

Spring 2019 PLAN 5303/6303 Planning Theory, History, and Ethics
Tuesday, 7:00–9:50 p.m. CAPP Building room 330
College of Architecture, Planning and Public Affairs
University of Texas, Arlington

Instructor	Dr. Ivonne Audirac
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Spring 2019 Office Hours	Wednesday 3:00 to 5:00 pm or by appointment

Course Description (UTA Catalog)

This course "introduces students to various theories of planning including rational comprehensive, communicative action, social learning, and radical planning. It sets theories within their historical contexts, and examines the social and political details of each era to show the development of diverse planning practices and theories of planning. It evaluates the values embodied in different theories and their relationship to practice and social justice, including planning ethics as contained in the AICP Code of Ethics and Professional Conduct." Students in this class also develop an awareness of their own values and reflect on the ethical, social, political consequences of the various different ways of practicing planning.

This syllabus is based on a previous version by Dr. Enid Arvidson, who taught the course over the past 20 years. I've adopted her syllabus with some modifications.

Student Learning Outcomes

By the end of this course, students will:

- Explain the diverse approaches, or "paradigms," identified by academic planners
- Describe the historical roots, social context and evolution of the profession that spawned each approach
- Compare differences and similarities between two specific approaches
- Relate notions of reflection-in-action to the gap between planning theory and practice
- Recognize ethics and consequences associated with different planning approaches.

Required Textbooks and Other Course Materials

Taylor, Nigel. 1998. *Urban Planning Theory since 1945*. Thousand Oaks: Sage. ISBN: 9780761960935.

Required additional readings: PDF journal articles and book chapters from various sources, which are available for download from this course's Blackboard site PLAN 5303.

Course Requirements and Descriptions of Major Assignments and Exams with Due Dates

Grades are based on the following three requirements (see the **Grading Policy** section of this syllabus for how course grade is calculated):

1) **In-Class Participation:** The course is run as a seminar and students are expected to contribute to in-class discussion of the material. In addition to participating in the weekly in-class discussion, participation involves two additional things for master's students and three additional things for doctoral students:

- a) **Weekly Written Interpretation of Readings (master's and doctoral):** write a weekly one-page, double-spaced *interpretation* (not summary) of the week's readings. The weekly interpretation should not be a summary of the readings but instead should synthesize and reflect on the readings, linking the weekly readings to one another and to

the week's topic. Interpretations must be posted to Blackboard under the Weekly Interpretations link by no later than 6:00 a.m. the morning of the day on which they are discussed in class. They should be typed directly into the assignment box, please do not submit it as a separate file. Please also bring a copy of your interpretation to class to use as basis for your in-class contributions. **Due: weekly Monday no later than 11:59PM.**

NOTE: To write an *interpretation* rather than summary, you may find the technique of Free Writing useful (see the **Free Writing** section of this syllabus, and see Blackboard for live links about Free Writing).

b) In-class Research Presentation (master's and doctoral). Sign-up sheets are circulated the first day of class and then posted to Blackboard. See sign up sheet for your due date.

i) Organization Presentation: research and prepare a 1-page summary handout (bring enough copies for the instructor and all students) and make a **maximum** 10-minute in-class presentation on a professional organization in which planners traditionally have been active. In your presentation, you should use the classroom web access to visit the organization's website, and provide details about such things as (but not limited to): mission and purpose; history; board membership; publications including content and types of issues covered; meetings and conferences; dues and membership; chapters or divisions; services to planners or the profession; special services for students; awards, scholarships, funding; relevance to planners; etc. Some of this information may not be available on the organization's website, so don't wait until the last minute to prepare your presentation; do allow yourself time to contact the organization, or visit the library, to obtain additional information or materials. **You must rehearse your presentation ahead of time (do not waste class time by navigating the website for the first or second time during your presentation).**

OR

ii) Case Study Presentation: research and prepare a 1-page summary handout (bring enough copies for the instructor and all students) and make a **maximum** 10-minute in-class presentation on an existing case study of one of the planning theories discussed in class (a case study is an actual plan that is an example or illustration). In your presentation, be sure to link your case study with the week's readings. Also, provide details about the *process* (rather than the substance) that was followed in the case study (i.e., discuss the "who" and the "how," rather than the "what"), including: how the process unfolded, the role of citizens, the role of the planner, how decisions were made, the "politics" involved in the process, inclusion (or exclusion) of "stakeholders," planning outcomes, and values embedded in the process. Some plans have a section describing the process that was followed in developing the plan. Some do not—if the plan does not include discussion about the process, then use secondary sources.

