

Hunter College

Department of Urban Affairs and Planning

HISTORY AND THEORY OF PLANNED URBAN DEVELOPMENT

URBP 701

Spring, 2008

Meeting Time: Tuesdays, 3:25pm – 5:15pm

Meeting Room: HW 1640

Instructor: Donovan Finn, (dfinn@hunter.cuny.edu), phone: 917-804-0742

Office Hours: As I don't have an office at Hunter, holding regular office hours is tough. The best plan is to call or email me with questions or to arrange a time to meet in person. I will be generally available to meet in the vicinity of Hunter on Mondays or Tuesdays all day.

Course Catalog Description

Study of conscious efforts to guide city development from ancient civilizations to the present. Emphasis on the relationship between public and private planning activities.

Course Objectives and Learning Philosophy

The two intertwined objectives of this course are to trace and understand the history of planning practice and the theoretical and conceptual frameworks used to frame planning, particularly in the United States through the last century. We will examine the role of planning over time, the many proposed justifications for planning, and a variety of approaches to planning that have been observed, advocated and sometimes criticized. The two main goals of the course are to provide:

- 1) an understanding of the history of city and regional planning that illustrates how and when planning has been important to the development of cities and places, as well as when it has failed,
- 2) some perspective on knowing what we might expect planners to do, or what they ought to do, in the complex world within which they operate.

Although the first objective may generally describe planning history and the second may describe planning theory, there is no real way to pull the two apart. Planning history informs planning theory. Understanding planning theory allows for a more nuanced examination of planning history. As much as possible, we will think of history and theory as two intertwined elements of everything we read and discuss.

The course involves reading, classroom learning and outside research. Some of the discussion will be led by students, and participatory learning will be essential to the success of this course. We will investigate both the traditional/canonical views of how planning has developed and evolved over recent history, as well as some counter propositions, such as the influences from planning critics, as well as the roles of women, racial and ethnic minorities, and citizen planners. Planning is a diverse and complex activity; knowing a bit of the history of the field and acting as a planner requires a grounding in concepts from urban history, sociology, geography, economics, philosophy, physical design, political science and ecology, to name but a few. To this end, we will read from a wide array of viewpoints, some from within the planning literature, some not. There is a lot of reading, some of it challenging, please do your best to keep up, and do not be afraid to ask questions.

Learning about every notable person, movement, theory, case, method and critique of planning in one semester is a laudable, if impossible, goal. I have attempted to design the course that allows us to learn about breadth of these topics, while also exploring a few of them in depth. Nevertheless, if there is something that you think we should address that is not covered in the readings or lectures, please feel free to bring it to my attention.

By the end of this course you should be armed with a better understanding of the historical precedents that have shaped modern planning; how, when and why planning operates in the public sphere; and how your actions as a citizen, professional and advocate are, or can be, informed by the actions of those who have come before you.

Course Materials

There is one book required for this class:

Campbell and Fainstein. (2003) *Readings in Planning Theory*. Cambridge, MA: Blackwell Publishers. (2nd Edition)

This is the newer edition of this reader.

There will also be a number of articles for the course. These will be made available online at no charge. If you wish to print them, you may incur some printing costs as well.

Course Organization

The course is constructed around a few key themes in planning history and theory. This is my interpretation. Yours, or that of another instructor will likely differ, and this is something we can discuss as the course proceeds.

Each section contains a set of readings meant to give you a basis for understanding the key pertinent issues in some detail and to prompt discussion. If something interests or annoys you, please feel free (and encouraged) to find other readings that you think will

expand your understanding of the topic. You can also ask me and I can recommend other readings on these topics if you are interested.

You are responsible for completing the readings on time and coming to class prepared to participate in discussions. We will also have in-class lectures and exercises that will augment the readings.

There are written and oral projects in this course. I will explain the requirements for each in depth as they are assigned. Good written and verbal communication skills are critical for academic and professional success as a planner, so these aspects of the projects will be stressed. I will provide guidelines and assistance as well. All work is expected to be due on time in order to receive full credit. If you expect to be late with any assignment, you need to contact me via email or in person prior to the assignment deadline to explain your reason.

Course Policies and Grading

Grading is based on the following:

Attendance and Participation – 25%

Paper #1 – 25%

Paper #2 – 25%

Paper #3 – 25%

Attendance is mandatory, and will be reflected in your class participation grade. The course only meets 14 times and unexcused absences will reduce your participation grade.

