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# GPHY 560.01: Seminar in Planning

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# Syllabus: GPHY 560 – Seminar in Planning

## Details

Department of Geography  
University of Montana  
Spring Semester, 2019  
Meets: STON 217, W 10:00-1:00

## Instructor

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Office Hrs: T & R 11-12:30, W 1-2, and by Appt.

## Seminar Description

*Catalog:* “A critical analysis of land use planning theories, concepts and current practices with a focus on local, regional, and state planning problems.”

This course allows for the critical consideration of current planning theory and frameworks, praxis and practices, with a focus on the application of concepts to planning problems and research.

## Seminar Objectives

Upon successful completion of the course, you should be able to:

1. Distinguish between various planning approaches (i.e., positivist and modernist – rational comprehensive, communicative, ecological, etc.) employed in the U.S. and elsewhere, recognize the limitations and *raison d’être* for each, and synthesize them to develop a personal mode of practice that enables you to be an effective planner.
2. Place planning frameworks and approaches in the context of large-scale political/economic systems and trajectories.
3. Identify, consider, and respond to ethical problems commonly faced by planners.

## Readings

### Required Text:

None.

## Readings on Moodle

See Moodle site for the assigned readings. The readings are drawn from a variety of different sources including planning journals, edited volumes and readers, the Internet, etc. A number of the readings represent seminal and foundational works in planning and related literatures and can serve as a foundation for future planning research and writing.

## Seminar Requirements

Element	Contribution to Grade
Research Paper	
Topic/Outline (Due Week 6)	5 percent
Annotated Outline (Due Week 12)	10 percent
Completed Paper (Due Finals Week)	30 percent
Presentation (in Week 15)	5 percent
Attendance/Participation	50 percent

*\*Undergraduates and graduates will be evaluated separately.*

## Research Paper

### Formatting

You should utilize the current style conventions depicted in the *Annals of the American Association of Geographers* for the formatting of your paper and other submitted items, and incorporate elements of the Turabian or Chicago Style for its presentation (title page, table of contents, headings/subheadings). Use current examples from the Annals as a guide to the preparation of your citations, reference lists, figure and table captioning, etc. For readability's sake, be sure that you format the text of your work as double-spaced typewritten pages, with one inch margins and 12 pt. font (this does not include title page, references, tables, and figures - these last three items should be appropriately captioned/labeled and attached at rear of submitted works).

### Guidelines

You will follow the formatting guidelines above and in the Annals of the AAG, and writing guidelines as specified in the Turabian Guide, for the preparation of your paper, citations (wherever used), and general guidance.

Length: Undergrads 12-15 pages, Grads 15-20 pages.

Organization/Sections/Headings: These should correspond to those commonly used in the Annals of the AAG – see a current article.

### Other

- Suggested Topics: any of those from the reading list, poverty, affordable housing, sustainability and planning, conservation tools and their effectiveness, incentives vs. regulation, theoretical approaches, a state planning program, etc.
- Research Paper must be grounded in appropriate literature/theory!!!
- Research Paper must be focused and analytical rather than synoptic and descriptive!!!
- By Week 6 of the semester, students will submit a proposed topic and preliminary outline of the paper with potential sources properly cited at bottom [5 percent].

- By Week 12 of the semester, students will submit an annotated outline (with parenthetical citations appropriately placed and list of references at bottom) detailing the following [10 percent]:
  - Issue, Question, & Argument; Analysis (Aspects/Elements of Issue and your informed analysis of these).
- Week 15 of semester: brief presentation to class. Each student is required to give a presentation on their research topic. The presentation should take no more than 15 minutes leaving five or so minutes to be devoted to group discussion of the topic [5 percent].
- Finals week: submit completed paper [35 percent].

### Seminar Participation

This is a graduate level course, and as such your participation and responsibility with regard to preparation is expected - READ the ASSIGNED MATERIAL and COME TO CLASS PREPARED).

**Prepare Notes: You are expected to have identified points, approaches, conclusions, etc., from the readings that merit discussion by the larger group. You shall also prepare a list of questions that are related to the reading that we might address as a group.** Bring these notes to our meetings so that we will have the opportunity to consider your points and questions in discussion. Instructor may ask to review your notes on occasion. Be sure to clear any anticipated absences with instructor and to provide documentation of those that are unanticipated.

