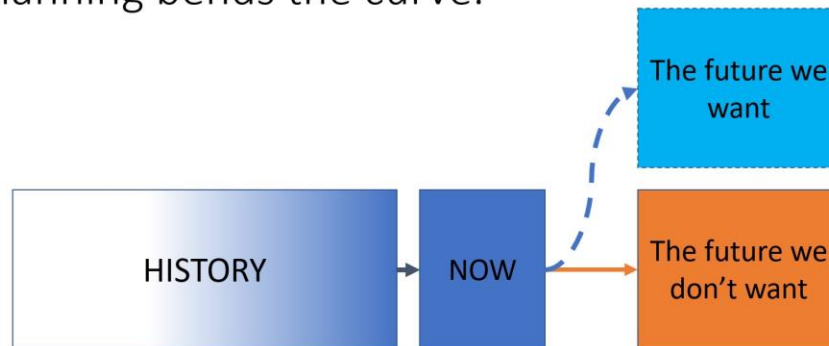


UP501 / Planning History and Theory / Fall 2022  
Professor: Rolf Pendall (to email, use the Canvas inbox function)  
TA: Marwah Malik, [mmmalik2@illinois.edu](mailto:mmmalik2@illinois.edu)

## Planning bends the curve.



Class sessions: Tuesday and Thursday, 11:00-12:20 AM, 227 Temple Buell Hall.

URLs for online sessions will be provided on the Canvas site and by email.

Office hours: Rolf: Tuesday and Wednesday, 2:00-3:30. 111 Temple Buell Hall; Zoom hours. [Sign up on Calendly](#) for a 25-minute appointment; if you need longer, email to arrange.

Planners are agents of change in neighborhoods, cities, regions, and nations. UP 501 introduces ideas about how that change process has worked in the past, still works today, and needs to evolve so that the field can respond to the climate emergency while also making communities more democratic, equitable, and inclusive. My goal for the course is that it will provide a firm foundation in history and theory as you define yourself as a change agent and enter the field of planning.

### Learning objectives

The course will have succeeded if, after taking it, you can:

- **Recall** phases of and approaches to planning practice over history, **relate** them to one another, and **evaluate** key accomplishments and shortcomings of these approaches.
- **Distinguish** similarities and differences among important planning theories and **explain** their relationship to planning practice.
- **Identify** key provisions of codes of ethical professional planning practice in the U.S., **apply** them to hypothetical or real-world situations, and **judge** their strengths and limitations.
- **Remember** and **distinguish** the elements of logic models and can **describe** the difference(s) between logic models and theories of change.
- **Create** and **depict** your own theory of change.

This class and UP 504 (Urban History and Theory) provide complementary and sometimes overlapping perspectives on how cities work and why (UP 504) and how planning developed and how it works (UP 501). Both courses are introductory, but as graduate courses they're demanding and will rarely be redundant even for students with some background in planning. We require MUP students to take them because DURP's faculty think all our students should have a common grounding in the way cities and planning work.

**The class has a lot in it because it plays a central part in our program's accreditation.**

We also require MUP students to take UP 501 because it satisfies accreditation requirements. The MUP degree is accredited by the Planning Accreditation Board (PAB) (<https://www.planningaccreditationboard.org/>), whose 2022 standards (<https://www.planningaccreditationboard.org/wp-content/uploads/2022/06/2022Stds.pdf>) govern what accredited programs must require all students to learn. UP 501 is meant to satisfy Standard 4.B.1.a:

“a) Planning History and Theory: The evolution and current practice of planning in communities, cities, regions, and nations; how planning has advanced and hindered the attainment of justice, equity, diversity, and inclusion; expectations about planning outcomes in different local and national contexts; conceptual models about what planning is and how it works; past and present conceptions of the future, including the relationship between planning and the future; the role of planning in responding to the global climate crisis” (2022 PAB standards, page 10).

The standards also require programs to provide a context of guiding values for our entire curriculum:

“A. Guiding Values: The Program shall address in its strategic plan its commitment to fundamental ethical and normative principles and ensure that these principles are embedded in a range of required courses, specifically:

- 1) *Equity, Diversity, Social Justice, and Inclusion*: key issues of equity, diversity, and social justice, including planners' role in expanding choice and opportunity for all persons; planning for the needs of disadvantaged groups; reducing inequities through critical examination of past and current systems; and promoting racial and economic equity.
- 2) *Sustainability, Resilience, and Climate Justice*: environmental, economic, and social/political factors that contribute to sustainable communities, reducing impacts of climate change, and creating equitable and climate-adapted futures.
- 3) *Professional Ethics and Responsibility*: key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including the provisions of the AICP Code of Ethics and Professional Conduct, and APA's Ethical Principles in Planning)” (PAB 2022 Standards, Page 9).

Like all our core courses and many of the department's electives, UP 501 develops knowledge and skills in a context that fully engages equity, diversity, social justice, sustainability, resilience, and climate justice. UP 501 is unique among our core courses in its attention to professional ethics and responsibility, including the [AICP Code of Ethics and Professional Conduct](#) and [APA's Ethical Principles in Planning](#).

**UP 501 has two segments**

**Theories of change and the future** lays out a framework for the whole class. Planners use techniques (like making a map or interviewing a resident) as parts of actions (like a neighborhood conditions survey) to yield certain outputs (like a neighborhood plan) meant to lead to medium- and long-term outcomes (like stability, environmental quality, or vitality). Planners work within the context of policies that provide support for actions, politics that yield or overturn policies, and narratives or stories that build agendas and fuel campaigns. This first section includes two full-week case studies, one on racial residential segregation and the other on the global climate emergency. Together, these two case-study weeks contribute material to reflect on the class's central question: How can we make amends for past injustices while responding to the most serious threat our species has ever faced?

**Histories, theories, and ethics of planning**, the second section, introduces you to alternative histories of planning along with their complementary planning theories. “Traditional” planning is represented by the City Beautiful and comprehensive planning movements, with the complementary theoretical systems-rational perspective. Traditional planning faced (and faces) significant mainstream critiques by political scientists (who favored incrementalism) and market-oriented economists (who favor minimal or no planning). Communicative planning theorists both countered and embraced these critiques by showing

how planners could work with stakeholders to solve ordinary problems and create extraordinary plans.

