

Planning History & Theory

SYLLABUS, FALL 2023

REGIONPL 651 (3 credits)

University of Massachusetts Amherst

Department of Landscape Architecture and Regional Planning



Meeting	Mondays & Wednesdays, 11:50am – 1:10pm Design Building 225
Instructor	Peter Dunn, Ph.D. Lecturer, LARP ptdunn@umass.edu Office: Design Building 228 Office hours: Tuesdays & Wednesdays, 10:30 – 11:30am Or book another time at calendly.com/ptdunn
Website	https://umamherst.instructure.com/courses/5174 (Canvas)

OVERVIEW & OBJECTIVES

Welcome to REGIONPL 651, Planning History & Theory! In this class, we will learn from many generations of thinkers interested in what cities are, what they should be, and how we should go about changing them. Our focus is on *planning*, and so one of our primary tasks will be to understand what planning is. Who plans? For whom? How and to what end? Does it work, and how do we know? We are also concerned with how *theories* are always present in the ordinary and extraordinary work of the professional planner. We use a *historical* approach to understand how these ideas have changed over time, while also grounding our learning in present concerns. The issues we will explore include histories of the built environment, urban culture, and city visions; the role of the state; the work of power; the role of knowledge and expertise; difference and exclusion; tensions between public and private interests; collaboration and conflict; the processes of plan-making and city-making; and ethical practice. The hope is that critically exploring these

questions together with your colleagues and the authors of the texts will help prepare *you* to make better places and communities.

At the completion of this class, you will be able to:

- Describe the key historical trends that have shaped cities and planning practice.
- Identify the key debates and tensions within the planning field.
- Apply these ideas and theories to contemporary issues in planning.
- Practice the skills of a critical and reflective practitioner.

This class is a requirement for the Masters in Regional Planning. Graduate students in other programs with an interest in the topic and advanced undergraduates considering pursuing planning are welcome.

The format of the class is mostly a discussion-based seminar. I will occasionally deliver brief lectures or facilitate structured activities, but most of our time will be spent discussing the texts and their applications to contemporary planning issues.

Required Texts

You are not required to purchase any texts for this class. All readings will be available electronically, either as an ebook or PDF. You should budget for occasional printing expenses, but the class requires no other expenditures.

Many of our readings come from the following edited volumes, all of which include further valuable readings and would make excellent additions to your personal libraries:

Richard T. LeGates & Frederic Stout, eds. (2016). *The City Reader* (Sixth edition.). Routledge.

Susan S. Fainstein & James DeFilippis, eds. (2016). *Readings in Planning Theory* (Fourth edition.). Wiley-Blackwell.

Bishwapriya Sanyal, Lawrence J. Vale, & Christina D. Rosan, eds. (2012). *Planning Ideas that Matter*. MIT Press.

NORMS & EXPECTATIONS

Student responsibilities

To make this class as a success, your responsibilities are to:

- Actively attend each class meeting.
- Take class assignments seriously; complete assignments on time and to a high standard.
- Respect your classmates and their work.
- Think about how *you* can get the most out of this class.

If you do all of these, you will learn a lot, you will get a good grade, and you might even enjoy yourself.

Instructor responsibilities

My responsibilities mirror yours: to arrive prepared for all classes; to provide timely and constructive feedback on assignments; to create an environment in which all students can learn; and to take your academic goals, your work, and the class material seriously.

Diversity, Equity, and Inclusion

The University of Massachusetts Amherst states the following in its diversity mission statement:

The university recognizes and values the wide range of voices and perspectives in all spheres of the academic enterprise. The University of Massachusetts Amherst is committed to policies that promote inclusiveness, social justice, and respect for all, regardless of race, color, religion, creed, gender, sexual orientation, age, national or ethnic origin, physical or mental disability, political belief or affiliation, marital status, veteran status, immigration status, gender identity and expression, genetic information, or any other characteristic or status protected by state or federal laws.

Planning, as a profession and a discipline, is also committed to promoting the values of equity, diversity, and inclusion, which we might define as follows:

Equity: Striving for fairness of results or outcomes, rather than equal access to opportunity.

