

FLORIDA STATE UNIVERSITY
DEPARTMENT OF URBAN AND REGIONAL PLANNING

URP5101
Bruce Stiftel

Fall 2007
TR 09:30 - 10:45; 210 HCB

Planning Theory and Practice

This course is an introduction to ideas about the roles planners fill and the goals they pursue. The student is expected to develop an appreciation for key historical dilemmas that have shaped the profession and for the major contemporary theoretical arguments. Included is consideration of the role of planning in a representative democracy, the institutional settings within which planners operate, the reputed conflict between planning and freedom, the extent of analytic versus communicative work of the planner, and the significance of planning professionalism.

The hope is that by the end of the course you will have developed an informed and critical overview of the process of urban planning that will both help you integrate the more specialized courses you are taking within a broader tradition of planning and help you understand and guide your own practice as a planner more clearly.

Pre-requisites: Graduate standing at Florida State University or permission of instructor.

Course Objectives: The Department of Urban and Regional Planning has determined that at the completion of this course a student should be able to:

1. articulate various roles planners fill and the settings where planners carry out the planning function;
2. appreciate the social goals planners espouse to fulfill;
3. describe key historical dilemmas and their implications for today's planning practice;
4. give an overview of the major contemporary planning theories and analyze major arguments surrounding their utility;
5. understand the political tensions facing planners and key strategies for dealing with these tensions;
6. critique various approaches to the planning process;
7. evaluate arguments for and against licensing, registration and certification;
8. discuss options for overcoming ethical dilemmas that planners face; and
9. present thoughts clearly in oral and written communications showing both familiarity with the conventions of professional planning and responsiveness to the audience.

Procedures: Classes will combine lectures, discussions, and exercises. Informed participation in discussions is essential, so your first responsibility is to do all the required reading on time.

Written assignments should be prepared according to a standard social science format. Those not familiar with the conventions of social science writing should obtain and use any of the style manuals designed to present these (e.g. *Publication Manual of the American Psychological Association* 5th ed. Washington DC: 2001). Effective communication is the primary goal, but clarity as to originality of ideas is vital. Ideas stimulated by others should be cited appropriately as, of course, should be quotes and facts taken from other sources. Timely submission of written assignments is important; late submissions will be penalized. In general, unless instructed otherwise, I believe it is useful to imagine that you are writing for a general national

professional urban planning audience. This requires that you not assume the reader will be familiar with the context, laws, and institutions of the plans or programs you are writing about, but it does suggest that you can use the language of planning theory and planning methods efficiently without the need to explain fundamental concepts which are widely understood by the educated professional community.

Assignments:

1. **Attend and participate** in class discussion. Participation in discussion is not evaluated on opinions expressed, but rather on effective contribution to the class' understanding of issues. In order to participate effectively you will need to read assigned materials prior to class.

You are expected to regularly review the Blackboard course website (campus.fsu.edu) This requires that you maintain an on-campus FSU computer e-mail account, although you may arrange to forward e-mail from this account to an off-campus account. (Attendance/Participation = 15% of course grade).

2. **Quizzes.** Unannounced quizzes will be used to gauge student reading comprehension and to aid the instructor in preparing subsequent lecture content.(20%)

3. **Historical Profile.** You will prepare an essay describing and assessing the career of an urban planner active prior to 1970 in a report due on **9 October**. Please submit your paper electronically using Blackboard. Details will be provided in a separate handout. (30%)

5. **Position Paper.** You will prepare a paper setting out your own theory of planning as the basis for your practice, to be submitted electronically through Blackboard no later than **20 November**. You will then review the papers prepared by of two of your classmates and discuss these with their authors in class on **27 November**; submitting written comments to the authors and the instructor electronically. Details will be provided in a separate handout. (Report - 30%; Comments - 5%)

Readings:

Required readings may be found in books for sale at Bill's Bookstore (Copeland St.; Tennessee St.; and Pensacola St.) and at the FSU Bookstore:

Michael P. Brooks. *Planning Theory for Practitioners*. APA Planners Press, 2002. ISBN 1-884829-59-7 (paper); 1-885829-60-0 (cloth).

