**Course Overview**
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.

Upon completion of this course, students should have an understanding of the evolution of the planning profession over the past century. Students should also understand the justifications for planning, the styles of planning, how to define the public interest, and how planners interact with other participants in the development of cities and regions.

This course is required for students who intend to receive a Masters of Arts in Urban and Regional Planning. Thus, the course is primarily targeted at students who are enrolled, or, plan to enroll in urban planning as a field of graduate study. Graduate students in other related disciplines are also encouraged to take this course.

**Structure of the Course**
This course will be run primarily as a seminar and will include lectures, discussions, special readings, and in-class exercises. The four elements to the course are reading assignments, lectures and class discussion, an in-class presentation, 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.
Throughout the semester, we will discuss the history of planning following the topics of Peter Hall's *Cities of Tomorrow* with a discussion of theory interspersed to highlight the conflicts in the profession during a given period. At the end of the semester, we will consider the current status of the planning profession as it relates to the theory of planning and the history of the profession.

Each student (with or without a partner) will be expected to present their review of a book – a historical case study – related to the general themes outlined in the text and in other readings. Following each presentation, all students will be expected to discuss how this material relates to the themes outlined in the course and other related readings, and how each example contrasts with previous discussions and presentations on the role of planners.

We will also discuss planning theory using selected readings from *Readings in Planning Theory* (edited by Scott Campbell and Susan Fainstein) and other related readings in planning theory. During the discussion of theory we will consider the following (and other related) questions: (1) What are the justifications for planning (and government intervention, generally)? and (2) What are the types of planning? The types of planning will be discussed within the context of case studies of planners in action and their strategies, successes, and failures. This portion of the course will also bring together the case studies presented during the history portion of the course.

**Required Texts**


**Strongly Recommended**

Additional required readings, as listed in the syllabus, are on reserve at the Architecture and Fine Arts Library, on-line, or will be available as handouts in class.

**Optional Readings**
As background to this course, I assume that all students have a basic understanding of American history. If you have not studied recent American history, I would encourage you to review one of these two basic texts that provide an introduction to American history.


The following text provides a comprehensive overview of the evolution of planning thought from the 1780s to the 1980s. Although this text includes some dense reading and is dated, it probably is the most comprehensive overview of planning theory.


The following text provides more recent perspectives on planning theory. The book was developed based upon three conference sessions on Planning Theory between 1987 and the mid-1990s. Because three individuals who live in three cities and two different countries edited this book, the themes are not as clear as other texts that are edited by one or two individuals. However, this text provides some perspectives not covered in the text for this course or Friedmann’s text.


The following textbook is used in the undergraduate course, Preview of Urban Planning (URP 4000). Students who have not taken URP4000, or a comparable introduction to urban planning, and who would like a good overview of the profession, are encouraged to read this textbook.


**Student Responsibilities and Grading**

CLASS ATTENDANCE and CLASS PARTICIPATION are important requirements for this course. Attendance is mandatory and you must arrive on time. Each student will be allowed three (3) absences from class during the semester. After that, absences hurt your grade. Excessive absences or tardiness may justify expulsion from the class and/or a failing grade. If you miss class, it will be your responsibility to find out about discussions and activities you missed while away from the seminar.

In preparation for class, each student should complete the readings before class and be prepared to contribute to thoughtful discussion of the readings and related issues. At certain points during the semester, I will require you to prepare brief critiques of the class readings [see ♦ in the schedule]. These are intended to get you thinking about the critical concepts the authors discuss and will be part of your class participation grade. If you have problems with the readings, see me during office hours. If you are not comfortable talking in class, make an effort to talk to me during office hours or at other times to make sure I know that you are completing the readings. Each student will prepare three (3) major assignments, some with multiple steps. Details will be provided when the assignment is given in class. Class attendance and participation will also be a part of the grade. Class participation includes your engagement in various group exercises, class discussions that reflect completion of assigned readings, and other minor written assignments.

