

## UP501 / Planning History and Theory / Fall 2018

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TA: Ariam Torres Cordero ([ariamlt2@illinois.edu](mailto:ariamlt2@illinois.edu))

Class sessions: Mon / Wed 9:00-10:20 AM, 223 Temple Buell Hall

Office hours: Rolf: Mon / Wed 3:30-4:30 PM, 111 TBH;

Ariam: Tue / Thu 8:30 AM - 9:30 AM, Atrium TBH

“My ideal practitioner would consider the epistemological underpinnings of action, the broad sweep of history, the tension within capitalist democracy, the elusive qualities of space, and unresolvable societal conflicts. I expect, however, that most practitioners would be satisfied with making one aspect of the community work better.” – Robert Beauregard, 1995. *Edge Critics. Journal of Planning Education and Research*, 14 (3): 163-166.

### Course Description

This course offers students a survey of classic and contemporary theories of planning. The logic behind the ideas, concepts and actions of planning is continuously challenged as views shift about the relationship between democracy, markets and government. Students will gain a deeper appreciation for the profession’s historical roots as well as be introduced to some of the “theoretical tools” used to analyze planning. An important aspect of the course is intellectual dialogue through critical reading, informed discussion and writing assignments.

The course was developed and shaped over several years by Prof. Stacy Harwood. Given her investment in the course, I decided to adopt her syllabus this year, making only a few changes here and there.

### Assignments

This course will push you to analyze planning practice critically. The reading, reflection and discussion will guide you through this process. You will demonstrate your ability to conceptualize planning by creating persuasive video essays. The specific guidelines and grading criteria are attached at the end of the syllabus.

#### *Persuasive Video Essays*

The persuasive video essays correspond to the three parts of the course. Part 1 explores how structural forces (and the assumptions embedded in each) shape the way we justify planning intervention. Part 2 surveys different theories about planning practice. Part 3 considers different ethical issues in planning. For more, see the last few pages of this syllabus.

#### *Short Reading Responses*

To prepare you to tackle the persuasive video essays, you will write responses about each set of readings. While you are required to do all of the reading in the class, you are only required to do 15 of the 21 responses.\* Each response should include two parts:

1. **QUESTIONS:** Directly answer each question listed next to the readings. (Look for the R#.) Your answer (two or three paragraphs) should show that you understand each reading and their relationship to one another.
2. **REFLECTION:** Two or three paragraphs about how the reading relates (or doesn’t) to your own planning experiences and/or understanding of planning. This part of the response will help you explore different possibilities for the essay.

#### *Online Discussion*

The discussion group provides a space to explore your ideas for the video essays. You will be given discussion prompts. These prompts will appear on Mondays. Each discussion group member will respond to the prompt by Wednesday. By the following Monday, each person is required to post at least 2 thoughtful comments, suggestions, and/or questions. In addition, I expect each person also to respond to the posts directed at their ideas and video scripts. Be sure to “subscribe” to your group. You will be assigned to an on-line discussion group at the beginning of each part (1, 2, & 3).

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\* You must do a minimum of 5 reflections in each of the 3 parts. Only 15 reflections will be graded. You are allowed to do 1 extra to make up for a low-scoring reflection (you must communicate this intention).

## Discussion Leaders

Everyone will lead a class discussion during Part 2 and some of Part 3. This entails assembling a set of questions, discussion topics and/or classroom activities about the required reading. The discussion leaders should expect that everyone is fully prepared to summarize the major ideas in each assigned reading. The discussion leaders must meet with the instructor or the TA at least one week in advance to discuss the lesson plan.

## Grading

Video Essay 1	Friday, October 5	10 points
Video Essay 2	Friday, November 9	15 points
Video Essay 3	Monday, December 17	20 points
Video Peer-Feedback (2 x 4)		8 points
Discussion Leader		10 points
Reflections (15 x 1)		15 points
Online Discussion (11 x 2)		22 points
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Total		100 points

A	100-94 pts	B-	83-80	D+	69-67
A-	93-90	C+	79-77	D	66-64
B+	89-87	C	76-74	D-	63-60
B	86-84	C-	73-70	F	59-0

## Expectations

### Participation

- **Build your skills in listening and conversing.** Learning is a social process and collective endeavor; therefore, your primary responsibility is active participation. Active participation entails attending class, listening carefully and speaking respectfully in the classroom, and engaging in other class activities as both a learner and a contributor to your colleagues' learning. Not everyone is assertive in class discussions, and some people are always ready to speak. My role as a professor will be to broker and guide our conversations so everyone builds their skills as listeners and as participants. The online discussions are important supplements in this process.
- **Do the readings and use them as the basis of your participation.** In the current climate of "fake news" and the erosion of evidence, it's more important than ever for our conversations to be grounded in *what the texts actually say* and *what the facts really are*. Conversations about planning theory and history can't be evidenced unless everyone reads the assignments. This means everyone must do the required readings assigned to specific days and use them as the basis for their active participation in and beyond the classroom.
- **Use hard copy and take notes by hand.** As a discussion class, UP 501 will work best if everyone uses hard copy and takes notes by hand in the classroom. (See <https://redbooth.com/blog/handwriting-and-memory> for a summary of three refereed articles on the superiority of handwriting over keyboarding in understanding and recall.) I therefore ask that everyone print or buy hard copy of the articles if you want to refer to them in class, bring printed notes along if that helps your recall, bring a notebook, and take notes during the discussion about what your colleagues are saying (not just the professor's pearls of wisdom).
- **Silence or turn off your devices and stow them for the duration of the class session.** UP 501 will not succeed if people use electronic devices during class. It's not possible to give the conversation your full attention and take notes when a person is on a device. It's also practically impossible to ignore someone else's device use. And seeing someone else using a device can trigger compulsions by those who aren't on their devices.
- **Arrive on time and wait until the class is over to prepare to leave the classroom.** Please be prompt to class and please do not leave early, or pack up before class is over. We will start promptly at 9:00 every Monday and Wednesday and finish promptly at 10:20.

