

Professor Stacy Harwood
Office: Arch 220
801- 581-8255
Email: harwood@arch.utah.edu

Tue / Thurs 2:00-3:20
Arch 228
Office Hours: after class
or by appointment

“My ideal practitioner would consider the epistemological underpinnings of action, the broad sweep of history, the tension within capitalist democracy, the elusive qualities of space, and unresolvable societal conflicts. I expect, however, that most practitioners would be satisfied with making one aspect of the community work better.” - Beauregard, Robert. 1995. Edge Critics. *Journal of Planning Education and Research*, 14 (3): 163-166.

Course Description

This course offers students a survey of classic and contemporary theories of planning. The logic behind the ideas, concepts and actions of planning is continuously challenged as views shift about the relationship between democracy, markets and government. Students will gain a deeper appreciation for the profession’s historical roots as well as be introduced to some of the “theoretical tools” used to analyze planning. An important aspect of the course is intellectual dialogue through critical reading, informed discussion and writing assignments.

Assignments

This course will push you to critically analyze planning practice. The reading, reflection and discussion will guide you through this process. You will demonstrate your ability to theoretically conceptualize planning by creating persuasive video essays. The specific guidelines and grading criteria will be distributed later in the semester.

Persuasive Video Essays

The persuasive video essays correspond to the three parts of the course. Part 1 explores how structural forces (and the assumptions embedded in each) shape the way we justify planning intervention. Part 2 surveys different theories about planning practice. Part 3 considers different ethical issues in planning.

Short Reading Reflections

To prepare you to tackle the persuasive video essays, you will write reflection responses about each set of readings. While you are required to do all of the reading in the class, you are only required to do 13 of the 21 reading reflections.* The reflection consists of two distinct parts:

1. REFLECTION QUESTIONS: Directly respond to each of the reflection questions listed next to the readings, look for the R#. Your response (two or three paragraphs) should demonstrate that you understand the reading, and how the different readings “speak” to each other.
2. PERSONAL REFLECTION: Two or three paragraphs about how the reading relates (or doesn’t) to your own planning experiences and/or understanding of planning. This part of the reflection will help you explore different possibilities for the essay.

* You must do the first reflection (R1) plus 4 reflections in each of the 3 parts. Only 13 reflections will be graded.

Online Discussion

The purpose of the discussion group is to provide a space to explore your ideas for the video essays. You will be given discussion prompts. Each discussion group member will respond to the prompt by Thursday the week it is due. By the following Tuesday, each person is required to post at least 2 thoughtful comments, suggestions, and/or questions. In addition, I expect that each person will also respond to the posts directed at their ideas and video scripts.

Discussion Leaders

Everyone will be responsible for leading at least 2 class discussions during Part 2. This entails assembling a set of questions, discussion topics and/or classroom activities about the required reading. The discussion leaders should expect that everyone is fully prepared to summarize the major ideas in each assigned reading. The discussion leaders **MUST** meet with the instructor in advance (at least one week in advance) to discuss the lesson plan.

Grading

| | | |
|----------------------------|-----------------|------------|
| Video Essay 1 | Friday, Sept 20 | 10 points |
| Video Essay 2 | Wed, November 6 | 15 points |
| Video Essay 3 | Tues, Dec 10 | 20 points |
| Video Peer-Feedback (2 x4) | | 8 points |
| Discussion Leader (2 x 10) | | 20 points |
| Reflection (13 x 1) | | 13 points |
| Online Discussion (7 x 2) | | 14 points |
| Total | | 100 points |

| | | | | | |
|----|------------|----|-------|----|-------|
| A | 100-94 pts | B- | 83-80 | D+ | 69-67 |
| A- | 93-90 | C+ | 79-77 | D | 66-64 |
| B+ | 89-87 | C | 76-74 | D- | 63-60 |
| B | 86-84 | C- | 73-70 | F | 59-0 |

Expectations

Inclusivity and Professionalism

The Department of City & Metropolitan Planning is committed to creating an environment of inclusion and opportunity that is rooted in the responsibility of practicing planners to adhere to the highest standards of professionalism and integrity while serving the public interest. Students who contribute to a learning environment that is respectful and inclusive are preparing to excel in a culture of ethical behavior as professionals. Urban planning students develop the knowledge and skills of professional planners in the classroom and in community-based projects, where they act as planners in training. Therefore, CMP expects all students to meet the goals outlined in the American Institute of Certified Planners (AICP) Code of Ethics and Professional Conduct for planners as well as standards in the University of Utah Student Code.

