



Planning Theory and Practice

URP 5101

Fall 2023

Learning Outcomes

This course provides students with the foundational knowledge of planning history, theory, and ethics. In this course, we will take on a tour of the past, present, and future of the planning profession, and review the most influential texts in the planning field over the past fifty years. This course knits together theory and practice, history and future, and ideology and reality. After finishing this course, students will have a clear understanding of why and how planners at different times made plans the way they did and what are the social consequences of such plans; students will be well prepared to become a planning theorist, and/or a reflective planning practitioner.

More specifically, after successfully completing this course, students will be able to:

- Explain the roles that planners have played in history, dilemmas they have faced, and the implications on today's planning practice.
- Evaluate different streams of planning theories and list their advantages and problems.
- Link planning theory to practice and identify what planning model(s) planners are following in practice.
- Articulate key ethical principles of the planning profession and use these principles to evaluate and guide planning practice.

Resources

All materials, including readings, assignments, and discussion questions are available on the Canvas site.

Course Policies

Some of the issues raised in this class can stimulate strong feelings and heated debate. Please take this as a good sign that we are touching on deep and critical materials and social issues. Because this is a college classroom, all discussions should be scholarly. Scholarly comments are:

- Respectful of diverse opinions and open to follow-up questions and/or disagreement.
- Supported by evidence drawn primarily from course materials; they may also be based on relevant personal experiences; however, scholarly comments are not intended as a way to promote personal values or beliefs.
- Are delivered in normal tones and in a non-aggressive manner.

Absence should be avoided whenever possible. If absence is absolutely necessary, talk to me early on in the semester so that I can make proper arrangement. Excused absences include documented illness, deaths in the family and other documented crises, call to active military duty or jury duty, religious holy days, official

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Class Meets

Tuesdays and Thursdays
6:35 - 7:50pm
BEL0208

Office Hours

Tuesdays
10:00-11:30am
BEL0334
(Email me by 8am if you plan to come so that I can be prepared)

Prerequisites

Graduate standing at FSU or permission of the instructor.

Course Communication

I will send notifications through Canvas and students can reach me any time via emails. I typically respond to emails within 24 hours unless on travel.

university activities, and students whose dependent children experience serious illness. These absences will be accommodated in a way that does not arbitrarily penalize students who have a valid excuse. If your absence with justified cause (e.g., work-restricted religious holy days) coincides with one or more of the major grading events (e.g., presentations, class activates), come talk to me **early on** in the semester so that we can make proper accommodation.

In this course, I will distribute a large number of materials to assist with your study, either through Canvas or physical handouts. These materials are copyrighted and can only be used by you for the purpose of advancing your education. None of the course materials can be shared with people outside of this class.

University Policy

This course also abides by the Florida State University policies, such as the Americans with Disabilities Act and the Academic Honor Policy. If you have a disability that needs to be accommodated, talk to me early on in the semester and we will make proper arrangement.

Academic Honor Policy:

The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "...be honest and truthful and...[to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://fda.fsu.edu/Academics/Academic-Honor-Policy>)

Americans with Disabilities Act:

Florida State University (FSU) values diversity and inclusion; we are committed to a climate of mutual respect and full participation. Our goal is to create learning environments that are usable, equitable, inclusive, and welcoming. FSU is committed to providing reasonable accommodations for all persons with disabilities in a manner that is consistent with academic standards of the course while empowering the student to meet integral requirements of the course.

To receive academic accommodations, a student: must register with and provide documentation to the Office of Accessibility Services (OAS); must provide a letter from OAS to the instructor indicating the need for accommodation and what type; and, should communicate with the instructor, as needed, to discuss recommended accommodations. A request for a meeting may be initiated by the student or the instructor.

Please note that instructors are not allowed to provide classroom accommodations to a student until appropriate verification from the Office of Accessibility Services has been provided.

This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the Office of Accessibility Services

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(850) 644-9566 (voice)

(850) 644-8504 (TDD)

Learning Assessments

The grading structure for this course is as follows:

1) Group project (50%)

The group paper deepens students' understanding of the course content and develops the skills of critical thinking, academic writing, and public speaking. The paper should discuss one or more of the topics covered in class. It needs to develop original arguments and conduct new case studies that expand our knowledge of planning history, theory, or ethics. This project accounts for 50% of the final grade. Group members will grade each other in terms of level of contribution, which will be factored into the individual grades for this group project. Sample paper and grading rubrics are available on the Canvas site.