### Inclusivity and Professionalism

The Department of Urban and Regional Planning (DURP) is committed to creating an environment of inclusion and opportunity that is rooted in the responsibility of practicing planners to adhere to the highest standards of professionalism and integrity while serving the public interest. Students who contribute to a learning environment that is respectful and inclusive are preparing to excel in a culture of ethical behavior as professionals. Urban planning students develop the

knowledge and skills of professional planners in the classroom and in community based projects, where they act as planners in training. Therefore, DURP expects all students to meet the goals outlined in the American Institute of Certified Planners (AICP) Code of Ethics and Professional Conduct for planners as well as standards in the University of Illinois Student Code. For more information, go to: <http://www.urban.illinois.edu/about-durp/our-mission/commitment-to-inclusion>

### *Attendance*

Attendance is required except in the case of medical or family emergencies. Please send the TA an email at least one week in advance to explain your situation whenever you can (examples attending a conference, job interview, religious holiday, etc.). If you can't let the TA know about your absence in advance, please communicate with him as soon as possible after you become available about the reason for your absence. If you miss class, please check in with the TA or with me to learn what you missed. After the first unexcused absence, I will deduct 1 point from your final grade for each absence.

### *Completion of Assignments*

I do not accept late assignments (that means I will not grade late assignments). However, special arrangements (without penalty) may be warranted. Please contact the TA in advance if you foresee a problem.

### *Academic Integrity*

Please be aware of the university guidelines regarding academic integrity, which can be found in the Student Code (<http://www.admin.uiuc.edu/policy/code/>). Academic dishonesty includes such things as cheating, inappropriate use of university equipment/materials, fabrication of information, plagiarism (presenting someone else's work from any source as your own), and so on. All forms of academic dishonesty will be considered a serious offense of university policy. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts, and to the Senate Committee on Student Discipline. Any student who violates the university academic integrity policy will receive a failing grade for this course.

### *Getting in touch outside class: Emails, office hours, other appointments*

There are two main categories of things we'll take care of outside class.

Many issues will be urgencies, emergencies, clarifications, and logistical. For fast responses to questions and concerns about these issues, please always start with the TA unless you're positive the issue is something that requires my response. If he needs to refer the question to me, he'll forward it and let you know he's done so. I'll get back to you as soon as possible with a cc to him so he knows it's been taken care of. If his answers don't suffice please email me, make an appointment, or come to me during my office hours.

The other category of things to take care of outside class is "thoughtful stuff," conversations about what we're learning in class and perspectives about planning. For those conversations, when you want to talk with me, start by signing up for office hours or making an appointment with either me or the TA; we both have a lot of thoughts on this material and welcome engaging with you about yours.

### *Counseling Center*

Resources are available on campus if you find yourself in need of mental or emotional support. The Counseling Center is committed to providing a range of services intended to help students develop improved coping skills in order to address emotional, interpersonal, and academic concerns. The Counseling Center provides individual, couples, and group counseling. All of these services are paid for through the health services fee. The Counseling Center offers primarily short-term counseling, but they do also provide referrals to the community when students could benefit from longer term services. <https://counselingcenter.illinois.edu/>

### *Required Reading*

All readings are in pdfs available on Compass or can be purchased at Note-n-Quotes: <https://squareup.com/store/notes-n-quotes-UIUC/>. Optional readings will not be in the reader but will be available on Compass.

## Course Calendar

I will make every effort to stick to the course schedule, but variations are inevitable (including assignment deadlines and other requirements).

Date	Reflection Questions (due date)	Reading	Online Discussion (start date)
Mon 8/27	Welcome and introduction	What is planning? No readings today.	D1a: What's one problem or challenge you want to work on professionally? Be specific enough to feel like you could make progress in the next 10 years.
Wed 8/29		Theory of Change Andrea A. Anderson. 2009. The Community Builder's Approach to Theory of Change: A Practical Guide to Theory Development. On-line at <a href="http://www.theoryofchange.org/pdf/TOC_fac_guide.pdf">http://www.theoryofchange.org/pdf/TOC_fac_guide.pdf</a> . Country-specific theories of change at University of Cape Town, Program for Improving Maternal Health Care (PRIME), <a href="http://www.prime.uct.ac.za/toc">http://www.prime.uct.ac.za/toc</a> . Review the diagrams for at least the two countries closest to your first name if you sorted your name into a list with all five countries in alphabetical order. ("Rolf" = South Africa, Uganda.) Also review the cross-country diagram.	D1b: What's your theory of change for the problem you want work on? How do you personally want to fit into that theory of change within the first two to 10 years of your professional life?
Mon 9/3	Labor Day	No class	
Wed 9/5	R1: What is planning theory? What does it offer you (the planning practitioner)? What are its limitations?	The Evolution of Planning Thought: First Glimpse (Published Oct 20, 2014) <a href="https://www.youtube.com/watch?v=q4Xxkzst0jM">https://www.youtube.com/watch?v=q4Xxkzst0jM</a> (Video, 6:41 min). Friedmann, John. 2008. The Uses of Planning Theory. <i>Journal of Planning Education and Research</i> , 28 (247-257). Campbell, Scott and Susan F. Fainstein. 1996. "Introduction: The Structure and Debates of Planning Theory," In <i>Readings in Planning Theory</i> , edited by Scott Campbell and Susan F. Fainstein. Cambridge, MA: Publishers. 1-14. Optional: <ul style="list-style-type: none"> <li>• Stiftel, Bruce and Chandrima Mukhopadhyay. 2007. Thoughts on Anglo-American hegemony in planning scholarship. <i>Town Planning Review</i>, 78 (5): 545-572.</li> </ul>	

