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Fall 2015

MURP 6620

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University of New Orleans

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Course Overview

Many academics and practitioners are drawn to the field of urban planning to change cities and improve the quality of life in urban neighborhoods. However, definitions of what constitutes ideal change, ideas about how to make change, and how we understand problems continually evolve in planning. The purpose of this course is to understand the development of planning ideas and debates in relationship to practice. This course adopts a broad definition of planning, including but going beyond comprehensive, land use planning processes.

Course Objectives

Upon completing this course, students will:

- Understand the development of planning theory and practice.
- Describe key debates in the field of planning and articulate positions in these debates.
- Identify frameworks and theories underlying current planning practice.

Course Information

MURP 6620, Fall 2015

Tuesday, 7:00 - 9:45

371 Milneburg Hall

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Office Hours: Tuesday 1:00 - 3:00, Thursday 10:00 - 12:00, Friday 2:00 - 4:00, or by appointment

Course Structure and Requirements

This course is organized into separate weekly topics, which students are required to discuss substantively in class discussions. Students are required to complete the course readings, as well as additional web resources provided in this syllabus and on the course Moodle site. Additionally, students will complete a series of reading commentaries, a memorandum on a planning meeting, a case study of a planning effort, quizzes, and a final exam. Coursework is split into the following categories:

Class Participation and Attendance: Your participation is crucial for an engaging class. It is critical that you come to class prepared to discuss the readings and course materials assigned for that day. This requires that you not only read the assigned pieces, but that you spend some time reflecting on them prior to class. It also requires that in addition to the reading commentaries you complete (see below), that you review your fellow students' commentaries prior to class. Throughout the semester, we will have both large class discussions and small group discussion and your participation grade will reflect your engagement in both. Your class participation is worth 10% of your total grade. It is expected that all students will demonstrate respect for other students and their ideas.

Attendance at all classes is required. Missing more than one class will result in a reduced class participation grade of 10% per absence. Repeated and/or excessive tardiness (for example, 10+ minutes) may be recorded as an absence. There are *not* excused absences, except for extreme circumstances, but one absence will not result in a penalty. Use of laptops, cell phones (including texting), the internet is not permitted in class and will be recorded as an absence.

Reading Commentaries: Students will complete four reading commentaries over the course of the semester, worth 5% each or a total of 20% of your final grade. In commentaries (2-3 double-spaced pages each), students will analyze the main concepts in the week's readings. While commentaries should note major concepts and themes, they should focus on your ideas more than simply summarize the readings. These commentaries will be evaluated on a three point scale: check (calculated as 87%), check plus (calculated as 95%), and check minus (calculated as 77%).

Reading commentaries should be submitted to Moodle by 2pm on the Sunday prior to class. You must submit for grading through the TurnItIn assignment and to the forum board to share with your peers. Commentaries will *not* be accepted late. Each week that you do not submit a commentary, you will select and review two of your classmates' postings. On the first day of class, students will sign up for the weeks that they wish to submit reading commentaries to ensure that we have them equally distributed across the semester.

Quizzes: There will be 6 in-class quizzes during the semester. These will not be announced prior to the class session at which they are administered. Quizzes cannot be made up, but each student will have the lowest scored quiz dropped when calculating the final quiz grade. Thus, if a student misses one quiz, that zero will be the dropped score. The quizzes will test general themes and main points from the readings.

Memorandum on Planning Meeting: Students will write a 3-4 page summary and analysis of a local planning meeting/event, worth 10% of the final grade. Students will attend a planning or zoning board meeting during the semester and submit their analyses within two weeks of the meeting date. At least 25% of your summary should relate the meeting to class concepts and readings. The final date for accepting these memorandums is November 17. A hand-out posted on Moodle will further detail this assignment.