2) Two Take-home exams (25%).

These exams test students' mastery of the topics covered in class. They will be take-home and open-book. The first exam accounts for 10% of the final grade and the second exam accounts for 15%.

3) Class participation (15%)

Students are expected to participate in class discussions and other activities, such as class debate and role play. Participation will be graded by three categories:

√+, converts to a score of 15: very active participation, impressive preparation, original thoughts and strong arguments

√, converts to a score of 10: active participation, very good preparation, valuable thoughts and logical arguments

√-, converts to a score of 5: fair participation, some preparation, thoughts and arguments that contribute to the class activities

To help students prepare for the class discussion and activities, readings will be posted on the Canvas site one week before we cover them in class. Class participation will be evaluated three times during the semester by the instructor (once at the end of each month), to give you timely feedback on your level of participation.

4) Contribution to the Canvas Discussion Board (10%)

Discussion questions will be posted after some class sessions on the Canvas site; students are expected to answer them and engage with other students' answers within a week after the questions are assigned. These questions help students to review and better understand class content and extend class discussions into after-class time. Each complete answer accounts for 2 points towards the final grade. Each impressive answer and/or effective engagement with other students will receive an extra credit of 0.5 that will be directly added to the final grade.

Grades

Grades are not given but earned. Your grade is determined by your performance on the learning assessments in the course and is assigned individually (not curved). If earning a particular grade is important to you, please speak with me at the beginning of the semester so that I can offer some helpful suggestions for achieving your goal. All assessment rubrics and scores will be posted on the course Canvas site. If you have questions about how something was scored, please email me to schedule a time for us to meet in my office.

Late work will ***not*** be accepted for course credit so please plan to have it submitted before the scheduled deadline. I am happy to discuss any of your grades with you, and if I have made a mistake I will immediately correct it. Any formal grade disputes must be submitted in writing and within one week of receiving the grade.

Final letter grades are assigned based on the percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently, so please understand that being close to a cutoff is not the same this as making the cut ($89.99 \neq 90.00$). It would be unethical to make exceptions for some and not others.

Final Grade Cutoffs									
		+	90.00%	+	80.00%	+	67.00%		
A	95.00%	B	87.00%	C	75.00%	D	64.00%	F	<60.0%
-	92.00%	-	84.00%	-	70.00%	-	60.00%		

Get Some Help!

You are expected to take personal responsibility for you own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting <https://ace.fsu.edu/> and use some of the resources. On-campus tutoring and writing assistance is available for many courses at Florida State University. For more information, visit the Academic Center for Excellence (ACE) Tutoring Services' comprehensive list of on-campus tutoring options - see <http://ace.fsu.edu/tutoring> or contact tutor@fsu.edu. High-quality tutoring is available by appointment and on a walk-in basis. These services are offered by tutors trained to encourage the highest level of individual academic success while upholding personal academic integrity. Sharpen your writing and communication skills (and improve your grade) by visiting <https://wr.english.fsu.edu/Reading-Writing-Center/How-to-Make-an-Appointment> and schedule an appointment with the campus Reading Writing Center. Finally, if you just need someone to talk to, visit <https://counseling.fsu.edu/>