Assignments are due on Fridays at 5pm, as noted in the schedule. Late assignments will be penalized 5% per day late. If you have any special circumstances or problems, please contact me as soon as possible.

It is my philosophy that everyone begins this course with a grade of “A” for the semester. As long as you come to class, keep up with the readings, and turn in assignments that are complete and on time, you will do well in the course.

Students are expected to come to class prepared to discuss the readings each week in a lively and engaging civil discourse with your classmates and the instructor. This means that you must complete the readings before class, take initiative to explore the issues in the readings through your own investigations of other sources, and actively participate in the class discussion. Some weeks of reading are heavy, but I have tried to create a balance that allows us to explore the many complex facets of planning history and theory while still recognizing that you have other courses to contend with. If you fall behind in the readings, please try to catch up, or meet with me to discuss strategies for staying on track.

One of the most important skills of a good planner is the ability to communicate well, both verbally and in writing. Active participation and thoughtful, critical, well-written assignments are expected. If you have concerns about either of these aspects of the course, please talk to me as early as possible. Particularly if you have concerns about your writing, contact me early in the semester so we can develop some useful strategies.

All final course grades will be assessed on the following basis:

- A: Excellent. Goes beyond requirements
- B: Good. Satisfies all the requirements
- C: Average. Satisfies many requirements
- D: Poor. Does not meet many requirements
- F: Failed. Does not meet most requirements

Special Circumstances

Due to the participatory nature of this course, please communicate any expected or unexpected absences with the instructor as early as possible. Every effort will be made to work with students with unusual or unexpected obligations outside the course (family emergencies, health issues, participation in CUNY sanctioned activities, etc.).

If you have a disability, religious consideration or any other type or special need for which you may need accommodation in order to succeed in this class, please let me know as soon as possible. All special requests will be kept in strict confidence when possible. If you feel that you are experiencing sexual, religious, racial or other types of discrimination in this class, please contact the instructor, or another department member, as soon as possible.

Student conduct

The goal of this course is to engage in a participatory and communal learning experience. Students and the instructor should all come to class prepared and ready to engage critically with the readings and other assignments.

Students in this course are expected to conduct themselves in a collegial manner compatible with Hunter's function as an educational institution and in a manner suitable to members of the academic community. Some of the issues discussed in the course may be controversial. We will not shy away from sensitive topics, but we will discuss them like adults and with an open mind; everyone in this class is entitled to their views, opinions and interpretations of their lived reality. You should expect this freedom from your classmates and the instructor, and we will likewise expect it of you. If the tone or content of the readings or class discussions troubles you in any way, please contact me to discuss it.

The issue of academic dishonesty is a serious one. I will enforce a zero tolerance policy in regards to this issue. Plagiarism, lying, bribery, cheating, falsifying documents, using

others' work (or your own previous work) without attribution, and any other potential type of untoward behavior are all grounds for serious disciplinary action. Ignorance of proper academic protocol is not an excuse. If you have a question about what types of actions or processes are acceptable in an academic setting, please feel free to ask.

Students are responsible for knowing their rights and responsibilities as found in the CUNY Policy on Academic Integrity, which can be viewed at *http://www1.cuny.edu/portal_ur/content/2004/policies/policies.html*

URBP 701: READING SCHEDULE, SPRING 2008

Week	Date	Theme	Readings
1	January 29	Intro, syllabus, framing the course	No readings
2	February 5	What is the condition of cities and planning today?	<ul style="list-style-type: none"> • Fishman [1] • Fishman [2] • Levy • Teitz • Neuman • Bunnell, Ch. 1
	February 12	NO CLASS	NO CLASS
3	February 19	Planning history	<ul style="list-style-type: none"> • Reys • Mumford • Legates and Stout • Kruekeberg • Peterson • Wrigley • Davis
4	February 26	Planning history, cont'd	<ul style="list-style-type: none"> • <i>Fishman</i> [3] • Birch • Wirka • Silver • Hanchett
5	March 4	Planning history, cont'd	<ul style="list-style-type: none"> • Teaford • Jacobs (Jane) • Krumholz [1] • Krumholz [2] <p style="color: red; margin-top: 10px;">Paper #1 Due: Friday, March 7, 5pm</p>
6	March 11	Equity and advocacy	<ul style="list-style-type: none"> • Davidoff • Advocacy responses • Reardon [1] • Edwards and Lawson • Walljasper • Watson