Diversity: Recognizing and supporting differences that create vibrant and healthy communities.

Inclusion: Creating an environment where everyone can participate and everyone belongs.

I wholeheartedly agree. In this class, we will value and honor diverse experiences and perspectives and strive to create a welcoming and respectful learning environment for all students. In this class, we will also respect the goals of academic freedom and ensure that they are maintained. Differences of opinion, critical analysis, and honest feedback are welcomed, and should be expressed in a manner that supports the learning process.

WORK & EVALUATION

Your learning in this class will be assessed through your active engagement with the readings and your classmates, an in-class team presentation, and a final paper. Your final grade will be calculated as follows:

- 14% Active participation in class
- 36% Reading responses
- 10% Case presentation
- 10% Reflection essay
- 30% Final paper

Percentage-based numerical scores will be converted to letter grades according to the following scale:

	A ≥ 93%	A- ≥ 90%
B+ ≥ 87%	B ≥ 83%	B- ≥ 80%
C+ ≥ 77%	C ≥ 73%	C- ≥ 70%
D+ ≥ 67%	D ≥ 60%	F < 60%

I reserve the right to deviate from this scale if I believe that doing so will better reflect your achievement of course objectives. A grade of INC (incomplete) may be awarded *at my discretion* to students who (a) have satisfactorily completed the majority of the work for the class, (b) have an extraordinary personal circumstance preventing them from completing the remainder, and (c) have made a plan with me for completing that work.

Participation

You learn by actively participating in your education. Often the best kind of learning happens in a community where many people are actively involved in learning something together—a class. This class is participatory, and so participation is an important part of your grade. Our classes will have a lot of discussion, and you will often be sharing your ideas with your classmates.

Good participation means you come to class with all readings and other assignments completed. You listen actively and respectfully to what your classmates and instructor are saying. If you read and listen thoughtfully, then questions, disagreements, uncertainties, connections, experiences, visions, and other responses will naturally occur to you. Share these with the class when you think it will help our learning. Your ideas don't need to be fully formed or brilliant or original to benefit the class; they only need to come from your genuine desire to learn. Participation also means helping your classmates to learn by creating an environment for them to participate.

At the beginning of the semester, I will ask you to define participation goals for yourself. I will then ask for a self-assessment of your class participation once in the middle of the semester and once again at the end.

Due: Every class

Reading responses

To help prepare for class, you will write a brief response (perhaps a paragraph) to the readings before each class and post it to the class website. This meant to be informal and exploratory, not polished or definitive. You will also post responses to your classmates' reflections. Specific instructions will be provided.

You are required to complete two responses, which will have a slightly different format, for the "Alternative Perspectives" and "Planning Theory Today" readings. In addition to those two, we have 21 class meetings with assigned readings, of which you are required to complete reading responses

for 16 of your choosing. (But you are still required to do the reading even if you do not do a reading response.) This makes a total of 18 reading responses.

Due: Most classes

Case presentation

In pairs, you will identify and research a current or recent planning case that relates to one of the themes from class. You will give an in-class presentation sharing what you have learned. The purpose of the assignment is to show where the history and theory of planning is present in contemporary practice. Specific instructions will be provided.

Due: Once during the semester, date TBD

Reflection essay

Towards the end of the semester, you will write a brief essay considering your personal positionality, your values, and your understanding of your responsibilities in the context of the professional environment you will soon enter. It will not require independent research or reading beyond assigned course materials, but it will require your thoughtful reflection. Specific instructions will be provided.

Due: Week 11

Final paper

You will complete a cumulative work for the semester that allows you to explore an issue that matters to you in some depth. There are several options for content and format, but the two main paths are a scholarly paper exploring a historical or theoretical topic, or a primary investigation of planning practice. We will discuss these options and the process in class in more detail. We will also have a class dedicated to workshopping your projects with your colleagues.

Due: Proposal due in Week 7; work-in-progress due Week 12; final paper due the last day of class.

POLICIES

Attendance

Attendance at every class meeting is expected. If for any reason you are unable to attend class, please notify me in advance.

