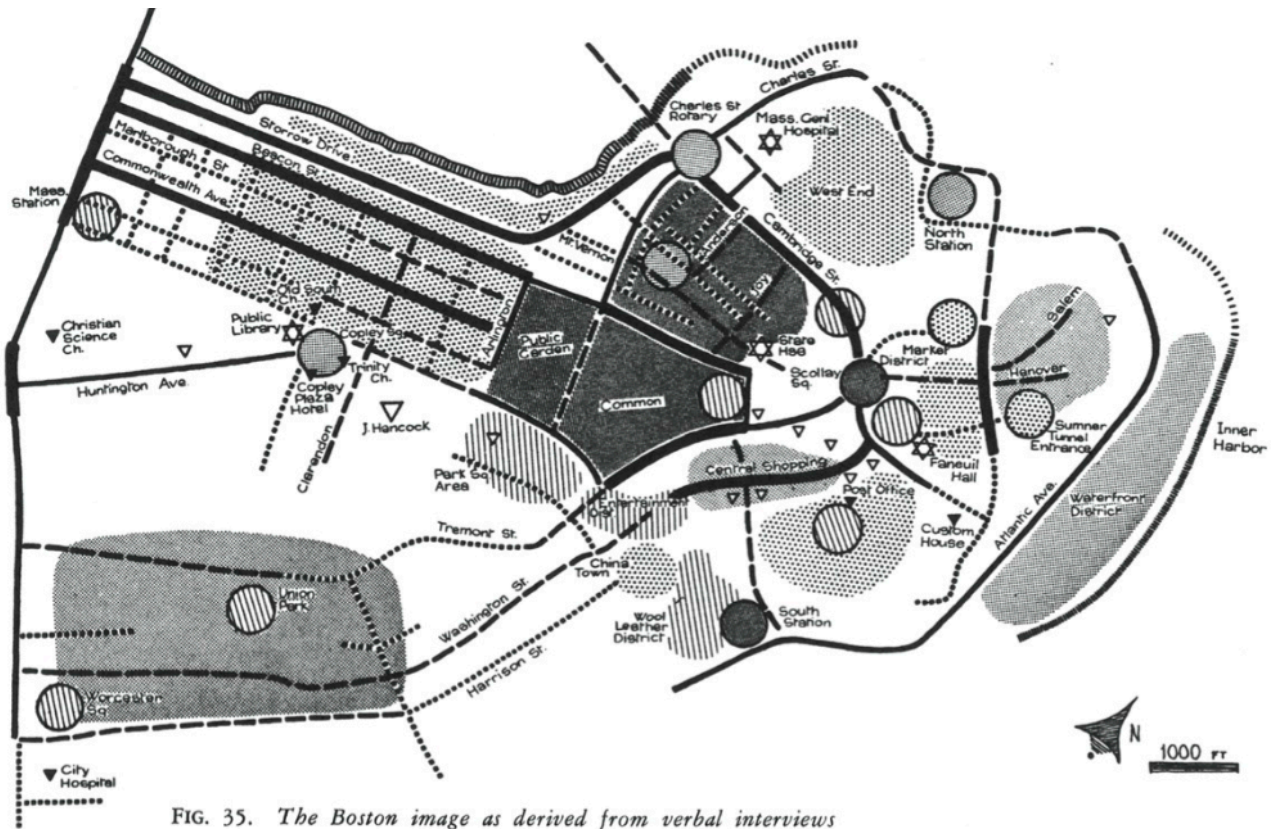


PLAN 6070: Planning Theory and Practice

Tuesday/Thursday, 2-3:15pm
Location: Campbell Hall Rm 220C

Instructors: Barbara Brown Wilson, PhD
Office: Peyton House Rm 105
Office Hours: Wednesday 10am- 12pm
Phone: 434- 924-4779
E-mail: bbwilson@virginia.edu

Alissa Diamond, PLA
Office: PhD student office (CAM 120)
Office Hours: Tuesday 10AM-12 PM
E-mail: au2c@virginia.edu



Course Description: Planning practitioners are duty bound to serve the "public interest," be concerned with long-range consequences of current actions, and understand the complex interconnections between economics, transportation, environment, land use, social equity, infrastructure, etc. At the same time, other powerful political and market processes are at work that often confound these duties for good or ill. Planners have been highly criticized, but also highly valued, throughout the history of the profession. In this course we will grapple with the dynamic tensions between planning and democracy, the various responses that have been proposed, and planning failures and successes. We will explore the development of theories about how we ought to plan, why, and for whom.