OR

iii) Course Content Presentation: (doctoral) lead the weekly discussion. This means making a case for, and thoughtful interpretation of, the readings based on how they relate to that week's topic and the overall narrative about planning that is being developed in the course. Be prepared also to suggest some provocative questions about the readings that can be discussed in class. This is a required activity for Ph.D. students.

c) Book Review Essay and Panel Presentation (doctoral only): purchase, read, and write a review essay of the following two books. The essay should be approximately 1200 words. A review essay is an analysis of the books (not a summary), identifying the key arguments of the books, describing how the books complement or critique one another, and providing your own

informed evaluation about the books' arguments (see here for more information on writing a book review: <https://www.trentu.ca/history/workbook/bookreviews.php> ; see academic publications, or the *New York Times* Book Review section, for examples of good review essays).

Friedmann, John. 2011. *Insurgencies: Essays in Planning Theory*. New York: Routledge. ISBN: 9780415781527.

Hall, Peter. 2014. *Cities of Tomorrow: An Intellectual History of Urban Planning and Design Since 1880*. Malden, MA: Blackwell. ISBN: 9781118456477.

A **panel discussion** regarding the books is also required. A panel discussion is a structured conversation among panelists (in this case, the Ph.D. students) in front of an audience (in this case, the rest of the class). The topic of the panel discussion is "Planning for Urban Justice," and the discussion should be informed by the two books as well as by other course material. One Ph.D. student serves as moderator (you choose). Duties of the moderator are:

- open and close the discussion,
- structure the discussion and keep it on track,
- encourage interaction among panelists (for example, by pointing out differences or similarities in viewpoints),
- highlight, summarize, and synthesize points made by panelists,
- lead Q&A from the audience.

Because the discussion is structured, it must be planned and rehearsed ahead of time by all members of the panel. See Blackboard "Book Review Panel Discussion Group" for more information. The panel discussion should be about one hour. **Book reviews are due on Blackboard and panel discussion is held in class on April 16.**

2) **Exam:** An exam is administered on Blackboard that tests your knowledge of the material covered up to that point in the course. The link will be available for a 5-day period beginning 6:00 p.m. CDT on Sunday March 31 and ending 11:59 p.m. CDT on Friday April 5th. You must take the exam during this time. **The exam is due any time between March 31 and April 5th.**

3) **Final Research Paper (Shadowing a Planner):** A final research paper is required. This paper has three steps followed by a presentation.

1. Contacting and scheduling a visit and an interview with a planner **due FEB 25**
2. Preparing an interview protocol **due MAR 25**
 - Conducting the visit and interview (before April 2nd)
 - Analyzing, synthesizing and reflecting on the findings
3. Writing a report due **APR 29**
4. Making a class presentation (APR 30 & MAY 7).

For details, please see the final paper guidelines provided separately.

Before submitting your term research paper, you must run it through the SafeAssign feature of Blackboard for originality, and generate a clean report (see the **Academic Integrity** section of this syllabus for more information).

NOTE: All written assignments and presentations for this class must be of professional quality. This means carefully editing and proof-reading your written work for typing, stylistic, spelling, and grammatical errors, and for clarity of thought. These things will affect your grade. If you have questions about style, consult *The Chicago Manual of Style* or Strunk & White's *The Elements of Style*. All stylistic and formatting aspects of your paper, including your bibliography, must conform to the format listed in *The Chicago Manual of Style* or be consistent with some other recognized style. If you would like help with a paper draft, any UTA student can use the UTA Writing Center, which can be reached at <http://www.uta.edu/owl/> . Students are also encouraged to view the UTA Library's guides and tutorials on research and writing, <http://library.uta.edu/how-to>.

Grading Policy

In-class participation and weekly interpretations	15%
Exam on Blackboard (due April 5)	30%
Final Research Paper- Shadowing a Planner (due April 29)	40%
In-class presentations (April 30, May 7)	15%

Grading Rubrics

Weekly interpretations are not graded nor returned with comments; rather, credit is given for each weekly interpretation that is Satisfactory, based on the rubric described in the **Weekly Interpretation Evaluation Rubric** section of this syllabus. If your interpretation is not Satisfactory, the instructor or TA will contact you with feedback to give you a chance to revise and resubmit it. If your revised interpretation is Satisfactory, then credit is given; if the revised interpretation is Unsatisfactory, or you choose not to revise and resubmit your interpretation, then no credit is given for that interpretation. The opportunity to revise and resubmit is available only once for students to become familiar with the assignment expectations.

