
URBDP 564 A
Planning History, Theory, Ethics

Instructor: Bob Mugerauer
Time: Wednesday, 1:30-4:20
Place: Gould 100

Educational Objective:

The course is an advanced lecture/seminar for graduate students, focusing on foundational issues. It is intended to engage students in the “big questions” concerning the goals, values, and strategies which shape our social and physical environments and the activities and roles of professional planners. The course provides an opportunity to become knowledgeable about and to critique what planning has done in the hundred and fifty years. We also will focus on what usually remains in the background as taken for granted or unchallenged: the character of planning knowledge and contending the world-views and assumptions. The project amounts to becoming conscious of the structural possibilities and limitations of planning and more responsible for our personal contributions, especially in regard to social justice.

Educational Approach:

The course will be a classical lecture/seminar, with the instructor providing some lecture material, but mainly the faculty member and students together analyzing the subject matter by focusing on readings and problems through discussions and written exercises. Both written and oral skills will be developed. Note: **While learning about ethical theories gives us knowledge, in itself it does not make us any more capable of better ethical conduct—that comes through practice making good judgments about particular cases and acting appropriately (from which, over a life time, perhaps bit of wisdom might emerge). Our class discussions will concentrate on practicing/debating making such judgments and processes of legitimate decision-making.**

Course Content:

The course will consider major historical, theoretical, and ethical alternatives. As to the historical development of planning, we will consider the major landmark projects, persons, and institutions since the Civil War, as well as the ideas of capital development, tensions among the public and private spheres, social control, professionalism, and the desired forms for society, including the troubled issues of environmental well-being, inequality, and justice in relation to economic development. Major theoretical models and world views considered will include the varieties of rational planning (including communicative action), with a special focus on exploring the increasingly important complexity theory. We will treat ethical issues such as distributive justice, value hierarchies, and principles of professional conduct (such as professional-client relationships, deception, confidentiality, consent). The course will include synthetic exercises focusing on current social-planning problems.

Texts:

Judith Innes and David Booher, *Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy* (New York: Routledge, 2010).

and shorter excerpts to be posted on the Canvas system, such as selections from

- Dorceta E. Taylor, *Toxic Communities: Environmental Racism, Industrial Pollution, and Residential Mobility* (New York: New York University Press, 2014).
- Kristin Shrader-Frechette, *Environmental Justice: Creating Equality, Reclaiming Democracy* (New York: Oxford University Press, 2002).

(A Reader on Planning History will be on reserve in the CBE Library for consultation for the class presentations on planning history, but does **not need to be read** for the course)

Assignments:

There will be regular reading assignments and two writing projects (one an essay examination on the history of planning; the other a 9-12 page paper engaging complexity theory, both of which will be **due on Monday, March 12**—that is, at what would be the scheduled final exam time—this will be further explained as we go). It is expected that students will come to class prepared to discuss the assigned material and ideas, and to participate actively. Students will contribute a short reading—“case”—from current news systems concerning the gaps between those who have and those who don’t, be responsible for being part of a group leading one of the ethics discussions based on these student-selected cases, and make short presentations analyzing and debating the landmarks of planning history. There is almost no other outside work for the course. The focus will be on reading, interpretation, analysis, and honest discussion.

Evaluations: Grades to be determined by

I. Participation

A) Mandatory report on your reading of assignments to be posted on canvas by 10 am of that class day. I will use this information to figure out how to conduct that particular class session.

Reminder: DO NOT LIE in an ethics class; be honest. There is **not a grade for this**; but there is a **penalty** if you fail to do it. For each time you fail to report, one point will be deducted from your participation grades (so missing all 10 would severely limit your final grade). Saying “I forgot” won’t cut it; it either is posted by 10 or it is not.

The format is simple: along with your name, provide the following information:

On this week’s assignment I read:

- ___ all or almost all
- ___ most
- ___ not very much

B. Ethics

Generate one short case of a gap between those who have ... and those who do not; & upload this to canvas system

Then make a presentation on that self-chosen topic as part of a group panel -- 10%

C. History

Presentation as part of a group on one of the landmark cases – 10%

II. Major Papers

History:

Mastery of the historical subject matter as demonstrated in a written essay examination covering a major theme that winds through the last 150 years of planning (there will be an individual option of taking the exam in one or two stages and as a take-home or in-classroom examination),

2 options-

- Comprehensive final -- **due on Monday, March 12** (that is, at what would be our
 - scheduled final exam time)—40%.
- Midterm (**approximately on xxx**) & non-cumulative final—**due Monday, March 12**

Theory/Ethics

- Engagement and exploration of the theoretical subject matter as demonstrated in a written paper thinking about the built environment and experience in the mode of complexity theory (the 9-12 page paper will be due on **Monday, March 17** (the scheduled exam time)—40%.

Student Class Presentations on History Landmarks

Each student will make a presentation with two parts. The first part will be to the class, with a short handout; the second part will be a transformation into SHORT written form, to be handed in and graded. Note, only the written version is graded.