Learning objectives include:

- 1) Developing a critical understanding of the evolution of dominant and counter narratives of urban space;
- 2) Fostering critical thinking through crafting exercises, writing about, debating, and discussing complex planning concepts and the social complexities of cities undergirding them;

- 3) Buttressing research skills through scholarly and creative assignments meant to activate curiosity and stimulate independent thinking and learning; and
- 4) Furthering analytical and decision-making skills through professionally appropriate presentations and writing exercises.

Course Requirements: This success of this seminar depends on your collective willingness to read, contribute to discussions, and question your assumptions. You are expected to come prepared and to actively participate in class discussions. You will be asked to try on various concepts, grapple with the gray areas in ethically charged planning scenarios, conduct independent research, and facilitate discussions with your peers in a respectful tone that offers up space for us to learn together and challenge one another and ourselves.

Grading Distribution and Key Dates:

Participation (20%)	Come to classes having read & ready to contribute to discussion
Oral History Paper (15%)	Due October 3 rd
Group Playlist (10%)	Sign up for a week to present
Position Paper (20%) and Debate (5%)	Due October 31 st
Video Storyboard	Due November 26 th
Storyboard Peer Review (10%)	Due December 3 rd
Final Video Project (20%)	Due December 12 th by noon

Assignments

*More detailed assignments are located in the assignments folder of Blackboard *

As part of your participation grade (20%), please post **two questions** on Collab (**before midnight on the night before each class**) that came up for you while doing the readings about which you would like to discuss in class. If you must miss class for a legitimate reason (religious holiday, other class field trip, etcetera), not only post your two questions, but also make sure to engage with others on Collab in order to ensure your intellectual growth each week remains steady.

You will listen to and/or read the transcripts of at least three oral histories from the Race and Place Project (http://www2.vcdh.virginia.edu/afam/raceandplace/oralhistory_porchswings.html) and do outside research on related planning issues in Charlottesville. Using those histories, write an **Oral History Paper (15%)** of 5 pages that addresses themes of the course readings thus far – particularly how communities are planned for, how they are understood, what role different types of data play, etc.

In small groups, you will develop a **Playlist for the City (10%)** on YouTube of between 8 and 10 pieces of music from any era. Using clips from the music, you will explain in a 10-minute presentation why you selected these pieces and how your group drew on the course readings to determine what to add. Groups will sign up to present their playlist during a listening session in the month of November. This playlist might offer inspiration, though it is expected that you tailor the playlist to your group’s interests. (<https://www.youtube.com/playlist?list=PL-RLHHyMI128aHZM6YWapwVJqf2GgYmvP>)

For the **Position Paper (20%)/Debate (5%)** assignment, there are two parts: First, you are asked to assume the role of the Director of Planning in the City of New Orleans just after Hurricane Katrina, and your first task is to write a memo to the Mayor outlining your recommended strategy for recovering and rebuilding New Orleans. The key question you are to consider in the policy memo you’ll turn in, and which will form

the basis for an in-class debate, is *what to do with the low-lying areas of the city*— whether they should be rebuilt as residential neighborhoods or not. You can draw from the copious amount of research published on disaster recovery since Hurricane Katrina to make your case, and you must take care to present and then (respectfully) refute the counter to your argument. In class on October 31st we will debate the best plan for recovery in low-lying areas of New Orleans. You will be assigned a position to take at the start of class.

Please be ready to defend either position!