If you are sick, please do not come to class.

If you will be absent for a religious observance, please notify me in advance. Together we will make a plan for you to continue your learning in the class. I am happy to accommodate without penalty (as is also required by university

regulations). However, you must make arrangements with me *before* the date of your absence, and preferably in the first week or two of the semester.

Students with frequent absences, whether excused or not, are neglecting an essential part of their learning. Completing assignments does not compensate for missing class. If there's something going on that's preventing you from attending class regularly, please get in touch with me to discuss options *before* you fall too far behind. I will contact you if I notice you have several consecutive absences without notifying me. However, communication about circumstances affecting your success in the class is ultimately your responsibility.

Please arrive on time and prepared to engage in class. Entering or leaving the classroom while class is in session is distracting and disrespectful. Please make every effort to avoid it.

Electronics in class

Use of a laptop or other electronic device in class is permitted only for activities directly related to our class, e.g., taking notes or referencing readings. Use of such devices for unrelated activities prevents you from engaging with our class. It is also a distraction to those around you. If you are unable to resist this temptation, please put your device away.

Assignment submission and deadlines

Assignments will be submitted electronically through the course website. Specific instructions and a deadline will be provided for each assignment.

Respect deadlines. In professional contexts, deadlines are very often not flexible. Learn now to meet them. Late reading responses can receive partial credit; see assignment instructions for details. Late paper submissions will be penalized 10% of total available points for each day (or portion thereof) after the deadline it is submitted. Assignments received more than 7 days after the deadline will not receive credit.

If an *extraordinary* circumstance prevents you from meeting a deadline, please discuss the possibility of an accommodation with me as soon as possible.

Academic honesty

Since the integrity of the academic enterprise of any institution of higher education requires honesty in scholarship and research, academic honesty is required of all students at the University of Massachusetts Amherst. Academic dishonesty is prohibited in all programs of the University. Academic dishonesty includes but is not limited to: cheating, fabrication, plagiarism, and facilitating dishonesty. Appropriate sanctions may be imposed on any student who has committed an act of academic dishonesty. Instructors should take reasonable steps to address academic misconduct. Any person who has reason to believe that a student has committed academic dishonesty should bring such information to the attention of the appropriate

course instructor as soon as possible. Instances of academic dishonesty not related to a specific course should be brought to the attention of the appropriate department Head or Chair. Since students are expected to be familiar with this policy and the commonly accepted standards of academic integrity, ignorance of such standards is not normally sufficient evidence of lack of intent (umass.edu/dean_students/codeofconduct/acadhonesty/).

In particular, plagiarism is a serious offense, but unfortunately students are sometimes not aware that they are plagiarizing. Plagiarism is easy to avoid, and it is the student's responsibility to know how to do so. If you are not sure what's OK, just ask!

Presenting work that has been written in whole or in part by artificial intelligence as your own constitutes academic dishonesty.

Accommodations

The University of Massachusetts Amherst is committed to providing an equal educational opportunity for all students. If you have a documented physical, psychological, or learning disability on file with Disability Services (DS), you may be eligible for reasonable academic accommodations to help you succeed in this course. If you have a documented disability that requires an accommodation, please notify me within the first two weeks of the semester so that we may make appropriate arrangements. For further information, please visit Disability Services (umass.edu/disability/).

It is my goal that through this class we can create an environment in which all students are included and have the opportunity to learn. If you find that any aspect of the class is preventing this, please let me know as soon as possible. Note that I am unable to provide accommodation for a disability without prior notification from DS.

Title IX statement on gender-based discrimination

In accordance with Title IX of the Education Amendments of 1972 that prohibits gender-based discrimination in educational settings that receive federal funds, the University of Massachusetts Amherst is committed to providing a safe learning environment for all students, free from all forms of discrimination, including sexual assault, sexual harassment, domestic violence, dating violence, stalking, and retaliation. This includes interactions in person or online through digital platforms and social media. Title IX also protects against discrimination on the basis of pregnancy, childbirth, false pregnancy, miscarriage, abortion, or related conditions, including recovery. There are resources here on campus to support you. A summary of the available Title IX resources (confidential and non-confidential) can be found at the following link: <https://www.umass.edu/titleix/resources>. You do not need to make a formal report to access them. If you need immediate support, you are not alone. Free and confidential support is available 24 hours a day / 7 days a week / 365 days a year at the SASA Hotline 413-545-0800.

