

Department of City and Regional Planning

University of North Carolina at Chapel Hill

PLAN 204 -- Theory of Planning

Fall 2005

MW 11:00-12:15

Harvey Goldstein

Joshua Drucker, TA

Course Syllabus

Objectives

This course offers students new to the field, as well as those with prior professional experience, a sound appreciation of planning's intellectual roots. The theoretical tools and concepts covered both in their historical context and in terms of contemporary practice allow the student to enter confidently the inevitable debates about how planning should be conducted, what the role(s) of the planner should be vis a vis other actors, and in which directions the field should be steered in the future. The course should also provide each student with a grounding in the ethical principles underlying the field to be able to come to terms with the inevitable dilemmas and value conflicts that every professional planner faces on a day-to-day basis.

Format

The course consists of a series of lectures interspersed with smaller seminar discussions. Case studies are used to add concreteness and to highlight episodes of planning practice that offer particularly poignant and rich planning theoretic lessons.

The lectures are used primarily to help organize material from the assigned readings in a systematic way and to stimulate thought and discussion. *They are not a substitute for a careful reading of the assigned literature.*

Participation in class discussions is expected and, indeed, is a requirement of the course. Almost every lecture will allow time for discussion, while the seminar discussions are entirely devoted to discussion by all students in the class. Seminar groups will be organized during the first week of class; the two instructors will rotate between the groups during the semester.

Reading Material

Required readings draw from two primary texts as well as a from a number of other books and journals. The two primary texts, John Friedmann, *Planning in the Public Domain* (Princeton University Press, 1987), and Donald Schon, *The Reflective Practitioner*, have been ordered and

are available for purchase at UNC Student Stores. Two copies of all other required readings are on library reserve. One copy is available to check out to make your own course pack (highly recommended!), and one copy is available for reading in the library.

Requirements

Assigned readings: All readings should be completed *before* the class session on which they are to be discussed during the lecture or seminar. In some cases you will see the value of re-reading selected articles after class.

Class participation: Attendance at all scheduled classes is expected. Contributing informed discussion points and asking probing questions are measures of performance that will enter into each student's final evaluation.

Written assignments: There are five written assignments required of each student. Every student will write a Planning Dilemma paper (3-4 pages) due September 12, 4:00 PM, and a final Personal Philosophy of Planning paper (6-8 pages) due December 2 (Friday), 4:00 PM. In addition, each student will write a short paper (2-3 pages) on three planning case studies. Details on each of these paper assignments will be provided.

Grading: Grades will be given separately for each assignment and then combined according to the following weights: Dilemma paper -- 10 percent; three Case Study papers -- 15 percent each; Final Theory paper -- 25 percent; Class Participation -- 20 percent.

Office Hours

Office hours for Professor Goldstein (Room 304 NE) and Mr. Drucker will be announced during the first week of class. You are cordially invited to take advantage of these. Both instructors are also available by appointment when scheduled office hours are not convenient.

UNC-CH Honor Code

The UNC Honor Code states: "It shall be the responsibility of every student at the University of North Carolina at Chapel Hill to obey and to support the enforcement of the honor code, which prohibits lying, cheating, or stealing when these actions involve academic processes or University, student, or academic personnel acting in an official capacity."

In this course you are permitted (and encouraged!) to discuss ideas and issues raised by the readings, lectures, or seminars with other students, as well as to exchange drafts of written work for feedback and proofreading with fellow students. You must, however, appropriately cite all ideas that are not your own in all written work.

Reading List

Session 1 8/31 Introduction to the Course

Session 2 9/5 Dilemmas of Planning Practice

1. H. Rittel and M. Webber. 1973. "Dilemmas in a General Theory of Planning." *Policy Sciences* 4: 155-69.
2. D. Schon. 1983. *The Reflective Practitioner: How Professionals Think in Action*. New York: Basic Books. Chapter 1 (pp. 3-20).
3. Sample of dilemma papers from last year.