For your final project, you will investigate a site in the City of Charlottesville that demonstrates a counterpoint to dominant planning and urban historical narratives of the region, the nation or the state. You will first produce a storyboard (due to collab on Nov 26th) and peer review another (due Dec 3rd), and then eventually produce a 2-4 minute video teaching your classmates about a **Counter-Narrative or Site of Resistance in Planning (20%)**.

Technology Policy: Use of electronic devices in Planning classes has become an increasing distraction. Therefore the Department of Urban and Environmental Planning will not permit the use of electronic devices--laptops, tablets, and iphones-- in Planning classes. Instructors may permit their use on specified days, when they are needed for class exercises or in-class work. Otherwise, such devices should not be in use during class time. Recording devices are exempt from this policy. Please see the following links: <http://www.nytimes.com/2014/06/03/science/whats-lost-as-handwriting-fades.html> and <https://www.washingtonpost.com/posteverything/wp/2014/12/30/this-year-im-resolving-to-ban-laptops-from-my-classroom/>.

Accessibility: This course is designed to be welcoming to, accessible to, and usable by everyone, including students who are English-language learners, have a variety of learning styles, have disabilities, or are new to online learning. Be sure to let me know immediately if you encounter a required element or resource in the course that is not accessible to you. Also, let me know of changes I can make to the course so that it is more welcoming to, accessible to, or usable by students who take this course in the future.

Personal Statement from Professor: I am here to help. If you find yourself broke, hungry, facing discrimination, depression, grief, chronic pain of any sort, or any problems that you need help with, please let me know. I know lots of campus resources, often have snacks in my office, and like to help other people. Also, if you'd like to provide us with anonymous feedback at any point in the semester, we've set up a feature for you to do that safely on our Collab site.

Student Safety: The University of Virginia is dedicated to providing a safe and equitable learning environment for all students. To that end, it is vital that you know two values that the faculty, the University, and we hold as critically important:

1. Power-based personal violence will not be tolerated.
2. Everyone has a responsibility to do their part to maintain a safe community on Grounds.

If you or someone you know has been affected by power-based personal violence, more information can be found on the [Office for Equal Opportunity and Civil Rights](#) website that describes reporting options and resources available and direct access to the Report and Incident tool.

As your professors, know that we care about your wellbeing and stand ready to provide support and resources as we can. As faculty members, we are "responsible employees," which means that we are required by University policy and federal law to report any violence to the University's Title IX Coordinator. The Title IX Coordinator's job is to ensure that the reporting student receives the resources and support that they need, while also reviewing the information presented to determine whether further action is

necessary to ensure survivor safety and the safety of the University community. If you would rather keep this information confidential, there are Confidential Employees you can talk to on Grounds http://www.virginia.edu/justreportit/confidential_resources.pdf.

Students in Distress: Services for students in various forms of distress are offered by Counseling and Psychological Services (<https://www.studenthealth.virginia.edu/caps>) in the Elson Student Health Center. During evenings and weekends, emergency crisis assistance (434-972-7004) is available. In addition, if you are concerned about another student, call 434-243-5150 during business hours, and request the consulting clinician.

Honor: By enrolling in this course, you have agreed to abide by and uphold the Honor System of the University of Virginia. For more information, go to: <http://www.virginia.edu/honor/>

Readings: Assigned readings will be drawn from a number of sources, either posted on Collab, linked to an ebook through the libraries, or in the required book:

Fainstein, Susan and James Defilippis. 2016. *Readings in Planning Theory*. 4th edition. Wiley Blackwell. (NOTE: this is also available as an [ebook](#) through our libraries)

Course Schedule & Reading List

Aug 27: Introduction and Course Overview

Fainstein and DeFilippis. Introduction: The Structure and Debates of Planning Theory, in *Readings in Planning Theory*.

AICP Code of Ethics: <https://www.planning.org/ethics/ethicscode/>

Aug 29: Considering Planning

Marcuse, Peter. "The Three Historic Currents of City Planning," in *Readings in Planning Theory*

Sandercock, Leonie. 1998. "Introduction: Framing Insurgent Historiographies for Planning," in L. Sandercock, ed., *Making the Invisible Visible: A Multicultural Planning History*. UC Press. Pp. 1-20

6010 Reading References:

Peter Hall and Mark Tewdwr-Jones, "Planning, planners and plans," in *Urban and Regional Planning* (New York and London: Routledge, 2011), 1-9.