7	March 18	Theories about plans	<ul style="list-style-type: none"> • Popper • Haar • Perry • Innes
8	March 25	Sustainability: Buzzword or new planning paradigm?	<ul style="list-style-type: none"> • Campbell • Wheeler • Marcuse • Gunder
9	April 1	Theories about planning	<ul style="list-style-type: none"> • Healey • Fainstein • Thomas • Klosterman • Foglesong • Beauregard
10	April 8	Theories about planning	<ul style="list-style-type: none"> • Friedman • Lucy • Helling • Bunnell, Ch. 9 <p style="color: red; margin-top: 10px;">Paper #2 Due: Friday April 11, 5pm</p>
11	April 15	Planning as a negotiation and decision-making process	<ul style="list-style-type: none"> • Lindblom • Christensen • Forester • Jacobs (Allan) • Bunnell, Ch. 11
	April 22	<i>NO CLASS – SPRING BREAK</i>	<i>NO CLASS – SPRING BREAK</i>
12	April 29	TBA	No readings
13	May 6	Case Study: New Orleans	<ul style="list-style-type: none"> • Comfort • Dreier • Reardon [2] • APA • Kates

14	May 13	Case study: Portland	<ul style="list-style-type: none">• Abbott• O'Toole• Lewyn <p><i>Course wrapup</i></p>
			<p>Paper #3 Due: Friday May 16, 5pm</p>

Bibliography

Readings are either in the required Campbell and Fainstein planning theory reader (2nd Edition) or available for download on course site.

•• Week 1 (January 29) – No readings

•• Week 2 (February 5)

Fishman, R. (2000) The American Planning Tradition: An Introduction and Interpretation in R. Fishman (ed.) *The American Planning Tradition: Culture and Policy*. Washington DC: Woodrow Wilson Center Press.

Fishman, R. (2000) The American Metropolis at Century's End: Past and Future Influences. *Housing Policy Debate*.11:1, pps. 199-213.

Levy, J. (1992) What has happened to planning? *Journal of the American Planning Association*. 58:1, 81-84.

Bunnell, G. (2002) The Direction of Change. Chapter 1 in Bunnell, G., *Making Places Special: Stories of Real Places Made Special By Planning*. Chicago: American Planning Association.

Neuman, M. (1998) Does planning need the plan? *Journal of the American Planning Association*. 64:2, 208-220.

Teitz, M. (1996). American Planning in the 1990s: Evolution, Debate and Challenge. *Urban Studies*. 33:4-5, 649-671.

[February 12 – NO HUNTER CLASSES]

•• Week 3 (February 19)

LeGates, R. and Stout, F. (1998) Editor's Introduction in R. Legates and F. Stout (eds.) *The Development of City Planning*. New York: Routledge.

Reps, J. (1965) Towns, Time, and Tradition: The Legacy of Planning in Frontier America. In Jay M. Stein (Ed.) *Classic Readings in Urban Planning: An Introduction*. 1995. New York: McGraw-Hill.

Mumford, L. (1961) *The First Urban Transformation*. In Jay M. Stein (Ed.) *Classic Readings in Urban Planning: An Introduction*. 1995. New York: McGraw-Hill.

Kruekeberg, D. (1983) *The Culture of Planning*. In Donald A. Kruekeberg (Ed.) *Introduction to Planning History in the United States*. New Brunswick, NJ: CUPR Press.

Peterson, J. (1983) *The City Beautiful Movement: Forgotten Origins and Lost Meanings*. In Donald A. Kruekeberg (Ed.) *Introduction to Planning History in the United States*. New Brunswick, NJ: CUPR Press.

Wrigley, R. (1983) *The Plan of Chicago*. In Donald A. Kruekeberg (Ed.) *Introduction to Planning History in the United States*. New Brunswick, NJ: CUPR Press.

Davis, A. (1983) *Playgrounds, Housing and City Planning*. In Donald A. Kruekeberg (Ed.) *Introduction to Planning History in the United States*. New Brunswick, NJ: CUPR Press.

•• Week 4 (February 26)

Birch, E.L. (1994) *From Civic Worker to City Planner, Women and Planning, 1890 to 1980* in Kruekeberg, D.A. (ed.) *The American Planner*. New Brunswick: Center for Urban Policy Research, pps. 469-506.