**Part I: CULTURES OF PLANNING: SITUATING INTERVENTION IN A STRUTURAL CONTEXT**

Video Essay 1: Why plan?

<p>Mon 9/10</p>	<p>R2: Why should planners learn about structure?  What does <i>The Lorax</i> have to do with structure and intervention?</p>	<p>Friedmann, John. 2011. The many cultures of planning. Chapter 9 in <i>Insurgencies: Essays in Planning Theory</i> by John Friedmann. London: Routledge, pages164-206.  <i>The Lorax</i> by Dr. Seuss – Read Aloud   Brightly Storytime YouTube: <a href="https://www.youtube.com/watch?v=EdWesdMfyd4">https://www.youtube.com/watch?v=EdWesdMfyd4</a> (Video, 18:18 min)  Optional:</p> <ul style="list-style-type: none"> <li>• Davies, Jonathan. 2014. Coercive Cities: Reflections on the Dark Side of Urban Power in the 21<sup>st</sup> Century. <i>Journal of Urban Affairs</i>, 36 (S2): 590-599.</li> </ul>	<p>D2: Which of Friedmann’s structural features matter most for the type of planning you want to pursue?</p>
<p>Wed 9/12</p>	<p>R3: Which of these planners communicate a clear understanding of how planning fits into structure? If you had to revise one of the videos using the terminology of Friedmann, what would you add?</p>	<p>I Wanna Be a Town Planner (Australia) <a href="https://www.youtube.com/watch?v=8QMxaKXsHOg">https://www.youtube.com/watch?v=8QMxaKXsHOg</a> (Video, 4:16 min) A guerrilla Gardener in South Central LA (United States) <a href="https://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la">https://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la</a> (Video, 10:45 min)  A Career in Urban Planning (India) <a href="https://www.youtube.com/watch?v=IWSyMj0-MFE">https://www.youtube.com/watch?v=IWSyMj0-MFE</a> (Video, 8:39 min) ACCESS: Melissa Fong on #25KLunch, the Downtown Eastside and more... (Canada) <a href="https://www.youtube.com/watch?v=sJgao9ygGSY">https://www.youtube.com/watch?v=sJgao9ygGSY</a> (Video, 7:15 min)  The Career of an Environmental Planner (United States) <a href="https://www.youtube.com/watch?v=YWaVzp7Q4Is">https://www.youtube.com/watch?v=YWaVzp7Q4Is</a> (Video, 4:51 min) Career Girls: Urban Planner “What I Do” (United States) <a href="https://www.youtube.com/watch?v=G-dMN8jq23M">https://www.youtube.com/watch?v=G-dMN8jq23M</a> (Video, 0:49 min)</p>	
<p>Mon 9/17</p>		<p>Why plan? Bring a draft script of your video to class.</p>	<p>D3: Post a draft outline / script of your video.</p>
<p>Wed 9/19</p>	<p>R4: Why should government be responsible for planning? What are the critiques against government intervention?</p>	<p>Maidment, C. 2016. In the public interest? Planning in the Peak District National Park. <i>Planning Theory</i>, 15 (4): 366-385. Souza, Marcelo Lopez de. 2006. Together with the state, despite the state, against the state: Social movements as ‘critical urban planning’ agents. <i>City</i>, 10 (3): 327-341.  Optional:</p> <ul style="list-style-type: none"> <li>• Takahashi, L. 1993. Some Diagrammatic Representations of Models of the State from Planning Theory Course, University of California, Irvine (5 pages) – this is just to illustrate the variety of ways the state is theorized.</li> </ul>	

Mon 9/24	R5: Compare the justifications for government intervention in the market. Where do the two arguments diverge?	Moore, Terry. 1978. Why allow planners to do what they do? A Justification from Economic Theory. <i>Journal of the American Planning Association</i> , 44 (4): 387-398. Richardson, Harry W. and Peter Gordon. 1993. Market Planning. <i>JAPA</i> , 59 (3): 347-352.	D4: Post a refined script of your video.
Wed 9/26	R6: Do Harvey and Foglesong argue for the same thing? What is the main difference between Marxist and market-based justifications?	David Harvey: The Right to the City and Urban Resistance @ Fortaleza, <a href="https://www.youtube.com/watch?v=vjyLWMSZ2nY">https://www.youtube.com/watch?v=vjyLWMSZ2nY</a> (Video, 46:20 min) Foglesong, Richard. 1986. Planning the Capitalist City, Chapter 5 in Susan Fainstein and Scott Campbell's <i>Readings in Planning Theory</i> , pages 102-107. Optional: <ul style="list-style-type: none"> <li>Political Theory – Karl Marx <a href="https://www.youtube.com/watch?v=fSQgCy_iIcc">https://www.youtube.com/watch?v=fSQgCy_iIcc</a> (Video, 9:27 min)</li> </ul>	
Mon 10/1		Showing of documentary film: <i>Brooklyn Matters</i> What are the competing justifications for intervention in Brooklyn?	
<b>Part 2: THEORIES OF LOCAL PLANNING PRACTICE</b>			
Video Essay 2: How does theory contribute to your understanding about how planning practice works?			
Wed 10/3	R7: What kind of planner are you? How do you maneuver in the river?	Hopkins, Lewis. 2001. Plan-Based Action in Natural Systems. In <i>Urban Development: The Logic of Making Plans</i> , Washington: Island Press, pages 16-17. Lane, Marcus B. 2005. Public Participation in Planning: an intellectual history, <i>Australian Geographer</i> , 36 (3): 283-299. Optional: <ul style="list-style-type: none"> <li>Marcuse, Peter. 2011. Three Historic Currents of City Planning. In <i>The New Blackwell Companion to the City</i>, edited by Gary Bridge and Sophie Watson. Oxford: Blackwell Publishing Ltd, pp 643-55.</li> </ul>	