In-Class

In each class we will devote 30 minutes to student led discussion of a history topic—I will give you a broad issue on which to focus. Presenters can either coordinate with each other or work independently as they choose.

The format is intended to focus the topic and facilitate class discussion (potentially also to provide a good study aid) on one of the planning landmarks. The goal is to stimulate, not deaden, discussion. This requires practiced, brisk, and focused presentations. Because several students present each day and we want to stimulate class discussion (NOT make a long mini-lecture), each presentation should be brief (say 5 minutes). If you choose, presenters can briefly “debate” the issue, then open it up to the class.

For the in-class presentation:

- Reflect on the lecture and the supplemental readings in the Course Reader on reserve in the library or from the Reading List (which will increase your expertise and allow you to see what others have to say on the topic).
- Generate a short (1 page maximum) handout covering your main points in a clear “outline” format.
- Be as clear, precise, and concrete as you can. Good presentations work from the handout, using it as notes, but not read verbatim. You do not—should not—try to cover everything on your handout. Do not be afraid to lead with an interesting point and let the class take it up, without feeling that you have to hold the floor and read through all your points. An excellent presentation may be one that disappears and doesn’t get finished because the class has run off with the issue in a lively discussion.

Written version—due at classtime **the following week**

Because presentations mysteriously fail or succeed, often for reasons having nothing to do with the quality of preparation/delivery, the grade for this assignment is not based on the actual class presentation, but on the written version. You will be graded on the basis of the best possible presentation that could have been made, not on how it actually went.

For the written version,

- Pay attention to what the other presenters and the class say, since you may think of new points or change your mind, and so on.
- Flesh out the presentation (if appropriate, revising what you have to say on the topic) into a short paper (**1 page; bullet points are oks**)—instead of the outline form of the in-class version, put your ideas into sentences and paragraphs—unless your outline is fairly detailed.

NAME _____

I. Sign-up for presentations on History Topics. Indicate 1st and 2nd choices.

<u>1ST choice</u>	<u>2nd choice</u>	<u>History Topic for Presentation</u>
		Tenement Reform/Parks
		Utopias, Co. Towns, Garden City
		Chicago: 1893 World Fair & 1909 Plan
		City Beautiful & Practical
		Rockefeller Center
		Regional Planning Association of America/
		National Resources Planning Board
		Post-WWII Highways
		Post-WWII Housing
		Urban Renewal

EXAMPLE ONLY

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EXAMPLES FROM THE PAST

Examples of planning history themes I have used as the basis for exam questions—all of these have emerged in the history lectures:

Planning as Scientific: How have the identity and authority of planning developed because of planning's evolution as scientific, that is as rational, objective, and with impact on the practices, procedures, and techniques of practice? (Taking account of the varying "definitions" of rationality would be part of the consideration.)

Planning as Communicative Action: It often is asserted that the two main roots of American Planning are the impulse to become scientific-rational and the impulse to reform. It also has been pointed out that an additional dimension is found in the importance of "rhetoric, persuasion, and image shaping (through verbal, visual, and quantitative means). As we will see later, the theorist Jurgen Habermas speaks of this third dimension as "communicative action" in a view which would define planning as "the shaping of attention, as defining what counts as a problem and what solutions might look like." Describe and Explain how and to what extent planning has developed as such communicative action.

The Complex, Changing Relationship between Physical Planning and Social-Economic (Policy) Planning: Trace and explain the various relationships between these two dimensions over the last 150 years. For example, sometimes they are opposite, sometimes coordinated, one or the other may dominate, one may be submerged, etc.

Planning as "Done Unto Others": Describe and explain the extent to which planning developed as "planning being done 'unto' others." Give the details by specifying and accounting for who, did what, in what manner, on half of whom; also make explicit any patterns that emerge, such as "group or type X tends to plan using economics on behalf of group Z, while group or type A tends to plan using physical environments on behalf of group C.

Planning as an Instrument of Capitalism: Whether deliberately or not, to what extent has planning, through its practices and social-physical outcomes, in fact primarily facilitated the development of private or corporate capital (that is, of the private sector's opportunities, interests, and profits, rather than that of general public or civic interests)? (In addition to the explicit use of planning to support capitalism, have not even what appeared to be alternatives ultimately been bent to capitalism's purposes?)

On the History Paper/Exam

I find it very strange to write this, especially to a graduate class, but it seems necessary to try to increase student success.

Each year, surprisingly, 3-5 students do not successfully answer (or barely pass) the planning history test/essay because they fail to follow one of the crucial, non-optional directions:

“Write as much as you can in 3 hours; it is more important to cover all the relevant landmarks in some detail rather than only a few in great detail—you are called on to exercise judgment as well as knowledge.”

This is unnecessary and avoidable. The test is not difficult: it simply asks you to show competence in basic material (that does not require outside or additional readings or study). Listening, participating, and taking notes in the traditional fashion facilitates a more engaging, effective learning experience (which obviously is inhibited if you dis-attend by engaging with content on your electronic devices).