Fishman, R. (1977) *Urban Utopias: Ebenezer Howard, Frank Lloyd Wright and Le Corbusier*. In Campbell, S. and Fainstein, S. (eds.) (2003) *Readings in Planning Theory*. Malden, MA: Blackwell.

Wirka, Susan Marie. (1996) "The City Social Movement: Progressive Women Reformers and Early Social Planning" in *Planning the Twentieth-Century American City*. Edited by Marie Corbin Sies and Christopher Silver. Baltimore: Johns Hopkins University Press. Pp. 55-75.

Silver, C. (1991) *The racial origins of zoning: Southern cities from 1910-40*. *Planning Perspectives*, 6:2, pp. 189 – 205.

Hanchett, T. (1994) *Federal Incentives and the Growth of Local Planning, 1941-1948*. *Journal of the American Planning Association*. 60:2, 197-209.

••• **Week 5 (March 4)**

Teaford, J.C. (2000) Urban Renewal and Its Aftermath. *Housing Policy Debate*. 11:2, pp. 443-465.

Jacobs, J. (1961) The Death and Life of Great American Cities. In Campbell, S. and Fainstein, S. (eds.) (2003) *Readings in Planning Theory*. Malden, MA: Blackwell.

Krumholz, N. (1999) Equitable Approaches to Local Economic Development. In Campbell, S. and Fainstein, S. (eds.) *Readings in Planning Theory*. Malden, MA: Blackwell.

Krumholz (1982) A Retrospective View of Equity Planning: Cleveland, 1969-1979. In Campbell and Fainstein (eds.) *Readings in Planning Theory* (1st Edition, 1996). Cambridge, MA: Blackwell.

••• **Week 6 (March 11)**

Davidoff, P. (1965) Advocacy and Pluralism in Planning, in Campbell, S. and Fainstein, S. (eds.) *Readings in Planning Theory*. Malden, MA: Blackwell.

** Also read the file labeled Advocacy_Responses_JAPA_1994.doc for this week.

Edwards, M. and Lawson, L. (2005) The Evolution of Planning in East St. Louis. *Journal of Planning History*. 4:4; 356-382.

Reardon, K. (1998) Enhancing the Capacity of Community Based Organizations in East St. Louis. *Journal of Planning Education and Research*. 17. 323-333.

Walljasper, J. (2003) When Activists Win: The Renaissance of Dudley Street. *The Nation*. December 29, 2003.

Watson, G. (1999) Block by Block: Ten Lessons We've Learned on Dudley Street. *Dudley Street Neighborhood Initiative website*. Downloaded February 20, 2003. www.dsni.org/Archives/ten_lessons.htm

••• **Week 7 (March 18)**

Innes, J.E. (1996) Planning Through Consensus Building: A New View of the Comprehensive Planning Ideal. *Journal of the American Planning Association*. 62:4.

Perry, D. (1995) Making Space: Planning as a Mode of Thought. In Campbell, S. and Fainstein, S. (eds.) (2003) *Readings in Planning Theory*. Malden, MA: Blackwell.

Popper, F. (1988) Understanding American Land Use Regulation Since 1970. In Jay M. Stein (Ed.) *Classic Readings in Urban Planning: An Introduction*. 1995. New York: McGraw-Hill.

Haar, C. (1955) The Master Plan: An Impermanent Constitution. In Jay M. Stein (Ed.) *Classic Readings in Urban Planning: An Introduction*. 1995. New York: McGraw-Hill.

•• Week 8 (March 25)

Campbell, S. (1996) Green Cities, Growing Cities, Just Cities?: Urban Planning and the Contradictions of Sustainable Development. In Campbell, S. and Fainstein, S. (eds.) *Readings in Planning Theory*. Malden, MA: Blackwell.

Wheeler, S.M. (2000) Planning for Metropolitan Sustainability. *Journal of Planning Education and Research*. 20, pp. 133-45.

Marcuse, P. (1998) Sustainability Is Not Enough. *Environment and Urbanization*. 10:2, pp. 103-111.

Gunder, M. (2006) Sustainability: Planning's Saving Grace or Road to Perdition? *Journal of Planning Education and Research*. 26. 208-221.

•• Week 9 (April 1)

Healey, P. (1996) The Communicative Turn in Planning Theory and its Implications for Spatial Strategy Formation, in Campbell, S. and Fainstein, S. (eds.) (2003) *Readings in Planning Theory*. Malden, MA: Blackwell.