Robert Foglesong, "The problem of planning," in *Planning the Capitalist City* (Princeton, N.J.: Princeton University Press, 1986), 3-27

Sept 3: The Utilities of Theory: Frames for Interpreting Real Life in America

The Past, Present, and Future of Professional Ethics in Planning, in *Readings in Planning Theory*

Christian, Barbara. "The Race for Theory." *Cultural Critique*, The Nature and Context of Minority Discourse, no. 6 (Spring 1987).

6010 Reading References:

Peter Marcuse, "Who/what decides what planners do?," *Journal of the American Planning Association* 55, 1 (1989): 79-81.

David Harvey, "On planning the ideology of planning," in *The Urbanization of Capital* (Baltimore: Johns Hopkins University Press, 1985), 165-184.

SECTION 1: THE PUBLIC

Sept 5: Slavery, Reconstruction, Shifting "public good," and Ongoing Structural Ramifications
Hartman, Saidiya V. "Chapter 4: The Burdened Individuality of Freedom" *In Scenes of Subjection: Terror, Slavery, and Self-Making in Nineteenth-Century America. Race and American Culture*. New York: Oxford University Press, 1997, pp. 115-125.

Hannah-Jones, Nicole. "The Idea of America." *New York Times Magazine*. August 18, 2019.

6010 Reading References:

James C. Scott, "State simplifications: nature, space, people," *The Journal of Political Philosophy* 3, 3 (1995): 191-233.

Leonie Sandercock, "Exploring planning's knowledges," in *Towards Cosmopolis* (New York: Wiley, 1998), 57- 84.

Sept 10: Social Construction of Cities
Hirt, Sonia. *Home, Sweet Home. Readings in Planning Theory* (p 293-323)

Schaffer, Kristen. "Fabric of City Life: The Social Agenda in Burnham's Draft of The Plan of Chicago.

6010 Reading References:

Michael Brooks, "Four critical junctures in the history of the urban planning profession: an exercise in hindsight," *Journal of the American Planning Association* 54, 2 (1988): 241-248.

Peter Hall, "The City of Monuments," in *Cities of Tomorrow: An Intellectual History of Urban Planning and Design Since 1880* (Oxford: Wiley Blackwell, 2014), 202-236.

Gilbert A. Stelter, "Rethinking the Significance of the City Beautiful Idea," in *Urban Planning in a Changing World*, Ed. Robert Freestone (New York: Routledge, 2000), 98-117.

Sept 12: Racial Capitalism and Urban Space
Robinson, Cedric J., and Robin D.G. Kelley. "Foreward and Introduction." *In Black Marxism: The Making of the Black Radical Tradition*, Chapel Hill, N.C: University of North Carolina Press, 2000, pp. xi-5.

Stein, Samuel, Raquel Namuche, Rob Robinson, Shellyne Rodriguez, and Esteban Giron. "Capital City: Gentrification and the Real Estate State," February 26, 2019. <https://www.youtube.com/watch?v=iW6GGdAmMMY>.

6010 Reading References:

Lewis Mumford, "Home Remedies for Urban Cancer," in *The Urban and Regional Planning Reader*, Ed. Eugénie L. Birch (New York: Routledge, 2009), 132-139.

David Harvey, *Paris, Capital of Modernity* (New York: Routledge, 2006).

SEPT 16: ATTEND 5PM LECTURE BY DEANNA VAN BUREN

Sept 17: Planning with Things

Langdon Winner, "Do Artifacts Have Politics," in *The Social Shaping of Technology*, Donald MacKenzie and Judith Wajcman, eds., (Philadelphia: Open University Press, 1999), pp. 28-41.

Baraka, Imamu Amiri. "Technology and Ethos." In *Raise, Race, Rays, Raze: Essays since 1965*, 1. Vintage Books ed. A Vintage Book Political Science 706. New York: Vintage Books, 1972.