Grades will be based on the following scale:
A (100%-90%), B+ (89%-87%), B (86%-80%), C+ (79%-77%), C (76%-70%), D+ (69%-67%),
D (66%-60%), F (less than 60%). The three assignments and class participation will be
weighted as follows:

Class participation and discussion 15%
Assignment 1: Essay: What is Planning? 10%
Assignment 2: Historical Case Study 35%
    (Presentation and Handouts, 15%; Critique, 15%, Overall Presentation 5%)
Assignment 3: Synthesis paper 40%

Your work on the final synthesis paper might be eligible for a national award. There are several
national awards that students can compete for including the Society for American City and
Regional Planning History (SACRPH) National Student Research Prize on a topic related to
planning history, the Donald Schön Award for Excellence in Learning from Practice, the
McClure Best Masters Student Paper, and the Marsha Ritzdorf Award for the Best Student
Paper, Report, Group Project, or Presentation.

I expect that all graduate students should be able to accomplish the requirements for the course –
a "B" grade, but do not hesitate to mark lower when a student does not meet a minimal standard
for graduate-level work. "A" grades require performance well beyond the average -- e.g.,
quality, depth, and synthesis of ideas as well as originality and/or creativity. Meeting deadlines
matters! All assignments are due at the beginning of class on the due date or as indicated on the
assignment sheet. 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).

Students MUST follow the University’s policy regarding cheating and the use of copyrighted
materials. In particular, there are rules governing plagiarism, or “the use of another’s words,
ideas or creative productions or omissions of pertinent material without proper attribution
(without giving due credit to the original source)” (URP Student Handbook, 2001: 10). If you
directly quote someone or use an idea from another source, you must attribute that idea or those
words. Failure to follow the rules regarding Integrity in Graduate School may result in a failure
in this course and possible disciplinary action under the Judicial Process for Academic Honesty
Violations (URP Student Handbook, 1997: 9-11). If you are unclear about what constitutes
plagiarism, please make an appointment with me to discuss this. You can also consult your
Student Handbook, the graduate catalog, and http://www.dso.ufl.edu/stg/ for further information.

In written work, the format of all attributions should follow the format used by the Journal of the
American Planning Association (JAPA) and based upon The Chicago Manual of Style, 15th
Edition. In brief, the references are as shown above and throughout the class schedule (except
for references to the two required texts as they appear below). Citations should appear in text as
follows (using the course text): (Hall 1996) when using a general idea from the text, or (Hall
1996: 400) when using a specific quote or putting material on the indicated page into your own
words (in this case, page 400).

Teaching Philosophy
The assignments of this course and all courses that I teach have been designed to allow students
to practice the kinds of skills they will use as planning professionals. While the course is by its
nature more theoretical than most of the courses in the curriculum, the exercises 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 critique; (4)
argumentation; and (5) written communication skills.

Students will be asked to exercise their critical thinking skills throughout the course. In the
historical case study, they will read and analyze the perspective of the various authors,
understand the authors’ assumptions, summarize and present the argument to the class, and
contrast that reading with other course materials. In the writing assignments, students will be
asked to consider the diverse perspectives on planning theory and develop their own perspective.
All students will develop their presentation skills through the historical case study in which they
will be asked to present material that is unfamiliar to their classmates in a suitable format to raise
issues for class discussion. In each of the papers, students will be required to develop a basic
argument and present it in a manner that is easily understood (thus developing good written
communication skills). These skills are important because in professional practice, planners need
to write in a manner that clearly states the goals of the writing, develops the argument
persuasively, and is written in a manner that is easily understood.

Consistent with the expectations of professional conduct in this course, all written assignments
must be typed. No hand-written assignments will be accepted (unless otherwise noted in the
syllabus).

Changes
As the course develops, I may make changes in the readings or assignments, and scheduling. If
there are theories, issues, ideas or readings that you want included in this course, please let me
know. This is your course, and we will make time for any new ideas, within the limits of reason
and time. You should be willing to devote some of your time to finding material and leading
discussion on those new ideas.

Accommodations for Students with Disabilities
Students requesting classroom accommodation must first register with the Dean of Students
Office. The Dean of Students Office will provide documentation to the student who must then
provide this documentation to the Instructor when requesting accommodation.
Wednesday, August 24
Course Overview. Course goals and requirements. Introduction to the Course.
**Assignment 1 (What is Planning?) handed out.

Monday, August 29
Common Themes in Planning History and Theory
Required readings to be completed before class:
** Bring in top four choices of presentations for Assignment 2 (this can be handwritten!).

Wednesday, August 31
Introduction to Planning History
The Role of The City in Planning History
Required readings to be completed before class:
- Hall, *Cities of Tomorrow*, Chapter 1: Cities of Imagination.
** Schedule of Presentations handed out.
**Assignment 2 (Historical Case) handed out.