Carol D. Barrett. *Everyday Ethics for Practicing Planners*. Washington DC: American Institute of Certified Planners, 2001. ISBN: 1-884829-61-9 (paper).

Additional materials may be found through the course website at campus.fsu.edu. See the Reading List posted to the course website; check with the instructor when unsure.

Not included on this list, but suggested as a guidebook to the preparation of written assignments, and also available at Bill's, is:

American Psychological Association. *Publication Manual*, 5th ed. Washington DC: 2001.

Course Outline:

1. **Historical Review.** Explores planning's origins and the early history of the US profession, highlighting how prevailing social movements and key historical events shaped the profession and the intellectual rationales for planning activity.
2. **Rational Decision Making.** Beginning with general discussion of why planning is seen as a desired activity in capitalist democratic settings, we introduce the rational action model as the application of social scientific knowledge to planning, and then examine planning's function as aid and adjustment to the economic invisible hand. Adjustments to rational planning posed by incrementalism and strategic planning are considered.
3. **Political Approaches.** Planning's efforts to be responsible to multiple special interests are considered, as are criteria for "just" decisions. The role of public participation in policy processes is examined.
4. **Deliberative Threads.** The difficulties "objective" analyses have due to turbulent environmental conditions and differences in meaning within society are used as a backdrop to examining collaborative planning, adaptive governance, sustainability, social capital, and multiculturalism.
5. **Professionalism.** Is planning a profession? What skills distinguish planners from other actors? What are the ethical requirements of sound planning? How does the profession police itself?

Communicating with the instructor: My office is 350 BEL; phone: 644-8522; e-mail: bruce.stiftel@fsu.edu; open office hours: Tuesdays and Thursdays 14:00-16:00, or by appointment. The course Blackboard site provides an easy method for sending e-mail to all members of the class, or to individuals in the class. I am pleased to respond to individual e-mail messages, of course, but please think about whether the class as a group might be better served by having your query sent to everyone.

Please use the course Blackboard website to submit assignments: we will discuss how to do this in class. Do not send assignments by e-mail or fax. Name your files with identifiers that are unique (eg HistoricalEssay.Jones.8Nov07.rtf), combine all graphics, spreadsheets and text into one file, and submit in a standard software format (.wpd; .doc; .pdf or .rtf).

Certain course materials are available from the course website. You may download the course reading list at this site.

Grading Practices: Assignments are graded in the usual A, A-, B+...F system. Those new to Florida State should note that the addition represented by a plus and the subtraction represented by a minus is .25 - this is different than at some other universities. In general, I endeavor to follow these grading standards:

"A" : exemplifies excellence: including clear reasoning, sound methods, forceful exposition, and stimulating ideas in comparison with others at the same stage of career. Independent and creative thinking utilizing a thorough understanding of course concepts is evidenced. Language usage, calculation, attribution, and formatting are essentially free of error.

"B" : allowing for growth in performance between now and graduation, the

work would be considered satisfactory professional planning work given the time and resources allocated to it. Assertions are correct; arguments are persuasive. Mastery of course concepts is evidenced. Errors in language usage, attribution, calculation and/or formatting are minimal.

"C" : even allowing for growth in performance between now and graduation, the work would be considered less than satisfactory in a professional planning environment. There may be errors in fact or in understanding of course concepts. Arguments may not be convincing; there may be multiple errors in language usage, grammar, attribution, calculation and/or formatting.

"D" : the work does not meet expectations for graduate students. The core prompts in the assignment may not be followed; arguments may be hard to understand or may ignore key lessons understood broadly in our profession and/or developed in the course; language usage, attribution, calculation and/or formatting may have serious flaws or widespread errors.

"F" : the work does not address the assignment, fails to meet ordinary expectations for English-language exposition, or appears to have been completed in a manner violating the university Honor Policy.

