

**POLS 4704 / PLAN 4704 / PLAN 5704:
Planning Theory and Practice
Undergraduate and Graduate Course
Fall Semester 2009**

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Plans are nothing; planning is everything.

Dwight D. Eisenhower

Class meetings: Classes will meet Monday and Wednesday afternoons from 2:00 p.m. to 3:25 p.m. in Room 111 of the Pafford Building.

Contacting the instructor: Tentatively, I will have office hours on Mondays and Wednesdays from 12:00 p.m. to 1:30 p.m. I am easily reached via email or phone. E-mail correspondence for the course should be handled through Course Den. When necessary I can also be reached at my home office (404-875-5911).

Class webpage: Make a practice of frequently checking our class website on Course Den.

Required readings: 1) Campbell, Scott and Fainstein, Susan S. 2003. Readings in Planning Theory. 2nd Edition. Blackwell Publishing and 2) Brooks, Michael. 2002. Planning Theory for Practitioners. American Planning Association. Other required readings will be made available via Course Den.

Course content: This course is based on the premise that effective planning practice should be grounded in a sound planning theory. Unlike the natural sciences, there is still no universally accepted “body of theory” that informs and guides the field of planning. However, there are numerous planning *theories* that warrant our attention. This course provides 1) a *reflective overview* of the intellectual theories that underpin city and regional planning, and connects them to 2) *experiences of planning* based on observations via the readings. Overall, the emphasis of this course is on “how” we plan—that is, the process of planning—rather than on “what” we plan, or the contents of plans. The course is dedicated not just to the connections between “knowledge” and “action” but also to framing, understanding, evaluating, and learning from plans and planning.

This is an exciting time to study planning theory and practice because ideas about planning are changing rapidly. The course does not provide a “cookbook” for planning. Instead it asks you to learn about and critically evaluate alternative approaches to planning process. By the end of the course, you should be able to recommend planning

strategies that are appropriate to a given planning context and your own values, and understand the effects of process on planning outcomes.

Course objectives: When you finish this course, you should be able to:

- 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;
- Describe, analyze, and apply the major theories in planning as a tool to design and judge planning processes and outcomes;
- Develop a workable theory of practice to guide their professional development and lifelong learning;
- Recognize the hidden influences that channel planners' work, especially values and power structures that are embedded in conventional planning processes, community institutions, and "professional" modes of communication;
- Stimulate a critical awareness of the opportunities and challenges specific to planning in diverse societies, whether diversity is defined along racial, ethnic, religious, class, or other dimensions; and,
- Edit your writing to improve its clarity, economy, and technical accuracy.

Evaluating Student Progress: The course format will incorporate a combination of lectures, discussions and presentations as well as a short paper and examinations on the required readings. I will determine students' grades in the course as follows:

1. In-class Examinations (2 x 15 points each): 30%
2. Short papers: (2 x 15 points each): 30%
3. Final examination: 30%
4. Attendance, promptness and class participation: 10%.

1. In-class Examinations (30%): There will be two equally weighted examinations that together account for 30% of the course grade. The exams will be given during regular class sessions. Exams will likely consist of a combination of identification of terms and short essays.

2. Short Papers (30%): Each student is required to prepare two short papers on the urban planning topics presented in the course (double-spaced, 2,000-2,500 words, paper copy due in class assigned and WORD-compatible or PDF copy via Course Den). The papers should draw heavily on assigned readings from the classes. In addition to the assigned readings, the short papers may draw on planning and other scholarly journals,

published agency reports, interviews with experts, websites or other similar sources on a selected topic. Papers should:

- Include at least five referenced sources with proper citations;
- Identify and state relevance of each source; and,
- Develop your own conclusion regarding the topic based on evidence; and arguments from the assembled articles.

Be very focused and concise in your writing.

The papers are to be typed (use either a Times New Roman or Arial font, size 12), double-spaced and conform to a standard style manual. The topics you select should relate directly to the topics in the syllabus. Students should consult with the instructor (email is fine) when selecting a specific topic.

In the short 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.

3. Final Examination (30%): A comprehensive final examination will be required for this course.

4. Attendance and Active Class Participation (10%): Class attendance is an important aspect of the course. At the end of most classes, roll will be taken. Students who miss a class, or part of a class, will be marked absent unless a written excuse has been approved by the instructor. Three absences will result in a loss of five points on your attendance grade. Students are responsible for reading the assigned material and attending class sessions. If a student misses a class, other students should be consulted for notes and other class activities. Students are also expected to log on to the course web site at least once per week; daily works best. During class, students are not to use personal laptops or computer resources.

