



Savannah, GA: A Planned Colonial City
(Illustrates key characteristics of early American planning)

URBS 602: URBAN PLANNING PROCESS **(Fall 2009)**

Contact Information:

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URBS 602 Syllabus (p.2)

Course Purpose and Goals

In the course textbook, the authors state that the central question of planning theory is “what role can planning play in developing the good city and region within the constraints of a capitalist political economy and a democratic political system?” In answering this question, the course will examine the major themes of American planning theory, history, ethics, and politics. Since there is an ongoing debate about these issues, we will review multiple perspectives and hopefully, by the end of the course, you will develop your own personal philosophy of planning theory and practice. Therefore, the goals of the course are to help each student develop:

- An appreciation of the intellectual foundations of the profession.
- An understanding of the alternative planning models that have guided modern planning practice.
- An understanding of the ethics of planning as defined in the American Institute of Certified Planners’ (AICP) Code of Planning Ethics and APA’s Ethical Principles.
- An exposure to many of the central readings and issues that are included in the planning theory and history sections of the national AICP examination

“Lead Discussant” for Required Readings

In order to give graduate students an opportunity to participate in the planning theory debate, for each class students will sign up to serve as “Lead Discussants” and will highlight the major arguments made by the authors and analyze them by discussing the basis for the arguments, the context for the arguments, etc. of each assigned reading.

NOTE : While a Lead Discussant will describe each reading, all students are expected to complete the required readings and participate in the open discussion following the report by the Lead Discussant.

Oral and Written Presentations and other Course Requirements

All urban planners and managers need professional communication skills (e.g. writing professional memos, making oral presentations, working in teams, etc.), so the course will include several types of communication assignments including:

- I. Three written analytical papers: Using the memo format and responding to the questions raised in paper assignment, 2 short (approximately 5 page single-spaced) written papers will be assigned analyzing case studies and examining the linkage of practice and theory.
- II. Oral presentation: Each student team will make a 5 minute oral presentation (with visuals) of Paper #3
- III. Exams: The course will include two written examinations.

Disability Accommodations

Every attempt will be made to accommodate qualified students with disabilities. If you are a student with a documented disability, please see the instructor as early in the semester as possible to discuss the necessary accommodations, and/or contact the MSU, Mankato Disability Services office at (507)389-2825 (V) or 1-800-627-3529 (MRS/TTV).

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Course Schedule

Date	Topic	Required Reading/Assign. Due*
8/25/09	Introduction to Course: Participants, Instructor, Content and Format of Course. Discuss Perceptions of Planning and Cities	For background on professional planning issues and practice, see C. Hoch (selected chapters)
9/1/09	Antecedents to Modern Planning: European Traditions, Colonial planning,	C/F-pp. 1-15
9/8/09	Modern City Planning 1890-1960: Garden City, City Beautiful, City Efficient, Radiant City, Broadacres, Urban Renewal	C/F-pp. 19-80
9/15/09	Modernist Planning Since 1960 and Post-Modernism	C/F-pp. 108-123
9/22/09	Report #1 Presentation	Report # 1 Due
9/29/09	EXAM #1	EXAM #1 (in-class)
10/6/09	Planning Models 1,2, & 3: Rational and Incremental, Mixed Scanning	C/F - pp. 196-209
10/13/09	No Class-Policy Analysis Conference	
10/20/09	Planning Models 4, 5, &6: Advocacy, Equity, and Transactive	C/F - pp. 210-223, 224-236, 75-80
10/27/09	Planning Models 7, 8, 9: Feminist, Strategic, Communicative	C/F – pp. 376-400, 237-255
11/3/09	Overview of Planning Theories and Models, Contingent Planning	Hudson article (handout)
11/10/09	No Class- AEA Conference	
11/17/09	Linking Theory and Practice- Case Studies, Report #2 Discussion	Report #2 DUE
11/24/09	Politics of Planning - Negotiations, Citizen Participation, Conflict Resolution	C/F-pp. 336-355, pp. 435-458
12/1/09	Planning Ethics	C/F-pp. 413-417 AICP Code of Ethics (handout)
12/8/09	Report #3 Presentation	Report #3 DUE
12/15/09	EXAM #2 DUE	EXAM #2 (Take Home)

