

(All of these course elements are, at least in some ways and to some extent, still in play.)

Part I	<u>Overview:</u>	Initial Introductions and Interpretations
Week 1	9/09/09	Course Requirements and Expectations
Week 2		Where(for) and (for) Whom? Between Centers and Peripheries
	9/14/09	City <i>System and Symbol</i> Mumford, Buruma/Margalit in LeGates and Stout, eds. Rae, Preface ix-xix <i>Assignment:</i> Planners' Spheres and Hierarchies?
	9/16/09	Planner <i>Rationales, Roles and Responsibilities</i> Hall in LeGates and Stout, eds. Rybczynski, Frenchman [23-4] in Rodwin and Sanyal, eds. <i>(Campbell and Fainstein, 'Introduction: The Structure and Debates of Planning Theory' in Campbell and Fainstein, eds. Readings in Planning Theory. Blackwell, 2003)</i>
Week 3		Core Issues and Identities for the Field? Plans for Places and People
	9/21/09	Plan/Policy-making <i>Roots, Trunks, Branches: Land Uses</i> Kaiser and Godschalk in LeGates and Stout, eds. Teitz [32] (275-88) in Rodwin and Sanyal, eds. <i>(Klosterman, 'Arguments For and Against Planning' in Campbell and Fainstein, eds. Readings in Planning Theory. Blackwell, 2003)</i>
	9/23/09	Community Development <i>Within/Without: Local Values</i> Wirth, Putnam in LeGates and Stout, eds. Teitz [32] (288-304) in Rodwin and Sanyal, eds. <i>In-Class Exercise:</i> (Re)Building from Square One? <i>Assignment:</i> track identification and plan prospectus due

Part II Structures: Contextual (Re)Conditions and (Dis)Continuities

Week 4 Background/Foreground Rae, Ch. 1

9/28/09 **Wealth and Health** *Entrepreneurs and Engineers*
Engels, Olmsted in LeGates and Stout, eds.
Ortolano [17] in Rodwin and Sanyal, eds.

9/30/09 **Architecture and Culture** *Virtuosi and (Re)Visionaries*
Duany/Plater-Zyberk, Calthorpe/Fulton in Legates..., eds.
Team Reports: Sitte, Howard, Wright, Le Corbusier
Assignment: in-class presentation proposal due

Week 5 Time

10/05/09 **Memory and Tradition** *Reviewing Path and Pace*
J. B. Jackson in LeGates and Stout, eds.
Frieden [28] in Rodwin and Sanyal, eds.
Rae, Ch. 2, 35-50, 56-9

10/07/09 **Modernity and Innovation** *Renewing Route and Rate*
Kenneth T. Jackson (excerpts) in LeGates and Stout, eds.
Wachs, Gakenheimer [15-6] in Rodwin and Sanyal, eds.
Rae, Ch. 7, 215-7, 223-34; Ch. 10, 330-8
Assignment: graphic/plastic presentation proposal due

Week 6 Space

[10/12/09 *University Holiday: Monday schedule for day after]*
10/13/09 **Place and Landscape** *Depth, Density, Diversity*
Jane Jacobs in LeGates and Stout, eds.
Frenchman [2], Szold [4] in Rodwin and Sanyal, eds.
Rae, Ch. 3, 84-93; Ch. 4, 113-116

10/14/09 **Zone and Real Estate** *Distance, Dimension, Development*
Burgess in LeGates and Stout, eds.
Herr [5], Howe [7] in Rodwin and Sanyal, eds.
Rae, Ch. 8, 261-274

Part III Models: (Trans)Disciplinary Discussions and Directions

Week 7 Scheme

10/19/09 LeGates (Prologue, Epilogue) in LeGates and Stout, eds.
Preface (xiii-xiv), Part 1 (1-23) in Rodwin and Sanyal, eds.
Assignment: thematic planning chronology proposal due

[10/21/09 *LARP Mid-semester Studio Presentation; no class meeting*]

Week 8 Scale

10/26/09 **Social History and Theory**
Madanipour, Harvey in Legates and Stout, eds.
Rae, Ch. 5, 141-146, 181-2; Ch. 7, 243-6

10/28/09 **Environmental History and Theory**
Beatley, Wheeler in LeGates and Stout, eds.
Susskind [18] in Rodwin and Sanyal, eds.