Any paper received electronically by 11:59pm on the announced due date will be considered on time. Please take precautions to make multiple copies of files related to your coursework; I have sympathy for problems related to computer malfunctions or lost materials, but can offer no grading concessions. Submissions after 11:59pm on the due date are downgraded 1/4 letter grade; submissions more than one week late are downgraded a full letter grade. Submissions received after the graded assignment has been returned to the class will receive the grade of F.

Those with *bona fide* illness or serious family problems should make this known and seek suitable arrangements at the earliest possible date. Such personal crises are the only acceptable justifications for the Incomplete grade.

Course assignment papers (the material inside the electronic file you submit) and exams should be submitted with no identifying information other than the last four digits of your social security number (not the number on your ID card). In that way, I can be sure of grading in an unbiased manner.

Academic Honor Policy: The Florida State University Academic Honor Policy outlines the University's expectations for the integrity of students' academic work, the procedures for resolving alleged violations of those expectations, and the rights and responsibilities of students and faculty members throughout the process. Students are responsible for reading the Academic Honor Policy and for living up to their pledge to "... be honest and truthful and ... [to] strive for personal and institutional integrity at Florida State University." (Florida State University Academic Honor Policy, found at <http://dof.fsu.edu/honorpolicy.htm>.)

You should be familiar with the expectations and procedures of the *Honor Policy*. You are expected to be absolutely clear in indicating when you have used ideas or words that are not your own. You are permitted to discuss the written assignments in this course with your fellow classmates, but you should not collaborate on your submissions. If you are unclear about the boundaries, ask the instructor or assume that the joint action in question is not allowed.

Students with Disabilities: Students with disabilities needing academic accommodation should (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring SDRC certification to the instructor indicating the nature of accommodations required. This should be done within the first week of class or as soon as possible after a new disability condition arises. All effort will be made to provide reasonable accommodation. This syllabus and other class materials are available in alternative format upon request.

For more information about services available to FSU students with disabilities, contact the: Student Disability Resource Center; 874 Traditions Way; 108 Student Services Building; Florida State University; Tallahassee, FL 32306-4167; (850) 644-9566 (voice); (850) 644-8504 (TDD); (850) 644-7164 sdr@admin.fsu.edu; <http://www.disabilitycenter.fsu.edu/>

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URP5101: Planning Theory and Practice

Fall 2007

SCHEDULE

<u>Date</u>	<u>Topic(s)</u>	<u>Notes</u>
28 Aug	Course Introduction	
HISTORICAL REVIEW		
30 Aug	Reform Era Origins of Planning	
4 Sep	Early Regional and Master Planning	
6 Sep	Planners Preparation (Optional Discussion Class or FAPA Conference)	
11 Sep	The New Deal and the Chicago School	
13 Sep	NO CLASS	
RATIONAL PLANNING		
18 Sep	Why Plan?	
20 Sep	The Rational Planning Model	
25 Sep	Risk and Uncertainty	
27 Sep	Incrementalism and Strategic Planning	
2 Oct	Rational Dreams; Political Realities	
POLITICAL APPROACHES		
4 Oct	Knowledge and Power	
9 Oct	Citizen Participation	<i>Historical Essay due</i>
11 Oct	Advocacy Planning	
16 Oct	Empowerment and the Just City	
18 Oct	NO CLASS (ACSP Conference)	
DELIBERATIVE THREADS		
23 Oct	Collaborative Planning	
25 Oct	Adaptive Governance	
30 Oct	Sustainability	
1 Nov	Social Capital and Civic Engagement	
6 Nov	NO CLASS	
8 Nov	Multiculturalism	
13 Nov	Communicative Innovations	
PROFESSIONALISM		
15 Nov	Planning Organizations and Planner Certification	
20 Nov	Planning School Accreditation	<i>Position Paper due</i>
22 Nov	NO CLASS (Thanksgiving)	
27 Nov	Position Paper Discussions	<i>Position Paper Comments due</i>
29 Nov	Ethics in Planning I	
4 Dec	Ethics in Planning II	
6 Dec	Course Conclusions	

DATES OF NOTE:

- 6- 8 Sep: Florida Chapter, American Planning Assn, Conference, Lake Buena Vista
- 18-21 Oct: Assn Collegiate Schools of Planning, Conference, Milwaukee, WI
- 6-10 Nov: North American Meetings, Regional Science Association, Savannah, GA

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READING LIST

* indicates reading available through website.

