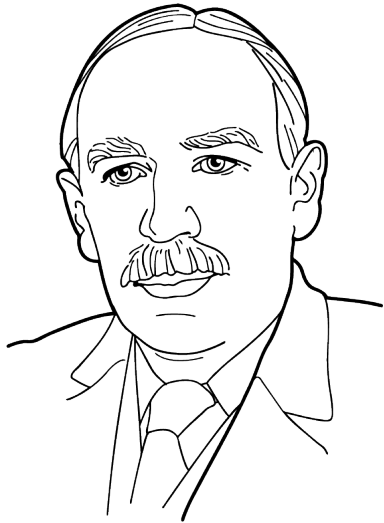


URBDP 528
HISTORY, ETHICS, FORM, AND THEORY II
Winter 2024



Professor:

Mark Purcell

mpurcell@uw.edu

Office hours: by appointment
(just e-mail me or catch me after class!)

Class meeting times and location:

Tuesday/Thursday, 10:00-11:20
Gould 322

Teaching Assistant:

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Office hour: Th 12:30-1:30



Course website:

<https://canvas.uw.edu/courses/1716257>

Introduction

“The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed the world is ruled by little else. Practical men, who believe themselves to be quite exempt from any intellectual influence, are usually the slaves of some defunct economist. Madmen in authority who hear voices in the air, are distilling their frenzy from some academic scribbler of a few years back. I am sure that the power of vested interests is vastly exaggerated compared with the gradual encroachment of ideas.”

– John Maynard Keynes, 1936

“Society's course will be changed only by a change in ideas. First you must reach the intellectuals, the teachers and writers, with reasoned argument. It will be their influence on society which will prevail, and the politicians will follow.”

– Friedrich Hayek, 1954

This course is a continuation of URBDP 527, History, Ethics, Form, and Theory I. That course focuses on history and form. In this course we will turn our attention to planning theory and ethics. If, as Keynes and Hayek argue, ideas are indispensable to action, if every planning action is underlain—and even driven by—ideas, then it is essential for planners to understand the ideas of planning, or what we usually call planning theory. Our overriding goal this quarter is for you to become *critically literate* in planning theory. Being

literate means seriously examining and understanding the arguments of important theorists. Being critical means subjecting those arguments to sustained scrutiny, both from your own perspective and experience, and from the perspectives of other ideas in planning theory.

All of the planning ideas we encounter this quarter will be *normative* ideas, ideas about how planning *should* be, what it should be doing, or what the city should be like. And so the theories we study this quarter will always be, also, *ethical* arguments, arguments about right and wrong, or good and bad. Planning theory is always, in that way, planning ethics.

Course Goals

This course is a graduate seminar whose goal is to provide you with the opportunity to read, engage with, and critically question the important ideas in planning theory. To that end, we will read, discuss, and write about ideas and debates in planning. The course is not designed to impart applied techniques that you can use to fill your “toolbox” for professional practice. It is designed instead to give you the intellectual literacy that is essential to making informed and wise judgments about planning theory and practice. Therefore, the course goals are to develop:

- your critical literacy in past and current debates in planning theory and ethics
- your academic reading, writing, and discussion skills

Student Responsibilities

In thinking about how we are going to evaluate you, you need only to understand clearly what we expect from you in this class. For us, the most important responsibility is to take your own education seriously. That means sincerely engaging the readings, participating effectively in class discussions, and writing each assignment well. It means attending each class, prepared and on time. It means impressing us with a sincere intellectual curiosity about the subject of planning theory. Secondary to that, only by just a little, is the quality of the work you produce.

Instructor Responsibilities

Our responsibilities mirror yours: to take the class, the material, your work, and your learning seriously. That means giving you readings and assignments worth doing, working to make discussions lively and productive, providing timely feedback on assignments, and being present, prepared, and engaged at each class.

Course Readings

In the Course Reader, available in PDF format on the course website.