Mon 10/8	R8: <u>Rational Planning</u> : What is the relationship between rationality and rational planning? Can you have one without the other? If you aren't a rational planner does that mean you are not comprehensive and do not work with data?	<p>Harper, Thomas and Stanley Stein. 2006. Ch 2: Modernistic (“Rational”) Planning, In <i>Dialogical Planning in a Fragmented Society</i>, University of Toronto Press, pages 20-39.</p> <p>Black, Alan. 1990. The Chicago Area Transportation Study: Case Study of Rational Planning. <i>Journal of Planning Education &amp; Research</i>, 10 (1): 27-37.</p> <p>Flyvbjerg, Bent. 1991. The Aalborg Project. <i>Rationality &amp; Power: Democracy in Practice</i>. Chapter 2 and Appendices. Chicago: University of Chicago Press</p> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Banfield, Edward. 1959. Ends and Means in Planning. <i>International Social Science Journal</i>, XI (3): 361-368.</li> <li>• Alexander, Ernest R. 1984. “After Rationality, What?” <i>Journal of the American Planning Association</i> (Winter): 37-43.</li> <li>• Schön, Donald. 1983. Ch 2: From Technical Rationality to Reflection-in-Action in the <i>Reflective Practitioner</i>, page 20-69.</li> </ul>	D5: Which theory of planning practice speaks to you? (refer to Wed 10/3 readings)
Wed 10/10	R9: <u>Incremental Planning</u> : Is incremental planning intentional or is it “drifting without direction”? When is incremental planning most useful?	<p>Lindblom, Charles. 1959. The Science of “Muddling Through.” <i>Public Administration Review</i>, 19, 2: 79-88.</p> <p>Howlett, Michael and Andrea Migone. 2011. Charles Lindblom is alive and well and living in punctuated equilibrium land. <i>Policy and Society</i>, 30: 53-62</p> <p>Ryan, Brent D. 2006. Incomplete and Incremental Plan Implementation I Downtown Providence, Rhode Island, 1960-2000. <i>Journal of Planning History</i>, 5 (1): 35-64.</p> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Etzioni, Amitai. 1967. Mixed-Scanning: A “Third” Approach to Decision Making. <i>Public Administration Review</i>, December: 385-392.</li> <li>• Knaggård, Å., 2014. What do policy-makers do with scientific uncertainty? The incremental character of Swedish climate change policy-making. <i>Policy Studies</i>, 35(1), pp.22 – 39.</li> </ul>	
Mon 10/15	R10: <u>Transactive Planning and Social Learning</u> : What is the difference between transactive planning and just adding more participation into planning?	<p>Friedmann, John. 2011. The transitive style of planning. Chapter 1 in <i>Insurgencies: Essays in Planning Theory</i>. London: Routledge, 15-28.</p> <p>Friedmann, John. 1993. Toward a Non-Euclidian Mode of Planning. <i>Journal of the American Planning Association</i>, 59 (4), 282-285.</p> <p>Wray, Meredith. 2011. Adopting and implementing a transactive approach to sustainable tourism planning: translating theory into practice, <i>Journal of Sustainable Tourism</i> 19 (4-5): 605-627.</p>	D6: Now that you’ve read a bit more, which theory of planning practice appeals to you most or least?