For purposes of Title IX reporting, I am considered a "responsible employee" at UMass (<https://www.umass.edu/titleix/about>). That means that

if you tell me about a situation involving sexual assault, sexual harassment, domestic violence, dating violence, stalking, and retaliation, I must share that information with the Title IX Coordinator. Making a report to the Title IX Coordinator is my legal obligation, meets the University's goal of providing members of our community with supportive resources they might need, and enables the University to obtain a more accurate picture of the extent of sexual violence in our community. It will be completely up to you to determine if and how you want to work with the Title IX Coordinator's office. You will not be in trouble for reporting to me that you have experienced any of these situations, and the law prohibits retaliation against anyone who participates in a Title IX process. For the purposes of this class, if you choose to discuss your own personal experiences of sexual violence as part of a written assignment or a discussion, we do not consider that a report covered by Title IX.

Student support

Your success as a student is not separate from other aspects of your life. I know that if you are facing a significant personal struggle—things like difficulty meeting basic food and shelter needs, the demands of caregiving responsibilities, an ongoing interpersonal conflict, issues with physical or mental health, or grieving a personal loss—then attending to that issue will take precedence over our class. And I know that life as a student can be challenging even without facing such a major issue.

Please take care of yourself. Ask for help when you need it. And help others when you can.

We are very fortunate to be at a university with a number of amazing resources for students. Some key links to know are:

- Single Stop Resources (links to support for housing, food, legal advice, employment, healthcare, etc.):
umass.edu/studentlife/single-stop
- Dean of Students Office (for personal and academic challenges)
umass.edu/dean_students
- Center for Counseling and Psychological Health:
umass.edu/counseling

If any personal circumstances are preventing you from bringing your best self to class, please use these resources, and do not hesitate to reach out to your community for support. I too am ready to support you in whatever way I can.

Course Feedback

There is no need to wait until course evaluations at the end of the quarter to provide feedback to me. If you have any concerns or suggestions related to teaching, assignments, organization, classroom environment, or other elements of the class, you are welcome and encouraged to let me know at any time. This gives me the opportunity to make improvements as we go.

If you prefer to give feedback anonymously, you may do so online here: <https://forms.gle/BaEvf1RNT6dsSSao7>. This form will remain open all quarter, and I will see responses as soon as they are submitted.

You may also raise any concerns directly with the chair of the Department of Landscape Architecture and Regional Planning, Robert Ryan (rlryan@larp.umass.edu).

Contact

The most current course information and assignments and will be shared on Canvas. I also communicate to the class by email. Please be sure you are checking Canvas and your university email regularly. If you are absent from class, check with a classmate to find out if you missed any announcements.

Email is my preferred mode of communication. I will do my best to respond within 24 hours, although this will be longer on weekends.

I am also usually available for quick questions before or after class, and you are highly encouraged to visit my office hours. Please do not think that you need to have a question that demonstrates your brilliance before you talk to me. I'd love to hear from you, so just come as you are.

SCHEDULE

Readings are subject to change. Please check the course website for the most current information. For many classes, you will benefit from reading the texts in the order they are listed.

<u>Week 1</u>	
Wednesday Sept. 6	Course introduction. <i>No readings.</i>
<u>Week 2</u>	
Monday Sept. 11	What is Planning? Read: Raphaël Fischler, "Fifty theses on urban planning and urban planners"; Oren Yiftachel, "Planning and social control: Exploring the dark side".
Wednesday Sept. 13	Historical Perspectives Read: Peter Hall, "The city of theory"; Leonie Sandercock, "Re/presenting planning's histories". Due: Participation goals.