Parallel to traditional planning, but sometimes embracing similar tools, the equity planning strain goes back as far as traditional planning in the U.S. and Europe but aims to encourage a fairer distribution of harms and benefits in urban development. Equity planners include advocacy planners (a movement begun in the 1960s) and encourage a high level of participation in planning. While equity planners work “within the system,” insurgent planners challenge established rules and governing structures; they demand, and sometimes get, significant institutional change.

Planning ethics as understood in the PAB accreditation guidelines are embedded in the history of professional planning practice, so we learn about planning ethics within this section.

### Course at a glance

Module	Week	Topic	Tuesday	Thursday	Due (Friday except where noted)	
Theories of change & the future	1 (8.22)	Theories of change	What’s planning? (1)	Logic models & theories of change	1a: What planning means	
	2 (8.29)	The future	What’s planning? (2)	The future		
	3 (9.5)	Narratives & storytelling	Stories & community change	Alternative futures		
	4 (9.12)	Climate emergency	Narratives	Policy	2a: Pick your award-winning plan	
	5 (9.19)	Racial apartheid	Narratives	Policy		
Histories of & theories about planning practice	6 (9.26)	Intro to planning history	Sanitary reform / the unplanned city	No class: APA-IL conference		
	7 (10.3)	Planning Roots 1: Design traditions	The City Beautiful	Systems-rational planning	2b: Draft plan evaluation pts 1-2	
	8 (10.10)	Planning Roots 2: Rational planning	Peer review session	Colonizers, plans, and control		
	9 (10.17)	Market-oriented critiques & incrementalism	Incrementalism & public economics	Communicative planning & consensus building	2c: Final plan evaluation all parts	
	10 (10.24)	Planning Roots 3: Equity planning	Deep roots of equity planning	Advocacy planning & the ladder of participation	3a: Video abstract <b>DUE MONDAY 10/24</b>	
	11 (10.31)	Planning ethics	AICP code & APA principles of ethics	International ethics comparisons	3b: Draft storyboard	
	12 (11.7)	Insurgent planning	No class: Election Day	Insurgent planning		
	13 (11.14)	Equity in practice & education	Equity in planning practice	Equity in planning education	3c: First cut of video	
	14. Fall Break Week (11.19 – 11.27)					
		15 (11.28)	The just city	The just city	Peer reviews of video drafts	3d. Peer reviews
Wrap-up	16 (12.5)	Course wrap-up	Course wrap-up	No class		
	17 (12.12) Finals wk	No class		Assignments due: 3e (video final) Due Tues. 12/13 4 (what planning means revised) Due Th. 12/15		

## Grading

The course has a total of 360 points. For a full explanation of these categories, refer to the assignments at the end of the syllabus.

<u>Assignment group</u>	<u>Pts</u>	<u>Components</u>
1. What planning means	50	2 assignments, due 8/26 (1) and 12/15 (4)
2. Award-winning plans	120	3 cumulative assignments, final due 10/21
3. Theory of change	150	5 cumulative assignments, final due 12/13
Participation	40	10 in-class activities, one or two per week
Total	360	

### Final grade conversion: Point thresholds

	(-)		(+)
A	324	335	
B	288	299	313
C	252	263	277
D	216	227	241

F: Fewer than 216 points

(Examples from above: A- is between 324 and 334 points. B+ is between 313 and 323 points.)

## Expectations for this course

### Fully engage the course material

#### *Read and watch*

Most sessions have assigned readings or videos. On some weeks, the readings include one or two “example plans.” You shouldn’t try to read every detail in these plans. At the least, skim them and think about where they may have come from, why they were created, what their logic is, and their strengths and weaknesses as social-change documents.

Some weeks have a heavy reading load. You should always read as much as you can—reading is a skill you’ll need as a planner, and if you do it more, you’ll get better at it. But you may benefit from working with peers on a strategy to complete and remember the reading. Try this: Each person in your group should read one of the assigned readings carefully and take notes, sending those notes ahead to the others in your group. Then skim the other readings. This will prepare you for more productive conversations during the small-group discussions and participation exercises during class.

#### *Attend*

Attendance is expected from the start to the end of every session. The course involves a lot of interaction and discussion among students with different backgrounds and perspectives. So you need to show up; otherwise you’ll learn less, and other students will learn less too. If we meet online, please leave your camera on if you’re OK with it, especially when we’re in breakout groups. If you know ahead of time that you need to miss a session, please let the TA know.

Each table will have a sign-in sheet on it that I’ll collect at the end of the session. I’m collecting these so I can check in with students who miss sessions to make sure they’re OK. It’s not for evaluation.

### *Participate*

Learning is a social process and requires active participation. That means: Listen carefully. Speak respectfully. Engage in all class activities to learn and to foster your classmates' learning. To take advantage of the diversity of backgrounds and perspectives in UP 501, we'll be shuffling your seats every few weeks. Sit where you want on the first day. Every three weeks thereafter, I'll create new groups.

Your participation will affect your grade. Over the semester, we'll have 13 randomly spaced in-class participation exercises involving work that will be collected by the end of class. Some will involve groups and others will be individual; individual names will be included for all of these. To earn full points for participation, you need to complete at least 10 of these exercises. (No extra credit will be given.)

### **Turn everything in on time**

We expect you to turn everything in on time: this is what professionals do, even if their products aren't perfect. The two major assignments include a series of deliverables in longer projects that we'll evaluate quickly so you can submit a timely final assignment. Each of those assignments includes at least one deliverable on which there will be an in-class peer review. The deadlines for these peer-reviewed deliverables will not be changed except in extreme circumstances. Much of your grade consists of grades for timely completion. (That means they receive full points if you turn something in on time that resembles the expected deliverable, zero points if you don't.) The cost of submitting something you're not happy with is therefore zero.

### **Inclusivity and Professionalism**

The Department of Urban and Regional 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, Planning at Illinois 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 Illinois Student Code. For more information, go to: <http://www.urban.illinois.edu/about-durp/our-mission/commitment-to-inclusion>.