Case Study of Planning Effort: Students, working in small groups of 2-3, will select a planning effort to analyze in depth. This assignment, worth 20% of your final grade, will be due at the end of the semester. It is important to include an analysis of this case study through the lens of the course readings in a focused way. Further details will be provided in an assignment posted on Moodle. The following deadlines apply for the Case Study:

Tuesday, October 13	Topic Ideas Posted on Moodle and Discussed in Class, Group Selection
Tuesday, October 20	Topic Description (1 paragraph + 3 sources) due in class and on Moodle: (10% of Case Study grade)
Tuesday, November 3	Sources and Outline due in class and on Moodle (10% of Case Study grade)
Tuesday, November 24	Student Presentations (30% of Case Study grade)
Wednesday, December 2	Case Study Paper: Hard Copy due Wednesday, December 2 by 12 noon (50% of Case Study grade)

Final Exam: An in-class final exam, worth 25% of the final grade, will require students to write essay responses in class. Prior to the exam, students will receive a study guide of potential exam questions. Written responses should reflect preparation of review of class readings and overarching themes.

Evaluation and Grading	Class Participation	10%
	Reading Commentaries	20%
	Memorandum of Planning Meeting	10%
	Case Study of Planning Effort	20%
	Quizzes	15%
	Final Exam	25%

Grading - Grading will be based on the scale below:

- A 89.9-100%
- B 79.9-89.8%
- C 69.9-79.8%
- D 59.9-69.8%
- F 0-59.8%

Late Policy: All student work is to be completed on time and turned in on the specified date. **Reading commentaries will not be accepted late (after Sunday at 2 pm on Moodle). All other late assignments will result in a loss of one letter grade per day and no extensions will be granted** Please contact the instructor immediately if you feel you will not be able to complete an assignment on time. It is the University policy that Incomplete Grades are only given for fully documented serious illness or death in the immediate family. Students should contact the instructor and the head of the department, Dr. Bethany Stich, as soon as possible should such an event occur.

Learning Accommodations: Per university policy, the instructor will accommodate students with disabilities. It is the responsibility of the student to register with the Office of Disability Services (US 260) each semester and follow procedures for obtaining assistance. Students who qualify for services will receive the academic modifications for which they are entitled. For more information on University policy, please see the following link: <http://www.uno.edu/disability-services/>

Academic Integrity and Honesty: Students must adhere to institutional standards of academic honesty. Academic dishonesty (e.g. cheating on a test, plagiarism) will result in a zero score for the assignment and may result in failure of the course. Please see the University's policy on academic dishonesty: <http://www.uno.edu/student-affairs-enrollment-management/documents/academic-dishonesty-policy-rev2014.pdf>

Citing sources accurately is a critical part of avoiding plagiarism. Proper citations also acknowledge the work of others. Students must cite sources in their written work, including in their exam work. **In addition to citing the source, if you use more than 3 exact words, you must indicate that you are directly quoting a source.** Following the structure of an essay, paragraph, or sentence is also plagiarism. For more information, see Purdue's Online Writing Lab: <https://owl.english.purdue.edu/owl/resource/589/01/>

Unintentional plagiarism is still plagiarism. In effect, you are claiming the work of others as your own. One way to avoid plagiarism is to never copy and paste text from other sources. It can be better to start writing an essay by outlining or listing some key ideas without the primary texts/sources in front of you. The TurnItIn interface (which will be used in this course) identifies phrases and text that appear to be in other documents, thus documenting evidence of plagiarism.

In written work, students in this course will use APA formatting as their form of citation. The UNO library has resources on citation styles: <http://library.uno.edu/helpfiles/citingsources/citing.cfm> and reference librarians can assist you with this. The UNO Writing Center can also provide help: <http://www.uno.edu/lrc/writingcenter/>. You can also use Purdue's online writing lab for citation help: <https://owl.english.purdue.edu/owl/resource/560/01/>

Required Texts

The following required texts are available online and in the UNO Bookstore:

- Scott Campbell and Susan S. Fainstein (Eds.). 2011. *Readings in Planning Theory* (3rd Edition). Cambridge, MA: Wiley-Blackwell. (This text is abbreviated as RIPT below)
- Peter Hall. 2014. *Cities of Tomorrow: An Intellectual History of Urban Planning and Design Since 1880* (4th Edition). Cambridge, MA: Wiley-Blackwell
- Michael Brooks. 2002. *Planning Theory for Practitioners*. Chicago: APA Planners Press

Summary Class Schedule

August 25	Introduction to the Course
September 1	Urban Development and the Roots of Anglo-American Planning
September 8	Foundations of Planning Thought and Practice: Urban Utopias
September 15	Modernism and Jacob's Critique of Modernist Planning
September 22	Planning Justification and the Public Interest
September 29	Rationality and Planning
October 6	Values and Ethics
October 13	Advocacy, Participation & Equity
October 20	Democracy, the Just City and Collaborative Planning
October 27	Race and Planning
November 3	Urban Built Environments, Diversity and Gender
November 10	Climate Change and Sustainable Development
November 17	Cities in the 21st Century
November 24	Student Presentations & Urban Built Environments and the Challenges of the 21st Century
December 1	History and Theory for Practicing Planners
December 8	Final Exam

Important Dates

October 13	Class Discussion on Case Study Topics, Group Selection
October 20	Case Study Topic Description Due
November 3	Case Study Sources and Outline Due
November 17	Last Day for Accepting Planning Meeting Memorandums
November 24	Student Presentations
December 2	Case Study Papers Due
December 8	Final Exam

Course Schedule	
August 25	Introduction
September 1 *Review of Plagiarism Materials	Urban Development and the Roots of Anglo-American Planning <ul style="list-style-type: none"> • Hall, <i>Cities of Tomorrow</i>, Chapters 1 & 2, pp. 1-48 • Hall, <i>Cities of Tomorrow</i>, Chapter 6, pp. 202-236 • <i>RIPT</i>, Introduction, pp. 1-20 • William H. Wilson. 1989. "The Glory, Destruction, and Meaning of the City Beautiful Movement," <i>The City Beautiful Movement</i> Baltimore: John Hopkins University Press, pp. 281-305.
September 8 *Plagiarism Materials due	Foundations of Planning Thought and Practice: Urban Utopias <ul style="list-style-type: none"> • <i>RIPT</i>, Robert Fishman, "Urban Utopias: Ebenezer Howard, Frank Lloyd Wright, and Le Corbusier," pp. 27-53 • Hall, <i>Cities of Tomorrow</i>, Chapter 4, pp. 90-148 • <i>RIPT</i>, John Friedman, "The Good City: In Defense of Utopian Thinking," pp. 87-104 • <i>Additional Reading/Resources TBD</i>
September 15	Modernism and Jacobs' Critique of Modernist Planning <ul style="list-style-type: none"> • <i>RIPT</i>, James Scott, "Authoritarian High Modernism," pp. 54-71 • Hall, <i>Cities of Tomorrow</i>, Chapter 7, pp. 237-290 • <i>RIPT</i>, Jane Jacobs, "The Death and Life of Great American Cities," pp. 72-86 • Thomas Campanella. 2011. "Jane Jacobs and the Death and Life of American Planning," in Page, M. and T. Mennel (eds.) <i>Reconsidering Jane Jacobs</i>. Washington D.C.: American Planning Association, pp. 141-160. • <i>Additional Reading TBD</i>
September 22	Planning Justifications and the Public Interest <ul style="list-style-type: none"> • <i>RIPT</i> (2nd Edition), Richard Klosterman, "Arguments For and Against Planning," pp. 86-101 • <i>RIPT</i>, Richard Foglesong, "Planning the Capitalist City," pp. 132-138 • <i>RIPT</i>, Heather Campbell and Robert Marshall, "Utilitarianism's Bad Breath? A Re-Evaluation of the Public Interest Justification for Planning," pp. 111-131 • Martin Myerson and Edward Banfield. 1955. <i>Politics, Planning and the Public Interest</i>. New York: The Free Press. pp 312-329.
September 29	Rationality and Planning <ul style="list-style-type: none"> • Hall, <i>Cities of Tomorrow</i>, Chapter 10, pp. 383-413 • <i>RIPT</i>, Charles Lindblom, "The Science of Muddling Through," pp. 176-190 • <i>RIPT</i> (2nd Edition), Bent Flyvbjerg, "Rationality and Power," pp. 318-329 • <i>RIPT</i> (2nd Edition), John Friedman, "Toward a Non-Euclidean Mode of Planning," pp. 5-80