JAIP=*Journal of the American Institute of Planners* (JAPA after 1977)

JAPA=*Journal of the American Planning Association* (JAIP prior to 1978)

JPER=*Journal of Planning Education and Research*

JPL= *Journal of Planning Literature*

Session 1. Introduction (28 Aug)

1. Michael Brooks. *Planning Theory for Practitioners*. APA Planners Press, 2002. PP. 9-32.

Session 2. Reform Era Origins of Planning (30 Aug)

- *1. Roy Lubove. "The Roots of Urban Planning" pp. 1-22 in *The Urban Community*. (Prentice-Hall, 1967). HT167L8.
- *2. Bruce Stiftel. "Planning theory." Pp. 4-16 in *The National AICP Examination Course Guidebook 2000*, edited by Roshi Pelaseyed. American Institute of Certified Planners: Washington DC, 2000.

Session 3. Early Regional and Master Planning (4 Sep)

- *1. Carl Sussman. "Introduction." pp. 1-45 in *Planning the Fourth Migration*. (MIT Press, 1976) HT392P55.
- *2. Leonie Sandercock. "Rewriting planning history: official and insurgent stories." Pp. 37-59 in *Cosmopolis II: Mongrel Cities in the 21st Century*. New York: Continuum, 2003.

Session 4. Planners' Preparation (6 Sep)

- *1. Ethan Seltzer and Connie P. Ozawa. "Clear signals: moving on to planning's promise." *JPER*. 22(2002):77-86.
- *2. Linda C. Dalton. "Preparing planners for the breadth of practice: what we need to know depends on whom we ask." *JAPA* 73(2007):35-48.

Session 5. The New Deal and the Chicago School (11 Sep)

- *1. Otis L. Graham, Jr. *Toward a Planned Society* (Oxford University Press, 1976). Pp. 1-68. HC106G674.
- *2. Charles E. Merriam. "The NRPB: a chapter in American planning experience." *American Political Science Review*. 38(6,1944): 1075-1088. (Accessible through J-STOR)
- *3. Jean-Louis Sarbib. "The history of the Chicago program of education and research in planning." *JPER*. 2(1983):77-81.

Session 6. Why Plan? (18 Sep)

1. Michael Brooks. *Planning Theory*. Pp. 35-61.
- *2. Richard E. Klosterman. "Arguments for and against planning." *Town Planning Review*. 56(1, 1985):5-20.
- *3. Randall Crane. Markets attack. Blog post, with comments by Peter Gordon, Earnest Alexander, Eran Kaplinsky and Lewis Hopkins.
<http://planningresearch.blogspot.com/2006/08/markets-attack.html>

Session 7. The Rational Planning Model (20 Sep)

1. Brooks. *Planning Theory*. Pp.80-96.
- *2. Edward C. Banfield. "Ends and means in planning." *International Social Science Journal*. 11(3,1959).
- *3. Nathaniel Lichfield. "Cost-benefit analysis in city planning." *JAIP*. 26(1960):273-279.

Session 8. Multiple Publics; Risk and Uncertainty (25 Sep)

- *1. Morris Hill. "A goals achievement matrix for evaluating alternative plans." *JAIP*. 19(1968) 19-29. Comments and authors rejoinder. 35:139-142.
- *3. David Miller and Martin Starr. *The Structure of Human Decisions*. (Prentice-Hall, 1967). Pp. 106-134. HD6904.

Session 9. Incrementalism and Strategic Planning (27 Sep)

1. Brooks. *Planning Theory*. Pp. 97-106.
- *2. Charles E. Lindblom. "The science of muddling through." *Public Administration Review*. 19 (1959): 79-88. [Public domain; available through J-STOR]
- *3. TH Poister and G Streib. "Elements of strategic planning and management in municipal governance: status after two decades." *Public Administration Review*. 65(1,2005):45-56.