### **Getting in touch outside class: Emails, office hours, other appointments**

Marwah should be your first point of contact for (a) letting us know about your class attendance and (b) clarifying and brainstorming about assignments. If needed, you're welcome to schedule office hours with Rolf to discuss assignments. Please use the Canvas inbox function to email Marwah or Rolf about the class. Office hours for both Marwah and Rolf are listed elsewhere on this syllabus.

### **University of Illinois rules, guidelines, and resources**

#### **Academic Integrity**

Every student is expected to review and abide by the Academic Integrity Policy: <https://studentcode.illinois.edu/article1/part4/1-401/>, which is part of the [Student Code](#). Academic dishonesty 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. Ignorance is not an excuse for any academic dishonesty. It is your responsibility to read this policy to avoid any misunderstanding. Do not hesitate to ask the instructor(s) if you are ever in doubt about what constitutes plagiarism, cheating, or any other breach of academic integrity. Students committing any form of academic dishonesty will be reported to their home department, the College of Fine and Applied Arts or Graduate College,

and to the Senate Committee on Student Discipline. Any student who violates the university academic integrity policy may result in a failing grade for this course.

### **Mental health**

Significant stress, mood changes, excessive worry, substance/alcohol misuse or interferences in eating or sleep can have an impact on academic performance, social development, and emotional wellbeing. The University of Illinois offers a variety of confidential services including individual and group counseling, crisis intervention, psychiatric services, and specialized screenings which are covered through the Student Health Fee. If you or someone you know experiences any of the above mental health concerns, it is strongly encouraged to contact or visit any of the University's resources provided below. Getting help is a smart and courageous thing to do for yourself and for those who care about you.

- Counseling Center (217) 333-3704
- McKinley Health Center (217) 333-2700
- National Suicide Prevention Lifeline (800) 273-8255
- Rosecrance Crisis Line (217) 359-4141 (available 24/7, 365 days a year)

If you are in immediate danger, call 911.

### **Community of Care**

As members of the Illinois community, we each have a responsibility to express care and concern for one another. If you come across a classmate whose behavior concerns you, whether in regards to their well-being or yours, we encourage you to refer this behavior to the Student Assistance Center (217-333-0050 or <http://odos.illinois.edu/community-of-care/referral/>). Based on your report, the staff in the Student Assistance Center reaches out to students to make sure they have the support they need to be healthy and safe. Further, we understand the impact that struggles with mental health can have on your experience at Illinois. Significant stress, strained relationships, anxiety, excessive worry, alcohol/drug problems, a loss of motivation, or problems with eating and/or sleeping can all interfere with optimal academic performance. We encourage all students to reach out to talk with someone, and we want to make sure you are aware that you can access mental health support at McKinley Health Center (<https://mckinley.illinois.edu/>). Or the Counseling Center (<https://counselingcenter.illinois.edu/>). For urgent matters during business hours, no appointment is needed to contact the Counseling Center. For mental health emergencies, you can call 911.

### **Students with Disabilities**

To obtain disability-related academic adjustments and/or auxiliary aids, students with disabilities must contact the course instructor and the as soon as possible. To ensure that disability-related concerns are properly addressed from the beginning, students with disabilities who require assistance to participate in this class should contact Disability Resources and Educational Services (DRES) and see the instructor as soon as possible. If you need accommodations for any sort of disability, please make an appointment to see the instructor or the TA or see one of us during our office hours. DRES provides students with academic accommodations, access, and support services. To contact DRES you may visit 1207 S. Oak St., Champaign, call 333-4603 (V/TDD), or e-mail [disability@illinois.edu](mailto:disability@illinois.edu). <http://www.disability.illinois.edu/>.

### **Disruptive Behavior**

Behavior that persistently or grossly interferes with classroom activities is considered disruptive behavior and may be subject to disciplinary action. Such behavior inhibits other students' ability to learn and an instructor's ability to teach. A student responsible for disruptive behavior may be required to leave class pending discussion and resolution of the problem and may be reported to the Office for Student Conflict Resolution (<https://conflictresolution.illinois.edu>; [conflictresolution@illinois.edu](mailto:conflictresolution@illinois.edu); 333-3680) for disciplinary action.

## Emergency Response Recommendations

Emergency response recommendations can be found at the following website: <http://police.illinois.edu/emergency-preparedness/>. I encourage you to review this website and the campus building floor plans website within the first 10 days of class. <http://police.illinois.edu/emergency-preparedness/building-emergency-action-plans/>.

## Sexual Misconduct Reporting Obligation

The University of Illinois is committed to combating sexual misconduct. Faculty and staff members are required to report any instances of sexual misconduct to the University's Title IX and Disability Office. In turn, an individual with the Title IX and Disability Office will provide information about rights and options, including accommodations, support services, the campus disciplinary process, and law enforcement options. A list of the designated University employees who, as counselors, confidential advisors, and medical professionals, do not have this reporting responsibility and can maintain confidentiality, can be found here: [wecare.illinois.edu/resources/students/#confidential](http://wecare.illinois.edu/resources/students/#confidential).

## Course calendar and required readings

All readings are in pdfs available on Canvas and linked in the syllabus.

### Part 1: Theories of change and the future

#### *Week 1 (8/23-25): Introduction / Theories of change & logic models*

- Tuesday: Introductions
  - No required readings
- Thursday: Logic models and theories of change
  - Alex Redcay. "Logic models, theory of change, and program evaluation." <https://www.youtube.com/watch?v=qU2nrSJ3Ef0>
  - Anderson, Andrea A. 2009. The Community Builder's Approach to Theory of Change: A Practical Guide to Theory Development. On-line at [http://www.theoryofchange.org/pdf/TOC\\_fac\\_guide.pdf](http://www.theoryofchange.org/pdf/TOC_fac_guide.pdf).