Beauregard, Robert A. "Planning with Things." *Journal of Planning Education and Research* 32, no. 2 (June 1, 2012): 182–90. doi:10.1177/0739456X11435415.

6010 Reading References:

Siegfried Giedion, "The Street Becomes Dominant: The Transformation of Paris, 1853–1868," in *Space, Time and Architecture: The Growth of a New Tradition* (Cambridge, MA: Harvard University Press, 2009), 641-679.

Robert Foglesong, "Planning the City Practical," in *Planning the Capitalist City* (Princeton, N.J.: Princeton University Press, 1986), 199-232.

SECTION 2: HEALTH

Sept 19: Credentialization and Planner Imaginations

Fishman, Robert. "Urban Utopias in the Twentieth Century," in *Readings in Planning Theory*

Wilson, Mabel O. "Dancing in the Dark: The Inscription of Blackness in Le Corbusier's Radiant City." In *Places through the Body*, edited by Heidi J. Nast and Steve Pile, 133–52. London; New York: Routledge, 1998.

6010 Reading References:

Robert Foglesong, "Roads Not Taken," in *Planning the Capitalist City* (Princeton, N.J.: Princeton University Press, 1986), 167-198.

Ebenezer Howard, Parts from *Garden Cities of To-morrow* (1902).

David Pinder, "Restorative Utopias," in *Visions of the City: Utopianism, Power and Politics in Twentieth-Century Urbanism* (New York: Routledge, 2005), 29-56.

Sept 24:

Theories of Urban Design

Perry, Clarence. "The Neighborhood Planning Unit," in *City Reader (ebook)*

Lynch, Kevin. "The City Image and Its Elements." in *City Reader (ebook)*

Koh, Annette. "Placemaking When Black Lives Matter" in *Progressive City*

Sept 26:

The Legible City

Harvey, David. "Contested Cities: Social Processes and Spatial Form." in *Readings in Planning Theory*

Certeau, Michel de. "Walking in the City," in *The Practice of Everyday Life*

6010 Reading References:

James C. Scott. 1998. "Authoritarian High Modernism" in *Readings in Planning Theory*

Oct 1:

Critical Geographies and Mapping Tactics

Camp, Stephanie M. H. "A Geography of Containment." In *Closer to Freedom: Enslaved Women and Everyday Resistance in the Plantation South*, 13–34. Gender and American Culture. Chapel Hill: University of North Carolina Press, 2004.

Roane, J.T., and Justin Hosbey. "Mapping Black Ecologies – Current Research in Digital History." *Current Research in Digital History* 2 (2019). <http://crdh.rchnm.org/essays/v02-05-mapping-black-ecologies/>.

W.E.B. Du Bois's Typographics 2018: Data Portraits: Visualizing Black America with Silas Munro, accessed at <https://vimeo.com/302944269>

Oct 3:

The Regional City

ORAL HISTORY PAPER DUE

Fishman, Robert. 2000. "The Death and Life of American Regional Planning." In *Reflections on Regionalism*, edited by B. Katz. Washington: Brookings Inst.

Charles E. Lindblom. "The Science of Muddling Through," *Public Administration Review*, Vol. 19, No. 2 (Spring, 1959), pp. 79-88

Oct 8:

FALL BREAK

SECTION 3: SAFETY

Oct 10:

The Renewed City

Hilary Ballon, "Robert Moses and Urban Renewal: The Title I program" in Hilary Ballon and Kenneth Jackson, eds. *Robert Moses and the Modern City: The Transformation of New York*. New York: W. W. Norton. 2007.

Robert Fishman, "Revolt of the Urbs: Robert Moses and his critics" in Ballon and Jackson.

Beneath the Ballpark, podcast at: <https://99percentinvisible.org/episode/beneath-the-ballpark/>

6010 Reading References:

Jane Jacobs, "The Use of Sidewalks," in *Metropolis: Centre and Symbol of Our Times*, Ed. Philip Kasinitz (London: Macmillan Press, 1995), 111-129.