Attendance

Attendance is required except in the case of medical or family emergencies. After the first absence, I will deduct 1 point from your final grade for each absence. After the first tarty, I will deduct ½ point for being tardy. If you miss class, please stop by my office hours or make an appointment to find out what you missed. Other absences may be excused, but please send me an email at least one week in advance to explain your situation (for example, you are attending a professional conference, have a job interview, observe a religious holiday, etc).

Participation

Learning is a social process and collective endeavor; therefore, your primary responsibility is active participation. Because there will be much discussion among the members of the class, you must do the required readings assigned to specific days and come prepared to ask questions and make comments. Informed discussion is the point of a good seminar. The intellectual quality of the seminar depends on active participation by every member in the class.

Late Assignments

I do not accept late assignments (that means I will not grade late assignments). However, special arrangements (without penalty) may be warranted. Please contact me in advance if you foresee a problem.

Office Hours

I invite students to visit, call or e-mail me as often as they want or need. E-mail is an easy way to communicate with me, as I generally respond within 24 hours. Most course related problems can be resolved if they are jointly addressed by instructor and student early in the semester. Students with special needs—factors that might interfere/conflict with the successful completion of the course--should tell me as soon as possible.

Preferred Names & Pronouns

Class rosters are provided to the instructor with the student's legal name as well as "Preferred first name" (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UIDcard, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

ADA Statement

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

Academic Misconduct

The course website includes a link to the university's Student Code, which contains the academic conduct standards expected of all University of Utah students. Academic misconduct includes such things as cheating, inappropriate use of university equipment/materials, fabrication of information, plagiarism (presenting someone else's work from any source as your own), and so on. All forms of academic dishonesty will be considered a serious offense of university policy. By the second class session I will assume that each of you has read the Code and is willing to abide by its requirements. CA+P students who engage in academic misconduct more than once are subject to the policy of the College of Architecture + Planning that directs college and department administrators to seek the dismissal of offending students from their academic program.

Electronic Devices

Using tablets and laptops can aid the taking of notes and reference to materials without having to carry printed texts to class. Cell phone conversations, texting, and other use of electronic devices in a manner that does not relate to our classroom conversations is not acceptable. Please be courteous to me and your classmates by not misusing laptops, smart phones, and other devices in class.

Wellness

Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student's ability to succeed and thrive. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776. There are also helpful links on the Canvas website, on the Student Wellness Links page.

University Safety Statement

The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

Addressing Sexual Misconduct

Title IX of the federal Education Amendments of 1972 states, in part: "No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance." Under this law, violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race,

national origin, color, religion, age, status as a person with a disability, veteran's status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 332 South 1400 East, Room 112 (Bldg. 73), 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 328 Student Services Building (SSB), 801-581-7779. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS).

Canvas

I use Canvas software to share information about newsworthy events and articles, provide all of the course readings, facilitate discussions outside of class, and give instant access to grades. You have "constructive notice" of any information posted on the course Canvas site during the semester. That means I will assume you have received information posted to the site, and that you take responsibility for the consequences if you choose to not check the site regularly.

Course Calendar

I will make every effort to stick to the course schedule, but variations are inevitable (including assignment deadlines and other requirements).