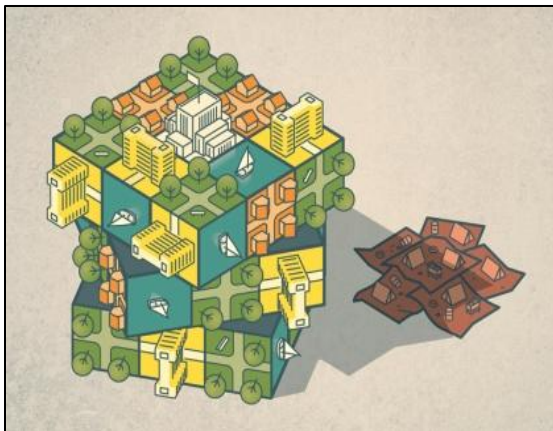
For many students, the level and kind of participation makes the difference between a higher and lower final grade at the end of the semester. Class sessions will consist primarily of discussion of the assigned readings. In order for that to happen, all students must come to class having completed the readings, having thought about them, and ready to discuss the ideas presented in the readings. In order to earn a high grade for participation, students should:

- Attend every class; arrive at class on time and stay for the entire class;
- Read all the assigned readings and come to class with questions about and thoughts on the readings; and,
- Consistently take an active part in class discussions.

Penalty for Late Work and Missed Assignments: Assignments are due at the beginning of class (both a paper copy which I will grade and return and an uploaded Word or PDF-compatible copy to Course Den) on the due dates given. Assignments should be completed on the dates scheduled, and it is the student's responsibility to know those dates. Late assignments will lose one letter grade for every 24 hours turned in late. Therefore, if the assignment is turned in after 5 days, the assignment will receive a grade of F.

Computer/disk/printer/mouse failure is not a valid excuse for late work.

Missed assignments can be made up only if a medical emergency exists and is validated by a doctor's note on the doctor's stationery. If you have any questions about when assignments or examinations are work is due, ask or e-mail me. Some assignments, particularly near the end of the semester, do not lend themselves to rescheduling and must be received on time to receive any credit.



POLS 4704 / PLAN 4704 / PLAN 5704—Planning Theory and Practice—
Course Outline and Schedule

- **Week 1 (Aug. 17 and 19): Introduction and Discussion of Course Outline. Introduction to Planning Theory and Practice. The Need for Planning Theory.**
 - * Brooks, Michael. Planning Practice and Planning Theory.” Chapter 2 in Planning Theory for Practitioners.
 - * Campbell, Scott and Susan S. Fainstein. “Introduction: The Structure and Debates of Planning Theory.” Preface to Readings in Planning Theory.
 - * Friedman, John. “Toward a Non-Euclidean Mode of Planning.” Chapter 3 in Readings in Planning Theory.
 - * APA Student Video: <http://www.planning.org/centennial/studentvideo.htm>

- **Week 2 (Aug. 24 and Aug. 26): What Is Planning? Why Plan? Does Planning Matter? Planning as a Profession.**
 - * Alexander, Ernest. *Approaches To Planning* “Ch. 4: What and How? Planning Definitions and Process” (pp. 69-74 only); “Ch. 5: Models and Roles”; and “Ch. 6: Why Plan?”
 - * Myers, Dowell and Tridib Banerjee. “Greater Heights for Planning: Reconciling the Differences between Profession, Practice, and Academic Field.” *JAPA* Spring 2005.
 - * Sandercock, Leonie. “Toward a Planning Imagination for the 21st Century.” *JAPA* Spring 2004.
 - * Dalton, Linda C. “Preparing Planners for the Breadth of Practice: What We Need to Know Depends On Whom We Ask.” *JAPA* Winter 2007.

- **Week 3 (Aug. 31 and Sep. 2): The Evolution of the Field of Planning. The Charm of Urban Utopias and the Fallacy of the Grand Vision.**
 - * 1893 Columbian Expo:
http://www.ust.ucla.edu/ustweb/Projects/columbian_expo.htm
 - * Fishman, Robert. “Urban Utopias: Ebenezer Howard, Frank Lloyd Wright, and Le Corbusier.” Chapter 1 in Readings in Planning Theory.
 - * Hall, Peter. “The Turbulent Eighth Decade.” *JAPA* Summer 1989.
 - * Brooks, Michael. “Four Critical Junctures in the History of Planning.” *JAPA* Spring 1988.
 - * Marcuse, Peter. “Who/What Decides What Planners Do?” *JAPA* Winter 1989.
 - * Beauregard, Robert. “Without a Net: Modernist Planning and the Postmodern Abyss” *JPER* Vol.3 No. 10.
 - * [Supplemental] Schultz, Stanley and McShane, Clay. “To Engineer the Metropolis: Sewers, Sanitation, and City Planning in Late-Nineteenth-Century America.” *Journal of American History* 1978.