Assessment

Your final assessment in this course will be based on your performance on the following:

<i>Item</i>	<i>Percent</i>	<i>Date due</i>
Participation	25	Every class
Writing about the Reading	25	Every class
Discussion Questions	15	Every class
Final Essay Check-In	10	February 29
Final Essay	25	March 13 at noon

Academic Integrity

The University takes academic misconduct – cheating and plagiarism – very seriously. So do we. Both are violations of the University’s Student Conduct Code, and so we are required to report them immediately to the University’s Office of Community Standards & Student Conduct. Such violations *do* happen in UDP, and it is our responsibility to report them when they do. So: do not cheat or plagiarize.

This may seem obvious, but just so we are clear: **cheating** is using the work or ideas of others to complete your assignments instead of doing the work yourself. **Plagiarism** is representing the work of others as your own work without giving appropriate credit.

At this point in human history, one issue needs special mention. Artificial intelligence tools based on generative large language models (e.g. ChatGPT, among others) pose a grave threat to academic integrity. These tools have only been available to us for a short time, and currently not even their creators understand their power – for good and for evil. And so, for this course, you should not use them in any capacity.

If you have any questions about academic integrity, if you are at all unsure what is OK or not OK, don't hesitate to ask! We are happy to talk about it.

CLASS SCHEDULE

Week 1	
Thursday, January 4	Topic: Introduction to course and to each other
Week 2	
Tuesday,	Topic: Planning in Historical Context

January 9	<p>At-home reading: Knox, P. and McCarthy, L. (2011) Chapter 11 from <i>Urbanization</i>. Pearson.</p> <p>At-home assignment: Read the reading, and Discussion Question #1</p> <p>In-class work: Writing about the Reading #1, Discussion</p>
Thursday, January 11	<p>Topic: Three Kinds of Planning</p> <p>At-home reading: Marcuse, P. (2016) The Three Historic Currents of City Planning. <i>Readings in Planning Theory</i>. S. Fainstein and J. DeFilippis, Eds. Blackwell, pp. 117-131.</p> <p>At-home assignment: Read the reading, and Discussion Question #2</p> <p>In-class work: Writing about the Reading #2, Discussion</p>
Week 3	
Tuesday, January 16	<p>Topic: Introduction to Planning Theory</p> <p>At-home reading: Fainstein, S. and J. DeFilippis (2016) Introduction: The Structure and Debates of Planning Theory. <i>Readings in Planning Theory</i>. S. Fainstein and J. DeFilippis, Eds. Blackwell, pp. 1-16.</p> <p>At-home assignment: Read the reading, and Discussion Question #3</p> <p>In-class work: Writing about the Reading #3, Discussion</p>
Thursday, January 18	<p>Topic: Theories of Planning</p> <p>At-home reading: Klosterman, R. (2003 [1985]) Arguments for and against Planning. <i>Readings in Planning Theory</i>. S. Campbell and S. Fainstein, Eds. Blackwell, pp. 86-101.</p> <p>At-home assignment: Read the reading, and Discussion Question #4</p> <p>In-class work: Writing about the Reading #4, Discussion</p>
Week 4	
Tuesday, January 23	<p>Topic: Rational Planning</p> <p>At-home reading: Allmendinger, P. (2002) Chapter 3 of <i>Planning Theory</i>, Palgrave, pp. 53-80.</p> <p>At-home assignment: Read the reading, and Discussion Question #5</p> <p>In-class work: Writing about the Reading #5, Discussion</p>
Thursday, January 25	<p>Topic: Rational Planning?</p> <p>At-home reading: Lindblom, C. (2003 [1959]) The Science of 'Muddling through'. <i>Readings in Planning Theory</i>. S. Campbell and S. Fainstein, Eds. Blackwell, pp. 196-209.</p> <p>At-home assignment: Read the reading, and Discussion Question #6</p> <p>In-class work: Writing about the Reading #6, Discussion</p>
Week 5	
Tuesday, January 30	<p>Topic: Advocacy</p> <p>At-home reading: Davidoff, P. (1965) Advocacy and Pluralism in Planning. <i>Journal of the American Institute of Planners</i> 31(4): 331-338.</p> <p>At-home assignment: Read the reading, and Discussion Question #7</p>