### Grading

Though I will examine the distribution of course scores (totals) to ensure that it is an appropriate and fair one, I do not practice grading that contributes to “grade-inflation.” The best individual strategy to ensure that you receive a grade you can live with is to work to meet and/or exceed course requirements. Remember, A’s are rewards for Superior Performance, B’s for Above Average Performance, and C’s for Average Performance. Those who just manage to meet project requirements will not receive as high a grade as those who give their projects an extra something (initiative, creativity, quality of writing and/or presentation, depth and breadth of critical analysis). Course grades will be based upon the following percentages of the total points possible for the course as weighted by the criteria specified in course requirements.

#### Scale:

A ≥93.0%    A- = 90.0-92.9%  
 B+ = 87.0-89.9%    B = 83.0-86.9%    B- = 80.0-82.9%  
 C+ = 77.0-79.9%    C = 73.0-76.9%    C- = 70.0-72.9%  
 D+ = 67.0-69.9%    D = 63.0-66.9%    D- = 60.0-62.9%  
 F ≤ 59.9%

### Additional Policies

- Late work will lose one-half a letter grade (i.e., A to A-) for each day late *including weekends*. Work is due at the start of class on day specified. Please do not make excuses for late work – I will need advance notification of any factors that will affect your ability to turn in work on time and/or to meet other course requirements. Save, back-up, and be prepared to submit digital (i.e., on disk) copies of any work produced during the semester in case of technology failures.

- All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.
- All students need to be familiar with the Student Conduct Code. The Code is available for review online at <http://www.umt.edu/SA/VPSA/index.cfm/page/1321> .
- The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

## Provisional Schedule

Provisional nature of course schedule indicates that though every attempt will be made to adhere to this schedule, it is not written in stone. Any impact of deviations from the schedule on course activities will be considered and adjusted for.)

### Week 1 (1/16): Introduction & Context

- Introduction to Course & seminar participants, discussion of dimensions of planning.

#### *Required Reading*

- Sandercock, Leonie. 2012. AUSTRALIAN PLANNER JUNE 1997, Australian Planner, 49:4, 285-292.

### Week 2 (1/23): Some Critiques of Planning from Different Points in Time

#### *Required Readings*

- Jacobs, Jane, *The Death and Life of Great American Cities* (Random House, 1961), 3-25. Reprinted in *Readings in Planning Theory*, 2d ed., eds. Scott Campbell and Susan S. Fainstein (Oxford: Blackwell Publishing, 1996; 2d ed. published 2000).
- Campanella, Thomas. 2011. Jane Jacobs, planners' best frenemy. Planning Magazine, April 2011. Available: [http://isites.harvard.edu/fs/docs/icb.topic845003.files/Session%2024%20-%20Apr%2021/Campanella\\_2011\\_Jane%20Jacobs%20Frenemy.pdf](http://isites.harvard.edu/fs/docs/icb.topic845003.files/Session%2024%20-%20Apr%2021/Campanella_2011_Jane%20Jacobs%20Frenemy.pdf).
- Calthorpe, Peter, *The Next American Metropolis: Ecology, Community, and the American Dream* (New York: Princeton Architectural Press, 1993), 9-38.
- Brenman, Marc, and Thomas W. Sanchez. [Chapter 1] Planning as if People Matter (Washington: Island Press, 2012).

#### *Goals/Questions*

- What are the factors leading to the need for cities to develop planning approaches?
- What is the cause(s) for the death of great American cities?
- What is the relationship between mainstream American planning and sprawl?
- What can be done to remedy the current ills of mainstream American Planning?

## Week 3 (1/30): Evolution of Modern Planning Theory I

### Required Readings

- Davidoff, Paul. 1965. Advocacy and pluralism in planning. *Journal of the American Institute of Planners* 31(4): 331-338.
- Arnstein, S. (1969). A ladder of citizen participation. *Journal of the American Institute of Planners*, 35(4), 216–224.
- Krumholtz, Norman. 1982. A retrospective view of equity planning Cleveland 1969-1979. *Journal of the American Planning Association* 48(2): 163-174.
- Beauregard, Robert A., "Between Modernity and Postmodernity: The Ambiguous Position of U.S. Planning," *Environment and Planning D: Society and Space* 7 (1989): 381-95. Reprinted in *Readings in Planning Theory*, 2d ed., eds. Scott Campbell and Susan S. Fainstein (Oxford: Blackwell Publishing, 1996; 2d ed. published 2000).

