

URBDP 528

HISTORY, ETHICS, FORM, AND THEORY II Winter
2025



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 Fisheries
107

Teaching Assistant:

Anna Malesis

Office hour: Th 12:30-1:30

Course website:

<https://canvas.uw.edu/courses/1788022>



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 urban history and urban 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. Your most important responsibility in this class 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	30	Every class
Final Essay Check-In	15	March 6
Final Essay	30	March 19 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	
Tuesday, January 7	Topic: Introduction to course and to each other

Thursday, January 9	<p>Topic: Planning in Historical Context</p> <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</p> <p>In-class work: Writing about the Reading #1, Discussion</p>
Week 2	
Tuesday, January 14	<p>Topic: Three Ways to think about 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</p> <p>In-class work: Writing about the Reading #2, Discussion</p>
Thursday, 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</p> <p>In-class work: Writing about the Reading #3, Discussion</p>
Week 3	
Tuesday, January 21	<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</p> <p>In-class work: Writing about the Reading #4, Discussion</p>
Thursday, 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</p> <p>In-class work: Writing about the Reading #5, Discussion</p>
Week 4	

Tuesday, January 28	<p>Topic: Incremental 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</p> <p>In-class work: Writing about the Reading #6, Discussion</p>
Thursday, January 30	<p>Topic: Advocacy Planning</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</p> <p>In-class work: Writing about the Reading #7, Discussion</p>
Week 5	
Tuesday, February 4	<p>Topic: Marxism</p> <p>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.</p> <p>At-home assignment: Read the reading</p> <p>In-class work: Writing about the Reading #8, Discussion</p>
Thursday, February 6	<p>Topic: Feminism</p> <p>At-home reading: Snyder, M. (1995) Feminist Theory and Planning Theory: Lessons from Feminist Epistemologies. <i>Berkeley Planning Journal</i> 10: 91-106.</p> <p>At-home assignment: Read the reading</p> <p>In-class work: Writing about the Reading #9, Discussion</p>
Week 6	
Tuesday, February 11	<p>Topic: Equity Planning</p> <p>At-home reading: Krumholz, N. (1999) Equitable Approaches to Local Economic Development. <i>Policy Studies Journal</i> 27(1): 83-95.</p> <p>At-home assignment: Read the reading</p> <p>In-class work: Writing about the Reading #10, Discussion</p>

Thursday, February 13	<p>Topic: Communicative Planning</p> <p>At-home reading: Harris, N. Collaborative Planning. <i>Planning Futures</i>. P. Allmendinger and M. Tewdwr-Jones, Eds. Routledge, pp. 21-43.</p> <p>At-home assignment: Read the reading</p> <p>In-class work: Writing about the Reading #11, Discussion</p>
Week 7	
Tuesday, February 18	<p>Topic: Consensus Building</p> <p>At-home reading: Forester, J. (1999) Dealing with Deep Value Differences. <i>The Consensus Building Handbook</i>. L. Susskind, S. McKernan and J. Thomas-Larmer, Eds. Sage, pp. 463-493. At-home assignment: Read the reading</p> <p>In-class work: Writing about the Reading #12, Discussion</p>
Thursday, February 20	<p>Topic: Radical Planning</p> <p>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.</p> <p>At-home assignment: Read the reading</p> <p>In-class work: Writing about the Reading #13, Discussion</p>
Week 8	
Tuesday, February 25	<p>Topic: Radical Planning</p> <p>At-home reading: Purcell, M. (2016) For Democracy: Planning and Publics without the State. <i>Planning Theory</i> 15(4): 386-401.</p> <p>At-home assignment: Read the reading</p> <p>In-class work: Writing about the Reading #14, Discussion</p>

Thursday, February 27	<p>Topic: Posthuman Planning</p> <p>At-home reading: Malesis, A. (2024) Increasing Emancipation: Posthumanist Planning as an Expansion of a Feminist Epistemological Critique of Planning. Paper for the Annual Conference of the Association of Collegiate Schools of Planning, Seattle.</p> <p>At-home assignment: Read the reading</p> <p>In-class work: Writing about the Reading #15, Discussion</p>
Week 9	
Tuesday, March 4	<p>Topic: Informal Urbanization</p> <p>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</p> <p>In-class work: Writing about the Reading #16, Discussion</p>
Thursday, March 6	<p>Topic: Planning in the Global South</p> <p>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.</p> <p>At-home assignment: read the reading, final essay check in In-class work: Writing about the Reading #17, Discussion</p>
Week 10	
Tuesday, March 11	<p>Topic: Colonialism and Planning</p> <p>At-home reading: Porter, L. (2010) Chapter 3 of <i>Unlearning the Colonial Cultures of Planning</i>. Ashgate.</p> <p>At-home assignment: Read the reading</p> <p>In-class work: Writing about the Reading #18, Discussion</p>

Thursday, March 13	<p>Topic: Anti-racist Planning</p> <p>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> 44(1).</p> <p>At-home assignment: Read the reading</p> <p>In-class work: Writing about the Reading #19, Discussion</p>
Exam Week	

Monday, March 17 10:30-12:20	<p>Topic: Retrospective</p> <p>At-home reading: None</p> <p>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.</p>
Wednesday, March 19 noon	<p>Final essay due</p>

Writing about the Reading (WATR)

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 will write your answer using a pen of normal color on a standard-sized piece of paper, both of 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 year:

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. (74 words)

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 masters level class 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 suffer as a result.

Please use a sane 12pt font, single-space, use one-inch margins, 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.

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 19 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. 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-accommodationspolicy/>). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request Form (<https://registrar.washington.edu/students/religious-accommodationsrequest/>).