#### *Week 2 (8/30 and 9/1): Discussion / The Future*

- Tuesday: Discussion
  - Required: View at least 4 other students' submissions to the Canvas discussion board; each student's assignment will be posted by the end of Friday in Week 1.
- Thursday: The Future, with special guests Prof. Arnab Chakraborty and Emma Walters, MUP and DURP PhD student.
  - Myers, Dowell. 2007. "Promoting the Community Future in the Contest with Present Individualism," pp. 59-78 in Lewis D. Hopkins and Marisa A. Zapata, eds., *Engaging the Future: Forecasts, Scenarios, Plans, and Projects*, Cambridge, Mass.: Lincoln Institute for Land Policy.
  - Solnit, Rebecca. 2016. "Hope is an embrace of the unknown." *The Guardian*, July 15, and available at <http://rebeccasolnit.net/essay/hope-is-a%E2%80%8Bn-embrace-of-the-unknown%E2%80%8B-rebecca-solnit-on-living-in-dark-times/>. Also available by PDF on Canvas 2g.
  - Additional reading TBA from Prof. Chakraborty & Emma Walters

#### *Week 3 (9/6 and 8): Narratives, storytelling, and alternative futures*

- Tuesday: Narratives and storytelling in community changemaking, with special guest Prof. Magdalena Novoa.

- Novoa, Magdalena. 2021. “Gendered nostalgia: grassroots heritage tourism and (de) industrialization in Lota, Chile.” *Journal of Heritage Tourism* (2021), online first. <https://doi.org/10.1080/1743873X.2020.1867561>
- Sandercock, Leonie. 2003. “Out of the closet: The importance of stories and storytelling in planning practice.” *Planning Theory & Practice*, 4(1), 11-28.
- Thursday: Alternative futures through speculative fiction: Octavia Butler’s Parables, with special guests Sam Smith, Krannert Center for the Performing Arts, and Prof. Stacey Robinson, School of Art + Design. Recommended background (no required reading today):
  - “Parable Path CU: Pathways to Acorn—Collaboratively Building Community.” A conversation in 2021 among creators who have brought Octavia Butler’s work to graphic novels and theatrical productions, Toshi Reagon, adrienne maree brown, John Jennings, and Damian Duffy; moderated by the University of Illinois’ Prof. Stacey Robinson, School of Art + Design. <https://vimeo.com/613628559/af7c8c5c39>
  - If you haven’t read *Parable of the Sower* or *Parable of the Talents*, you’ll benefit from online plot summaries you can find yourself.
  - If you like graphic novels, check out [Parable of the Sower: A Graphic Novel Adaptation \(Links to an external site.\)](#), by Octavia E. Butler, adapted by Damian Duffy, illustrated by John Jennings, introduction by Hopkinson Nalo. Abrams Comic Arts, 2020.
  - adrienne marie brown, 2021 interview about Octavia Butler with Amy Goodman, Democracy Now: <https://www.youtube.com/watch?v=82o0yb4ebpo>
  - Octavia Butler, 2000 interview with Charlie Rose. Part 1: <https://www.youtube.com/watch?v=66pu-Miq4tk>. Part 2: <https://www.youtube.com/watch?v=W1W9CNwl2e8>.
  - Octavia Butler, 2000 interview on Fast Forward, “Transcending Boundaries” <https://www.youtube.com/watch?v=KG68v0RGHsY>
- Supplementary readings for this week: See Canvas site

#### Week 4 (9/13 and 15): Climate emergency case study

- Tuesday: Climate Narratives (note: These are short, and the first three resources are not on the Canvas site)
  - Hayhoe, Katharine. 2016. “How do we know this climate change thing is even real?” <https://www.youtube.com/watch?v=m50bYJX2i6I> . One of her early videos in the series “Global Weirding.” They’re all short and worth looking at.
  - Moore, Patrick. 2015. “What they haven’t told you about climate change.” <https://www.youtube.com/watch?v=RkdbSxyXftc> . This video has been viewed millions of times. I do not endorse the presenter’s views.
  - Wallace-Wells, David. 2017. “The Uninhabitable Earth.” *New York Magazine*, July, <http://nymag.com/intelligencer/2017/07/climate-change-earth-too-hot-for-humans.html>.
  - Chapman, D. A., Lickel, B., & Markowitz, E. M. (2017). Reassessing emotion in climate change communication. *Nature Climate Change*, 7(12), 850.
- Thursday: Policy and action, with special guest Edith Makra, Director of Environmental initiatives, Metropolitan Mayors Caucus, Chicago.
  - Metropolitan Mayors Caucus (Chicago). [2021 Climate Action Plan for the Chicago Region](#).
- Supplementary readings for this week: See Canvas site

#### Week 5 (9/20 and 22): Racial apartheid case study

- Tuesday: Building racial apartheid in the U.S., and its costs (narrative)
  - Hannah-Jones, Nikole. June 24, 2020. *What is Owed?* *New York Times*, available online, <https://www.nytimes.com/interactive/2020/06/24/magazine/reparations-slavery.html>



- Rothstein, Richard. 2017. "Racial Zoning," Chapter 3 in *The Color of Law*, pp. 39-58. New York: Liveright Publishing Corp.
- Thursday: How can planners change racial apartheid? With special guests Marisa Novara, Commissioner of Housing, City of Chicago, and Kendra Freeman, Vice President, Metropolitan Planning Council.
  - Metropolitan Planning Council. 2017. "The Cost of Segregation." Chicago: MPC. Available at <https://www.metroplanning.org/costofsegregation/cost.aspx>.
  - Metropolitan Planning Council. 2018. "Our Equitable Future: A Roadmap for the Chicago Region." Chicago: MPC. Available at <https://www.metroplanning.org/uploads/cms/documents/cost-of-segregation-roadmap.pdf>.
- Recommended and supplementary readings: See Canvas site

## Part 2: Histories and theories of planning

### Week 6 (9/27 and 29): The unplanned city / APA conference

- Tuesday: Sanitary reform and the informal city
  - Peterson, Jon A. 2003. "Sanitary Reform and Landscape Values, 1840-1900," *The Birth of City Planning in the United States, 1840-1917*. E-book, Baltimore: Johns Hopkins University Press, 2003, 29-54. <https://hdl.handle.net/2027/heb05838.0001.001>
  - Roy, Ananya. 2005. "Urban informality: Toward an epistemology of planning." *Journal of the American Planning Association*, 71(2), 147-158.
  - Wiese, Andrew. 1999. "The other suburbanites: African American suburbanization in the North before 1950." *The Journal of American History*, 85(4), 1495-1524.
  - Roberts, Andrea. 2017. "Documenting and preserving Texas freedom colonies." *Texas Heritage*, 2 (June), 14-19.
    - Note: If you'd like to view the Texas Freedom Colonies Atlas: <https://tamu.maps.arcgis.com/apps/MapSeries/index.html?appid=48f89e0f870c4400a990682a09cf919f>.
- Thursday: No class session; APA-Illinois statewide conference, Old Post Office, Chicago.