- **Week 4 (Labor Day Holiday and Sep. 9): Rationality and Comprehensive Planning: Is Rational Planning “Good” Planning?**
 - * Brooks, Michael. “Centralized Rationality: The Planner as Applied Scientist.” Chapter 6 in Planning Theory for Practitioners.

- * Alexander, Ernest. *Approaches To Planning* “Ch. 3: Rationality and Decision.”
 - * McClendon, Bruce. “A Bold Vision and a Brand Identity for the Planning Profession.” *JAPA* Summer 2003.
- **Week 5 (Sep. 14 and Sep. 16): The Persistence of the Unplanned. Incremental Planning.**
 - * Brooks, Michael. “Centralized Non-Rationality: The Planner Confronts Politics.” Chapter 7 in Planning Theory for Practitioners.
 - * Lindblom, Charles E., “The Science of ‘Muddling Through.’” Chapter 10 in Readings in Planning Theory.
 - * Levy, John M. “What Local Economic Developers Actually Do: Location Quotients versus Press Releases.” Chapter 14 in Readings in Planning Theory.
 - * Jacobs, Jane. “The Death and Life of Great American Cities.” Chapter 2 in Readings in Planning Theory.
 - **Week 6 (Sep. 21 and Sep. 23): What Are the Justifications for Planning? Rationales for National and Local Planning.**
 - * Klosterman, Richard E., “Arguments For and Against Planning.” Chapter 4 in Readings in Planning Theory.
 - * Fogelson, Richard E., “Planning the Capitalist City.” Chapter 5 in Readings in Planning Theory.
 - * Beauregard, Robert A. “Between Modernity and Postmodernity: The Ambiguous Position of U.S. Planning.” Chapter 6 in Readings in Planning Theory.
 - **Week 7 (Sep. 28 and Sep. 30): The Planning vs. Anti-Planning Debate. Planning and Its Critics. In-class Examination #1 (Wednesday).**
 - * Brooks, Michael. “Running the Gauntlet of Planning Critics.” Chapter 3 in Planning Theory for Practitioners.
 - * Antiplanner blog: <http://ti.org/antiplanner/>
 - **Week 8 (Oct. 5 and Oct. 7): Planning in the Public Interest. How Should Planners Intervene?**
 - * Brooks, Michael. “Rationales for Public Planning,” Chapter 4 in Planning Theory for Practitioners.
 - * Friedmann, John. “The Public Interest and Community Participation.” *AIP Journal* January 1973.
 - * Forester, John. “Planning In the Face of Conflict: Negotiation and Mediation Strategies in Local Land Use Regulation.” *JAPA* Summer 1987.
 - **Week 9 (Oct. 12 and Oct. 14): Effective Planning in the Political Milieu.**
 - * Brooks, Michael. “Planning Practice and Political Power.” Chapter 1 in Planning Theory for Practitioners.
 - * Brooks, Michael. “Setting the Stage: Ideas, Feedback, Goals—and Trial Balloons.” Chapter 10 in Planning Theory for Practitioners.
 - * Brooks, Michael. “The Feedback Strategy of Public Planning.” Chapter 11 in Planning Theory for Practitioners.

- * Flyvbjerg, Bent. "Rationality and Power." Chapter 17 in Readings in Planning Theory.
- **Week 10 (Oct. 19 and Oct. 21): Community Participation in Planning. The Stakeholder Perspective: Responsive Planning in the Age of Pluralism. Short Paper #1 due (Wednesday).**
 - * Baum, Howell S. "Community and Consensus: Reality and Fantasy in Planning." Chapter 5 in Readings in Planning Theory.
 - * Arns, Sherry. "A Ladder of Citizen Participation." *American Institute of Planners* July 1969.
 - * Bachrach, Peter and Morton Baratz. "Two Faces of Power." *The American Political Science Review*
 - * Helling, Amy. "Collaborative Visioning: Proceed With Caution." *JAPA* Summer 1998.
- **Week 11 (Oct. 26 and Oct. 28): The Planner as Political Activist.**
 - * Brooks, Michael. "Decentralized Non-Rationality: The Planner as Political Activist." Chapter 8 in Planning Theory for Practitioners.
 - * Davidoff, Paul. "Advocacy and Pluralism in Planning." Chapter 11 in Readings in Planning Theory.
 - * Norman, Krumholz. "Equitable Approaches to Local Economic Development." Chapter 12 in Readings in Planning Theory.
 - * Brindley, Tim; Rydin, Yvonne; and Gerry Stoker. "Popular Planning: Coin Street, London." Chapter 16 in Readings in Planning Theory.
 - * Kraushaar, Robert. "Outside the Whale: Progressive Planning and the Dilemmas of Radical Reform." *JAPA* Winter 1988.
- **Week 12 (Nov. 2 and Nov. 4): The Planner as Communicator. In-class Examination #2 (Wednesday).**
 - * Brooks, Michael. "Decentralized Non-Rationality: The Planner as Communicator." Chapter 9 in Planning Theory for Practitioners.
 - * Fainstein, Susan S. "New Directions in Planning Theory." Chapter 9 in Readings in Planning Theory.
 - * Healy, Patsy. "The Communicative Turn in Planning and its Implications for Spatial Strategy Formation." Chapter 13 in Readings in Planning Theory.
 - * Forester, John. "Understanding Planning Practice." Chapter 9 in Planning in the Face of Power.
- **Week 13 (Nov. 9 and Nov. 11): Planners and Values. Values, Value Biases, and Culturally Aware Planning. Gender, Planning, and Planning Practice.**
 - * APA Code of Ehtics: <http://www.planning.org/ethics/ethicscode.htm>
 - * Lucy, William H. "APA's Ethical Principles Include Simplistic Planning Theories." Chapter 22 in Readings in Planning Theory.
 - * Brooks, Michael. "The Critical Role of Values and Ethics." Chapter 5 in Planning Theory for Practitioners.
 - * Marcuse, Peter. "Professional Ethics and Beyond: Values in Planning." *AIP*