Fainstein, S. (2000) New Directions in Planning Theory. In Campbell, S. and Fainstein, S. (eds.) (2003) *Readings in Planning Theory*. Malden, MA: Blackwell.

Thomas, J. (1996) Educating Planners: Unified Diversity for Social Action. In Campbell, S. and Fainstein, S. (eds.) (2003) *Readings in Planning Theory*. Malden, MA: Blackwell.

Klosterman, R. (1985) Arguments For and Against Planning. In Campbell, S. and Fainstein, S. (eds.) (2003) *Readings in Planning Theory*. Malden, MA: Blackwell.

Foglesong, R. (1986) Planning the Capitalist City in Campbell, S. and Fainstein, S. (Eds.) *Readings in Planning Theory*. Malden, MA: Blackwell.

Beauregard, R. (1989) Between Modernity and Postmodernity: The Ambiguous Position of US Planning, in Campbell, S. and Fainstein, S. (eds.) (2003) *Readings in Planning Theory*. Malden, MA: Blackwell.

••• Week 10 (April 8)

Friedman, J. (1993) Toward a Non-Euclidian Mode of Planning, in Campbell, S. and Fainstein, S. (eds.) (2003) *Readings in Planning Theory*. Malden, MA: Blackwell.

Helling, A. (1998) Collaborative Visioning: Proceed With Caution!: Results From Evaluating Atlanta's Vision 2020 Project. *Journal of the American Planning Association*. 64:3, pp. 335-349.

Lucy, W. (1994) If Planning Includes Too Much, Maybe it Should Include More. *Journal of the American Planning Association*. 60:3, 305-319.

Bunnell, G. (2002) Wichita, Kansas. Chapter 9 in *Making Places Special: Stories of Real Places Made Special By Planning*. Chicago: American Planning Association.

••• Week 11 (April 15)

Lindblom, C. (1959) The Science of “Muddling Through.” In Campbell, S. and Fainstein, S. (eds.) (2003) *Readings in Planning Theory*. Malden, MA: Blackwell.

Forester, J. (1989) Planning in the Face of Conflict: Mediated Negotiation Strategies in Practice. Chapter 6 in J. Forester, *Planning in the Face of Power*. Berkeley: University of California Press.

Christensen, K. (1985) Coping with uncertainty in planning. *Journal of the American Planning Association* 1985, Winter: 63-73.

Jacobs, A. (1978) 1968: Getting Going, Staffing Up, Responding to Issues. Chapter 3 in A. Jacobs, *Making City Planning Work*. Chicago: American Society of Planning Officials.

Bunnell, G. (2002) Two New England Planners Tell Their Own Stories. Chapter 11 in *Making Places Special: Stories of Real Places Made Special By Planning*. Chicago: American Planning Association.

[April 22 – NO CLASS, SPRING BREAK]

••• Week 12 (April 29)

No readings.

••• Week 13 (May 6)

The American Planning Association's New Orleans Planning Assessment Team (2005) *Charting the Course for Rebuilding a Great American City: An Assessment of the Planning Function in Post-Katrina New Orleans*. Chicago: APA.

Comfort, L. (2006) Cities at Risk: Hurricane Katrina and the Drowning of New Orleans. *Urban Affairs Review*. 41.

Dreier, P. (2006) Katrina and Power in America. *Urban Affairs Review*. 41.

Kates, R.; Colten, C.; Laska, S.; and Leatherman, S. (2006) Reconstruction of New Orleans after Hurricane Katrina: A research perspective. *Proceedings of the National Academies of Science*. 103:40.

Reardon, K. (2006) The Shifting Landscape of New Orleans: While planners and developers redraw the city map, displaced residents struggle to have a role. *Shelterforce*. 145.

••• Week 14 (May 13)

Abbott, C. (2000) The Capital of Good Planning: Metropolitan Portland Since 1970. Chapter 9 in R. Fishman (ed.) *The American Planning Tradition: Culture and Policy*. Washington DC: Woodrow Wilson Center Press.

O'Toole, R. (2007) Debunking Portland: The City That Doesn't Work. *CATO Institute Policy Analysis*. No. 596.

Lewyn, M. (2007) *DEBUNKING CATO: Why Portland Works Better Than the Analysis of Its Chief Neo-Libertarian Critic*. Congress for the New Urbanism.