Letter grades on the book review essay and final research paper are based on the rubric described in the **Paper Grading Rubric** section of this syllabus. An “A” paper is one that is suitable for submission to a student-run peer-reviewed journal (such as UCLA’s student-run journal, *Critical Planning*—for more info, see: <https://criticalplanning.squarespace.com/about2/>) and/or for a nationally-competitive award for Best Student Paper (such as ACSP’s Edward McClure Award for the Best Master’s Student Paper—for more info, see: <http://www.acsp.org/page/AwardMcClure>).

Attendance Policy

Regular class attendance is expected of all students (if you must miss a class due, please let the instructor know ahead of time)

Students are responsible for all course information, content, and assignments that may be missed due to absence.

Academic Integrity Plagiarism in research is not only unethical but is prohibited by UTA (see <http://www.uta.edu/conduct/academic-integrity/index.php>). Novice researchers sometimes plagiarize because they do not know how and when it is appropriate to cite the work of another researcher. The most common examples of plagiarism include:

- word for word copying of sentences or paragraphs without quotation marks and proper citation of the source
- closely paraphrasing sentences or paragraphs without proper citation of the source
- using another person’s ideas, work, data, or research without proper citation of the source

“It wasn’t intentional” is NOT an excuse.

There are many useful websites and books that provide more information about plagiarism. You are also advised to take the UTA Library’s tutorial on plagiarism, <http://library.uta.edu/plagiarism/>. Plagiarism is not tolerated in this course.

Before submitting your term research paper for this course, you must run it through the SafeAssign feature of Blackboard for plagiarism detection. Please review your SafeAssign report. You are looking for a SA Report match score of 15% or less. If your score is greater than 15%—and even if it is less than 15%—please review the matches one by one to be sure: i) all your sources are properly cited, ii) paraphrasing is completely in your own words and properly cited, and iii) all verbatim quotations are set off by quotation marks and properly cited. You should make revisions and run your paper through as many times as necessary to generate a clean Originality Report (“clean” ≤ 15% matches and all matches taken care of).

Students enrolled all UT Arlington courses are expected to adhere to the UT Arlington Honor Code:

I pledge, on my honor, to uphold UT Arlington's tradition of academic integrity, a tradition that values hard work and honest effort in the pursuit of academic excellence.

I promise that I will submit only work that I personally create or contribute to group collaborations, and I will appropriately reference any work from other sources. I will follow the highest standards of integrity and uphold the spirit of the Honor Code.

UT Arlington faculty members may employ the Honor Code in their courses by having students acknowledge the honor code as part of an examination or requiring students to incorporate the honor code into any work submitted. Per UT System Regents' Rule 50101, §2.2, suspected violations of university's standards for academic integrity (including the Honor Code) will be referred to the Office of Student Conduct. Violators will be disciplined in accordance with University policy, which may result in the student's suspension or expulsion from the University. Additional information is available at <https://www.uta.edu/conduct/>. Faculty are encouraged to discuss plagiarism and share the following library tutorials <http://libguides.uta.edu/copyright/plagiarism> and <http://library.uta.edu/plagiarism/>

Drop Policy: Students may drop or swap (adding and dropping a class concurrently) classes through self-service in MyMav from the beginning of the registration period through the late registration period. After the late registration period, students must see their academic advisor to drop a class or withdraw. Undeclared students must see an advisor in the University Advising Center. Drops can continue through a point two-thirds of the way through the term or session. It is the student's responsibility to officially withdraw if they do not plan to attend after registering. **Students will not be automatically dropped for non-attendance.** Repayment of certain types of financial aid administered through the University may be required as the result of dropping classes or withdrawing. For more information, contact the Office of Financial Aid and Scholarships (<http://wweb.uta.edu/aao/fao/>).