Session 3 9/7 Overview of Planning Theory Traditions

1. S. Campbell and S. Fainstein. 1996. "Introduction: The Structure and Debates of Planning Theory," in S. Campbell and S. Fainstein (eds.), *Readings in Planning Theory*. Cambridge, MA: Blackwell Publishers.
2. J. Friedmann. 1987. "Two Centuries of Planning Theory: An Overview," in J. Friedmann. *Planning in the Public Domain*. Princeton, NJ: Princeton University Press.

Session 4 9/12 SEMINAR: Discussion and Evaluation of Dilemma Papers (Groups A/B in Rm. 102; C/D in Rm. 305)

Read all papers from your combined group (A/B or C/D) prior to class (papers on desk reserve).

Session 5 9/14 Planning in the Progressive Era

1. R.E. Foglesong. *Planning the Capitalist City*. Princeton: Princeton University Press, 1986. Chapters 7, 8.
2. R. Lubove. "The Roots of Urban Planning," in R. Lubove (ed.). *The Urban Community: Housing and Planning in the Progressive Era*. Pp. 1-17.
3. Optional: T. J. Schlereth. "Burnham's Plan and Moody's Manual: City Planning as Progressive Reform," *Journal of the American Planning Association*, Vol. 47: 70-85.

Session 6 9/19 Two Different Views of Planning: RPAA vs. the RPNY.

1. C. Sussman (ed.). *Planning the Fourth Migration: The Neglected Vision of the Regional Plan Association of America*. Cambridge, MA: The MIT Press. Pp. 1-45 (browse pp. 49-93 as interested).
2. H. Kantor. 1973. "Charles Dyer Norton and the Origins of the Regional Plan of New York," *Journal of the American Institute of Planners* (January), pp. 35-42.
3. Optional: D. Krueckeberg (ed.). *The American Planner: Biographies and Recollections*. New York: Methuen, pp. 18-22.

Session 7 9/21 The Rise of the 'Broker' State: Planning in the New Deal

1. R. A. Lawson. 1971. *The Failure of Independent Liberalism 1920-1941*. New York: Putnam. Preface and pp. 61-66. Pp. 219-49 recommended, but optional.
2. Marion Clawson. 1981. *New Deal Planning: The National Resources Planning Board*. Baltimore: Resources for the Future. Pp. 84-104.
3. J. Friedmann. 1987. *Planning in the Public Domain: From Knowledge to Action*. New Jersey: Princeton University Press. Pp. 87-97, 105-110.

Session 8 9/26 The Idea of Rationality

1. J. Friedmann. 1987. *Planning in the Public Domain: From Knowledge to Action*. Pp. 97-105.
2. E. Reade. 1985. "An Analysis of the Use of the Concept of Rationality in the Literature of Planning," in M. Breheny and A. Hooper (eds.), *Rationality in Planning*. London: Pion Limited.

Session 9 9/28 Legitimation of Planning and Concept(s) of the Public Interest

1. T. Moore. 1978. "Why Allow Planners to Do What They Do? A Justification from Economic Theory," *JAIP*, October, pp. 387-396.
2. R. Tugwell and E. Banfield. 1951. "The Planning Function Reappraised," *JAIP*, Winter, pp. 46-49.
3. R. Klosterman. 1985. "Arguments For and Against Planning," in S. Campbell and S. Fainstein (eds.), *Readings in Planning Theory*, pp. 150-168.

Session 10 10/3 VIDEO: Cadillac Desert

1. M. Reisner. (1993). *Cadillac Desert: The American West and its Disappearing Water*, chapter 2, pp. 52-103.

Session 11 10/5 SEMINAR: Discussion of the Cadillac Desert (Groups A/C, B/D)

Session 12 10/10 The Rational-Comprehensive Model

1. E. Banfield. 1955. "Note on a Conceptual Scheme," in M. Meyerson and E. Banfield. *Politics, Planning, and the Public Interest*. Glencoe IL: The Free Press.

2. B. Harris. 1967. "The Limits of Science and Humanism in Planning," *JAIP*, pp. 324-335.

3. P. Davidoff and T. Reiner. 1962. "A Choice Theory of Planning," *JAIP* 28. Reprinted in A. Faludi (ed.), *A Reader in Planning Theory*, Oxford: Pergamon Press, pp. 11-39.