Wed 10/17	R11: <u>Advocacy Planning</u> : Whom does the advocacy planner serve (in the context of the 1960s)? Any downsides to advocacy? What might advocacy planning look like today?	<p>Davidoff, Paul. 1965. Advocacy and Pluralism in Planning. <i>Journal of the American Institute of Planners</i>, 31: 596-615.</p> <p>Checkoway, Barry. 1994. Paul Davidoff and Advocacy Planning in Retrospect. <i>Journal of the American Planning Association</i>, 60 (2): 139-143.</p> <p>Piven, Frances Fox. 1970. Whom Does the Advocate Planners Serve? <i>Social Policy</i>, May/June: 32-37.</p> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Kaplan, M., 1969. Advocacy Aimd the Urban Poor. <i>Journal of the American Institute of Planners</i>, 35(2), pp.96-101.</li> </ul>	
Mon 10/22		Bring a draft script of your video to class.	D7: Post a draft outline / script of your video.
Wed 10/24	R12: <u>Equity Planning</u> : What is the difference between advocacy and equity planning? How does equity planning of the 1970s differ from today's version?	<p>Krumholz, Norm. 1982. "A Retrospective View of Equity Planning." <i>Journal of the American Planning Association</i>, Spring: 163-180.</p> <p>Wells, Jonathan. 2015. On Equity Planning in Cleveland, Segregation, CDCs and More—A Long Chat with Norman Krumholz, Former City Planner of Cleveland, <i>Scene</i>, October 8.</p> <p>Bates, Lisa and Marisa Zapata. 2013. Revisiting Equity: The HUD Sustainable Communities Initiative, <i>Progressive Planning</i>, No 194 (Winter): 14-17.</p> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Mier, Robert, Kari J Moe and Irene Sherr. 1986. Strategic Planning and the Pursuit of Reform, Economic Development, and Equity. <i>Journal of the American Planning Association</i>, Sumer: 299-309.</li> </ul>	
Mon 10/29	R13: <u>Communicative Planning</u> : What does "planning is a communicative act" mean? Is communication just about words and talking? Is communicative planning typically collaborative?	<p>Innes, Judith. 1995. Planning Theory's Emerging Paradigm: Communicative Action and Interactive Practice. <i>Journal of Planning Education and Research</i>, 14 (3): 183-189.</p> <p>Forester, John. 1989. Planning in the Face of Conflict: Mediated Negotiation Strategies in Practice. Chapter 6 in <i>Planning in the Face of Power</i>. Berkeley University of California Press, pages 82-103.</p> <p>Roy, Parma. 2015. Collaborative Planning-A neoliberal strategy? A study of the Atlanta BeltLine, <i>Cities</i>, 43 (March): 59-68.</p> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Pelzer, P., Geertman, S. and van der Heijden, R., 2015. Knowledge in communicative planning practice: a different perspective for planning support systems. <i>Environment and Planning B: Planning and Design</i>, 42(4), pp.638-651.</li> </ul>	D8: Post a refined script of your video.

		<ul style="list-style-type: none"> <li>• Healey, Patsy. 1992. A Planner's Day: Knowledge and Action in Communicative Practice. <i>Journal of the American Planning Association</i>, 58 (1): 9-20.</li> </ul>	
Wed 10/31	R14: <u>Radical and Insurgent Planning</u> : What is radical planning? Do you need conflict for social transformation?	<p>Friedmann, John. 2011. The mediations of radical planning. Chapter 4 in <i>Insurgencies: Essays in Planning Theory</i> by John Friedmann. London: Routledge, pages 60-86.</p> <p>Beard, Victoria. 2003. Learning Radical Planning: The Power of Collective Action. <i>Planning Theory</i>, 2, 1: 13-35.</p> <p>Miraftab, Faranak. 2009. Insurgent Planning: Situating Radical Planning in the Global South. <i>Planning Theory</i>, 8(1): 32-50</p> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Purcell, Mark. 2013. Possible Worlds: Henri Lefebvre and the Right to the City. <i>Journal of Urban Affairs</i>, 36 (1): 32-50.</li> </ul>	
Mon 11/5		Bring a draft storyboard for the video to class.	
Wed 11/7		Showing of documentary film: <i>Holding Ground</i> (1997) Produced by Mark How does planning theory help us understand Dudley Street? Lipman & Leah Mahan.	
<b>Part 3: ETHICAL DILEMMAS IN PLANNING</b> Video Essay 3: What does it mean to be ethical in planning practice?			
Mon 11/12	R15: What are the most significant ethical dilemmas planners face today? How do the APA ethical codes and principals provide guidance in navigating complex urban planning problems and the inherent ethical dilemmas? Where else do planners look for guidance?	<p>American Planning Association – Ethics (AICP Code of Ethics and Professional Conduct and APA Ethical Principals in Planning)</p> <p>Lauria, Mickey and Mellone Long. 2017. Planning Experience and Planners' Ethics. <i>Journal of the American Planning Association</i>, 83 (2): 202-220.</p> <p>Loh, Carolyn G. and Rodney L. Arroyo. 2017. Special Ethical Considerations for Planners in Private Practice. <i>Journal of the American Planning Association</i>, 83 (2): 168-179.</p> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Grant, Jill. 2008. Understanding Ethics and Values in Planning, In <i>A Reader in Canadian Planning: Linking Theory and Practice</i>, edited by Jill Grant. Toronto: Nelson, pages 75-79.</li> <li>• Rittel, Horst W. J. and Melvin M. Webber. 1973. Dilemmas in a General Theory of Planning. <i>Policy Sciences</i>, 4: 155-169.</li> <li>• Hendler, Sue. 2005. Towards a Feminist Code of Planning Ethics. <i>Planning Theory &amp; Practice</i>, 6 (1): 63.</li> </ul>	D9: Describe and discuss different ethical dilemmas you expect to face as a planner.