Course Schedule

CLASS AND ASSIGNMENT DUE DATE		DURING OUR CLASS MEETING
8/29	<i>All readings should be read before class</i>	<p>Overview: Why?</p> <ul style="list-style-type: none"> •What is planning history, theory, and ethics? •Why do we need planning history, theory, and ethics? •How can planning history, theory, and ethics help with planning practice? <p>Reading:</p> <ul style="list-style-type: none"> •Whittemore, Andrew. (2015) Practitioners Theorize, Too: Reaffirming Planning Theory in a Survey of Practitioners’ Theories. <i>Journal of Planning Education and Research</i>. 35(1). pp. 76-85.
Module 1: Planning History		
8/31		<p>The Industrial City and Sanitary Reform</p> <ul style="list-style-type: none"> •What are the problems faced by the industrial cities? •How can urban planning help solve them? •How have the practices affected urban planning today? <p>Reading:</p> <ul style="list-style-type: none"> •Peter Hall. (2002). <i>Cities of Tomorrow</i>. Oxford: Blackwell Publishers Ltd.; ch.2 “The City of Dreadful Night” •Peterson, J.A. (1979). “The Impact of Sanitary Reform upon American Urban Planning, 1840-1890”, <i>Journal of Social History</i>. Vol. 13, No. 1 (Autumn 1979), 83-103.
9/5		<p>The Garden City</p> <ul style="list-style-type: none"> •What is a Garden City? •What are the strengths and weaknesses of the idea of the Garden City? •How has the Garden City idea affected the landscape and planning practices today in and beyond the US? <p>Reading:</p> <ul style="list-style-type: none"> •Hall (2002), ch.4 “The City in the Garden”
9/7		<p>City Beautiful Movement</p> <ul style="list-style-type: none"> •Benefits and costs of city beautiful movement •Gender, racial, and immigration issues related to the city beautiful movement •Today’s city beautiful movement <p>No class meeting. Professor at Florida APA. This class session is a self-paced study via Canvas; your study tasks are all posted on Canvas.</p> <p>Reading:</p> <ul style="list-style-type: none"> •Hall (2002), ch.6 “The City of Monuments”, pp.175-192

		<p>•Spain, D. (2001). <i>How Women Saved the City</i>. Minneapolis & London: Univ. of Minnesota Press, ch.7 “Men Build Chicago’s Skyline, Women Redeem the City”</p>
9/12	First take-home exam distributed	<p>Modernism</p> <ul style="list-style-type: none"> •What is Modernism? •What are the strengths and weaknesses of Modernism? •Is smart city the new modernism? <p>Reading:</p> <ul style="list-style-type: none"> • Scott, James. (1998). “The High-Modernist City: An Experiment and a Critique.” In <i>Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed</i>. New Haven: Yale University Press. pp. 103-146.
9/14		<p>Beyond White Male Visionaries</p> <ul style="list-style-type: none"> •What’s missing in the official planning history story and why do we need an alternative history? •What good and bad things have mainstream planning done? How do planners own them and respond to them? •Moving forward, how to make cities inclusive spaces? <p>Reading:</p> <ul style="list-style-type: none"> • Leonie Sandercock (2003). “Rewriting planning history: Official and insurgent stories”, 37-59 in <i>Cosmopolis II: Mongrel Cities in the 21st Century</i>. New York: Continuum. • June Manning-Thomas (1994). “Planning History and the Black Urban Experience: Linkages and Contemporary Implications,” <i>JPER</i>. 14,1-11 • Connerly, C. (2005). <i>The Most Segregated City in America: City Planning and Civil Rights in Birmingham, 1920-1980</i>. Charlottesville, VA: University of Virginia Press, ch.7 “The African American Planning Tradition in Birmingham”. • Goetz, E. G., Williams, R. A., & Damiano, A. (2020). Whiteness and urban planning. <i>Journal of the American Planning Association</i>, 86(2), 142-156.
9/19	First take-home exam due before class	First Exam Presentation
9/21		First Exam Presentation
Module 2: Planning Theory		
9/26	Final project requirements distributed	<p>Why Plan? I</p> <ul style="list-style-type: none"> •What is planning? •Why do we plan? <p>Reading:</p> <ul style="list-style-type: none"> • Richard E. Klosterman, Arguments for and against Planning,@ in Scott Campbell and Susan S. Fainstein, editors, <i>Readings in Planning Theory</i>, second edition, Malden, MA: Blackwell, 2003, pp. 86-101.