| Date | Reflection Questions <i>Due before class on this date</i> | Reading <i>Read before class on this date</i> | Online Discussion <i>Initial post due by end of day</i> |
|--|--|---|---|
| Tue 8/20 | Welcome and introduction | What is planning? | |
| Thurs 8/22 | R1: What is planning theory? What does it offer you (the planning practitioner)? What are its limitations? | The Evolution of Planning Thought: First Glimpse (Published Oct 20, 2014) https://www.youtube.com/watch?v=q4Xxkzst0jM (Video, 6:41 min). Friedmann, John. 2008. The Uses of Planning Theory. <i>Journal of Planning Education and Research</i> , 28 (247-257). Campbell, Scott and Susan F. Fainstein. 1996. "Introduction: The Structure and Debates of Planning Theory," In <i>Readings in Planning Theory</i> , edited by Scott Campbell and Susan F. Fainstein. Cambridge, MA: Publishers. 1-14. Optional: Stiftel, Bruce and Chandrima Mukhopadhyay. 2007. Thoughts on Anglo-American hegemony in planning scholarship. <i>Town Planning Review</i> , 78 (5): 545-572. | D1: Where do you see yourself in 5 years (professionally speaking)? |
| Part I: CULTURES OF PLANNING: SITUATING INTERVENTION IN A STRUTURAL CONTEXT Video Essay 1: Why plan? | | | |
| Tue 8/27 | R2: Why should planners learn about structure? What does <i>The Lorax</i> have to do with structure and intervention? | Friedmann, John. 2011. The many cultures of planning. Chapter 9 in <i>Insurgencies: Essays in Planning Theory</i> by John Friedmann. London: Routledge, pages 164-206. <i>The Lorax</i> by Dr. Seuss - Storybook Read Aloud! - YouTube: https://www.youtube.com/watch?v=EdWesdMfyd4 (Video, 15:32 min) Optional: Davies, Jonathan. 2014. Coercive Cities: Reflections on the Dark Side of Urban Power in the 21 st Century. <i>Journal of Urban Affairs</i> , 36 (S2): 590-599. | |
| Thurs 8/29 | R3: Which of these planners communicate a | I Wanna Be a Town Planner (Australia) https://www.youtube.com/watch?v=8QMxaKXsHOg (Video, 4:16 min) A guerilla gardener in South Central LA (United States) https://www.youtube.com/watch?v=EzZzZ_qpZ4w (Video, 10:45 min) | D2: Which of Friedmann's structural features |

| | | | |
|---|---|---|--|
| | clear understanding of how planning fits into structure? If you had to revise one of the videos using the terminology of Friedmann, what would you add? | <p>A Career in Urban Planning (India) https://www.youtube.com/watch?v=IWSyMj0-MFE (Video, 8:39 min) ACCESS: Melissa Fong on #25KLunch, the Downtown Eastside and more... (Canada) https://www.youtube.com/watch?v=sJgao9ygGSY (Video, 7:15 min) The Career of an Environmental Planner (United States) https://www.youtube.com/watch?v=YWaVzp7Q4Is (Video, 4:51 min) Career Girls: Urban Planner “What I Do” (United States) https://www.youtube.com/watch?v=G-dMN8jq23M (Video, 0:49 min) So you want to be a planner? (United States) https://www.youtube.com/watch?v=8XHDtdfpr70 (Video, 4:04 min)</p> | matter most for the type of planning you want to pursue? |
| Tue 9/3 | | | |
| Thurs 9/5 | | Why plan? Bring a draft script of your video to class. | |
| Tue 9/10 | R4: Why should the state be responsible for planning? What are the critiques against state intervention? | <p>Maidment, C. 2016. In the public interest? Planning in the Peak District National Park. <i>Planning Theory</i>, 15 (4): 366-385.</p> <p>Souza, Marcelo Lopez de. 2006. Together with the state, despite the state, against the state: Social movements as ‘critical urban planning’ agents. <i>City</i>, 10 (3): 327-341.</p> <p>Optional:</p> <p>Takahashi, L. 1993. Some Diagrammatic Representations of Models of the State from Planning Theory Course, University of California, Irvine (5 pages) – this is just to illustrate the variety of ways the state is theorized.</p> | |
| Thurs 9/12 | R5: Compare the justifications for government intervention in the market. Where to the two arguments diverge? | <p>Moore, Terry. 1978. Why allow planners to do what they do? A Justification from Economic Theory. <i>Journal of the American Planning Association</i>, 44 (4): 387-398.</p> <p>Richardson, Harry W. and Peter Gordon. 1993. Market Planning. <i>JAPA</i>, 59 (3): 347-352.</p> | D3: Post a refined script of your video. |
| Tue 9/17 | R6: Compare Harvey and Foglesong. Are they arguing for the same thing? What is the main difference between Marxist and Market based justifications? | <p>David Harvey: The Right to the City and Urban Resistance @ Fortaleza, https://www.youtube.com/watch?v=vjyLWMSZ2nY (Video, 46:20 min)</p> <p>Foglesong, Richard. 1986. Planning the Capitalist City, Chapter 5 in Susan Fainstein and Scott Campbell's <i>Readings in Planning Theory</i>, pages 102-107.</p> <p>Optional:</p> <p>Political Theory – Karl Marx https://www.youtube.com/watch?v=fSQgCy_ilcc (Video, 9:27 min)</p> | |
| Thurs 9/19 | | <p>Showing of documentary film: <i>Brooklyn Matters</i> (TBD)</p> <p>What are the competing justifications for intervention in Brooklyn?</p> | |
| <p style="text-align: center;">Part 2: THEORIES OF LOCAL PLANNING PRACTICE</p> <p style="text-align: center;">Video Essay 2: How does theory contribute to your understanding about how planning practice works?</p> | | | |
| Tue 9/24 | D7: What kind of planner are you? How do you maneuver in the | <p>Hopkins. Lewis. 2001. Plan-Based Action in Natural Systems. In <i>Urban Development: The Logic of Making Plans</i>, Washington: Island Press, pages 16-17.</p> <p>Lane, Marcus B. 2005. Public Participation in Planning: an intellectual</p> | |