Course Schedule	
<p>October 6</p>	<p>Values and Ethics</p> <ul style="list-style-type: none"> • Eugenie Birch. 2001. "Practitioners and The Art of Planning," <i>Journal of Planning Education and Research</i>, 20(4): 407-22. • Carol Barrett. 2001. "Introduction," in <i>Everyday Ethics for Practicing Planners</i>. Washington D.C.: American Planning Association • <i>RIPT</i> (2nd Edition), William H. Lucy, "APA's Ethical Principles Include Simplistic Planning Theories," pp. 413-417 • AICP Code of Ethics and Professional Conduct - https://www.planning.org/ethics/ethicscode.htm
<p>October 13 *Topic Ideas Posted on Moodle and Discussed in Class, Group Selection for Case Study</p>	<p>Advocacy, Participation & Equity</p> <ul style="list-style-type: none"> • Sherry Arnstein. 1969. "A Ladder of Citizen Participation," <i>Journal of the American Institute of Planners</i> 35(4): 216-24. • <i>RIPT</i>, Paul Davidoff, "Advocacy and Pluralism in Planning," pp. 191-205 • Norman Krumholz. 1982. "A Retrospective View of Equity Planning: Cleveland, 1969-1979," <i>Journal of the American Planning Association</i>, 48(4): 344-62. • TBD, <i>Journal of Planning Education and Research</i>, Special Issue on Equity, Fall 2015
<p>October 20 *Topic Description for Case Study (1 paragraph + 3 sources) due in class and on Moodle</p>	<p>Democracy, The Just City and Collaborative Planning</p> <ul style="list-style-type: none"> • <i>RIPT</i>, Susan Fainstein, "Planning Theory and the City," pp. 159-175 • <i>RIPT</i>, John Forester, "Challenges of Deliberation and Participation," pp. 206-213 • <i>RIPT</i>, Patsy Healey, "Traditions in Planning Thought," pp. 214-234 • Mark Purcell. 2009. "Resisting Neoliberalization: Communicative Planning or Counter-Hegemonic Movements?" <i>Planning Theory</i> 8(2): 140-65. • <i>RIPT</i>, Iris Marion Young, "Inclusion and Democracy," pp. 321-337

Course Schedule

October 27

Race and Planning

- June Manning Thomas and Marsha Ritzdorf. 1997. "Introduction," in Thomas, J.M. and M. Ritzdorf (eds.) *Urban Planning and the African American Community: In the Shadows*. Thousand Oaks, CA and London: Sage Publications. pp 1-19.
- Christopher Silver. 1997. "The Racial Origins of Zoning in American Cities," in Thomas, J.M. and M. Ritzdorf (eds.) *Urban Planning and the African American Community: In the Shadows*. Thousand Oaks, CA and London: Sage Publications. pp 1-19.
- Arnold Hirsch. 2000. "Race and Renewal in the Cold War South: New Orleans 1947-1968." in Fishman, R. (ed.) *The American Planning Tradition: Culture and Policy*. Baltimore: Johns Hopkins University Press. pp. 219-240.
- Catherine Ross and Nancy Green Leigh. 2000. "Planning, Urban Revitalizations, and the Inner City: An Exploration of Structural Racism," *Journal of Planning Literature* 14(3): 367-80.
- *RIPT*, June Manning Thomas, "The Minority-Race Planner in the Quest for a Just City," pp. 338-357
- *SKIM*: Arnold Hirsch. 2000. "Searching for a 'Sound Negro Policy': A Racial Agenda for the Housing Acts of 1949 and 1954," *Housing Policy Debate* 11(2):393-441.