### Goals/Questions

- Why this emphasis on advocacy and equity planning in the period between 1960 and 1980?
- How do conditions today compare with the 1960s and 1970s, and what does this mean for planning?
- How can planners most effectively advocate and promote equity?

## Week 4 (2/6): Evolution of Modern Planning Theory II

### Required Readings

- Fainstein, Susan S., "New Directions in Planning Theory," *Urban Affairs Review* 35, no. 4 (March 2000): 451-78. Reprinted in *Readings in Planning Theory*, 2d ed., eds. Scott Campbell and Susan S. Fainstein (Oxford: Blackwell Publishing, 1996; 2d ed. published 2000).
- Harris, Neil. 2002. Collaborative planning. In: Allmendinger, Philip, and Mark Tewdwr-Jones, *Planning Futures: New Directions for Planning Theory*. London: Routledge.
- Chapin, Timothy S. 2012. Introduction. *Journal of the American Planning Association* 78(1):5-15.

### Supplemental Reading

- Brenman, Marc, and Thomas W. Sanchez. [Chapter 5] *Planning as if People Matter* (Washington: Island Press, 2012).

### Goals/Questions

- What is modernism?
- What were the goals of early modernist planners?
- What is post-modernism and why is it important?
- Which of the planning approaches really informs planning as practiced today? Is this context specific? Examples?

## Week 5 (2/13): Planning Practice (Praxis) & Ethics

### Required Readings

- American Institute of Certified Planners. 2016. *AICP Code of Ethics and Professional Conduct*. Chicago: American Planning Association. Available: <https://www.planning.org/ethics/ethicscode.htm>, internet.

- Sandercock, Leonie, "The Death of Radical Planning: Radical Praxis for a Postmodern Age," in *Cities for Citizens*, eds. Mike Douglass and John Friedman (Wiley, 1998). Reprinted in *The City Cultures Reader*, 2d ed., eds. Malcolm Miles and Tim Hall, with Iain Borden (London: Routledge, 2000; 2d ed. published 2004).
- Perry, David C., "Making Space: Planning as a Mode of Thought," in *Spatial Practices: Critical Explorations in Social/Spatial Theory*, eds. Helen Liggett and David C. Perry (Sage Publications, Inc., 1995). Reprinted in *Readings in Planning Theory*, 2d ed., eds. Scott Campbell and Susan S. Fainstein (Oxford: Blackwell Publishing, 1996; 2d ed. published 2000).
- Brenman, Marc, and Thomas W. Sanchez. [Chapter 3] *Planning as if People Matter* (Washington: Island Press, 2012).

### **Goals/Questions**

- Explore how and where conflicts of interest and/or unethical behaviors and practices can occur in planning. Perhaps identify some specific types of cases.
- How can planners honestly represent the "interests of the community?" In plan development and implementation? In other ways?
- How can planners strike a balance between being ethical, addressing equity issues, and operating in this 4<sup>th</sup> wave of planning?

## **Week 6 (2/20): Urbanism & New Urbanism**

### **Paper Topic/Outline Due.**

### **Required Readings**

- Congress for the New Urbanism, *Charter of the New Urbanism* (Chicago: Congress for the New Urbanism, 2001), accessed 23 January 2017, available: <https://www.cnu.org/who-we-are/charter-new-urbanism>, internet.
- Rees, Amanda, "New Urbanism: Visionary Landscapes in the Twenty-First Century," in *Suburban Sprawl: Culture, Theory, and Politics*, eds. Matthew J. Linsdtrom and Hugh Bartling (Lanham, MD: Rowman and Littlefield Publishers, Inc., 2003).
- Duany, Andres, Elizabeth Plater-Zyber, and Jeff Speck, "How to Make a Town," in *Suburban Nation: The Rise of Sprawl and the Decline of the American Dream* (New York: North Point Press, 2000).
- Duany, Andres, and Emily Talen. 2002. Transect planning. *Journal of the American Planning Association* 68(3): 245-266.
- MacCannell, Dean, "New Urbanism and its Discontents," in *Giving Ground: The Politics of Proximity*, eds. Joan Copjec, and Michael Sorkin (Verso, 1999). Reprinted in *The City Cultures Reader*, 2d ed., eds. Malcolm Miles and Tim Hall, with Iain Borden (London: Routledge, 2000; 2d ed. published 2004).