### Week 7 (10/4 and 6): From City Beautiful to City Rational

- Tuesday: The City Beautiful
  - Hall, Peter. 1992. "The Seers," Chapter 3 in *Urban and Regional Planning*, 3d ed., pp 30-62. London: Routledge.
  - Peterson, Jon A. 2003. "City Beautiful Planning: Dreams and Reality, 1905-1909," *The Birth of City Planning in the United States, 1840-1917*. E-book, Baltimore: Johns Hopkins University Press, 2003, 175-198. <https://hdl.handle.net/2027/heb05838.0001.001>
- Thursday: Systems-rational planning
  - Brooks, Michael P. 2002. Section Introduction & "Centralized Rationality: The Planner as Applied Scientist," *Planning Theory for Practitioners*, pp. 80-96. Chicago: Planners Press.
  - Allmendinger, Philip. 2017. "Systems and Rational Theories of Planning," Chapter 3 in *Planning Theory*, 3d ed., pp. 53-80.
  - Black, Alan. 1990. "The Chicago Area Transportation Study: Case Study of Rational Planning." *Journal of Planning Education & Research*, 10 (1): 27-37.
- Supplementary readings for this week: See Canvas site

### Week 8 (10/11 and 13): Peer reviews / Colonialism and the export of US-European ideas

- Tuesday: Award-winning plans: Conversation on parts 1 and 2
  - Reading: Peer-review assignments TBA
- Thursday: Colonizers, plans, and control (Guest: Faizaan Qayyum)

- King, Anthony D. 1978. "Exporting 'Planning': The Colonial and Neo-Colonial Experience." *Urbanism Past & Present*, Winter 1977-78, No. 5, pp. 12-22.  
<https://www.jstor.org/stable/44403550>
- Supplementary readings for this week: See Canvas site

*Week 9 (10/18 and 20): Market-oriented critiques of planning and the rise of incrementalism*

- Tuesday: Incrementalism and market logics
  - Brooks, Michael P. 2002. "Centralized Non-Rationality: The Planner Confronts Politics," *Planning Theory for Practitioners*, pp. 97-106. Chicago: Planners Press.
  - Lindblom, Charles. 1959. The Science of "Muddling Through." *Public Administration Review*, 19, 2: 79-88.
  - Altshuler, Alan. 1965. "The goals of comprehensive planning." *Journal of the American Institute of Planners*, 31(3), 186-195.
  - Moore, Terry. 1978. "Why allow planners to do what they do? A Justification from Economic Theory." *Journal of the American Planning Association*, 44 (4): 387-398.
- Thursday: Communicative planning and consensus building
  - Brooks, Michael P. 2002. "Decentralized Non-Rationality: The Planner as Communicator," *Planning Theory for Practitioners*, pp. 119-133. Chicago: Planners Press.
  - Forester, John. 1989. Planning in the Face of Conflict: Mediated Negotiation Strategies in Practice. Chapter 6 in *Planning in the Face of Power*. Berkeley University of California Press, pages 82-103.
  - Innes, Judith E. 1996. "Planning through consensus building: A new view of the comprehensive planning ideal." *Journal of the American Planning Association*, 62(4), 460-472.
- Supplementary readings for this week: See Canvas site

*Week 10 (10/25 and 27): Equity planning and participation*

- Tuesday: Deep roots & spreading branches of equity planning
  - Reece, Jason W. 2018. "In pursuit of a twenty-first century just city: The evolution of equity planning theory and practice." *Journal of Planning Literature*, 33(3), 299-309.
  - Flanagan, Maureen A. 1996. "The City Profitable, the City Livable: Environmental Policy, Gender, and Power in Chicago in the 1910s." *Journal of Urban History*, 22(2), 163-190.
- Thursday: Advocacy planning & the ladder of participation
  - Brooks, Michael P. 2002. "Decentralized Rationality: The Planner as Political Activist," *Planning Theory for Practitioners*, pp. 107-118. Chicago: Planners Press.
  - Davidoff, Paul. 1965. "Advocacy and Pluralism in Planning." *Journal of the American Institute of Planners*, 31: 596-615.
  - Arnstein, Sherry R. 1969. "A Ladder of Citizen Participation." *Journal of the American Institute of Planners* 35:4, 216-224, DOI: 10.1080/01944366908977225.
  - Read at least one of the following:
    - Contreras, Santana. 2019. "Using Arnstein's Ladder as an Evaluative Framework for the Assessment of Participatory Work in Postdisaster Haiti." *Journal of the American Planning Association*, DOI: [10.1080/01944363.2019.1618728](https://doi.org/10.1080/01944363.2019.1618728)
    - Vidyarthi, Sanjeev, Charles Hoch, and Carlton Basmajian. 2013. "Making sense of India's spatial plan-making practice: Enduring approach or emergent variations?." *Planning Theory & Practice* 14.1: 57-74. DOI: <https://doi.org/10.1080/14649357.2012.750682>
- Supplementary readings for this week: See Canvas site

*Week 11 (11/1 and 3): Professional planning ethics*

- Tuesday: The code of ethics of professional planning in the U.S. With special guest Jim Peters, MUP and FAICP, former ethics officer for AICP
  - American Institute of Certified Planners. 2021. AICP Code of Ethics and Professional Conduct <https://www.planning.org/ethics/ethicscode/>
  - American Planning Association. 1992. Ethical Principles in Planning. <https://www.planning.org/ethics/ethicalprinciples/>.
- Thursday (flexible session held at your convenience): Comparing international codes of ethics and conduct with the AICP code. One of these will be assigned to you for discussion and comparison with your peers; feel free to read others. We won't meet in the classroom this day but you're free to meet there in your groups if you prefer.
  - Canadian Institute of Planners, [Code of Professional Conduct](#) and [Statement of Values](#) (read both)
  - UK Royal Town Planning Institute, [Code of Professional Conduct](#)
  - Planning Institute of Australia [Code of Professional Conduct](#)
  - India Town Planning Institute [Code of Professional Conduct](#)
- Supplementary readings for this week: See Canvas site