Wed 11/14	R16: What ethical challenges do planners face when planning with indigenous communities?	<p>Ellis, Geraint and Catharine McWhirter. 2008. Land-use Planning and Traveller-Gypsies: Towards Non-prejudicial Practice. <i>Planning Practice and Research</i>, 23 (1): 77-99.</p> <p>Porter, Libby. 2017. Indigenous People are the Miserable Failure of Australian Planning. <i>Planning Practice &amp; Research</i>, page 1-15.</p> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Prusak, S. Yvonne, Ryan Walker and Robert Innes. 2016. Towards Indigenous Planning? First Nation Community Planning in Saskatchewan, Canada. <i>Journal of Planning Education and Research</i>, 36 (4): 440-450.</li> <li>• Jojola, Theodore. 1998. Indigenous Planning: Clans, Intertribal Confederations, and the History of the All Indian Pueblo Council. Chapter 4 in <i>Making the Invisible Visible: A Multicultural Planning History</i>, edited by L. Sandercock. Berkeley: University of California Press, pages 100-119.</li> <li>• Sandercock, Leonie. 2000. When Strangers become Neighbors: Managing Cities of Difference. <i>Planning Theory &amp; Practice</i>, 1 (1): 13-30.</li> </ul>	
11/20 11/22	Fall Break	No Class	
Mon 11/26	R17: What does “serving the public interest” mean? Who determines the public interest? Why is it such a contested concept?	<p>Grant, Judith. 2008. Rethinking the Public Interest as a Planning Concept. In <i>A Reader in Canadian Planning: Linking Theory and Practice</i>, edited by Jill Grant. Toronto: Nelson, pages 68-71.</p> <p>Karki, Tej Kumar. 2017. What Should Planners Do to Address Unethical Political Pressure? <i>Planning Practice &amp; Research</i>, 32 (2): 103-119.</p> <p>Bollens, Scott A. 2002. Urban Planning and Intergroup Conflict: Confronting a Fractured Public Interest. <i>JAPA</i>, 68, 1: 22-42.</p> <p>Optional:</p> <ul style="list-style-type: none"> <li>• Tait, Malcom. 2016. Planning and the public interest: Still a relevant concept for planners? <i>Planning Theory</i>, 15 (4): 335-343.</li> <li>• Friedmann, John. 2000. The Good City: In Defense of Utopian Thinking. <i>International Journal of Urban and Regional Planning</i>, 24 (2): 460-472.</li> <li>• Sandercock, L. &amp; Dovey, K. 2002. Pleasure, Politics, and the “Public Interest” Melbourne’s Riverscape Revitalization. <i>JAPA</i>, 68(2): 151-164.</li> </ul>	D10: Post a draft outline / script of your video.

Wed 11/28	R18: Why is the planning profession silent about racism?	<p>Baron, Harold. 1968. Planning in Black and White. In <i>The Racial Aspects of Urban Planning. An Urban League Critique of the Chicago Comprehensive Plan</i>, edited by Harold M. Baron, Chicago: A Chicago Urban League Research Report, pages 7-11.</p> <p>Thomas, June M. 1998. Racial inequality and empowerment: Necessary theoretical constructs for understanding U.S. planning history. In <i>Making the Invisible Visible: A Multicultural Planning History</i>, edited by Leonie Sandercock. Berkeley: University of California Press, pages 198-208.</p> <p>DiAngelo, Robin. 2015. Why It's So Hard to Talk to White People About Racism. Huntington Post, April 30, also DiAngelo's talk about White Fragility <a href="https://www.youtube.com/watch?v=cGGI66uK9x4">https://www.youtube.com/watch?v=cGGI66uK9x4</a> (Video, 8:32 min)</p> <p>Why are we still talking about racism? <a href="https://www.youtube.com/watch?v=NwdJj8InkNc">https://www.youtube.com/watch?v=NwdJj8InkNc</a> (Video, 4:30 min)</p>	
Mon 12/3	R19: What ethical challenges do planners face when envisioning the future?	<p>Wachs, Martin. 1982. Ethical Dilemmas in Forecasting for Public Policy. <i>Public Administration Review</i>, Nov/Dec: 562-567.</p> <p>Loh, Carolyn and Richard Norton. 2015. Planning Consultants' Influence on Local Comprehensive Plans. <i>JPER</i>, 35 (2): 199-208.</p> <p>Optional:</p> <ul style="list-style-type: none"> <li>Myers, Dowell and Alicia Kitsuse. 2000. Constructing the Futures in Planning: A Survey of Theories and Tools. <i>JPER</i>, 19(3): 221-231.</li> </ul>	
Wed 12/5	R20: What ethical challenges occur in planning processes? Why is the planning process fraught with ethical challenges?	<p>Fox-Rogers, Linda and Enda Murphy. 2014. Informal strategies of power in the local planning system. <i>Planning Theory</i>, 13 (3): 244-268.</p> <p>Chan, Jeffrey Kok Hui and Jean-Pierre Protzen. 2017. Between conflict and consensus: Searching for an ethical compromise in planning. <i>Planning Theory</i>, 1-20.</p> <p>Optional:</p> <ul style="list-style-type: none"> <li>Forsyth, Ann. 1999. Administrative Discretion and Urban and Regional Planners' Values. <i>Journal of Planning Literatures</i>, 14 (1): 5-15.</li> <li>Baum, Howell S. 1998. Ethical Behavior Is Extraordinary Behavior; It's the Same as All Other Behavior: A Case Study in Community Planning. <i>JAPA</i>, 64 (4): 411-423.</li> </ul>	
Mon 12/10		<p>Bring a draft storyboard of your video to class.</p>	<p>D11: Post a refined script of your video.</p>
Wed 12/12	R21: Is it possible to walk in another's shoes? Why would planners want to do this anyway?	<p>Umamoto, Karen. 2001. Walking in Another's Shoes: Epistemological Challenges in Participatory Planning. <i>JPER</i>, 21: 17-31.</p> <p>Optional:</p> <ul style="list-style-type: none"> <li>Woods, Clyde. 1998. "Regional Blocs, Regional Planning, and the Blues Epistemology in the Lower Mississippi Delta." In <i>Making the Invisible Visible: A Multicultural Planning History</i>, edited by Leonie Sandercock. Berkeley: University of California Press, pages 78-99.</li> </ul>	