Jane Jacobs, "Downtown is for People," in *The Urban and Regional Planning Reader*, Ed. Eugénie L. Birch (New York: Routledge, 2009), 124-131.

Robert Moses, "Slums and City Planning," *Atlantic Monthly*, January 1945.

Oct 15:

Power in Planning

Flyvbjerg, Bent. 2002. "Bringing Power to Planning Research: One Researcher's Praxis Story," *Journal of Planning Education and Research*, 21, 4: 353-366

Lipsitz, George. "The racialization of space and the spatialization of race: Theorizing the hidden architecture of landscape." in *Landscape Journal* 26, no. 1 (2007): 10-23.

6010 Reading References:

Christopher Klemek, "Outsider's Revolt," "The First Wave of Resistance," "The Tide Shifts," and "A Bitter End?," in *The Transatlantic Collapse of Urban Renewal: Postwar Urbanism from New York to Berlin* (Chicago: The University of Chicago Press, 2011), 109-173.

Thomas J. Campanella, "Jane Jacobs and the Death and Life of American Planning," *Design Observer*, April 2011.

Oct 17:

Radical Imaginations and Real-Life Applications

Woodard, Komozi. "Chapter 6: Hard Facts- Kawaida Towers and the Dilemma of Cultural Nationalism in Black America." In *A Nation within a Nation: Amiri Baraka (LeRoi Jones) and Black Power Politics*. Chapel Hill, N.C: University of North Carolina Press, 1999.

Arnstein, Sherry. "A Ladder of Citizens Participation." *Journal of the American Institute of Planners* 8, 3, July 1969

Kelley, Robin D.G. "Freedom Dreams: The Black Radical Imagination." WGBH Forum Network. Accessed August 6, 2019. <https://www.youtube.com/watch?v=tEVmuUJMGRU>.

Oct 22:

The Resilient City

Walker and Salt, excerpt from *Resilience Thinking*. Island Press, 2006.

Anne Whiston Spirn. 2001. Ian McHarg, Landscape Architecture, and Environmentalism: Ideas and Methods in Context, in *Environmentalism in Landscape Architecture*, edited by Michael Conan.

"Your Sea Wall Won't Save You," *Places Journal*, 2018:

<https://placesjournal.org/article/your-sea-wall-wont-save-you/?cn-reloaded=1>

6010 Reading References:

Frederick Law Olmsted, "Public Parks and the Enlargement of Towns," in *Frederick Law Olmsted, Essential Texts*, Ed. Robert Twombly (New York: W.W. Norton & Company, 2010).

Anne Whiston Spirn, "Constructing Nature: The Legacy of Frederick Law Olmsted," in *Uncommon Ground*, Ed. William Cronon (New York: W.W. Norton & Company, 1995), 91-113.

Oct 24: Environmental Justice

Bullard, R. D., Mohai, P., Saha, R., & Wright, B. (2007). *Toxic Wastes and Race at Twenty: 1987—2007*. Cleveland, OH: United Church of Christ Justice & Witness Ministries. Retrieved from <http://www.ucc.org/assets/pdfs/toxic20.pdf> -- 20 pages Required: Executive Summary, Intro, Ch 1 (11-31 of pdf)

Watch video: Clint Smith, Place Matters, March 25, 2013, 3min 42sec

https://www.youtube.com/watch?feature=player_embedded&v=saREW_BfxwY

Oct 29: Spatial Justice

Iris Marion Young. "Inclusion and Democracy," in *Readings in Planning Theory*.

Fainstein, Susan "Spatial Justice and Planning," in *Readings in Planning Theory*.

Thomas, June Manning "The Minority-Race Planner in the Quest for a Just City," in *Readings in Planning Theory*

6010 Reading References:

Paul Davidoff, "Advocacy and Pluralism in Planning," *Journal of the American Planning Association* 31, 4 (1965): 331-338.

Oct 31: DEBATE AND POSITION PAPER DUE:

MEMO TO THE MAYOR ON REBUILDING THE LOWLANDS OF NEW ORLEANS

SECTION 3: WELFARE

Nov 5: The Deliberative City

Patsy Healey. "The communicative turn in planning theory and its implications for spatial strategy formation." in *Readings in Planning Theory*.