November 3

* Sources and Outline for Case Study due in class and on Moodle

Urban Built Environments, Diversity and Gender

- *RIPT* (2nd Edition), Iris Marion Young, "City Life and Difference," pp. 336-355
- Susan S. Fainstein. 2005. "Cities and Diversity: Should we want it? Can we plan for it?" *Urban Affairs Review* 41(1): 3-19.
- *RIPT*, Leonie Sandercock, "Mongrel Cities," pp.
- *RIPT*, Dolores Hayden, "Nurturing: Mom, Home, and Apple Pie," pp. 376-401
- *RIPT*, Michael Frisch, "Planning as a Heterosexist Project," pp. 384-406
- John Leo. 2007. 'Bowling With Our Own: Robert Putnam's Sobering New Diversity Research Scares Its Author,' *City Journal*. Available at: <http://www.city-journal.org/html/eon2007-06-25jl.html>
- *SKIM* Additional Reading TBD

Course Schedule	
<p>November 10</p>	<p>Climate Change and Sustainable Development</p> <ul style="list-style-type: none"> • Judy Layzer, 2012. "A Policymaking Framework: Defining Problems and Portraying Solutions in U.S. Environmental Politics," in <i>The Environmental Case</i>. Washington D.C.: CQ Press. pp. 1-27. • <i>RIPT</i>, Scott Campbell, "Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development," pp. 435-458 • <i>RIPT</i>, Nicholas Low and Brendan Gleeson, "Environmental Justice," pp. <p>Read One of the Following (To be assigned in class):</p> <ul style="list-style-type: none"> • Michael R. Boswell, Adrienne I. Greve, and Tammy L. Seale. 2012. <i>Local Climate Action Planning</i>. Washington D.C.: Island Press. Chapters 1 OR 8 • Harriet Bulkeley. 2010. "Cities and the Governing of Climate Change," <i>Annual Review of Environment and Resources</i>, 35: 229-53.
<p>November 17</p> <p>*Last Day for Submitting Planning Meeting Memorandums</p>	<p>The 21st Century City</p> <ul style="list-style-type: none"> • <i>RIPT</i>, Peter Evans, "Political Strategies for More Livable Cities," pp. • <i>RIPT</i>, Yang Zheng and Ke Fang, "Is History Repeating Itself? Urban Renewal in the United States to Inner-City Redevelopment in China," pp. • Hall, <i>Cities of Tomorrow</i>, Chapters 12 and 13, pp. 443-528 • Rachel Webber. 2002. "Extracting Value from the City: Neoliberalism and Urban Redevelopment," <i>Antipode</i> 34(3): 519-40. • <i>Additional Reading TBD</i>
<p>November 24</p> <p>*Student Presentations</p>	<p>Student Presentations & Urban Built Environments and The Challenges of the 21st Century</p> <ul style="list-style-type: none"> • Emily Talen. 2011. "Connecting New Urbanism and American Planning: A Historical Interpretation," in Fainstein, S. and S. Campbell (eds.), <i>Readings in Urban Theory</i> (3rd Edition). pp. 319-341. • Jill Grant. 2011. "Time, Scale, and Control: How New Urbanism (Mis)Uses Jane Jacobs," in Page, M. and T. Mennel (eds.) <i>Reconsidering Jane Jacobs</i>. Washington D.C.: American Planning Association, pp. 91-104. • <i>RIPT</i>, Tim Love, "Urban Design After Battery Park," pp.
<p>December 1</p> <p>* Case Study Paper: Hard Copy due Wednesday, December 2 by 12 noon</p>	<p>History and Theory for Practicing Planners</p> <ul style="list-style-type: none"> • Brooks, <i>Planning Theory for Practitioners</i>, Assigned Chapters • <i>Additional Resources on Moodle TBD</i>
<p>December 8</p>	<p>Final Exams</p>