		<ul style="list-style-type: none"> • Moore, T. (1978). Why allow planners to do what they do? A justification from economic theory. <i>Journal of the American Institute of Planners</i> 44 (4), 387-398. • Alexander, E. R. (1992). A transaction cost theory of planning. <i>Journal of the American Planning Association</i>, 58(2), 190-200.
9/28		Why Plan? II: <i>A class debate</i>
10/3		Rational Model I (In Theory) <ul style="list-style-type: none"> •What is rationality? •What is rationality in decision-making? •What is rationality in public decision-making? •Advantages and problems with the rational model. Reading: <ul style="list-style-type: none"> • Ernest R. Alexander, <i>Approaches to Planning</i>, Langhorne, PA: Gordon and Breach Science Publishers, 1992, ch. 3 (Rationality and Decision@), pp. 39-67. • Edward C. Banfield, Ends and Means in Planning,@ in Andreas Faludi, editor, <i>Reader in Planning Theory</i>, Oxford: Pergamon Press, 1973, pp. 139-149.
10/5		Rational Model II (In Practice) <ul style="list-style-type: none"> •What does the rational model look like in planning practice? •What are the alternatives? Reading: <ul style="list-style-type: none"> • Alan Black, The Chicago Area Transportation Study: A Case Study of Rational Planning, <i>Journal of Planning Education and Research</i>, 10, 1 (October, 1990), pp. 27-37.
10/10		Incremental Planning and Mixed Scanning I (In Theory) <ul style="list-style-type: none"> •What is the incremental planning model (versus the rational model)? •What are the advantages and disadvantages of the incremental model? •When to use which model – the mixed scanning approach? Reading: <ul style="list-style-type: none"> • Charles E. Lindblom, The Science of Muddling Through, in Campbell and Fainstein, <i>Readings in Planning Theory</i>, pp. 196-209. • Etzioni, A. (1967). Mixed-scanning: A "third" approach to decision-making. <i>Public Administration Review</i>, 385-392.
10/12		Incremental Planning and Mixed Scanning II (In Practice) <ul style="list-style-type: none"> •How is incremental planning practiced? •What do you think of incremental planning in practice? Is this a good model for planning? Reading: <ul style="list-style-type: none"> • Whyte, W. (1988). The Rise and Fall of Incentive Zoning. <i>City: Rediscovering the Center</i>. New York: Doubleday, pp.229-255

10/17		<p>Advocacy and Equity Planning I (In Theory)</p> <ul style="list-style-type: none"> •What is advocacy planning? •What are the advantages and disadvantages of the advocacy planning model? •From the advocacy model to the equity model <p>Reading:</p> <ul style="list-style-type: none"> • Paul Davidoff, Advocacy and Pluralism in Planning, in Campbell and Fainstein, <i>Readings in Planning Theory</i>, pp. 210-223. • Frances Fox Piven. Whom Does the Advocate Planner Serve? <i>Social Policy</i>, 1970, 1(1), 32-37. • Krumholz, N. (1982). A retrospective view of equity planning Cleveland 1969–1979. <i>Journal of the American Planning Association</i>, 48(2), 163-174.
10/19		<p>No Class. Professor at ACSP.</p>
10/24		<p>Advocacy and Equity Planning II (In Practice)</p> <ul style="list-style-type: none"> •How is advocacy and equity planning practiced? •What do you think of advocacy and equity planning in practice? Is this a good model for planning? <p>Reading:</p> <ul style="list-style-type: none"> •Cooper Square: Here to Stay! Brochure 2016. •Krumholz, N. (1999). Equitable approaches to local economic development. <i>Policy Studies Journal</i>, 27(1), 83-95.
10/26		<p>Participatory Planning I (In Theory)</p> <ul style="list-style-type: none"> •What is participatory planning? •What are the differences between participation and inclusion? •What are the advantages and disadvantages of the participatory planning model? <p>Reading:</p> <ul style="list-style-type: none"> • Arnstein, Sherry. R. (1969). “A ladder of citizen participation”. <i>Journal of the Royal Town Planning Institute</i>. April 1971. • Quick, K. S., & Feldman, M. S. (2011). Distinguishing participation and inclusion. <i>JPER</i>, 31(3), 272-290
10/31		<p>Participatory Planning II (In Practice)</p> <ul style="list-style-type: none"> •How is participatory planning practiced? •What do you think of participatory planning in practice? Is this a good model for planning? <p>Reading:</p> <ul style="list-style-type: none"> • Faga (2006) ch.1. “A Boston Education” in <i>Designing Public Consensus: The Civic Theater of Community Participation</i>. Hoboken, NJ: John Wiley & Sons, Inc.

