

RP 651: Planning History and Theory --

Fall 2018, MW 11:30-12:45, 225 DB

Structures, Models, Bases, Powers

Office Hours: MW 12:45- or by appt.

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Rationale: This course examines the ‘nature’ and ‘culture’ of city, community, regional planning relative to social, political and economic trends over time. Topics include: the significance of time and space in the planning process; the role of past, present and future conditions for planners; the appropriate scale and scope of plan-making; the advancement and assessment of knowledge in planning; the status of planning as science ↔ art, theory ↔ practice; the role of planning standards as related to decision-makers and stakeholders; the relationships of knowledge, value, and power; how has each succeeded (or survived) culturally and historically? While the main focus of the course will be *planning* history and theory, we also address urban sustainability programs and problems more generally.

Questions: What is it that planners *actually* plan for? How do planners define the objects of planning re: traditions, techniques, specialties, 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 whether their approach to a region, city, or community is appropriate, successful, good, beautiful, just, or otherwise ‘working’? To address these questions, we will consider: spatial and temporal *structures* that inform planning; social, political, ecological, and economic *models* of human organization and behavior; forms of cognitive ↔ normative judgment regarding the *bases* of belief; and contending *powers* in the determination of whether and how a project or program might achieve sustainability.

Required Texts (available at Amherst Bookstore or on limited reserve in LARP Office):

<https://www.amherstbooks.com/Textbooks/>

Richard LeGates and Frederic Stout, eds., *The City Reader*, 6th ed. NY: Routledge, 2015

Bishwapriya Sanyal et al, eds., *Planning Ideas That Matter: Livability, Territoriality, Governance, and Reflective Practice*. MIT, 2012

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

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

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

- 25% for attendance, preparation, participation [*discussion, exercises, reports*]
- 25% for an in-class presentation [*oral report, followed by written notes/outline*]
- 25% for a graphic/figurative visual presentation [*e.g., video, panel, map, model*]
- 25% for a culminating final thematic portfolio [*historical/theoretical integration*]

Given the importance of these criteria for evaluating students’ work, anyone who needs to miss a class meeting, turn in an assignment late, or request other arrangements must address such matters with the instructor as far in advance as possible. Please note university policies on conduct: http://www.umass.edu/dean_students/codeofconduct

The University of Massachusetts is committed to providing equal educational opportunity for all students. If you have a documented physical/psychological/learning disability filed with Disability Services <http://www.umass.edu/disability/students> , you may be eligible for relevant accommodations to help you better succeed in this course. If you have a documented disability that requires an accommodation, please notify us at the start of the semester so that we may make appropriate arrangements.

It is expected that all students will abide by the Student Honor Code and the Academic Honesty Policy (available at the Academic Honesty Office [Dean's Office] or online <http://www.umass.edu/honesty/>). Potential sanctions for academic dishonesty range from receiving a grade of F, probation or suspension for a period of time, or dismissal. Students have a right of appeal through the academic honesty board.

Your Library Liaison for research databases and other resources is Madeleine Charney: <http://guides.library.umass.edu/profile.php?uid=5550>

We are all responsible for maintaining a class environment that is conducive to learning and discussion. In order to assure that we all have the opportunity to gain from our time in class, please review and respect these standards for creating a reciprocally responsible learning environment.

- The instructor, teaching assistants, and students will recognize and respect each other.
- Respect may include appropriate humor, enjoyment, or other indications of a comfortable and pleasant classroom community.
- We will be on time for class: please plan for no late arrivals and no packing up early.
- We will avoid disruptions during class such as loud noises, private conversations, reading newspapers, speaking on cell phones or texting, using a laptop for something other than current classroom work, and, of course, sleeping (especially snoring). Please be present!
- We will avoid negative behavior viewed as racist, sexist, homophobic, transphobic, or in other ways excluding, disturbing or bullying to members of our local/campus community.