	In-class work: Writing about the Reading #7, Discussion
Thursday, February 1	Topic: Marxism At-home reading: Harvey, D. (1978) On Planning the Ideology of Planning. <i>Planning Theory in the 1980s</i> . R. Burchell and G. Sternlieb, Eds. Center for Urban Policy Research, Rutgers University, pp. 213-233. At-home assignment: Read the reading, and Discussion Question #8 In-class work: Writing about the Reading #8, Discussion
Week 6	
Tuesday, February 6	Topic: Feminism At-home reading: Snyder, M. (1995) Feminist Theory and Planning Theory: Lessons from Feminist Epistemologies. <i>Berkeley Planning Journal</i> 10: 91-106. At-home assignment: Read the reading, and Discussion Question #9 In-class work: Writing about the Reading #9, Discussion
Thursday, February 8	Topic: Equity At-home reading: Krumholz, N. (1999) Equitable Approaches to Local Economic Development. <i>Policy Studies Journal</i> 27(1): 83-95. At-home assignment: Read the reading, and Discussion Question #10 In-class work: Writing about the Reading #10, Discussion
Week 7	
Tuesday, February 13	Topic: Communicative At-home reading: Harris, N. Collaborative Planning. <i>Planning Futures</i> . P. Allmendinger and M. Tewdwr-Jones, Eds. Routledge, pp. 21-43. At-home assignment: Read the reading, and Discussion Question #11 In-class work: Writing about the Reading #11, Discussion
Thursday, February 15	Topic: Consensus Building At-home reading: Forester, J. (1999) Dealing with Deep Value Differences. <i>The Consensus Building Handbook</i> . L. Susskind, S. McKearnan and J. Thomas-Larmer, Eds. Sage, pp. 463-493. At-home assignment: Read the reading, and Discussion Question #12 In-class work: Writing about the Reading #12, Discussion
Week 8	
Tuesday, February 20	Topic: Radical At-home reading: Sandercock, L. (1998) The Death of Modernist Planning: Radical Praxis for a Postmodern Age. <i>Cities for Citizens: Planning and the Rise of Civil Society in a Global Age</i> . M. Douglass and J. Friedmann, eds. Wiley, pp. 163-184. At-home assignment: Read the reading, and Discussion Question #13

	In-class work: Writing about the Reading #13, Discussion
Thursday, February 22	Topic: Radical At-home reading: Purcell, M. (2016) For Democracy: Planning and Publics without the State. <i>Planning Theory</i> 15(4): 386-401. At-home assignment: Read the reading, and Discussion Question #14 In-class work: Writing about the Reading #14, Discussion
Week 9	
Tuesday, February 27	Topic: Informal Urbanization At-home reading: Roy, A. (2016) Urban Informality. In <i>Readings in Planning Theory</i> . S. Fainstein and J. DeFilippis, Eds. Blackwell, pp. 524-539. At-home assignment: Read the reading, and Discussion Question #15 In-class work: Writing about the Reading #15, Discussion
Thursday, February 29	Topic: The Global South At-home reading: Watson, V. (2016 [2009]) Seeing from the South: Refocusing Urban Planning on the Globe's Central Urban Issues. In S. Fainstein and J. DeFilippis, eds. <i>Readings in Planning Theory</i> . Wiley, pp. 540-560. At-home assignment: Final essay check in; read the reading, and Discussion Question #16 In-class work: Writing about the Reading #16, Discussion
Week 10	
Tuesday, March 5	Topic: Indigeneity and Colonialism At-home reading: Porter, L. (2010) Chapter 3 of <i>Unlearning the Colonial Cultures of Planning</i> . Ashgate. At-home assignment: Read the reading, and Discussion Question #17 In-class work: Writing about the Reading #17, Discussion
Thursday, March 7	Topic: Anti-racist At-home reading: Williams, R. (2020) From Racial to Reparative Planning: Confronting the White Side of Planning. <i>Journal of Planning Education and Research</i> . DOI: 10.1177/0739456X2094641. At-home assignment: Read the reading, and Discussion Question #18 In-class work: Writing about the Reading #18, Discussion
Exam Week	
Monday, March 11 10:30-12:20	Topic: Retrospective At-home reading: None Note: we do not have an exam during this period. We do, however, have <i>class</i> , probably our

	most important class, in which we make sense of the overall lessons we have learned about planning theory.
Wednesday, March 13 noon	Final essay due

Discussion Questions

After you complete each reading, at home, you will then, also at home, write a discussion question that prompts others to discuss something you feel is a pressing issue in the reading. Your question should be written in a way that generates lively discussion.