Disability Accommodations: UT Arlington is on record as being committed to both the spirit and letter of all federal equal opportunity legislation, including *The Americans with Disabilities Act (ADA)*, *The Americans with Disabilities Amendments Act (ADAAA)*, and *Section 504 of the Rehabilitation Act*. All instructors at UT Arlington are required by law to provide "reasonable accommodations" to students with disabilities, so as not to discriminate on the basis of disability. Students are responsible for providing the instructor with official notification in the form of a **letter certified** by the Office for Students with Disabilities (OSD). Only those students who have officially documented a need for an accommodation will have their request honored. Students experiencing a range of conditions (Physical, Learning, Chronic Health, Mental Health, and Sensory) that may cause diminished academic performance or other barriers to learning may seek services and/or accommodations by contacting: **The Office for Students with Disabilities, (OSD)** <http://www.uta.edu/disability/> or calling 817-272-3364. Information regarding diagnostic criteria and policies for obtaining disability-based academic accommodations can be found at www.uta.edu/disability

Counseling and Psychological Services (CAPS) www.uta.edu/caps/ or calling 817-272-3671 is also available to all students

Non-Discrimination Policy: The University of Texas at Arlington does not discriminate on the basis of race, color, national origin, religion, age, gender, sexual orientation, disabilities, genetic information, and/or veteran status in its educational programs or activities it operates. For more information, visit uta.edu/eos

Title IX Policy: The University of Texas at Arlington ("University") is committed to maintaining a learning and working environment that is free from discrimination based on sex in accordance with Title IX of the Higher Education Amendments of 1972 (Title IX), which prohibits discrimination

on the basis of sex in educational programs or activities; Title VII of the Civil Rights Act of 1964 (Title VII), which prohibits sex discrimination in employment; and the Campus Sexual Violence Elimination Act (SaVE Act). Sexual misconduct is a form of sex discrimination and will not be tolerated. For information regarding Title IX, visit www.uta.edu/titleIX or contact Ms. Michelle Willbanks, Title IX Coordinator at (817) 272- 4585 or titleix@uta.edu

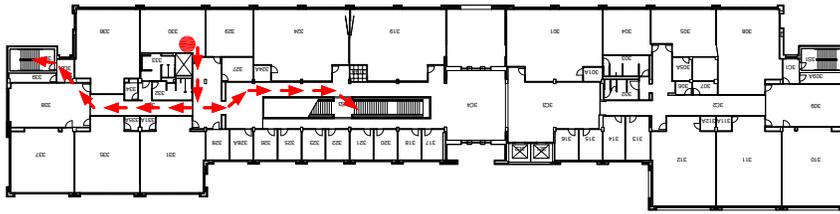
Electronic Communication: UT Arlington has adopted MavMail as its official means to communicate with students about important deadlines and events, as well as to transact university-related business regarding financial aid, tuition, grades, graduation, etc. All students are assigned a MavMail account and are responsible for checking the inbox regularly. There is no additional charge to students for using this account, which remains active even after graduation. Information about activating and using MavMail is available at <http://www.uta.edu/oit/cs/email/mavmail.php>

Campus Carry: Effective August 1, 2016, the Campus Carry law (Senate Bill 11) allows those licensed individuals to carry a concealed handgun in buildings on public university campuses, except in locations the University establishes as prohibited. Under the new law, openly carrying handguns is not allowed on college campuses. For more information, visit <http://www.uta.edu/news/info/campus-carry/>

Student Feedback Survey: At the end of each term, students enrolled in face-to-face and online classes categorized as “lecture,” “seminar,” or “laboratory” are directed to complete an online Student Feedback Survey (SFS). Instructions on how to access the SFS for this course will be sent directly to each student through MavMail approximately 10 days before the end of the term. Each student’s feedback via the SFS database is aggregated with that of other students enrolled in the course. Students’ anonymity will be protected to the extent that the law allows. UT Arlington’s effort to solicit, gather, tabulate, and publish student feedback is required by state law and aggregate results are posted online. Data from SFS is also used for faculty and program evaluations. For more information, visit <http://www.uta.edu/sfs>.

Final Review Week: for semester-long courses, a period of five class days prior to the first day of final examinations in the long sessions shall be designated as Final Review Week. The purpose of this week is to allow students sufficient time to prepare for final examinations. During this week, there shall be no scheduled activities such as required field trips or performances; and no instructor shall assign any themes, research problems or exercises of similar scope that have a completion date during or following this week *unless specified in the class syllabus*. During Final Review Week, an instructor shall not give any examinations constituting 10% or more of the final grade, except makeup tests and laboratory examinations. In addition, no instructor shall give any portion of the final examination during Final Review Week. During this week, classes are held as scheduled. In addition, instructors are not required to limit content to topics that have been previously covered; they may introduce new concepts as appropriate.