*Week 12 (11/8 and 10): Election Day holiday / Insurgent planning*

- Tuesday: No class: election day
- Thursday: Insurgent planning as a response? With special guest Prof. Faranak Miraftab.
  - Lecture by Prof. Miraftab (link in Canvas)
  - Planning Theory Journal, [Interview with Faranak Miraftab](#). Podcast.
  - Beard, Victoria. 2003. Learning Radical Planning: The Power of Collective Action. *Planning Theory*, 2, 1: 13-35.
  - Miraftab, Faranak. 2009. Insurgent Planning: Situating Radical Planning in the Global South. *Planning Theory*, 8(1): 32-50
  - Davy, Benjamin. 2019. "Evil Insurgency: A Comment on the Interface 'Strengthening Planning's Effectiveness in A Hyper-Polarized World'," *Planning Theory & Practice*, 20(2), 290-297.

*Week 13 (11/15 and 17): Equity in planning practice & education*

- Tuesday: In planning practice. Invited guests TBA.
  - Thomas, June Manning. 2019. "Socially responsible practice: The battle to reshape the American Institute of Planners." *Journal of Planning History*, 18(4), 258-281.
  - Solis, Miriam. 2020. "Racial Equity in Planning Organizations." *Journal of the American Planning Association*, online first. <https://doi.org/10.1080/01944363.2020.1742189>
- Thursday: In planning education. Guests: Ivis García, Andrew Greenlee, and Stacy Harwood.
  - García, Ivis, April Jackson, Stacy A. Harwood, Andrew J. Greenlee, C. Aujean Lee & Benjamin Chrisinger. 2020. "Like a Fish Out of Water: The Experience of African American and Latinx Planning Students." *Journal of the American Planning Association*, DOI: 10.1080/01944363.2020.1777184
  - Dearborn, Lynne M. and Harwood, Stacy A. 2011. "Teaching students about complexity: reflections about an interdisciplinary community service learning studio in East St. Louis, Illinois." *Journal of Urbanism: International Research on Placemaking and Urban Sustainability*, 4(2), 127-151.
- Supplementary readings for this week: See Canvas site

*Fall (Thanksgiving) Break (11/21-25)*

*Week 14 (11/29 and 12/1): The just city / Peer reviews*

- Tuesday: The Just City
  - Fainstein, Susan. 2014. "The Just City." *International Journal of Urban Sciences*, 18(1), 1-18, DOI: 10.1080/12265934.2013.834643.
- Thursday: Peer review session on draft videos
- Supplementary readings for this week: See Canvas site

*Week 15 (12/6): Course wrap-up*

- Tuesday: Course review
  - Re-read the syllabus

**Assignment 1: What do you think planning means right now, and what motivated you to study it in grad school? (Due: Friday of first week.)**

Each student will produce a 4-5 minute video in which you tell us about yourself. Be sure to include your name, where you're from, how you got interested in planning, what you think planning means right now, and 3 things you like to do. In addition, please [share your pronouns](#) if you feel comfortable doing so. [Doing this can help build an inclusive classroom and community.](#)

Upload the video to the Discussion board.

*Grading rubric*

<b>Criterion</b>	<b>Pts</b>
Name clearly stated in the video and included in the file name for the video	2
Hometown or country is clearly stated in the video	1
Student explains how they got interested in planning	3
Student defines planning	3
Student identifies three things they like to do	2
Student can be clearly seen and heard in video	2
Video was at least 4 and no more than 6 minutes long	1
Video was submitted on time	1
<b>Total</b>	<b>15</b>

**Assignment 2: What makes plans and planning award-worthy?**

Date	Deliverable	Points
9/16	2a. Pick your plan and post to the UP 501 discussion board on Canvas	10
10/7	2b. First draft submission to Canvas discussion board	30
10/21	2c. Final submission	85
	Total points for this assignment	125

For this assignment, you will work with a partner of your own choosing. If you need help finding a partner, please ask the TA for suggestions.

The assignment aims to ground you with better knowledge about the following, all of which align with the course objectives:

- the impact planning is expected to have.
- behaviors and structures available to bring about sound planning outcomes.
- the potential for methods of design, analysis, and intervention to influence the future.
- key issues in equity, diversity, and social justice.

In the assignment, you'll assess a plan that has received a [National Planning Award](#) from the American Planning Association. (No exceptions.) Every year, the American Planning Association convenes a jury to identify, from among hundreds of submissions, a limited number of National Planning Excellence Awards and a larger number of National Planning Achievement Awards (see <https://planning.org/awards/2021/> for the most recent ones).

This is a cumulative project with three deliverables. The first deliverable (3a) is simply a post to the discussion board identifying the plan you're assessing and your partner. The second (3b) is also a post to the discussion board of parts 1 and 2 of the final assignment. The instructor, the TA, and selected peers will provide feedback on your discussion-board post shortly after you submit it. The third deliverable (3c) is a submitted deliverable of the full document, including any revisions you wish to make to parts 1 and 2 plus parts 3 and 4. The final deliverable should have around 4,000 words. More details about each deliverable follow.

***Deliverable 2a. Pick a plan and name your partner***

The national planning awards each year include both “forward-looking” and “backward-looking” examples. For this project, please choose a forward-looking example—that is, something most planners would recognize as a “plan” rather than as a “best practice” or a “completed project.” We want you to develop a reasoned assessment of whether and how the plan could come true; the examples that look backward are generally already done. For example, the 2019 National Planning Excellence awards include two (Northeast False Creek Plan, <https://planning.org/awards/2019/falsecreek/>, and Kauai County General Plan <https://planning.org/awards/2019/kauai/>) that are good candidates because they're forward-looking. Three others are applicable because they look backward or honor pioneers. Many of the topic-specific examples from the National Planning Achievement Awards will also work well (plans for economic development planning, environmental planning, resilience, transportation, and other topics). It will be harder to work with the award-winners with highly specific measures and programs (some of the “best practice” awards), but if any of these is especially appealing to you, please consult with either of us. Please scan other years of past awards to find good candidates.