11/2		<p>Communicative and Collaborative Planning I (In Theory)</p> <ul style="list-style-type: none"> •What is communicative and collaborative planning? •What are the strengths and weaknesses of communicative and collaborative planning? <p>Reading:</p> <ul style="list-style-type: none"> •Brooks (2002). Ch. 9, “Decentralized Non-Rationality: The Planner as Communicator.” •Howell S. Baum, A Community and Consensus: Reality and Fantasy in Planning, in Campbell and Fainstein, <i>Readings in Planning Theory</i>, pp. 275-295. •Forester, John. (2006). Making Participation Work When Interests Conflict: Moving from Facilitating Dialogue and Moderating Debate to Mediating Negotiations. <i>Journal of the American Planning Association</i>. 72:4. 447-456. •Forester, J. (2008). Interface: Practice challenging theory in community planning. <i>Planning Theory and Practice</i>, 9(1), 99-128.
11/7		<p>Final Project Discussion</p> <p>No class meeting</p> <p>Each student group will sign up for a 15-minute time slot to discuss their final project with the instructor.</p>
11/9		<p>Communicative and Collaborative Planning II (in Practice): <i>Mock public meeting</i></p>
11/14		<p>Radical Planning</p> <ul style="list-style-type: none"> •What is radical planning? •What are its advantages and disadvantages? •How is radical planning practiced? <p>Reading:</p> <ul style="list-style-type: none"> •Miraftab, Faranak (2009). Insurgent Planning: Situating Radical Planning in the Global South. <i>Planning Theory</i>, 8(1), pp. 32-50. •Grengs, J. (2002). Community-based planning as a source of political change: The transit equity movement of Los Angeles' bus riders union. <i>Journal of the American Planning Association (JAPA)</i>, 68(2), 165-178
11/16		<p>No Class. Professor at NARSC. Students use the time to observe an actual community meeting.</p>
11/21	<p><i>Second take-home exam distributed</i></p>	<p>New Development: Racial issues and Reparative Planning, and A Summary of Planning Models</p> <ul style="list-style-type: none"> •Sharing and reflection on the observation of the real public meeting. •How much is planning shaped by whiteness? •What is racial planning and how can we combat it with reparative planning? •How to choose among different planning models? <p>Reading:</p> <ul style="list-style-type: none"> •Brand, A. L., & Miller, C. (2020). Tomorrow I'll be at the table: black geographies and urban planning: a review of the literature. <i>Journal of Planning Literature</i>, 35(4), 460-474.

		<ul style="list-style-type: none"> •Williams, R. A. (2020). From racial to reparative planning: Confronting the white side of planning. <i>Journal of Planning Education and Research</i>, 0739456X20946416. •Forester, J. (1984). Bounded rationality and the politics of muddling through. <i>Public Administration Review</i>, 23-31. •Christensen, K. S. (1985). Coping with uncertainty in planning. <i>Journal of the American Planning Association</i>, 51(1), 63-73.
Module 3: Planning Ethics		
11/23		No Class; Thanksgiving.
11/28		Ethics for Planners <ul style="list-style-type: none"> •What are the ethical principles for planners? •How are they practiced? Reading: <ul style="list-style-type: none"> •American Planning Association. <i>Ethical Principles in Planning</i>. Retrieved July 10, 2018, from https://www.planning.org/ethics/ethicalprinciples.htm •American Planning Association. <i>American Institute of Certified Planners (AICP) code of ethics</i>. Retrieved July 30, 2014 from http://www.planning.org/ethics/ethicscode.htm •Lauria, M., & Long, M. F. (2019). Ethical dilemmas in professional planning practice in the United States. <i>Journal of the American Planning Association</i>, 85(4), 393-404.
11/30	<i>Second take-home exam due before class</i>	Ethical Cases Discussion
12/5		Final Paper Presentation
12/7	<i>Final paper due 12/9 midnight</i>	Final Paper Presentation

Note: Except for changes that substantially affect the implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with notice.