Emergency Exit Procedures: Should we experience an emergency event that requires us to vacate the building, students should exit the room and move toward the nearest exit, which is located



When exiting the building during an emergency, one should never take an elevator but should use the stairwells. Faculty members and instructional staff will assist students in selecting the safest route for evacuation and will make arrangements to assist individuals with disabilities.

Evacuation plans for other rooms in CAPP may be found at:
http://www.uta.edu/campusops/ehs/fire/Evac_Maps_Buildings.php

Arlington Procedure 7-6: Emergency/Fire Evacuation Procedures
http://www.uta.edu/police/Evacuation_Procedures.pdf)

Students should subscribe to the MavAlert system that will send information in case of an emergency to their cell phones or email accounts. Anyone can subscribe at
<https://mavalert.uta.edu/> or <https://mavalert.uta.edu/register.php>

The IDEAS Center (2nd Floor of Central Library) offers **FREE** tutoring to all students with a focus on transfer students, sophomores, veterans and others undergoing a transition to UT Arlington. Students can drop in, or check the schedule of available peer tutors at www.uta.edu/IDEAS , or call (817) 272- 6593.

The English Writing Center (411 LIBR): The Writing Center offers **FREE** tutoring in 15-, 30-, 45-, and 60-minute face-to-face and online sessions to all UTA students on any phase of their UTA coursework. Register and make appointments online at <https://uta.mywconline.com>. Classroom visits, workshops, and specialized services for graduate students and faculty are also available. Please see www.uta.edu/owl for detailed information on all our programs and services. The Library's 2nd floor Academic Plaza offers students a central hub of support services, including IDEAS Center, University Advising Services, Transfer UTA and various college/school advising hours. Services are available during the library's hours of operation.
<http://library.uta.edu/academic-plaza>

Librarian to Contact: Mitch Stepanovitch – look up here:
<http://www.uta.edu/library/help/subject-librarians.php>

Module WEEK	Date	Topics COURSE AT A GLANCE	FYI
Module 1 1 - 2	Jan 15	Week 1: Introduction: Overview of assignments, objectives, and expectations	APA What is Planning https://www.planning.org/about/planning/
	Jan 22	Week 2: What is and Why Planning Theory and History? 1. A Practice Perspective 2. An Academic Perspective (A Normative Perspective) 3. A Reflective Practitioner Perspective	MCRP Mentoring Program – Know your Practicing Alumni Mentor
Module 2 3 - 4	Jan 29	Week 3: Why a Historical Understanding of the Field?	Planning Timeline APA https://www.planning.org/timeline/
	Feb 5	Week 4: Historically Understanding the Evolution of the Profession	
Module 3 5 - 6	Feb 12	Week 5: Criticisms of Early Modern Physical Planning and the Rise of the Rational- Comprehensive Approach	FEB 25 due: Scheduled Visit/Interview with Planner
	Feb 19	Week 6: Rational Comprehensive Planning Criticisms – Guest Speaker (TBA)	
Module 4 7 - 8	Feb 26 –	Week 7: Advocacy and Equity Planning: Alternative or Accommodation?	1st and 2nd Case Study Presentations 3rd Case Study Presentation
	Mar 5	Week 8: Criticism of Advocacy Planning -- Views from Radical Planning	
9	Mar 9 - 15	Spring Break	
Module 5 10 - 11	Mar 19	Week 10: Transactive Planning (The Contributions of John Friedmann) and Communicative Planning	4th and 5th Case Study Presentations MAR 25 due: Interview Protocol. 6th and 7th Case Study Presentations
	Mar 26	Week 11: Postmodern Planning, Multicultural, Free-Market, Trends In Planning	
Module 6 12 -13	Apr 2 –	Week 12: EXAM	8th Case Study Presentation
	Apr 9	Week 13: The Second Coming of Physical Planning: New Urbanism, Sustainability/Resilience & Post-Modernist Variants – Guest Speaker (TBA)	
Module 7 14 -15	Apr 16 –	Week 14: Reflective and Deliberate Practice Bridging the Theory-Practice Gap?	APR 29 due: Final Research Paper (Shadowing Report) APR 16 Doctoral Book Review Panel
	Apr 23	Week 15: Planning Ethics, Values, and the Past and Future of Planning, Guest Speaker (TBA)	
Module 8 16	Apr 30 –	Sharing new knowledge on Planning Theory & Practice	
	May 7	Week 15: In Class Presentations Week 16: In Class Presentations	