Once you choose the plan you want to analyze, please do additional online research to find and download the pertinent example. If you have trouble finding it, please use the discussion board to get suggestions from your classmates and/or let them know you haven't found it.

***Grading Rubric: Full points for your timely upload to the Canvas of***

- the name of the plan

- the website where you found plan document(s)
- the name of your partner

### *Deliverable 2b. Parts 1 and 2*

This deliverable consists of your first draft of parts 1 and 2 of the final assignment.

1. Summarize the example you chose. In about 1000 to 1500 words, with specific references to the example,
  - a. Provide a brief overview of the place the plan was made for
  - b. Identify the entity that made the plan
  - c. Describe the plan-making process, including but not limited to technical studies, citizen participation, surveys, and so on.
  - d. For *short- to medium-term plans* and/or plans with *limited scopes*, describe the goal(s) of the plan, the actions the plan proposes to accomplish those goals, and the intervening outputs and outcomes anticipated to result from the action.  
For *comprehensive and long-term plans*, describe the entire work at a general level (list all the goals, provide one or two examples of actions to get to some of these goals) and then select (a) one goal, (b) the outcomes meant to advance that goal, and (c) the actions meant to achieve those outcomes. If you have questions about whether you should narrow or broaden your assessment, please check with the TA.
2. Develop a logic model diagram and caption to illustrate part 1d, including
  - a. A “boxes and arrows” diagram depicting the pathway from actions to outputs to outcomes to goal.
  - b. An extended caption of about 500 words that narrates your diagram.

In addition, this deliverable will be evaluated (but not graded) using the same quality criteria as Deliverable 2c.

### *Deliverable 2c. Final draft*

This deliverable consists of any revisions you wish to make to deliverable 2b plus these two parts:

3. Assess the persuasive power of the example’s storytelling. The question of persuasive power assumes audience. Invent a representative of one important audience (any stakeholder group, or elected officials) who you think could be swayed (persuaded) by this plan. Then, in 1000 to 1500 words, explain how each of the following elements of the plan could help and/or harm the planners’ case with the audience you identify:
  - a. logical structure
  - b. use of language
  - c. diagrams and/or photos
  - d. maps
  - e. appendices and supportive materials
4. Critique and recommendations: Will the example work, and what could make it better? In this last part, write the following in 800-1200 words:
  - a. Critique of political legitimacy (Part 1c): Will the technical analysis and stakeholder and public engagement in the plan-making process provide the political support and legitimacy for people to take the plan seriously?
  - b. Critique of logic (Part 1d and Part 2): How probable is it that the actions anticipated, if undertaken well, will yield the anticipated outcomes and support the plan’s goals?
  - c. Critique of persuasion (Part 3: Does the plan deliver enough persuasive power to sustain political support?

- d. Recommendations: What changes to the plan-making process, the plan document, and the implementation phase could make it likelier that this place will achieve the goals stated in the plan?

*Grading rubrics for Deliverables 2b and 2c*

		2b	2c		
		P	C	B	A
All of these: Names, date, report title, UP 501, pagination, spell-checked		3	5	5	5
Part 1	Discusses all the following				
	• Description of the place	3	1	2	3
	• Entity that made the plan	3	1	2	3
	• Plan-making process	3	1	3	5
	• Goals stated	3	1	1	1
	• Actions stated	3	1	2	3
	• Outputs and outcomes stated	3	1	1	1
At least 1000 and no more than 1500 words		3	4	4	4
Part 2	Includes all the following				
	• Boxes & arrows diagram	3	1	3	5
	• Caption of no less than 450 and no more than 550 words	3	1	3	5
Part 3	Discusses all the following				
	• Representative audience		1	2	3
	• Logical structure		1	2	3
	• Use of language		1	3	5
	• Diagrams and/or photos		1	3	5
	• Maps		1	2	3
	• Appendices and other supportive materials		1	2	3
At least 1000 and no more than 1500 words			4	4	4
Part 4	Summary				
	• Technical analysis & engagement (political legitimacy)		1	3	5
	• Logic		1	3	5
	• Persuasive power		1	3	5
	Recommendations		1	3	5
At least 800 and no more than 1200 words			4	4	4
Maximum points		30			85

- P (Present): Element is present (Deliverable 2b only). Full points will be awarded if all the required elements are included.
- Fair (C): Summary of evidence and arguments without providing critique or synthesis; weaknesses in grammar, paragraph structure, or topic sentences. Little or no use of images even when they would help.
- Good (B): Clear and straightforward writing, easy to follow, a few rough spots in grammar or expression. Good use of images where called for.
- Excellent (A): Insightful critique and synthesis with deep use of sources; introduction of non-required material. Flowing prose with strong, active writing style, excellent organization of ideas into paragraphs and sections. Excellent and integrated use of references to text and images where called for by assignment.



**Assignment 3: Ethics, hope, future(s)**

Date	Deliverable	Points
10/24	3a. High-level abstract	10
11/4	3b. Draft storyboard	20
11/18	3c. Presentation draft of video: Post to Discussion Board	20
12/2	3d. Peer reviews of 2 other videos	20
12/13	3e. Final cut of video	80
	Total points for this assignment	150

This assignment focuses on ethics, hope, and future(s). There's a relationship among these:

- Ethics are situational: they guide decisions along your journey. Ethics tell you that your canoe is steering off course; you should stop, rest, and take stock; you should portage to another river; or even that you need to end the trip, go back home, and prepare for a next recreational career as a sea-kayaker.
- Hope, extending the metaphor, tells you that tomorrow will be a fine day on the river, even as you're falling asleep in a tent leaking from a driving rainstorm. It tells you that you could see something tomorrow that makes the whole trip worthwhile.
- The future, finally, is a precondition for both hope and ethics. The connection with hope is obvious: if we didn't have a sense of the future, we wouldn't hope for anything. Ethics may be situational, but we have them because we know that actions now have consequences—in the future. But hope implies uncertainty, and ethics implies that your actions will matter for the future course of events. This is why, rather than relating hope and ethics to “the future,” the assignment title refers to “future(s).”