### **Supplemental Readings**

- Wirth, Louis. 1938. Urbanism as a way of life. *The American Journal of Sociology* 44(1): 1-24.
- Gallas, Torti, and Partners. 2000. *The Neighborhood Model: Building Block for the Development Areas*. County of Albermarle, Department of Planning and Community Development.

### **Goals/Questions**

- So, is New Urbanism a good thing or not? Is it worthy of a "movement" or is that a distraction from truly sustainable planning approaches?

- What is the value of the Transect approach?
- Are the critiques of New Urbanism valid?
- Why would you like, or not, to live in a New Urban community?
- How is the New Urbanism best accommodated in a smart growth approach to planning?

## **Week 7 (2/27): Other Urbanisms & the Burbs**

### **Readings**

- Hinshaw, Mark. 2005. The case for true urbanism. *Planning*. 71(6): 24-27.
- Kelbaugh, Douglas. 2009. Three urbanisms and the public realm. *Proceedings- 3rd International Space Syntax Symposium*, Atlanta 2001
- Artbise, Yuri. 2010. *The ABC's of Urbanism*. <http://www.scribd.com/doc/46227500/ABC-s-of-Urbanism>, last accessed 12/14/2012.
- Lang R. E., Nelson Arthur C. and Rebecca R. Sohmer. 2008. Boomburb downtowns: the next generation of urban centers. *Journal of Urbanism: International Research on Placemaking and Urban Sustainability*, 1(1): 77-90.
- Goodman, Leslee. 2009. The decline and fall of the suburban empire: James Howard Kunstler on reshaping the American landscape. *The Sun*, October 2009, Issue 406: 5-12.
- <http://inhabitat.com/tag/reurbia/>

### **Supplemental Readings**

- Whyte, William H., "Classlessness in suburbia," *The Organization Man* (Simon and Schuster, 1956; New York: Anchor Books, 1957).

### **Goals/Questions**

- Can New Urban or True Urban redevelopment transform the burbs into something better?
- So, are the burbs redeemable in any way with respect to future planning needs?
- Place yourself in the position of housing/neighborhood consumer at different life stages – yuppie, DINK, nice little family, and so on... Now, think about urbanisms and burbs again. What fits you best at each stage?

## **Week 8 (3/6): Harvey on Urban Space, Development, and Utopia**

### **Readings**

- Harvey, Chapter 8 – Spaces of Utopia; in Harvey, David. 2000. *Spaces of Hope*. Berkeley: University of California Press.

### **Goals/Questions**

- What are Utopia and Utopianism?
- What is your "Utopia?" What are its elements?
- Why must Utopia be spatially grounded?
- How do you get there? What is the approach that will produce this for all?

## **Week 9 (3/13): Sustainable Cities, Green Urbanism, Resilience**

### **Readings**

- Beatley, Timothy, *Green Urbanism: Learning from European Cities* (Washington, D.C.: Covelo Press, 2000), 290-324.



- Godschalk, David R., "Land Use Planning Challenges: Coping with Conflicts in Visions of Sustainable Development and Livable Communities," *Journal of the American Planning Association* 70, no. 1 (Winter, 2004): 5-13.
- American Planning Association. 2016. Sustainability Policy Framework. Available: <https://www.planning.org/media/document/9117770/>.
- Romero-Lankao, Daniel M. Gnatz, Olga Wilhelm, and Mary Hayden. 2016. Urban sustainability and resilience: from theory to practice. *Sustainability* 8, 1224.

### ***Supplemental Reading***

- Retzlaff, Rebecca C. 2008. Green building assessment systems: a framework and comparison for planners. *Journal of the American Planning Association*, 74(4): 505-519.