Session 10. Rational Dreams; Political Realities (2 Oct)

- *1. Alan Altshuler. "The goals of comprehensive planning." *JAIP* 31(1965).
- *2. Bent Flyvbjerg. *Rationality and Power: Democracy in Practice*. University of Chicago Press, 1998. Pp. 1-18; 225-237. JS6185.A53F5913.

Session 11. Knowledge and Power (4 Oct)

- *1. Paul Davidoff and Thomas A. Reiner. "A choice theory of planning." *JAIP* 28(1962):103-115.
- *2. Harvey Molotch. "The political economy of growth machines." *Journal of Urban Affairs*. 15(1,1993):29-53.
- *3. Kevin Cox. "Globalization, competition and the politics of local economic development." *Urban Studies*. 32(1995):213-224.

Session 12. Citizen Participation (9 Oct)

- *1. Sherry Arnstein. "A ladder of citizen participation." *JAIP*. 35(1969):216-224.
- *2. Nancy Roberts. "Public deliberation in an age of direct citizen participation." *American Journal of Public Administration*. 34(4, 2004):315-353.
- *3. Lucie Laurian. "Deliberative Planning through Citizen Advisory Boards: Five Case Studies from Military and Civilian Environmental Cleanups." *JPER*. 26(2007):415-434.

Session 13. Advocacy Planning (11 Oct)

- 1. Brooks. *Planning Theory*. Pp.107-118.
- *2. Paul Davidoff. "Advocacy and pluralism in planning." *JAIP* 31(1965):331-338.
- *3. Norman Krumholtz. "A retrospective view of equity planning: Cleveland, 1969-1979." *JAPA*. 48(1982):163-174 plus comments pp. 175-183.
- *4. Allan David Heskin. "Crisis and response: an historical perspective on advocacy planning." *JAPA* 46(1980):50-63.

Session 14. Empowerment and the Just City (16 Oct)

- *1. Victoria A. Beard. "Learning radical planning: the power of collective action." *Planning Theory*. 2(1, 2003):13-35.
- *2. Susan Fainstein. "New directions in planning theory." *Urban Affairs Review*. 35(4):451-78.
- *3. Stephen Bradbury, Richard Hayes, Ken Reardon and others. The people's plan for overcoming the hurricane Katrina blues: a comprehensive strategy for building a more vibrant, sustainable, and equitable 9th Ward. ACORN. <http://www.rebuildingtheninth.org/resources/>

Session 15. Collaborative Planning (23 Oct)

1. Brooks. *Planning Theory*. Pp.119-133.
- *2. Judith E. Innes and David E. Booher. "Consensus building as role playing and bricolage: toward a theory of collaborative planning." *JAPA*. 65(1999): 9-26.

Session 16. Adaptive Governance (25 Oct)

- *1. John T. Scholz and Bruce Stiftel. "The challenge of adaptive governance." Pp. 1-11 in *Adaptive Governance and Water Conflict: New Institutions for Collaborative Planning*, ed JT Scholz and B Stiftel. Resources for the Future Press, 2005.
- *2. Lawrence Susskind. "Resource planning, dispute resolution and adaptive governance." Pp.141-149 in *Adaptive Governance and Water Conflict*, ed JT Scholz and B Stiftel. 2005.
- *3. Connie P. Ozawa. "Putting science in its place." Pp.185-195 in *Adaptive Governance and Water Conflict*, ed JT Scholz and B Stiftel. 2005.

Session 17. Sustainability (30 Oct)

- *1. Philip R. Berke and Maria M. Conroy. "Are we planning for sustainable development?: an evaluation of 30 comprehensive plans. *JAPA* 66(2000):21-33.
- *2. Edward J. Jepson. "The adoption of sustainable development policies and techniques in US cities: how wide, how deep and what role for planners?" *JPER*. 23(2004):229-241.
- *3. Michael Gunder. "Sustainability: planning's saving grace or road to perdition?" *JPER* 26(2006):208-221.