Journal July 1976.

- **Week 14 (Nov. 16 and Nov. 18): Planners and Values. Values, Value Biases, and Culturally Aware Planning. Gender, Planning, and Planning Practice (cont'd). Short Paper #2 due (Wednesday).**
 - * Campbell, Scott. "Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development." Chapter 24 in Readings in Planning Theory.
 - * Young, Iris M. "City Life and Difference." Chapter 18 in Readings in Planning Theory.
 - * Hayden, Delores. "Nurturing: Home, Mom, and Apple Pie." Chapter 20 in Readings in Planning Theory.
 - * Sandercock, Leon. "Towards Cosmopolis: Utopia as Construction Site." Chapter 21 in Readings in Planning Theory.
 - * Howe, Elizabeth and Jerome Kaufman. "The Ethics of Contemporary American Planners." *American Planners Association Journal July 1979.*

- **Week 15 (Nov. 23): CATCH-UP and THANKSGIVING HOLIDAYS.**

- **Week 16 (Nov. 30 and Dec. 2): Reflecting On Planning: Power, Politics, and Effectiveness OR How To See the Buzzsaw BEFORE You Run Into It.**
 - * Brooks, Michael. "The Politically Savvy Planner." Chapter 12 in Planning Theory for Practitioners.
 - * Brooks, Michael. "Vision." Chapter 13 in Planning Theory for Practitioners.
 - * Course Review and Prep for FINAL Examination.

- **Week 17 (Dec. 7 to Dec. 11): FINAL EXAMINATIONS.**

Note: This course syllabus provides a general plan for the course; deviations may be necessary.

The following rules guide this class:

1. From the University of West Georgia Student Handbook: "All forms of academic dishonesty including cheating, fabrication, plagiarism, and facilitating or allowing academic dishonesty in any academic exercise are prohibited. Cheating means using, or attempting to use, or aiding others in using unauthorized materials, information or study aids. Fabrication means falsification or unauthorized invention of any information or citation. Plagiarism means representing the words or ideas of another as one's own. Direct quotations must be indicated and ideas of another must be appropriately acknowledged."

2. Always cite your sources, whether they are published or not. For example, unless the source is cited, it is plagiarism to use maps, tables, figures or text from an agency planning report, a brochure, a webpage, or a consultant's report. The primary purpose of

a citation is to allow a reader to find the references you used, so that they too can consult them if they wish. Use this principle to help you prepare a reference list of adequate citations for all research papers and projects. The reports are to be typed, double-spaced and conform to a standard style manual such as Turabian or the Chicago Manual of Style.

Turabian, Kate L. 1996. A Manual for Writers of Term Papers, Theses and Dissertations. 6th ed. Chicago: University of Chicago Press.

University of Chicago Press Staff (Editor), 2009. The Chicago Manual of Style. Chicago: University of Chicago Press.

If you use material from the internet, be certain you give the name of the site or its sponsoring organization, the complete webpage URL, the title of any document, dataset, map, or other resource you used from the site, and the date you accessed the site. For example:

Texas Transportation Institute website, Urban Mobility Study homepage:
<http://mobility.tamu.edu>. Accessed Feb. 29, 2000 and Oct. 24, 2000.

3. Students may not submit for course credit materials prepared for other courses or for this course in previous years.

4. All assignments submitted on-line should be in either Microsoft Word document (.doc) or Acrobat Reader (.pdf) format and use the following titling scheme:
lastname_firstname_assignmentname.doc (or .pdf).
Example: moody_mitch_shortpaper.pdf.