4. Optional: L. Dalton. "Why the Rational Paradigm Persists: The Resistance of Professional Education and Practice to Alternative Forms of Planning," *Journal of Planning Education and Research* 5: 147-53.

5. Optional: E. Greenwood. 1958. "The Relationship of Science to the Practice Professions," *JAIP* 24: 223-32.

Session 13 10/12 Reactions and Refinements to the Rational Model

1. C. Lindblom. "The Science of Muddling Through," reprinted in S. Campbell and S. Fainstein (eds.). *Readings in Planning Theory*, pp. 288-304.

2. M. Meyerson. 1956. "Building the Middle-Range Planning Bridge to Comprehensive Planning." *JAIP* 22. Reprinted in A. Faludi (ed.). *A Reader in Planning Theory*, pp.127-138.

3. A. Etzioni. 1967. "Mixed Scanning: A Third Approach to Decision-making." Reprinted in A. Faludi (ed.), *A Reader in Planning Theory*, pp. 217-29.

4. Optional: C. Lindblom. 1979. "Still Muddling, Not Yet Through," *Public Administration Review* (November/December): 517-26.

Session 14 10/17 The Advocacy Planning Model and Equity Planning

1. P. Davidoff. 1965. "Advocacy and Pluralism in Planning," *JAIP* 31,4: 544-55. Reprinted in S. Campbell and S. Fainstein (eds.) *Readings in Planning Theory*, pp. 305-23.
2. A. Heskin. 1980. "Crisis and Response: An Historical Perspective on Advocacy Planning," *JAPA* 46: 50-63.
3. D. Mazziotti. 1974. "The Underlying Assumptions of Advocacy: Pluralism and Reform," *JAIP* 40: 38-48.
4. Optional: American Planners Association. 1994. *Planning and Community Equity*, various chapters as interested.
5. Optional: N. Krumholz and P. Clavel. 1994. *Reinventing Cities: Equity Planners Tell Their Stories*, pp. 1-22, elsewhere as interested.

Session 15 10/19 SEMINAR: Cleveland Policy Plan Case Study (A/D; B/C)

1. N. Krumholz, J. Cogger, and J. Linner. 1975. "The Cleveland Policy Planning Report," *JAIP* 41, No. 5. Also, optional Forum articles in same *JAIP* issue.
2. N. Krumholz. 1982. "A Retrospective View of Equity Planning: Cleveland, 1969-1979," *JAPA* 48: 163-74. Reprinted in S. Campbell and S. Fainstein (eds.). *Readings in Planning Theory*, pp. 344-62.

10/24 – NO CLASS

Session 16 10/26 Pragmatism and Its Influence on Planning

1. C. Hoch. 1984. "Doing Good and Being Right: The Pragmatic Connection in Planning Theory," *JAPA* 50, 3: 335-44.
2. H. Blanco. 1994. *How to Think About Social Problems: American Pragmatism and the Idea of Planning*. Westport CT: Greenwood Press. Browse pp. 3-25, read pp. 25-80. Pp. 147-201 optional.

Session 17 10/31 The Social Learning Model

1. J. Friedmann. 1987. *Planning in the Public Domain: From Knowledge to Action*. Pp. 181-202, 216-19.
2. J. Friedmann. 1973. *Retracking America*. Pp. 171-193.
3. P. Freire. 1993. *Pedagogy of the Oppressed* (2nd ed.). New York: Continuum. Forward and

pp. 106-19.

4. Optional: Youth Action Research Group. 2000. *Development for Whom?* (On reserve).

Session 18 11/2 VIDEO: *Holding Ground: The Rebirth of Dudley Street*

1. P. Medoff and H. Sklar. 1994. *Streets of Hope: The Fall and Rise of an Urban Neighborhood*, pp. 7-35, elsewhere as interested.