Session 18, Social Capital and Civic Engagement (1 Nov)

- *1. John Friedmann. "The wealth of cities: toward an assets-based development of newly urbanizing regions." United Nations Habitat Award Lecture presented at the World Urban Forum, Vancouver, BC, June 2006.
- *2. J Hutchinson, AC Vidal and others. "Using social capital to help integrate planning theory, research and practice." *JAPA*. 70(2,2004):142-192.

Session 19. Multiculturalism (8 Nov)

- *1. Leonie Sandercock. "Modernist cities and planning: oh what a lovely paradox." Pp. 13-35 in *Cosmopolis II: Mondgrel Cities*. Continuum, 2003.
- *2. Richard Silburn. "Ethnic minority communities and urban renewal in Nottingham." Pp. 137-156 in *Knights and Castles: Minorities and Urban Regeneration*, ed F Lo Piccolo and H Thomas. Ashgate, 2003.

Session 20. Communicative Innovations (13 Nov)

- *1. Daniel A. Mazmanian and Paul A. Sabatier. "An Initial Success in the Quiet Revolution: The California Coastal Commissions, 1972-77." pp. 218-265 in *Implementation and Public Policy*. Scott, Foresman and Co., 1983. SOC H97 M39 1983.
- *2. Michael R. Boswell. "Everglades restoration and the South Florida ecosystem." Pp.89-99 in *Adaptive Governance and Water Conflict*, ed JT Scholz and B Stiftel. 2005.
- *3. Alan March and Nicholas Low. "Knowing, and steering: mediatization, planning and democracy in Victoria, Australia." *Planning Theory* 3(2004):41-69.

Session 21. Planning Organizations and Planner Certification (15 Nov)

- *1. Eugenie Ladner Birch. "Advancing the Art and Science of Planning: Planners and Their Organizations" *JAPA*. 46 (1980): 22-49.
- *2. Dowell Myers and Tridib Banerjee. "Toward greater heights for planning: reconciling differences between profession, practice and academic field." *JAPA* 71(2,2005):121-129.
- *3. American Institute of Certified Planners. Certification information. <http://www.planning.org/certification>

Session 22. Planning School Accreditation (20 Nov)

- *1. Planning Accreditation Board. *The Accreditation Document: Criteria and Guidelines for Accreditation*. Chicago IL: November 2006. http://showcase.netins.net/web/pab_fi66/2006_Nov_AD.pdf
- *2. Planning Accreditation Board. Site visit report: Master of Science in Planning: Florida State University. Chicago: 2005.

Session 23. Position Paper Discussions (27 Nov)

- *1. Student papers, as assigned.

Session 24. Ethics in Planning I (29 Nov)

- 1. Brooks. *Planning Theory*. Pp. 62-78.
- 2. Carol D. Barrett. *Everyday Ethics for Practicing Planners*. American Institute of Certified Planners, 2001. Pp.1-25. Plus, additional pages assigned to specific student groups for discussion before class.
- *3. American Institute of Certified Planners. AICP Code of Ethics and Professional Conduct, adopted 19 March 2005. Washington DC. <http://www.planning.org/ethics/conduct.html>

Please be sure to bring the Barrett book and the 2005 Code of Ethics to class on 29 November.

Session 25. Ethics in Planning II (4 Dec)

1. Carol D. Barrett. *Everyday Ethics for Practicing Planners*. American Institute of Certified Planners, 2001. Pp.199-213 plus additional pages assigned to specific student groups for discussion before class.
- *2. Sarah Jo Peterson. "The ethics of urban planning: remembering the old AICP Code (1978-2005). <http://www.planetizen.com/node/20046>.

Please be sure to bring the Barrett book and the 2005 Code of Ethics to class on 4 December.

Session 26. Course Conclusions (6 Dec)

- *1. Michael Neumann. "Notes on the uses and scope of city planning theory." *Planning Theory*. 4(2,2005):123-145.
- *2. Ernest Alexander. "A mile or a millimeter?: measuring the 'planning theory - practice gap.'" *Environment and Planning B: Planning and Design* 24(1997):3-6.