

UP501 / Planning History and Theory  
Fall 2016

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Mon / Wed 3:30-4:50pm  
223 Temple Buell Hall  
Office Hours: M / W 2:00-3:00pm  
or by appointment

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## 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.

## Assignments

This course will push you to critically analyze planning practice. The reading, reflection and discussion will guide you through this process. You will demonstrate your ability to theoretically conceptualize planning by creating persuasive video essays. The specific guidelines and grading criteria will be distributed later in the semester.

### *Persuasive Video Essays*

The persuasive video essays correspond to the three parts of the course. Part I explores how structural forces (and the assumptions embedded in each) shape the way we justify planning intervention. Part II surveys different theories about planning practice. Part III considers different ethical issues in planning.

### *Short Reading Reflections*

To prepare you to tackle the persuasive video essays, you will write reflection papers 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 reading reflections. The reflection consists of two parts:

1. REFLECTION QUESTIONS: Directly respond to each of the reflection questions listed next to the readings, look for the R#. Your response (two or three paragraphs) should demonstrate that you understand the reading, and how the different readings "speak" to each other.
2. PERSONAL 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 reflection will help you explore different possibilities for the essay.

### *Online Discussion*

The purpose of the discussion group is to provide a space to explore your ideas for the video essays. You will be given discussion prompts. These prompts will appear on Mondays (but not every Monday). 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 that each person will also 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 (I, II, III).

### *Discussion Leaders*

Everyone will be responsible for leading a class discussion during Part II. 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 in advance (at least one week in advance) to discuss the lesson plan.

## Grading

Video Essay 1	Friday, September 23	10 points
Video Essay 2	Friday, November 4	15 points
Video Essay 3	Tuesday, December 13	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
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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*

Learning is a social process and collective endeavor; therefore your primary responsibility is active participation. Because there will be much discussion among the members of the class, you must do the required readings assigned to specific days and come prepared to ask questions and make comments. Informed discussion is the point of a good seminar. The intellectual quality of the seminar depends on active participation by every member in the class.

### *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. After the first absence I will deduct 1 point for each absence. After the first tarty, I will deduct ½ point for being tardy. If you miss class, please stop by my office hours or make an appointment to find out what you missed.

### *Late Assignments*

I do not accept late assignments (that means I will not grade late assignments). However, special arrangements (without penalty) may be warranted under certain circumstances.

### *Academic Dishonesty*

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.

## Office Hours

I invite students to visit, call or e-mail me as often as they want or need. E-mail is an easy way to communicate with me, as I generally respond within 24 hours. Most course related problems can be resolved if they are jointly addressed by instructor and student early in the semester. Students with special needs—factors that might interfere/conflict with the successful completion of the course—should tell me as soon as possible.

## Required Reading

A hard copy of the reader can be purchased at General Store/Notes & Quotes, 502 E John St #107 Champaign, 217-344-4433. Most of the reading will be available via the library's e-reserves and all of it through Compass. Optional readings will not be in the reader but will be available through e-reserve/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 8/22	Welcome and introduction	What is planning?	D1: Where do you see yourself in 5 years (professionally speaking)?
Wed 8/24	R1: What is planning theory? What does it offer you (the planning practitioner)?	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). 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.	
<b>CULTURES OF PLANNING: SITUATING INTERVENTION IN A STRUTURAL CONTEXT</b> Video Essay 1: Why plan?			
Mon 8/29	R2: Why should planners learn about structure? What does <i>The Lorax</i> have to do with structure and intervention?	Friedmann, John. 2011. The many cultures of planning. Chapter 9 in <i>Insurgencies: Essays in Planning Theory</i> by John Friedmann. London: Routledge, pages 164-206. <i>The Lorax</i> by Dr. Seuss - Storybook Read Aloud! - YouTube: <a href="https://www.youtube.com/watch?v=QUi6RG4UVBk">https://www.youtube.com/watch?v=QUi6RG4UVBk</a> (VIDEO)	D2: Which of Friedmann's structural features matter most for the type of planning you want to pursue?
Wed 8/31	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	Watch these videos: I Wanna Be a Town Planner (Australia) <a href="https://www.youtube.com/watch?v=8QMxaKXsHOG">https://www.youtube.com/watch?v=8QMxaKXsHOG</a> A guerrilla Gardener in South Central LA (United States) <a href="http://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la?language=en">http://www.ted.com/talks/ron_finley_a_guerilla_gardener_in_south_central_la?language=en</a> 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> ACCESS: Melissa Fong on #25KLunch, the Downtown Eastside and more...	

	would you add?	(Canada) <a href="https://www.youtube.com/watch?v=sJgao9ygGSY">https://www.youtube.com/watch?v=sJgao9ygGSY</a> 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> 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> So you want to be a planner? (United States) <a href="https://www.youtube.com/watch?v=8XHDtdfpr70">https://www.youtube.com/watch?v=8XHDtdfpr70</a>	
Mon 9/5	Labor Day	No Class	
Wed 9/7	R4: Why should the state be responsible for planning? What are the critiques against state intervention? What does partnership offer?	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.	
Mon 9/12		Why plan? Bring a draft script of your video to class.	D3: Post a draft outline / script of your video.
Wed 9/14	R5: Compare the justifications for government intervention in the market. Where to 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.	
Mon 9/19	R6: Compare Harvey and Foglesong. Are they arguing 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) 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.	D4: Post a refined script of your video.
Wed 9/21		Brooklyn Matters What are the competing justifications for intervention in Brooklyn?	