| | | | |
|----------------|---|---|--|
| | river? | <p>history, <i>Australian Geographer</i>, 36 (3): 283-299.</p> <p>Optional:</p> <p>Marcuse, Peter. 2011. Three Historic Currents of City Planning. In <i>The New Blackwell Companion to the City</i>, edited by Gary Bridge and Sophie Watson. Oxford: Blackwell Publishing Ltd, pp 643-55.</p> | |
| Thurs 9/26 | <p>R8: <u>Rational Planning</u>: What is the relationship between rationality and rational planning? Can you have one without the other? If you aren't a rational planner does that mean you are not comprehensive and do not work with data?</p> | <p>Harper, Thomas and Stanley Stein. 2006. Ch 2: Modernistic ("Rational") Planning, In <i>Dialogical Planning in a Fragmented Society</i>, University of Toronto Press, pages 20-39.</p> <p>Black, Alan. 1990. The Chicago Area Transportation Study: Case Study of Rational Planning. <i>Journal of Planning Education & Research</i>, 10 (1): 27-37.</p> <p>Flyvbjerg, Bent. 1991. The Aalborg Project. <i>Rationality & Power: Democracy in Practice</i>. Chapter 2 and Appendices. Chicago: University of Chicago Press</p> <p>Optional:</p> <p>Banfield, Edward. 1959. Ends and Means in Planning. <i>International Social Science Journal</i>, XI (3): 361-368.</p> <p>Alexander, Ernest R. 1984. "After Rationality, What?" <i>Journal of the American Planning Association</i> (Winter): 37-43.</p> <p>Schön, Donald. 1983. Ch 2: From Technical Rationality to Reflection-in-Action in the <i>Reflective Practitioner</i>, page 20-69.</p> | <p>D4: Which theory of planning practice appeals to you most or least? (refer to 9/24 reading)</p> |
| Tue 10/1 | <p>R9: <u>Incremental Planning</u>: Is incremental planning intentional or is it "drifting without direction"? When is incremental planning most useful?</p> | <p>Lindblom, Charles. 1959. The Science of "Muddling Through." <i>Public Administration Review</i>, 19, 2: 79-88.</p> <p>Howlett, Michael and Andrea Migone. 2011. Charles Lindblom is alive and well and living in punctuated equilibrium land. <i>Policy and Society</i>, 30: 53-62</p> <p>Ryan, Brent D. 2006. Incomplete and Incremental Plan Implementation I Downtown Providence, Rhode Island, 1960-2000. <i>Journal of Planning History</i>, 5 (1): 35-64.</p> <p>Optional:</p> <p>Etzioni, Amitai. 1967. Mixed-Scanning: A "Third" Approach to Decision Making. <i>Public Administration Review</i>, December: 385-392.</p> <p>Knaggård, Å., 2014. What do policy-makers do with scientific uncertainty? The incremental character of Swedish climate change policy-making. <i>Policy Studies</i>, 35(1), pp.22 – 39.</p> | |
| Thurs 10/3 | <p>R10: <u>Transactive Planning and Social Learning</u>: What is the difference between transactive planning and just adding more participation in the planning process?</p> | <p>Friedmann, John. 2011. The transitive style of planning. Chapter 1 in <i>Insurgencies: Essays in Planning Theory</i>. London: Routledge, 15-28.</p> <p>Friedmann, John. 1993. Toward a Non-Euclidian Mode of Planning. <i>Journal of the American Planning Association</i>, 59 (4), 282-285.</p> <p>Wray, Meredith. 2011. Adopting and implementing a transactive approach to sustainable tourism planning: translating theory into practice, <i>Journal of Sustainable Tourism</i> 19 (4-5): 605-627.</p> | |
| Tue 10/8 | Fall Break | No class | |
| Thurs 10/10 | Fall Break | No class | |