## Individual Reading Reflection Rubric

	Nothing	Poor	Fair	Good	Excellent
Completeness	<b>0 Points</b> Did not complete assignment.	<b>0.2 Points</b> Answered less than half of the reflection questions and personal reflection.	<b>.3 Points</b> Answered three quarters to half of the questions.	<b>.4 Points</b> Answered most of the questions.	<b>.5 Points</b> Answered all reflection questions and includes personal reflection.
Reflection Questions	<b>0 Points</b> Did not complete assignment.	<b>0.05 Points</b> Many factual errors. Responses not based on required reading.	<b>.15 Points</b> Superficial, lacks detail.	<b>.2 Points</b> Good start, but put more effort into interpretation of reading. Some partial answers.	<b>.25 Points</b> Thoughtful and informative responses that show clear command of the reading materials.
Personal Reflection	<b>0 Points</b> Did not complete assignment.		<b>.15 Points</b> Only describes practice and does not connect to reading OR does not relate the reading to practice.		<b>0.25 points</b> Relates reading to professional practice (broadly defined). Makes clear connections between reading material and practice.

## Online Discussion

	Nothing	Poor	Fair	Good	Excellent
Quality of Initial Response to Discussion Prompt	<b>0 Points</b> Did not post response.	<b>0.2 Points</b> Did not directly respond to the discussion prompt.	<b>.3 Points</b> Partial response to discussion prompt, but lacking in a major way.	<b>.4 Points</b> Mostly responds to the discussion prompt.	<b>.5 points</b> Responds to discussion prompt.
Quality of Comments Responses Posted	<b>0 Points</b> Did not make any comments.	<b>0.2 Points</b> Comments and responses very brief.	<b>.3 Points</b> Posted one engaging comment and/or did not respond to posts directed at initial post.	<b>.4 Points</b> Posted one engaging comments and responded to posts directed at initial posts.	<b>.5 points</b> Engaging comments and responses. Stimulates thoughtful discussion.

## Discussion Leader

	Nothing	Poor	Fair	Good	Excellent
Preparation, Learning Objectives, & Team Member Coordination.	<b>0 Points</b> Did not meet with instructor a week before discussion.	<b>1 Point</b> Met with instructor but did not finish lesson plan. Unorganized. One member did most of the work.	<b>2 Points</b> Too many objectives. Did not complete a lesson plan.	<b>2.5 Points</b> Individual parts well thought out, but team not coordinated.	<b>3 Points</b> Met with instructor in advance. Clear learning objectives/goal. Discussion team coordinated.
Class room activity / discussion Engages the Reading Materials	<b>0 Points</b> Classroom activity does not relate to the reading material.	<b>1 Point</b> Discussion leaders did not understand reading material.	<b>3 Points</b> Good attempt but lacking in several major ways, for example, did not connect theory to practice, did not introduce the reading, define, terminology, did not wrap up the session, etc.	<b>3.5 Points</b> Good classroom activity / discussion but lacking in one minor way (for example, did not critique the reading, did not connect theory to practice, did not include a wrap up at the end).	<b>4 Points</b> Structure of the discussion and/or activity enabled the students to learn the material and engage in thoughtful discussion and critique.
Active participation, Classmates engage with the reading material.	<b>0 Points</b> Discussion leaders lecture most of the time instead of engaging the class in discussion and/or class activity.	<b>1 Point</b> Difficult time getting students to participate in discussion and/or class activities. General confusion or lack of interest.	<b>2 Points</b> Good discussion and/or activity but allowed a few students to dominate the discussion.	<b>2.5 Points</b> Lots of active participation, but did not redirect the conversation back to the reading when off topic.	<b>3 Points</b> Creative classroom activities. Many students participated in discussion and classroom activity.

## Persuasive Video Essays

	Nothing	Poor	Fair	Good	Excellent
Quality of Overall Message or Argument	Does not contain a main argument.	Little attention to the persuasive purpose.	Does not state main argument in the beginning. No organizing framework.	Good opening but position is not fully developed.	Powerful opening which established a framework for the rest of the video. Position is debatable – one can agree or disagree.
Quality of Supportive materials (content)	Supportive materials do not relate to main argument.	Digresses from the main topic and /or does not draw from personal experience.	Few relevant examples and/or supportive materials. Not persuasive.	Some relevant examples and/or supportive materials but lacks detail, need more elaboration to be persuasive.	Well-chosen examples, evidence and other supporting details. Draws from personal experiences and reading materials. Provides enough detail to be persuasive.
Video quality (delivery)	No visual.	Just sat in front of a camera and read a script.	Good start but lacking in a major ways, for example few visual aids, monotone speaking, low quality visuals, low quality audio.	Good work but lacking in a minor way, for example, transitions rough, pace too fast.	Speaks with confidence and shows energy and passion for the topic. The presentation is supported with media (images, graphs, video clips, props, etc)

## **Video Essay 1: Why plan?**

### **Final video posted on compass by 11:59PM October 5, 2018**

The purpose of this assignment is to justify planning intervention. You will situate the type of planning you want to do as a response to particular structural problem. The video essay must:

1. Identify a structural problem and explain why intervention is necessary (this is your “thesis”).
2. Provide compelling evidence: how does this conceptual problem play out on the ground? This evidence helps justify the need for intervention.
3. End with a conclusion: not a repeat of your thesis, rather “a way forward,” “next steps” or a “call to action.”