Good discussion questions are “open-ended.” They have a complex answer and/or a range of possible answers. They are not “closed-ended,” meaning that there is a particular, discrete answer. Good discussion questions are also genuine. That means you have not already made up your mind what the answer is. For example if you ask, “Should planning take a side, or should it be neutral?” and you really have not made up your mind whether planning should be neutral, your question is genuine. You are really *asking* others in class what they think, and so you are likely to generate really good discussion. If, on the other hand, you ask, “Tugwell can't really believe planners should be neutral, can he?!” you have made up your mind that planners should not be neutral, and that Tugwell is wrong. You are really *telling*, not asking. People are less likely to respond and discuss the issue. So, for the purposes of these discussion questions, try to *ask* rather than *tell*.

Moreover, your discussion question can be either descriptive or normative. *Descriptive* questions ask about what actually is happening in the reading, or in the world. Example: “What does Harvey mean when he says the built environment is a vent for surplus capital?” *Normative* questions, on the other hand, ask what *should* be going on in the reading, or in the world. For example, the genuine question above, about whether planning should be neutral, is normative. Normative questions open up the issue of ethics and values, they ask what people think the world should be like.

Format

Your question should fit on one page, with your name, the date, and the number of the discussion question. Turn it in on the canvas site. It is due when class starts.

Grading

In grading your discussion question, we will be looking for two things:

- whether your question is *effective*, that is, whether it is likely to generate productive discussion in class
- whether your question is *on point*, that is, whether it gets at an issue that is central to the argument in the reading

The assignment will be graded on a scale of 1 (lowest) to 10 (highest).

Since these questions are designed to help you effectively discuss the reading in class, and they are due at the beginning of that class, they cannot serve their purpose if they are late. Therefore, we cannot accept late discussion questions for credit. However, we are always happy to read and give feedback on late work, so don't hesitate to turn an assignment in if you have completed it after the deadline.

Writing about the Reading

Overview

The idea of this assignment is to help you develop your own critical understanding of the reading so that you are even more prepared to discuss it in class.

In-Class Writing

In the first 10 minutes of class, you will write an answer to a specific question we pose about the reading. Each reading is different, and so each question will be tailored to its reading. In general, your answer to the question need not be more than 150 words. You are welcome to consult the reading – and *only* the reading – as you formulate your answer. You will write your answer using a pen of normal color on a standard-sized piece of paper, which you will need to bring to class.

Just to give you an idea of what the question might look like, here is an example question from my undergraduate ethics class last quarter:

Q: For Hume, when you are making a moral judgment/determination, what role does sentiment play? What role does reason play?

A: Hume argues that reason can inform us of matters of fact and relations of cause and effect, but it is entirely incapable of making moral judgments. Morality is a matter of action, he says, and reason cannot inspire us to action. For Hume, the only faculty we have that is able to judge morally is our sentiment. Sentiment is also what inspires us to take action that is in line with our moral judgment.

Grading

In your answer, we are looking for you to effectively and succinctly communicate a solid understanding of the reading based on your close examination of that reading.

The entire assignment will be graded on a scale of 1 (lowest) to 10 (highest).

Participation

Participation makes up a significant portion of your course grade. It is important. And there is no way around participating. In a seminar, especially at the masters level, each of you has a *responsibility* to others in the class to share your ideas and insights. The way this happens is by you speaking during class. If you do not share your questions and ideas with everyone, they can't benefit from what you have to offer. Each of you has important questions and ideas to share that we can all learn from. Therefore, since you all have something important to contribute, you all have a responsibility to contribute it. The intellectual value of this class (and any seminar) depends on the active and engaged participation of its members. Such participation depends on a sincere desire to learn more, and a desire to learn from others. Hence the quality of class discussions rests on how well everyone meets their responsibility to participate.