| | | | |
|----------------|--|--|--|
| Tue 10/15 | R11: <u>Advocacy Planning</u> : Whom does the advocacy planner serve (in the context of the 1960s)? Any downsides to advocacy? What might advocacy planning look like today? | <p>Davidoff, Paul. 1965. Advocacy and Pluralism in Planning. <i>Journal of the American Institute of Planners</i>, 31: 596-615.</p> <p>Checkoway, Barry. 1994. Paul Davidoff and Advocacy Planning in Retrospect. <i>Journal of the American Planning Association</i>, 60 (2): 139-143.</p> <p>Piven, Frances Fox. 1970. Whom Does the Advocate Planners Serve? <i>Social Policy</i>, May/June: 32-37.</p> <p>Optional:</p> <p>Kaplan, M., 1969. Advocacy Aimd the Urban Poor. <i>Journal of the American Institute of Planners</i>, 35(2), pp.96-101.</p> | |
| Thurs 10/17 | | Bring a draft script of your video to class. | |
| Tue 10/22 | R12: <u>Equity Planning</u> : What is the difference between advocacy and equity planning? How does equity planning of the 1970s differ from today's version? | <p>Krumholz, Norm. 1982. "A Retrospective View of Equity Planning." <i>Journal of the American Planning Association</i>, Spring: 163-180.</p> <p>Wells, Jonathan. 2015. On Equity Planning in Cleveland, Segregation, CDCs and More—A Long Chat with Norman Krumholz, Former City Planner of Cleveland, <i>Scene</i>, October 8.</p> <p>Bates, Lisa and Marisa Zapata. 2013. Revisiting Equity: The HUD Sustainable Communities Initiative, <i>Progressive Planning</i>, No 194 (Winter): 14-17.</p> <p>Optional:</p> <p>Mier, Robert, Kari J Moe and Irene Sherr. 1986. Strategic Planning and the Pursuit of Reform, Economic Development, and Equity. <i>Journal of the American Planning Association</i>, Sumer: 299-309.</p> | |
| Thurs 10/24 | R13: <u>Communicative Planning</u> : What does it mean to say "planning is a communicative act"? Is communication just about words and talking? Is communicative planning typically collaborative? | <p>Innes, Judith. 1995. Planning Theory's Emerging Paradigm: Communicative Action and Interactive Practice. <i>Journal of Planning Education and Research</i>, 14 (3): 183-189.</p> <p>Forester, John. 1989. Planning in the Face of Conflict: Mediated Negotiation Strategies in Practice. Chapter 6 in <i>Planning in the Face of Power</i>. Berkeley University of California Press, pages 82-103.</p> <p>Roy, Parma. 2015. Collaborative Planning-A neoliberal strategy? A study of the Atlanta BeltLine, <i>Cities</i>, 43 (March): 59-68.</p> <p>Optional:</p> <p>Pelzer, P., Geertman, S. and van der Heijden, R., 2015. Knowledge in communicative planning practice: a different perspective for planning support systems. <i>Environment and Planning B: Planning and Design</i>, 42(4), pp.638-651.</p> <p>Healey, Patsy. 1992. A Planner's Day: Knowledge and Action in Communicative Practice. <i>Journal of the American Planning Association</i>, 58 (1): 9-20.</p> | D5: Post a draft outline / script of your video. |
| Tue 10/29 | R14: <u>Radical and Insurgent Planning</u> : What is radical planning? Do you need conflict for social transformation? | <p>Friedmann, John. 2011. The mediations of radical planning. Chapter 4 in <i>Insurgencies: Essays in Planning Theory</i> by John Friedmann. London: Routledge, pages 60-86.</p> <p>Beard, Victoria. 2003. Learning Radical Planning: The Power of Collective Action. <i>Planning Theory</i>, 2, 1: 13-35.</p> <p>Miraftab, Faranak. 2009. Insurgent Planning: Situating Radical Planning in the Global South. <i>Planning Theory</i>, 8(1): 32-50</p> <p>Optional:</p> | |