10 points possible:

- Quality of Overall Argument – 3 points
- Quality of Evidence (content) – 4 points
- Video quality (delivery) – 3 points

### **Recommendations:**

#### Opening (30 to 60 seconds)

- Powerful opening which establishes a framework for the rest of the video. Position is debatable: one can agree or disagree.
- Use the readings to frame your argument. Pick only those readings that make the most sense for your argument, please use your own words as much as possible.
- Focus on the *why*, not *how* to do planning. In other words, don’t try to fix the problem; focus on why a particular type of intervention is necessary (problem of unregulated market, critical role of the state in providing public goods, destructive force of capitalism, undemocratic nature of local planning, etc.).
- Dig a little deeper: Acknowledge the critics/limitations of your argument so you don’t sound naïve, but at the same time take a stand. A persuasive essay means you are trying to convince someone of a particular idea.

#### Evidence (3 to 4 minutes)

- Make two to three key points to support your claim above. This support material or evidence is the bulk of your video. Here you focus in on something specific. Write about what you know best: YOU. You don’t need to do extra research to make your point. Analyze your own ideas and experiences (professional work, internships, travel, volunteer work, hometown, capstone, etc.).
- Include visual materials that support your argument (photographs, charts, sketches, quotes, maps, etc).

#### Conclusion (30 seconds)

- End strong. Be concise.

#### Other Details

- Think of your audience as the rest of the class. Speak with confidence and show energy and passion for the topic. Start with a title page, include your name and date. End with references and credits.

## **Video Essay 2: How does planning theory contribute to your understanding of planning practice?**

**Final video posted on compass by 11:59PM Friday November 9 2018**

The purpose of this assignment is for you to reflect on what theory offers *you* as a planning practitioner.

The video essay must

1. Make a claim about the planning theory. This is your “thesis.”  
Example starting points: Planning theory offers planners something to fall back on when they get stuck... Planning theory helps me unpack the assumptions underlying different planning processes. Planning theory is too abstract to be useful for planners. Planning theory is like a riding the Green Line around town... Theories about radical planning legitimize my professional interests. Planning theory shows me the opportunities and limitations of advocacy planning. And so on.
2. Provide compelling evidence that supports your claim. Here you need to zoom in. Discuss your own practice experiences and/or your understanding of practice. Be specific about what you mean by planning practice.  
For example, say your thesis is “Planning theory is like a road map.” Then one of your examples could be about how your internship made more sense after doing the reading on transitive planning. “Suddenly I realized that I was doing transactive planning!” Explain how what you did is transactive planning. Participants were very skeptical about x, y, and z, and this is why my boss insisted on working in small groups over a long stretch of time because... as Friedman points out... and so on.
3. End with a conclusion: not just a repeat of your thesis, rather “a way forward,” “next steps” or a “call to action.”  
For example, talk about your future practice, how you might do something differently or recommend something to MUP1s, so many options.

15 points possible:

- Quality of Overall Argument – 4.5 points
- Quality of Evidence (content) – 6 points
- Video quality (delivery) – 4.5 points

**Video Essay 3: What does it mean to be ethical in planning practice?**  
**Final video posted on compass by 11:59PM Monday, December 17, 2018**

The purpose of this assignment is to confront one inevitable dilemma *you* will face as a planner. The video essay must

1. Present an argument for what it means to be ethical in planning practice. Focus on one ethical dilemma (this is your thesis).
2. Describe how such a dilemma plays out in a *specific* planning context with a discussion about how you propose to maneuver through this difficult planning terrain. What types of things will you consider in dealing with this dilemma?
3. Take a step back from the details above, return to your main argument and answer the “so what” question. Why should we care?

20 points possible:

- Quality of Overall Argument – 6 points
- Quality of Evidence (content) – 8 points
- Video quality (delivery) – 6 points

**Recommendations:**

Opening (30 to 60 seconds)

- Powerful opening which establishes a framework for the rest of the video. Position is debatable – one can agree or disagree.
- So many ethical dilemmas to choose from – focus on one.
  - A few examples, balancing neighborhood needs with citywide goals, reaching consensus or making a decision when no one agrees, personal values conflicting with office priorities, deciding between focusing on process (how you do things) versus the end results (outcome), determining the extent and form of community participation, focusing on treating everyone the same versus treating people differently to ensure equal outcomes, working for a repressive or racist local government ....
- Use the reading to frame your argument. Pick only those readings that make the most sense for your argument, use quotes selectively, use your own words as much as possible.
- Dig a little deeper. Acknowledge the critics/limitations of your argument so you don't sound naïve, but at the same time take a stand. A persuasive essay means you are trying to convince someone of a particular idea.

Evidence (3 to 4 minutes)

- Link the opening to something concrete. Here is where you get into the details, situate the argument into a particular professional context
  - For example, you are a transportation planner working for regional planning agency grappling with how to incorporate a myriad of conflicting local needs into a regional transportation plan.
- Engage with what you know best: YOU. You don't need to do extra research to make your point. Analyze your own ideas and experiences (professional work, internships, travel, volunteer work, growing up, capstone, etc.).

- Include visual materials that complement the narrative (photographs, charts, sketches, quotes, maps, etc.).

#### Conclusion (30 seconds)

- End strong. Be concise.

#### Other Details

- Think of your audience as the rest of the class.
- Speak with confidence and show energy and passion for the topic.
- Start with a title page, your name and date.
- End with References and credits.