Attendance is not mandated, but is fundamental to the participation grade. The instructor reserves the right to give an incomplete or fail for any student with over four unexcused absences, and will make exceptions only for medical and family emergencies or other pre-approved reasons. The letter grade equivalents to the numerical scores are:

> 93 = A; 90-93 = A-; 87-90 = B+; 83-87 = B; 80-83 = B-; 77-80 = C+; 73-77 = C;
70-73 = C-; 63-70 = D; < 63 = F

Basic Groundrules and Guidelines for the Course

Objectives of this course are 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 relative to 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. A possible class agenda will go something like this (but will vary according to activities over the course of the semester):

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

20-30 minutes Friends' Meeting (i.e., speak in response following reflection as one's plannerly 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 relevant

or 15 minutes film excerpts for the remaining minutes as relevant

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

(If you are hesitant/reluctant about speaking in an open discussion forum, please speak with me about alternative to in-class 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. Your 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 topic relevant to current and future planning. The ***final project*** is a culmination and integration of the previous assignments in portfolio form. This assignment will task you to organize a representation of historical/theoretical change over time that is not a generic list/timeline of 'one thing after another', but rather a track-relevant framework marking relationship, influence, (dis)continuity, transition, etc. balancing virtues of simplicity and complexity. As such, you may choose to address one key topic from different aspects in your various projects, or several 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'll be looking for is how appropriately to your chosen track you organize/integrate elements of your portfolio, which can be in a paper-based and/or electron-based and/or other medium-based form. ***You are welcome to prepare and present coursework either individually or collaboratively. You are strongly encouraged to be highly exploratory.***

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

Part I	<u>Overview:</u>	Initial Introductions and Interpretations
Week 1	9/05/18	<p>Course Requirements and Expectations</p> <p><i>for week</i> Sam Bass Warner in Legates and Stout, eds. (will provide background context for next week)</p>
Week 2		<p>Where(for) and (for) Whom? Between Centers and Peripheries</p> <p><i>for week</i> Sanyal et al, Chapter 1 in Sanyal et al, eds.</p>
	9/10/18	<p>City <i>System and Symbolism</i></p> <p>Mumford, Taylor in LeGates and Stout, eds.</p>
	9/12/18	<p>Planner <i>Rationales, Roles and Responsibilities</i></p> <p>Hall, Sanyal in LeGates and Stout, eds.</p> <p><i>(Campbell and Fainstein, 'Introduction: The Structure and Debates of Planning Theory' in Campbell and Fainstein, eds. Readings in Planning Theory. Wiley-Blackwell, 2012)</i></p> <p>Assignment: Planners' Spheres and Hierarchies?</p>
Week 3		<p>Core Issues and Identities for the Field? Plans for Places and Peoples</p> <p><i>for week</i> Teitz, Chapter 5 in Sanyal et al, eds.</p>
	9/17/18	<p>Plan/Policy-making <i>Roots, Trunks, Branches: Land Uses</i></p> <p>Kaiser and Godschalk, Vale in LeGates and Stout, eds.</p> <p><i>(Healey, 'Traditions of Planning Thought' in Campbell and Fainstein, Readings in Planning Theory. Wiley-Blackwell, 2012)</i></p>
	9/19/18	<p>Community Development <i>Within/Without: Local Values</i></p> <p>Wirth, Putnam in LeGates and Stout, eds.</p> <p><i>In-Class Exercise:</i> (Re)Building from Square One?</p> <p>Assignment: track identification and plan prospectus due</p>

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

Week 4 **Background/Foreground**

for week Hack, Ch. 2 in Sanyal, et al, eds.; Rae, Ch. 1

9/24/18 **Wealth and Health** *Entrepreneurs and Engineers*
Engels, Olmsted in LeGates and Stout, eds.

9/26/18 **Architecture and Culture** *Virtuosi and (Re)Visionaries*
CNU Charter, Calthorpe in Legates and Stout , eds.
Team Reports: C Sitte, E Howard, FL Wright, Le Corbusier
Assignment: in-class presentation proposal due

Week 5 **Time** *for week* Fishman, Chapter 3 in Sanyal et al, eds.

10/01/18 **Memory and Tradition** *Reviewing Path and Pace*
Anderson, Perry (excerpts) in LeGates and Stout, eds.
Rae, Ch. 2, 35-50, 56-9

10/03/18 **Modernity and Innovation** *Renewing Route and Rate*
KT Jackson (excerpts), Fishman in LeGates and Stout, eds.
Rae, Ch. 7, 215-7, 223-34; Ch. 10, 330-8

Week 6 **Space** *for week* Yaro, Chapter 6 in Sanyal et al

[10/08/18 *University Holiday: Monday schedule for Tuesday after]*

10/09/18 **Place and Landscape** *Depth, Density, Diversity*
Jane Jacobs, Whyte, Lynch in LeGates and Stout, eds.
Rae, Ch. 3, 84-93; Ch. 4, 113-116