Week 9 Scope

11/02/09 **Economic History and Theory**
Thomson, Castells in LeGates and Stout, eds.
Isserman in Rodwin and Sanyal, eds.
Rae, Ch. 11, 361-373

11/04/09

Political History and Theory

Bryce et al., Orfield in LeGates and Stout, eds.

Warner, Jr. [27] in Rodwin and Sanyal, eds.

Rae, Ch. 12, 412-421

Assignment: graphic/plastic presentation project due

Part IV

Bases: Grounds for Confidence, Recognition, Acknowledgement

Week 10

Programmatics

11/09/09

Managing as/vs. Marketing? *Public, Private, Non-Profit*

Schön [8] and Downs [14] in Rodwin and Sanyal, eds.

Team Debate: Porter, Florida, Zukin, Davis in LeGates and Stout, eds.

[11/11/09

University Holiday – no class meeting]

Week 11

Pragmatics

11/16/09

Rationality as/vs. Responsivity? *Rule, Rigor, Realism*

Planning Science as/vs. Art? *Ways of Knowing and Doing*

Soja in Legates and Stout, eds.

Innes [3], Markusen [31] in Rodwin and Sanyal, eds.

11/18/09

Professional as/vs. Public and Private Good?

Representing and Intervening

Arnstein, Forester in LeGates and Stout, eds.

Glazer [26] in Rodwin and Sanyal, eds.

Assignment: final portfolio proposal due

Part V	<u>Powers:</u>	Status of Standard-bearers, Stakeholders, Bystanders
Week 12	11/23/09	<p>Ethics <i>Duty, Utility, Right, Equity: Advocacy↔Neutrality?</i> Davidoff in LeGates and Stout, eds. Clay, Hartman [12-3] in Rodwin and Sanyal, eds. <i>(AICP Code of Ethics, Lucy, 'APA's Ethical Principles...'</i> <i>in Campbell and Fainstein, eds. Readings in Planning Theory)</i></p>
	[11/25/09]	<i>Thanksgiving Break; no class meeting]</i>
Week 13	11/30/09	<p>Aesthetics <i>Purity, Variety, Harmony: Interest↔Integrity?</i> Lynch, (A.) Jacobs/Appleyard in LeGates and Stout, eds. Krieger [22], Vale [25] in Rodwin and Sanyal, eds. Assignment: thematic planning chronology project due</p>
	12/02/09	<p>Eudaimonics <i>Virtue, Security, Charity: (E)quality of Life?</i> DuBois, (W. J.) Wilson, (J. Q.) Wilson in LeGates... eds. Yaro, Baxter [9-10] in Rodwin and Sanyal, eds.</p>
Week 14	12/07/09	<p>Syncretics <i>Race, Class, Gender, and Other 'Otherhoods'</i> <i>(Hayden in Legates and Stout, eds., 3rd ed.)</i> Bobo and Cortes Jr. [33-4] in Rodwin and Sanyal, eds. Rae, Ch. 8, 254-61, 280-282</p>
Part VI	<u>Back and Forth:</u>	Reflections on Identities relative to Communities
	12/09/09	<p>Means Process ↔ Product: <i>Options as/vs. Outcomes?</i> Forester [30] in Rodwin and Sanyal, eds. Theory ↔ Practice: <i>Education as/vs. Experience?</i> Allan Jacobs [6], Susskind [29] in Rodwin and Sanyal, eds. Assignment: final project portfolio progress report due</p>

Week 15 12/14/09

Ends

Professional Identities: *Retrospect and Prospect*

Stollman [11] in Rodwin and Sanyal, eds.

Rae, Ch. 12, 421-432

Provisional Communities: *Virtual ↔ Divergent Futures*

Downs, Kotkin in LeGates and Stout, eds.

12/16/09

Holiday Season Planning Film Festival (optional)

Exam Period 12/21/09

Assignment: final project portfolio due