## THEORIES OF LOCAL PLANNING PRACTICE

Video Essay 2: How does theory contribute to your understanding about how planning practice works?

Mon 9/26	D7: What kind of planner are you? How do you maneuver in the river?	<p>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.</p> <p>Lane, Marcus B. 2005. Public Participation in Planning: an intellectual history, <i>Australian Geographer</i>, 36 (3): 283-299.</p> <p>Optional:</p> <p>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.</p>	D5: Which theory of planning practice speaks to you?
Wed 9/28	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> <p>Banfield, Edward. 1959. Ends and Means in Planning. <i>International Social Science Journal</i>, XI (3): 361-368.</p> <p>Alexander, Ernest R. 1984. "After Rationality, What?" <i>Journal of the American Planning Association</i> (Winter): 37-43.</p> <p>Schön, Donald. 1983. Ch 2: From Technical Rationality to Reflection-in-Action in the <i>Reflective Practitioner</i>, page 20-69.</p>	
Mon 10/3	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> <p>Etzioni, Amitai. 1967. Mixed-Scanning: A "Third" Approach to Decision Making. <i>Public Administration Review</i>, December: 385-392.</p> <p>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.</p>	
Wed 10/5	R10: <u>Transactive Planning and Social Learning</u> : Who benefits from a transactive style of planning? When is this approach most useful?	<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>	

Mon 10/10	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> <p>Kaplan, M., 1969. Advocacy Aimd the Urban Poor. <i>Journal of the American Institute of Planners</i>, 35(2), pp.96-101.</p>	D6: Now that you've read a bit more, which theory of planning practice appeals to you most or least?
Wed 10/12	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> <p>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.</p>	
Mon 10/17		Bring a draft script of your video to class.	D7: Post a draft outline / script of your video.
Wed 10/19		No Class	
Mon 10/24	R13: <u>Communicative Planning</u> : What does it mean to say "planning is a communicative act"? 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> <p>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.</p> <p>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.</p>	

Wed 10/26	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> <p>Purcell, Mark. 2013. Possible Worlds: Henri Lefebvre and the Right to the City. <i>Journal of Urban Affairs</i>, 36 (1): 32-50.</p>	
Mon 10/31		Bring a draft storyboard for the video to class.	D8: Post a refined script of your video.
Wed 11/2		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>DILEMMAS IN PLANNING</b>			
Video Essay 3: What does it mean to be ethical in planning practice?			
Mon 11/7	D15: 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>Rittel, Horst W. J. and Melvin M. Webber. 1973. Dilemmas in a General Theory of Planning. <i>Policy Sciences</i>, 4: 155-169.</p> <p>American Planning Association – Ethics (AICP Code of Ethics and Professional Conduct and APA Ethical Principals in Planning)</p> <p>Optional:</p> <p>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.</p> <p>Hendler, Sue. 2005. Towards a Feminist Code of Planning Ethics. <i>Planning Theory &amp; Practice</i>, 6 (1): 63.</p> <p>United Nations. 1948. <i>Universal Declaration of Human Rights</i> (4 pages).</p>	D9: Describe and discuss different ethical dilemmas you expect to face as a planner.
Wed 11/9	R16: What are the ethical planning challenges in the case of the Traveller-Gypsies?	<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>Optional:</p> <p>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.</p> <p>Sandercock, Leonie. 2000. When Strangers become Neighbors: Managing Cities of Difference. <i>Planning Theory &amp; Practice</i>, 1 (1): 13-30.</p>	

Mon 11/14	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>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> <p>Friedmann, John. 2000. The Good City: In Defense of Utopian Thinking. <i>International Journal of Urban and Regional Planning</i>, 24 (2): 460-472.</p> <p>Sandercock, L. &amp; Dovey, K. 2002. Pleasure, Politics, and the “Public Interest” Melbourne’s Riverscape Revitalization. <i>JAPA</i>, 68(2): 151-164.</p>	D10: Post a draft outline / script of your video.
Wed 11/16	R18: Why is the planning profession silent about racism?	<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. <i>Huntington Post</i>, 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> (8 minutes)</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)</p>	
	Fall Break	No Class	
Mon 11/28	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> <p>Myers, Dowell and Alicia Kitsuse. 2000. Constructing the Futures in Planning: A Survey of Theories and Tools. <i>JPER</i>, 19(3): 221-231.</p>	
Wed 11/30	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>Forsyth, Ann. 1999. Administrative Discretion and Urban and Regional Planners’ Values. <i>Journal of Planning Literatures</i>, 14 (1): 5-15.</p> <p>Optional:</p> <p>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.</p>	
Mon 12/5		Bring a draft storyboard of your video to class.	D11: Post a refined script of your video.
Wed 12/7	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> <p>Woods, Clyde. 1998. “Regional Blocs, Regional Planning, an 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.</p>	