*Note: Required Readings are S. Campbell and S. Fainstein. READINGS IN PLANNING THEORY (2nd ed.). Blackwell. (available at Univ. Bookstore). C. Hoch, THE PRACTICE OF LOCAL GOVERNMENT PLANNING, and Donald Krueckeberg. INTRODUCTION TO PLANNING HISTORY IN THE UNITED STATES.(both Hoch and Krueckeberg area available on Reserve at University Library)

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ANALYTICAL REPORT #1: HISTORICAL ERAS IN PLANNING

In Chapters 3, 4, 5, 7, and 10 of the Krueckeberg textbook titled INTRODUCTION TO PLANNING HISTORY IN THE UNITED STATES, (on Reserve at University Library) detailed descriptions are provided of major historical eras that shaped the development of planning practice. Select two chapters and compare these eras with regards to:

1. Characteristics of the era: What were the major influences on planning practice? Who were the major leaders during this era?
2. Principles of planning practice: What were the guiding concepts of planning practice during this era?
3. Analysis: What information did the authors present that described the effectiveness (or lack of it) of the planning during this era? What aspects of planning were ignored (e.g. politics, social issues)?

Write a maximum 5 page, single-space, analytical memo (following the Memo format). Each memo should contain a table (Excel or Word) that summarizes the characteristics of each era and refer to this in your memo. On the due date, be prepared to make a formal 5 to 10 minute oral presentation of your findings using Power Point.

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ANALYTICAL REPORT #2: PLANNING MODELS CASE STUDIES

In Chapters 14, 15, and 16 of the Campbell/Fainstein textbook, 3 case studies of planning practice are presented. Compare two of the cases with regards to:

1. Planning Models: Which of the major planning models discussed in class and in your readings is reflected in each of these cases? Be specific and explain how each case reflects the characteristics of one or more of the models.
2. Politics of Planning: What were the outcomes of the cases and to what extent did political factors (e.g. negotiation, staff influence, organizational structure, etc.) affect the outcome?
3. Analysis: What information did the authors present that described the effectiveness (or lack of it) of the planning models and how they were used?
4. Recommendations: If you were a planner assigned to each of these cases, how would you improve the planning process (e.g. should an alternative model been used, how could the model they used be implemented differently)?

Write a maximum 5 page, single-space, analytical memo (following the Memo format). Each memo should contain a table (Excel or Word) that summarizes the characteristics of each case and refer to this in your memo. On the due date, be prepared to participate in an open discussion of the cases.

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ANALYTICAL REPORT #3: EVALUATION OF PLANNING PRACTICE

In this team project, you and one other student are to work together and critically examine the practice of planning and decision-making through the eyes of a practicing planner. You will ask a local government planner to tell you a story (or case study) of an example of planning implementation that he/she experienced and that they feel best illustrates planning in their community. In completing the assignment, be sure to:

1. Form a student team and select a planner: You and one other student in URBS 602 should select a public sector planner who currently works in a city or county planning department or serves in planning capacity. To prevent duplication, students will need to identify city/county during first or second class meeting.
2. Schedule an interview: Contact the planner early in the term to schedule a time when your team can interview him/her. During the taped interview, your team will ask the planner to fully describe his example of planning implementation (from the beginning to end) that best illustrates planning in their community. Once they have finished, feel free to ask follow-up questions regarding any points that were not clear or to get further information on context, behaviors, politics, etc. A tape record of the interview is needed so you will have an accurate account of the story and will not need to take notes throughout interview.
3. Write Analytical Paper: You will write one paper but the student team members should write an equal number of sections of the paper. In the paper, you will summarize the story and analyze what the story tells you about:
 - NATURE OF THE PLANNING OPERATION: Is the focus of the city/planning operation on immediate or long-term issues? Are the staff primarily concerned with technical operations or political realities? Do the goals of the department emphasize physical land use development, environmental protection, social issues, etc?
 - NATURE OF DECISION MAKING: Is planning implementation confined to a single agency or dispersed among several departments or agencies? Who are the important political decision makers such as interest groups, elected officials, etc? What were the staff attitudes towards citizen involvement in planning?
 - ROLE OF THE STAFF: How did the staff perceive their role (e.g. technician, politician, hybrid)? Were any ethical issues raised in the case? Do you believe there are ethical issues related to planning practice in this community ?
 - CONCLUSIONS/RECOMMENDATIONS: Which planning model(s) apply to the planning operation in this community? Why? What are your recommendations for improving the planning operation?

Write a 5 page single-spaced report using the memo format and be prepared to make a 5-10 minute team presentation with Power Point visuals.