The assignment is an individual video assignment of between 6 and 8 minutes that communicates:

- your sense of what future is most likely right now for that spatial area, and what evidence leads you to that conclusion
- your hopes for something different and why you have those hopes
- your personal theory of change: among the actions or forces that shape the future, the role you think will fit you best in the next 10 years.

The assignment is cumulative and includes five (5) deliverables, each of which is described below on the Canvas site.

*Deliverable 3a. High-level abstract*

For this deliverable, please write a brief abstract with a few words up to a couple sentences on each of the following:

- The spatial area where you can imagine working
- The issue you are interested in working on
- The future of that area if people don't address your issue (“business as usual”)
- The change you want to see
- Your role as a change agent

*Grading rubric*

Two points will be awarded for presence of the five required elements for a total up to 10 points. Late assignments will receive no points.

*Deliverable 3b. Draft storyboard*

For this deliverable, please develop a storyboard using PowerPoint. Use one slide for every 15 to 20 seconds of final video (aim for between 20 and 30 slides). (It can be more than that if you want, though. The more slides you use, the more we'll have to look at = less boring = more persuasive.)

The PowerPoint deck should include these sections:

1. Introduction: Yourself, the issue you want to work on, the place where you want to do the work. (.5 minute) Be sure to start with a slide that includes your name, the date, the class it's prepared for, and a title that describes the content (not just a label like: Deliverable 4b).
2. The place and issue: Describe the issue, how and why it arose in this place, and a "business as usual" scenario for the future. (2.5 minutes.)
3. The future you want to see: Describe a desirable future, even if it doesn't seem attainable. (.5-1 minute)
4. Your role as a change agent: Referring to at least two of the planning theories we discussed in the class (comprehensive/rational, equity, communicative, insurgent), describe how you envision your work in building a different future in the place for the issue (3.5-4 minutes)
5. Sources cited/end credits (15 seconds)

The **body of each slide** should describe what we'll be looking at. It might already be a map, photo, chart, or video clip. If not, it should describe the depictions you have in mind.

The **notes fields of each slide** should include (a) talking points or an outline of the words we'll hear you speak while we see what's on the slides, and (b) comments on any additional effects including music, transitions, or animation.

*Deliverable 3c. Draft video*

For this deliverable, please produce a draft video (that is, it must be playable as a video rather than viewable on a PowerPoint). It should build from the draft storyboard, including as much of the script and visuals as you can complete before the deadline. It will be evaluated by your peers and instructors using the rubric for Deliverable 3e.

*Rubric for deliverables 3b and 3c*

Element to include	Points
Introduction (self-intro + summary of video)	2
Place	4
Issue	4
Future you want to see	4
Role as a change agent	4
Sources	1
No less than 6 and no more than 8 minutes*	1
<b>Total points</b>	<b>20</b>

\*One point awarded automatically for deliverable 3b if submitted on time.

Full points will be awarded for timely submission of the deliverable.

*Deliverable 3d: Peer reviews*

For this deliverable, please use the form provided on the Canvas site to evaluate the draft videos of two classmates that will be assigned before the due date for Deliverable 3c. Email the relevant assessment to each peer and upload both reviews as one document to Canvas so your instructors can evaluate it.

*Grading rubric for Deliverable 3d*

Each peer review will be graded (maximum of 10 points each, 20 points total) using the following rubric:

4 points	6 points	8 points	10 points
Only a few words (“looks good”) on most of the criteria	A few summary comments but superficial; lacking suggestions about how to improve	Clear and concise suggestions, constructive feedback about what worked well + what needed more work	Thoughtful comments on the video, constructive feedback on both strengths and weaknesses, ideas for further exploration

*Deliverable 3e. Final cut*

This deliverable is the final cut of your video, completing anything you were unable to finish before submitting Deliverable 3c and revising the video as recommended by the instructors and your peers.

*Grading rubric, deliverable 3e*

<b>All these correspond to excellent work (A) on each element</b>	C	B	A
Intro information shown and spoken in the first 20 seconds of the video	4	4	4
Video is summarized immediately after the intro information in a compelling way that draws viewers in	2	4	6
Place is introduced vividly, with images and script working together to create a unified impression; abbreviated references written unobtrusively on screen	2	6	10
Issue is introduced vividly, with a "business as usual" scenario for the future, with images and script working together to create a unified impression; abbreviated references written unobtrusively on screen	2	6	10
The future the student hopes to see is presented clearly, with examples of actions that could lead to that hoped-for future if the student knows of any	2	6	10
Student's probable role as a change agent is clearly stated, with indication of what kind of work they will do and what kind of organization they think they'll work with (or that they don't know)	2	6	10
Student relates their theory of change to at least two planning theories covered in or beyond this class, with clarity and nuance (this doesn't mean "accepting" those theories; more details will be shared)	2	6	10
Sources and image credits are shown in the last 10-15 seconds of the video	6	6	6
Entire video is clearly audible	4	4	4
Video is no shorter than 6 and no longer than 8 minutes	10	10	10
Total	36	58	80

*Assignment 4: What do you think planning means now?*

Date	Assignment	Points
5/15	What does planning mean to you now?: Revised	35

The final assignment is a written essay of between 1000 and 1500 words. In the essay, please include the following parts:

1. A summary of your definition of planning at the start of class, elaborating beyond what you had time to say where the time limit kept you from saying as much as you wanted.
2. Elements of planning history that have deepened or changed your definition of planning, with examples drawn from this class's readings, class sessions, and assignments.
3. Perspectives from planning theory that have deepened or changed your definitions of planning, with examples drawn from this class's readings, class sessions, and assignments.
4. Optional: Any gaps between your definition of what planning means and the material covered in this class. (For example, you might want to describe other historical trends, national contexts, or theoretical perspectives that have influenced your perspective.)
5. References (these don't count against the word limit)

*Grading rubric*

Criterion	C	B	A
Subject headings for each part (part 4 optional)	2	2	2
No fewer than 1000 and no more than 1500 words	2	2	2
Clear summary of "start definition"	4	6	8
Identification of how planning history has affected your definition, with examples	5	8	11
Perspectives from planning theory, with examples	5	8	11
References	1	1	1
Total (max)	19	27	35

C: Minimal treatment

B: Satisfies the requirement without much nuance or reflection

A: Shows substantial reflection and nuance