Monday, September 5
Labor Day holiday – no class.

Wednesday, September 7
Introduction to Planning Theory
***Assignment 1 (What is Planning?) due at beginning of class.
Monday, September 12
Introduction to Planning Theory♣  
Required readings to be completed before class:  

Wednesday, September 14
The City Pathological  
Required readings to be completed before class:  
• Hall, Cities of Tomorrow, Chapter 2: The City of the Dreadful Night.  
• Riis, Jacob 1891. How the Other Half Lives, “The Downtown Back Alleys.” [Course Reserve]  
Instructor to attend Florida Housing Coalition Conference.  
Video on New York City to be shown in class.

Monday, September 19
The Process of Suburbanization  
The Suburbanization of Regions  
Required readings to be completed before class:  
Also skim:  
• Hall, Cities of Tomorrow, Chapter 3: The City of By-pass Variegated.  

Wednesday, September 21
The City Beautiful  
Required readings to be completed before class:  
• Hall, Cities of Tomorrow, Chapter 6: The City of Monuments (skim: pp. 198-217).  

Monday, September 26
The Progressive Movement♣  
Required readings to be completed before class:  


**Wednesday, September 28**

Garden City

*Required readings to be completed before class:*

- Clavel, Pierre. 2002. “Ebenezer Howard and Patrick Geddes: Two Approaches to City Development,” pp. 38-57; Chapter 2 in *From Garden City to Green City: The Legacy of Ebenezer Howard* (Kermit C. Parsons and David Schuyler, eds.) Baltimore: Johns Hopkins University Press. [Course Reserve]

**Monday, October 3**

The City Functional

*Required readings to be completed before class:*


**Wednesday, October 5**

The City Functional vs. City Beautiful

*Required readings to be completed before class:*


**Monday, October 10**

The City Visionary (The New Deal and Regional Planning)


America. Cambridge, MA: The MIT Press. During class, students will meet in small groups to prepare for short in-class presentation on October 17.

Wednesday, October 12
The City Visionary (The New Deal and Regional Planning)
Required readings to be completed before class:
- Hall, Cities of Tomorrow, Chapter 5: The City in the Region (skim: pp. 178-187).

Monday, October 17
The City Visionary (The New Deal and Regional Planning)
**In-class presentation on RPAA

Wednesday, October 19
The City Visionary (The New Deal and Housing)
Required readings to be completed before class:

Monday, October 24
The City Renewable
Required readings to be completed before class:

Wednesday, October 26
The City Grassrooted
Required readings to be completed before class:
- Hall, Cities of Tomorrow, Chapter 8: The City of Sweat Equity (skim: pp. 263-279 and pp. 286-293).
Monday, October 31
The City Enterprising
Required readings to be completed before class:
• Krumholz, Norman, “Equitable Approaches to Local Economic Development” in Campbell and Fainstein, pp. 224-236.

Wednesday, November 2
The City Enterprising
Required readings to be completed before class:
• Hall, Cities of Tomorrow,  Chapter 11: The City of Enterprise.
• Foglesong, Richard E. “Planning the Capitalist City” in Campbell and Fainstein, pp. 102-107.

Monday, November 7
The City of the Tarnished Belle Époque
Required readings to be completed before class:
Hall, Cities of Tomorrow,  Chapter 12: The City of Tarnished Belle Époque.
Instructor to attend HUD Urban Scholars meeting in Washington, D.C.
Movie: Dark Days

Wednesday, November 9
The City of the Permanent Underclass
Required readings to be completed before class:

Monday, November 14
The City of the Permanent Underclass
Required readings to be completed before class:


**Wednesday, November 16**

The City of Ecologically Conscious NIMBYism

Required readings to be completed before class:


**Monday, November 21**

Current Issues in Planning

Required readings to be completed before class:


**Wednesday, November 23**

Class will not meet.

**Monday, November 28**

Current Issues in Planning

Required readings to be completed before class:


Wednesday, November 30
Future Directions for Planning
Required readings to be completed before class:

Monday, December 5
Future Directions for Planning
Required readings to be completed before class:

Wednesday, December 7
Summary and Conclusions

***Assignment 3 (Synthesis paper) due by 4:00 p.m. on Tuesday, December 13.