Week 3

- Monday Urbanization
Sept. 18 Read: Sam Bass Warner, "Evolution and transformation: The American industrial metropolis, 1840 – 1940"; Ernest Burgess, "The growth of the city".
- Wednesday Urban Culture
Sept. 20 Read: Louis Wirth, "Urbanism as a way of life"; Lewis Mumford, "The urban drama".
- Week 4
- Monday Early Visionaries
Sept. 25 Read: Frederick Law Olmsted, "Public parks and the enlargement of towns"; Ebenezer Howard, from *Garden Cities of To-morrow*.
- Wednesday Modernism
Sept. 27 Read: Le Corbusier, from *The City of To-morrow and its Planning*; James C. Scott, "The high-modernist city".

Week 5

- Monday Suburbanism
Oct. 2 Read: Kenneth T. Jackson, from *Crabgrass Frontier*; Mike Davis, from *City of Quartz*.
- Wednesday New Urbanism
Oct. 4 Read: Robert Fishman, "New Urbanism"; Congress for the New Urbanism, "Charter of the New Urbanism".

Week 6

- Tuesday Community
Oct. 10 Read: Jane Jacobs, from *The Death and Life of Great American Cities*; Robert Putnam, "Bowling alone".
- Wednesday Difference
Oct. 11 Read: Iris Marion Young, "City life and difference"; Leonie Sandercock, "When strangers become neighbours: Managing cities of difference".

Week 7

- Monday Political Economy
 Oct. 16 Read: Harvey Molotch, "The city as a growth machine"; |
 David Harvey, "The right to the city".
- Wednesday Alternative Perspectives
 Oct. 18 *No class; I am traveling for a conference.*
A modified reading response assignment will be provided.
 Read: Selections from Dorina Pojani (ed.), *Alternative Planning History and Theory*.
 Due: Final paper proposal.

Week 8

- Monday Voice
 Oct. 23 Read: Paul Davidoff, "Advocacy and pluralism in planning";
 Sherry Arnstein, "A ladder of citizen participation".
- Wednesday Communicative Planning
 Oct. 25 Read: John Forester, "Cultivating surprise and the art of the
 possible: The drama of mediating differences";
 Patsy Healey, "Communicative planning".
 Due: Mid-term participation self-evaluation.

Week 9

- Monday Gender
 Oct. 30 Read: Daphne Spain, "Gender and urban space"; Leonie
 Sandercock and Ann Forsyth, "A gender agenda: New
 directions for planning theory".
- Wednesday Race
 Nov. 1 Read: W.E.B. du Bois, from *The Philadelphia Negro*;
 Elijah Anderson, "The White Space".

Week 10

- Monday Justice
 Nov. 6 Read: Susan Fainstein, from *The Just City*;
 Peter Marcuse, "Justice".
- Wednesday Planning Ethics
 Nov. 8 Read: Martin Wachs, "The past, present, and future of
 professional ethics in planning"; American Planning
 Association, "AICP Code of Ethics and Professional
 Conduct".

Week 11

Monday Planning Cultures

Nov. 13 Read: Bishwapriya Sanyal, "Hybrid planning cultures";
June Manning Thomas, "The minority-race planner in the
quest for a just city".

Due: Reflection essay

Wednesday The Global South

Nov. 15 Read: Faranak Miraftab, "Insurgent planning: situating radical
planning in the Global South"; Ananya Roy, "Urban
informality: Toward an epistemology of planning".

Week 12

Monday Paper Workshop

Nov. 20 *We will share work-in-progress and tackle challenges together.*

Due: Draft paper materials

Wednesday *Thanksgiving; No class*

Nov. 22

Week 13

Monday Sustainability

Nov. 27 Read: Scott Campbell, "Green cities, growing cities, just cities?";
Lawrence Vale, "Resilient cities: Clarifying concept or catch-
all cliché?".

Wednesday Data

Nov. 29 Read: Michael Batty, "The smart city";
Shannon Mattern, "A city is not a computer".

Week 14

Monday Planning Theory Today

Dec. 4 *A modified reading response assignment will be provided.*

Read: Your choice of one recent planning theory paper from a list
to be provided.

Wednesday Final Class

Dec. 6 *Format TBD.*

Due: Final paper; Final participation self-assessment.