| | | | |
|---|--|---|--|
| | | Purcell, Mark. 2013. Possible Worlds: Henri Lefebvre and the Right to the City. <i>Journal of Urban Affairs</i> , 36 (1): 32-50. | |
| Thurs 10/31 | | Showing of documentary film: <i>Holding Ground</i> (1997) Produced by Mark How does planning theory help us understand Dudley Street? Lipman & Leah Mahan. | |
| Tue 11/5 | | Bring a draft storyboard for the video to class. | |
| Part 3: ETHICAL DILEMMAS IN PLANNING Video Essay 3: What does it mean to be ethical in planning practice? | | | |
| Thurs 11/7 | R15: What are the most significant ethical dilemmas planners face today? How do the APA ethical codes and principals provide guidance in navigating complex urban planning problems and the inherent ethical dilemmas? Where else do planners look for guidance? | American Planning Association – Ethics (AICP Code of Ethics and Professional Conduct and APA Ethical Principals in Planning) Lauria, Mickey and Mellone Long. 2017. Planning Experience and Planners’ Ethics. <i>Journal of the American Planning Association</i> , 83 (2): 202-220. Loh, Carolyn G. and Rodney L. Arroyo. 2017. Special Ethical Considerations for Planners in Private Practice. <i>Journal of the American Planning Association</i> , 83 (2): 168-179. Optional: Grant, Jill. 2008. Understanding Ethics and Values in Planning, In <i>A Reader in Canadian Planning: Linking Theory and Practice</i> , edited by Jill Grant. Toronto: Nelson, pages 75-79. Rittel, Horst W. J. and Melvin M. Webber. 1973. Dilemmas in a General Theory of Planning. <i>Policy Sciences</i> , 4: 155-169. Hendler, Sue. 2005. Towards a Feminist Code of Planning Ethics. <i>Planning Theory & Practice</i> , 6 (1): 63. | D6: Describe and discuss different ethical dilemmas you expect to face as a planner. |
| Tue 11/12 | R16: What ethical challenges do planners face when planning with indigenous communities? | Ellis, Geraint and Catharine McWhirter. 2008. Land-use Planning and Traveller-Gypsies: Towards Non-prejudicial Practice. <i>Planning Practice and Research</i> , 23 (1): 77-99. Porter, Libby. 2017. Indigenous People are the Miserable Failure of Australian Planning. <i>Planning Practice & Research</i> , page 1-15. Optional: Prusak, S. Yvonne, Ryan Walker and Robert Innes. 2016. Towards Indigenous Planning? First Nation Community Planning in Saskatchewan, Canada. <i>Journal of Planning Education and Research</i> , 36 (4): 440-450. Jojola, Theodore. 1998. Indigenous Planning: Clans, Intertribal Confederations, and the History of the All Indian Pueblo Council. Chapter 4 in <i>Making the Invisible Visible: A Multicultural Planning History</i> , edited by L. Sandercock. Berkeley: University of California Press, pages 100-119. Sandercock, Leonie. 2000. When Strangers become Neighbors: Managing Cities of Difference. <i>Planning Theory & Practice</i> , 1 (1): 13-30. | |
| Thurs 11/14 | R17: What does “serving the public interest” mean? Who determines the public interest? Why is it such a contested concept? | Grant, Judith. 2008. Rethinking the Public Interest as a Planning Concept. In <i>A Reader in Canadian Planning: Linking Theory and Practice</i> , edited by Jill Grant. Toronto: Nelson, pages 68-71. Karki, Tej Kumar. 2017. What Should Planners Do to Address Unethical Political Pressure? <i>Planning Practice & Research</i> , 32 (2): 103-119. Bollens, Scott A. 2002. Urban Planning and Intergroup Conflict: Confronting a Fractured Public Interest. <i>JAPA</i> , 68, 1: 22-42. | |