10/10/18 **Zone and Real Estate** *Distance, Dimension, Development*
Burgess, Bruegmann, Gehl in LeGates and Stout, eds.
Rae, Ch. 8, 261-274

Assignment: graphic/visual presentation proposal due

Part III	<u>Models:</u>	(Trans)Disciplinary Discussions and Directions
Week 7	Scheme	
	<i>[10/15/18</i>	<i>LARP Mid-semester Studio Presentation; no class meeting]</i>
	<i>10/17/18</i>	Intro, Prologue (1-15) in LeGates and Stout, eds. Rae, Preface ix-xix
Week 8	Scale	Micro ↔ Macro
	<i>for week</i>	Beatley, Chapter 4 in Sanyal et al, eds.
	<i>10/22/18</i>	Social History and Theory Madanipour, Harvey in Legates and Stout, eds. Rae, Ch. 5, 141-146, 181-2; Ch. 7, 243-6
	<i>10/24/18</i>	Environmental History and Theory Beatley, WCED in LeGates and Stout, eds. Assignment: final portfolio proposal due
Week 9	Scope	Intramural ↔ Intermural
	<i>for week</i>	Grindle, Chapter 10 in Sanyal et al, eds.
	<i>10/29/18</i>	Economic History and Theory Thomson, Castells in LeGates and Stout, eds. Rae, Ch. 11, 361-373
	<i>10/31/18</i>	Political History and Theory Molotch, Orfield in LeGates and Stout, eds. Rae, Ch. 12, 412-421

Part IV **Bases: Grounds for Confidence, Recognition, Acknowledgement**

Week 10 ***Programmatics***

11/05/18 **Managing as/vs. Marketing?** *Public, Private, Non-Profit*
Sagalyn, Chapter 9 in Sanyal et al, eds.
Team Debate: Porter, Florida, Sassen, Davis in LeGates
and Stout, eds.

11/07/18 **Planning Science as/vs. Art?** *Ways of Knowing and Doing*
Plates Sections 1-4 in Legates and Stout, eds.
Assignment: graphic/plastic presentation project due

Week 11 ***Pragmatics***

for week Healey, Chapter 13 in Sanyal et al, eds.

11/12/18 **Rationality as/vs. Responsivity?** *Rule, Rigor, Realism*
Dear, Spain in Legates and Stout, eds.

11/14/18 **Professional as/vs. Public and Private Interest?**
Representing and Intervening
Arnstein, Forester in LeGates and Stout, eds.

[11/19-23/18 *University Thanksgiving Recess, no class meetings*]

Part V **Powers: Status of Standard-bearers, Stakeholders, Bystanders**

for week Qadeer, Chapter 8 in Sanyal et al, eds.

Week 12 11/26/18 **Ethics** *Duty, Utility, Right, Equity: Advocacy↔Neutrality?*
Davidoff in LeGates and Stout, eds.
(AICP Code of Ethics reading TBD)

	11/28/18	Aesthetics <i>Purity, Variety, Harmony: Interest↔Integrity?</i> Alan Jacobs and Appleyard, PPPx2 in LeGates and Stout Assignment: final project portfolio progress report due
Week 13	12/03/18	Eudaimonics <i>Virtue, Security, Charity: (E)quality of Life?</i> JQ Wilson and Kelling, Gehl in LeGates and Stout, eds. Ward, Chapter 11 in Sanyal et al, eds.
	12/05/18	Syncretics <i>Race, Class, Gender, and Other 'Otherhoods'</i> DuBois, Camarillo, Elshetawy in Legates and Stout, eds. Thomas, Chapter 14 in Sanyal et al, eds.
Part VI	<u>Back and Forth:</u>	Reflections on Identities relative to Communities
Week 14	12/10/18	Means Process ↔ Product: <i>Options as/vs. Outcomes?</i> Theory ↔ Practice: <i>Education as/vs. Experience?</i> Fischler, Chapter 12 in Sanyal et al, eds. Rae, Ch. 8, 254-61, 280-282
	12/12/18	Ends Professional Identities: <i>Retrospect and Prospect</i> Brenner and Wachsmuth, Chapter 7 in Sanyal et al, eds. Rae, Ch. 12, 421-432 Provisional Communities: <i>Virtual ↔ Divergent Futures</i> Brenner and Keil in LeGates and Stout, eds.
Week 15	12/19/18	Assignment: final project portfolio due Peer Showcase (TBD optional)