### ***Goals/Questions***

- How do you think of the concepts of "green" and "sustainability?" What are they? How to measure? Are they to be prescribed? Are they "products" or elements of commercialism?
- Considering Harvey's critique that social processes that would lead us towards utopia are regulated by the state, how can "greening" be managed by both the state and the citizen?
- Like for sustainability, can broad resilience be compelled via planning? Why or why not? How?

## **Week 10 (3/20): Ecological Planning & Green Infrastructure.**

### ***Paper***

- Annotated Outline Due.

### ***Readings***

- Budiansky, Stephen, "Good Poetry, Bad Science," *Nature's Keepers: the New Science of Nature Management* (London: Weidenfeld and Nicolson, 1995), 3-26.
- Benedict, M., and Ed McMahon. 2002. *Green Infrastructure: Smart Conservation for the 21<sup>st</sup> Century*. Washington, D.C., Sprawlwatch Clearing House. Available: Blackboard and [http://www.conservationfund.org/sites/default/files/GI\\_SC21C.pdf](http://www.conservationfund.org/sites/default/files/GI_SC21C.pdf)
- Soulé, Michael, and Reed Noss, "Rewilding and Biodiversity: Complimentary Goals for Continental Conservation," *Wild Earth* 8, no. 3 (Fall 1998), 19-28.
- Aycrigg, Jocelyn L., Craig Groves, Jodi A. Hilty, J. Michael Scott, Paul Beier, D. A. Boyce, Jr., Dennis Figg, Healy Hamilton, Gary Machlis, Kit Muller, K. V. Rosenberg, Raymond M. Sauvajot, Mark Shaffer, And Rand Wentworth. 2016. Completing the system: opportunities and challenges for a national habitat conservation system. *BioScience* Vol. 66 No. 9.

### ***Supplemental Reading***

- Whyte, William H., "The Plan of the Landscape", *The Last Landscape* (New York: Doubleday & Company, Inc., 1968; New York: Anchor Books, 1970).

### ***Goals/Questions***

- Can we recover and rebuild effective green infrastructure across our human landscapes?
- What are the elements of rewilding?
- Is there an essential role for the state in biodiversity planning?

## **Week 11 - SPRING BREAK 3/25/19 – 3/29/19**

## **Week 12 (4/3): Scale Issues in Economic, Regional, and Ecological Planning**

### ***Annotated Outline Due***

#### ***Readings***

- Schumacher, E. F., "A Question of Size," *Small is Beautiful: Economics as if People Mattered* (New York: Harper and Row, 1975), 59-70.
- Calthorpe, Peter, and William Fulton, *The Regional City: Planning for the End of Sprawl*, (Washington, D.C.: Island Press, 2001), 43-60.
- Lang, Robert E. and Dawn Dhavale, "America's Megapolitan Areas," *Land Lines* (July 2005), 1-4.

#### ***Goals/Questions***

- Is regionalism important with respect to full sustainability? Is small beautiful?
- How do we deal with this in the planning context? Regulations? Incentives? Marketing?

## **Week 13 (4/10): Planning in the Developing World**

#### ***Readings***

- Davis, Mike, *Planet of Slums* (London: Verso, 2006), pp. 1-49, 121-149.
- Shatkin, Gavin. 2007. Global cities of the South: emerging perspectives on growth and inequality. *Cities*, 24(1): 1-15.
- Agenda 21, Chapter 10 - Integrated Approach To The Planning And Management Of Land Resources.
- <http://www.unmillenniumproject.org/goals/>

#### ***Goals/Questions***

- Is Davis overstating the case for what is happening in the developing world?
- SAPs are supposed to be a thing of the past – are they used today?
- How might the UN's Millennium Development Goals, including poverty reduction, work to repair damages made by structural adjustment?
- How can the Integrated Approach to the Management of Land be integrated with Millennium development?

## **Week 14 (4/17): Imagining the Future**

#### ***Readings***

- Callenbach, Ernest, *Ecotopia* (Toronto: Bantam Books, 1975), 13-43.
- Fainstein, Susan. 2014. My career as a planner. *Journal of the American Planning Association* 80(3): 268-275. Goals/Questions

## **Week 15 (4/24): Student Presentations on Research**