| | | | |
|-------------|--|---|--|
| | | <p>Optional:</p> <p>Tait, Malcom. 2016. Planning and the public interest: Still a relevant concept for planners? <i>Planning Theory</i>, 15 (4): 335-343.</p> <p>Friedmann, John. 2000. The Good City: In Defense of Utopian Thinking. <i>International Journal of Urban and Regional Planning</i>, 24 (2): 460-472.</p> <p>Sandercock, L. & Dovey, K. 2002. Pleasure, Politics, and the “Public Interest” Melbourne’s Riverscape Revitalization. <i>JAPA</i>, 68(2): 151-164.</p> | |
| Tue 11/19 | R18: Why is the planning profession silent about racism? | <p>Baron, Harold. 1968. Planning in Black and White. In <i>The Racial Aspects of Urban Planning. An Urban League Critique of the Chicago Comprehensive Plan</i>, edited by Harold M. Baron, Chicago: A Chicago Urban League Research Report, pages 7-11.</p> <p>Thomas, June M. 1998. Racial inequality and empowerment: Necessary theoretical constructs for understanding U.S. planning history. In <i>Making the Invisible Visible: A Multicultural Planning History</i>, edited by Leonie Sandercock. Berkeley: University of California Press, pages 198-208.</p> <p>DiAngelo, Robin. 2015. Why It's So Hard to Talk to White People About Racism. Huntington Post, April 30, also DiAngelo’s talk about White Fragility https://www.youtube.com/watch?v=cGGI66uK9x4 (Video, 8:32 min)</p> <p>Why are we still talking about racism? https://www.youtube.com/watch?v=NwdJj8InkNc (Video, 4:30 min)</p> | |
| Thurs 11/21 | R19: What ethical challenges do planners face when envisioning the future? | <p>Wachs, Martin. 1982. Ethical Dilemmas in Forecasting for Public Policy. <i>Public Administration Review</i>, Nov/Dec: 562-567.</p> <p>Loh, Carolyn and Richard Norton. 2015. Planning Consultants’ Influence on Local Comprehensive Plans. <i>JPER</i>, 35 (2): 199-208.</p> <p>Optional:</p> <p>Myers, Dowell and Alicia Kitsuse. 2000. Constructing the Futures in Planning: A Survey of Theories and Tools. <i>JPER</i>, 19(3): 221-231.</p> | D7: Post a refined script of your video. |
| Tue 11/26 | R20: What ethical challenges occur in planning processes? Why is the planning process fraught with ethical challenges? | <p>Fox-Rogers, Linda and Enda Murphy. 2014. Informal strategies of power in the local planning system. <i>Planning Theory</i>, 13 (3): 244-268.</p> <p>Chan, Jeffrey Kok Hui and Jean-Pierre Protzen. 2017. Between conflict and consensus: Searching for an ethical compromise in planning. <i>Planning Theory</i>, 1-20.</p> <p>Optional:</p> <p>Forsyth, Ann. 1999. Administrative Discretion and Urban and Regional Planners’ Values. <i>Journal of Planning Literatures</i>, 14 (1): 5-15.</p> <p>Baum, Howell S. 1998. Ethical Behavior Is Extraordinary Behavior; It’s the Same as All Other Behavior: A Case Study in Community Planning. <i>JAPA</i>, 64 (4): 411-423.</p> | |
| Thurs 11/28 | Thanksgiving Day | No Class | |
| Tue 12/3 | | Bring a draft storyboard of your video to class. | |
| Thurs 12/5 | R21: Is it possible to walk in another’s shoes? Why would | <p>Umemoto, Karen. 2001. Walking in Another’s Shoes: Epistemological Challenges in Participatory Planning. <i>JPER</i>, 21: 17-31.</p> <p>Optional:</p> | |

| | | | |
|--|----------------------------------|--|--|
| | planners want to do this anyway? | Woods, Clyde. 1998. "Regional Blocs, Regional Planning, and the Blues Epistemology in the Lower Mississippi Delta." In <i>Making the Invisible Visible: A Multicultural Planning History</i> , edited by Leonie Sandercock. Berkeley: University of California Press, pages 78-99. | |
|--|----------------------------------|--|--|