- **In order to use all the relevant planning landmarks and precedents that we have covered in lecture you obviously need good notes from each and every lecture.**
- **If you miss a class it is important to get notes from a classmate.**
- **I understand that listening to a lecture and taking notes is difficult if English is not your first language. (I learned that through my own experience outside the U.S.) If this is the case you should find some way to cooperate with some of your classmates—through study groups or other methods—to generate a good complete set of notes that you understand.**

Note: listening to oral presentations and being able to have notes from them is an essential skill for a planner. You need to be able to do so when dealing with public participation sessions, accurately preparing or revising projects as directed by a commission, being able to correctly testify before a hearing board or in court, absorbing and being ready to implement a change in direction mandated by a new regime of power, and so on. If you can't do this your career will be very limited, if not short-lived.

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Planning Theory Paper

As we will learn in some of our readings, Jane Jacobs has been a major force in opposing top-down planning that destroys urban systems. Her wonderful writing provides both the details of phenomena such as “busy inner-city streets being safe” and “streets as a social meeting place matching American habits and preferences” then clarifies the relationships among the major features. She did her work when opposing her nemesis, authoritarian New York city planner Robert Moses, and arguing for an incremental, bottoms-up approach (you may have such a struggle in mind, but perhaps not).

Your assignment is to write a 9-12 page position paper in the mode of Jane Jacobs that makes the case for recognizing/understanding and acting on the city as a complex system. Your case will be made by giving a complex description of the multiple factors and their many feedback loops for an urban phenomena of interest to you. Your task is to provide the empirical detail and conceptual analysis that would help official planners understand and plan in light of complexity. Your description and analysis is supposed to show how it is that many factors interact to generate the complex overall phenomena. This would be a basis for arguing that/how an incremental approach (of small-scale changes) that recognizes and helps facilitate the right conditions for the complex interactions to be the most effective—that would best enhance the resilience of the system’s dynamic, generative processes. In sum, your position paper should provide a bottoms-up case that convincingly would counter the imposition of a big top-down plan.

FOR YOUR PHENOMENA:*

- [following from your observations and keeping our Jane Jacobs’ readings in mind] PRESENT A DIAGRAM, SHOWING AT LEAST SHOWING THE MAJOR FEEDBACK LOOPS [CONNECTIONS/INTERACTIONS/BASIC IMPACTS]
- DESCRIBE IN WORDS, MAINLY GETTING THE DYNAMICS OF WHAT IS GOING ON and then briefly make explicit how modest, incremental changes could change the overall “outcome”
- THIS IS TO DISCERN AND SHOW/DESCRIBE THE PATTERN, DOING AN INITIAL ANALYSIS.

*There are zillions of such phenomena: Economic-Social (jobs, real estate values, homelessness, distressed communities, mass transit); Ecological (ecosystem collapse, pollution, loss of species, habitat change); Health (diabetes, drug addiction, famine),

- Reminder: the paper is due on **Monday, March 12**

You might like to play around with such dynamics on the MIT StarLogo website:

<http://www.media.mit.edu/starlogo>

& <http://beelab.cas.psu.edu> which is related to a book: *Self-Organization in Biological Systems*

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Readings and Discussion Topics

<u>Date</u>	<u>History Lecture Topic</u>	<u>Student History Presentations</u>	<u>Theory & Ethics Assignments</u> [TENTATIVE-MAY CHANGE]
1/3	Course Mechanics & Tenement Reform/Parks	X	Initial discussion on Ethical Issues of Access/Barriers to Resources
1/10	Utopias, Company Towns Garden City & Lecture: Major Planning Theories	---	Jane Jacobs, handout Innes & Booher, Chs 1 & 2 1 st application of Complexity Theory:
1/17	Chicago: 1893 World Fair & 1909 Plan & Lecture: Basic Ethical Concepts	---	EXAMPLES OF EXPERIENCES DUE 2 nd application of Complexity Theory
1/24	City Beautiful & Practical	...	Reading & Discussion: Environmental Justice -- Taylor, Shrader-Franachette
1/31	Rockefeller Center & Ethics Overview	.....	1 st Discussion of Student-generated ethics cases
2/7	Regional Planning Assoc. America/ National Resources Planning Board	...	2 nd Discussion of Student-generated ethics cases
2/14	Post-WWII Highways.....	.....	More on Complexity/Innes & Booher
2/21	Post-WWII Housing .....	.....	More on Complexity/Innes & Booher
2/28	Urban Renewal .....	.....	3 rd Discussion of Student-generated Ethics Case More on the 2 paper assignment
3/7	X	.....	4th Discussion of Student-generated...

The last UW class day of the quarter is March 9

Reminder: THE FIRM, NON-NEGOTIABLE, DUE DATES OF BOTH ASSIGNMENTS: THE PAPER ON THEORY-ETHICS AND THE COMPREHENSIVE EXAMINATION ON HISTORY WILL BE DUE THE END OF THE DAY WHEN OFFICES ARE LOCKED (+/- 4:45-5:00) ON MONDAY, MARCH 12