Huxley, Margo. "The Limits to Communicative Planning." *Journal of Planning Education and Research* 19, no. 4 (June 1, 2000): 369–77.

Nov 7: The Plantationocene: Guest Lecture by Karen Abrams

Davis, J, Moulton, AA, Van Sant, L, Williams, B. Anthropocene, Capitalocene, Plantationocene?: A Manifesto for Ecological Justice in an Age of Global Crises. *Geography Compass*. 2019; 13:e12438. <https://doi-org.proxy01.its.virginia.edu/10.1111/gec3.12438>

Nov 12: Intersectional Frameworks

Cohen, Cathy J. "Punks, Bulldaggers, and Welfare Queens: The Radical Potential of Queer Politics?" *GLQ: A Journal of Lesbian and Gay Studies* 3, no. 4 (1997): 437.

<https://doi.org/10.1215/10642684-3-4-437>.

Crenshaw, Kimberle. "Kimberlé Crenshaw: The Urgency of Intersectionality | TED Talk," 2016.

https://www.ted.com/talks/kimberle_crenshaw_the_urgency_of_intersectionality?language=en.

Nov 14: Planning with Cultural Complexity

Melamed, Jodi. "Introduction: Producing Discourses of Certainty with Official Antiracism." In *Represent and Destroy: Rationalizing Violence in the New Racial Capitalism*. Difference Incorporated. Minneapolis: Univ. of Minnesota Press, 2011.

Invisible Women, Podcast at: <https://99percentinvisible.org/episode/invisible-women/>

Nov 19: The Insurgent City

Miraftab, Faranak. "Insurgent Planning: Situating Radical Planning in the Global South." *Planning Theory* 8, no. 1 (February 2009): 32–50. doi:10.1177/1473095208099297.

Roy, Ananya. "Urban Informality: The Production of Space and Practice of Planning," in *Readings in Planning Theory*

Nov 21: The Indigenous City

Read at least **two** of the set of readings in *Planning Theory & Practice*, 2017, Vol. 18, No. 4, pp. 639-666

S. Yvonne Prusak, R. Walker, & R. Innes. 2016. 'Toward Indigenous Planning? First Nation Community Planning in Saskatchewan, Canada', *Journal of Planning Education & Research*, 36, 4: 440-450.

Nov 26: (Virtual) PEER EDITING WORKSHOP: STORYBOARD DUE ON COLLAB BY 2PM

Nov 28: THANKSGIVING

Dec 3: The More-than-Human City: Guest Lecture by Kevan Klosterwill

Farias, Ignacio. "Chapter 8: Master Plans as Cosmograms: Articulating Oceanic Forces and Urban Forms After the 2010 Earthquake and Tsunami in Chile" in M. Kurath et al. (eds.), *Relational Planning*.

Hinchliffe, Steve, and Sarah Whatmore. "Living Cities: Towards a Politics of Conviviality." *Science as Culture* 15, no. 2 (June 2006): 123–38.
<https://doi.org/10.1080/09505430600707988>.

Recommended:

Weisser, Wolfgang, and Thomas Hauck. "Animal-Aided Design - Using a Species Life-Cycle to Improve Open Space Planning and Conservation in Cities and Elsewhere," June 15, 2017.
<https://doi.org/10.1101/150359>.

Dec 5: The Future of Planning

Amin, Ash, "Urban Planning in an Uncertain World," *Readings in Planning Theory*

Watson, Vanessa. "Seeing from the South: Refocusing Urban Planning on the Globe's Central Urban Issues," in *Readings in Planning Theory*

Ageyman and McLaren, "Apps Do Not Make A City Smart," *The Boston Globe*:
<https://www.bostonglobe.com/ideas/2016/08/13/apps-don-make-city-smart/YrEuTHcHAFArq5piut1nrN/story.html>

FINAL PROJECT DUE: DECEMBER 12TH BY NOON (POSTED TO COLLAB)