You will be graded on participation class-by-class. Effective participation is not measured by sheer amount. If you consistently share your ideas and questions and concerns in an honest effort to explore the material in the spirit of intellectual curiosity, you will receive a good grade for participation.

So, the strategy for participation is this: do not hesitate to share your thoughts. Do not think that they have to be fully formed and 100% defensible before you offer them. Do not think that they have to be brilliant or dazzling. Do not think that you can't contribute until you've read the book that intimidating guy in the corner referred to obliquely. Do not think you should remain quiet because you have different ideas about a topic than most others in the class. And do not think that you have to *know* before you speak. *Honest questions* and true struggles within yourself that you have not yet resolved are a great way to contribute.

Remember also that *listening* is as important as talking. Asking *genuine* questions (for which you have not already decided on an answer) is a good way to listen. If you ask a question that you do not already have an answer for, you will genuinely want to *hear* what others have to say. Be *curious* about what others have to say.

We understand that oral participation may be a struggle for some. We are willing to explore any and all ways to help you participate. If you feel uncomfortable with speaking in class, you should come see or e-mail us so we can think of ways to make it more comfortable. We stand ready to help you find ways to speak, but the responsibility for participating is yours. Again, the structure of the class means there is no way around participation. The quality of learning in the class depends on it, and a large portion of your grade depends on it.

Final Essay Check-in

Before reading about this check-in, read about the final essay itself, on the next page.

In Week 9, you will “pitch” a proposal for your essay to us, in writing, that is no more than a page. This pitch will articulate what planning theory you intend to choose, what that theory argues, and why that argument best fits your mission as a planner. The idea of this check-in is both to compel you to start early on your essay, and to give you the opportunity to have an informed preview audience (us) who can give you feedback that will help you improve your final essay.

For this check-in to be successful you will need to have done quite a lot of thinking about the essay, both over the course of the quarter and more intensely in the 9th week. Put some time, effort, and thought into this piece of work. If you just throw a paragraph together at the last minute and turn it in, you will have missed the point of this exercise, and your final essay will be less successful as a result.

Final Essay

Throughout the quarter you will do lots of *short* writing about arguments in planning theory. The purpose of this assignment is produce a more *sustained* work – an essay – that makes an argument for a particular way to think about planning.

The essay should address this question:

Among the approaches to planning theory we have examined in the course, which do you think is the one that will best serve you in your mission as a planner? *Why* is that way the best?

In making your case, make sure to fully take account of what the argument of your preferred theory is, what your planning mission is, and why your chosen planning theory is the most effective partner for your mission.

Format

The word maximum is 2,500 words. Please use a sane 12pt font, single-space, use one-inch margins, number the pages, put your name on it, have a title, and upload a digital version to the course canvas site. Use APA or Chicago style for any citations.

The essay is due **Wednesday, March 13 at noon**.

Grading

In grading your essay, we will focus particularly on:

- the quality and depth of your analysis of your chosen planning theory
- how effectively you describe your planning mission
- how convincing your argument is for why the planning theory you have chosen is the best partner for your planning mission

Appendix

Health Information: COVID-19

As you know, UW has now returned fully to in-person instruction. As a result, no remote learning accommodations will be offered. Of course, we want to be together in person as safely as possible. The UW has a plan for ensuring the safety of all students, faculty, and staff this quarter. The main hub for information about this plan is <https://www.washington.edu/coronavirus/> .

The primary points of this plan are:

- UW does not require **vaccinations** for either students or faculty. It does very highly encourage you to stay up to date on your vaccines.
- **Masks** are optional inside most UW buildings. The University asks that you respect individuals' choices regarding mask wearing.
- **Testing** is available on campus (<https://www.washington.edu/coronavirus/testing/>). You are encouraged to get tested if you have been exposed to COVID-19 or are experiencing symptoms.
- As with any infectious disease, you should not come to campus if you are experiencing symptoms of COVID-19.

Everyone in the class is expected to participate fully in this plan so that we can keep each other safe.

Religious Accommodation

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request Form (<https://registrar.washington.edu/students/religious-accommodations-request/>).