Session 19 11/7 SEMINAR: Discussion of *Holding Ground* (C/D; A/B)

Session 20 11/9 Reflection-in-Action

1. D. Schon. 1983. *The Reflective Practitioner*. New York: Basic Books. Review chapter 1, then read chapters 2,5,6,7. Other chapters as interested.

2. M. Rein and D. Schon. "Reframing Policy Discourse," in F. Fischer and J. Forester (eds.), *The Argumentative Turn in Policy Analysis and Planning*. Durham, NC: Duke University Press.

Session 21 11/14 Critical Theory and Communicative Action

1. J. Forester. 1989. *Planning in the Face of Power*. Berkeley, CA: University of California Press. Chapter 9, "Understanding Planning Practice."

2. H. Goldstein. 1984. "Planning as Argumentation," *Environment and Planning B* 11: 297-312.

3. Optional: P. Healey. 1992. "Planning Through Debate: The Communicative Turn in Planning Theory." Reprinted in S. Campbell and S. Fainstein (eds.), *Readings in Planning Theory*, pp. 234-64.

Session 22 11/16 SEMINAR: Collaborative Planning Processes (B/D; A/C)

1. J. Innes. 1996. "Planning Through Consensus Building: A New View of the Comprehensive Planning Ideal." *JAPA* 62 (4): 460-72.

2. K. Lowry, P. Adler, and N. Milner. 1997. "Participating the Public: Group Processes, Politics, and Planning." *Journal of Planning Education and Research* 16: 177-87.

3. C. Tauxe. 1995. "Marginalizing Public Participation in Local Planning: An Ethnographic

Account,” *JAPA* 61 (4): 471-81.

4. M. McCloskey. November 1996. “The Limits of Collaboration,” *Harper’s Magazine*. Pp. 36-7.

Session 23 11/21 Post-Modernist Perspectives on Planning and Planning Theory

1. D. Harvey. 1990. *Condition of Postmodernity*, chapters 3, 4, 6. Other chapters as interested.

2. R. Beauregard. 1996. “Between Modernity and Postmodernity: The Ambiguous Position of U.S. Planning,” in S. Campbell and S. Fainstein, *Readings in Planning Theory*.

3. Optional: J. Friedmann. 1993. “Toward a Non-Euclidean Mode of Planning.” *JAPA* 59: 482-5.

Session 24 11/23 Synthesis(?) of Planning Theories

1. B. Hudson. 1979. “Comparison of Current Planning Theories,” *JAPA* (October): 387-98, plus comments by Kauffman and Galloway, pp. 399-406.

2. J. Friedmann. 1987. “Epilogue,” in *Planning in the Public Domain*, pp. 413-17.

3. Optional: T. Sager, “Paradigms Persist, but the SITAR Needs Tuning.”

Session 25 11/28 Professional Ethics I

1. T. Harper and S. Stein. 1992. “The Centrality of Normative Ethical Theory to Contemporary Planning Theory,” *Journal of Planning Education and Research* 11: 105-16.

2. C. Anderson. 1985. “The Place of Principles in Policy Analysis,” in M. Wachs (ed.), *Ethics in Planning*.

3. R. Bolan. 1985. “The Structure of Ethical Choice in Planning Practice,” in M. Wachs (ed.), *Ethics in Planning*.

Session 26 11/30 SEMINAR: Professional Ethics II (B/C; A/D)

1. E. Howe and J. Kaufman. 1979. “The Ethics of Contemporary American Planners,” *JAPA*. Pp. 243-55.

2. C. D. Barrett. 1989. “Planners in Conflict,” *JAPA*. Pp. 474-76.

3. M. Wachs. 1989. “When Planners Lie with Numbers,” *JAPA*. Pp. 476-79.

4. W. H. Lucy. 1988. "APA's Ethical Principles Include Simplistic Planning Theories," *JAPA*. Pp. 147-48.

5. Skim: *AICP/APA Code of Ethics*.

Session 28 12/5 SEMINAR: Discussion of Final Papers (A/B; C/D)

Read all group papers prior to the seminar.

Session 29 12/7 Course Wrap-Up and Evaluation

You've made it!! Please bring syllabus to class.