

PLANNING HISTORY and THEORY

Fall 2016

EVDP 627 H(3-0)

W 9:30-12:20, PF 3160, course website:

<https://d2l.ucalgary.ca/d2l/home/154994>

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TEACHING ASSISTANT
to be determined

“Historical knowledge is the material for making cogent arguments about the why and how of contemporary action.”

- Raphaël Fischler

INTRODUCTION

This course provides students with an introduction to the key planning theories and practices from the late nineteenth century to the present. We explore the forces that shaped cities and key ideas/models that were invented in response to these forces. Understanding the history of planning thought and action – from its progressive origins, its modernist machinations, the postmodern critique of top-down planning, to the re-assertion of form that has emerged more recently – is critical to making you a better planner today, for these ideas have not been substituted for one another over time, but rather are a palimpsest layered one upon the other. This course is meant to provide a foundation to understand the theoretical, legal, and ethical frameworks that have led to a wide range of roles for planners over time, and critically evaluate the role of planners and planning today. Our approach takes as its premise that “urbanism” is a socio-spatial dialectic – that is, space shapes society as much as society shapes space (as such, understanding both the social and physical is central to planning).

OBJECTIVES

Following this course, students should be able to:

1. Demonstrate your familiarity with the major debates, issues, and models in planning history and theory.
2. Understand the key forces that have shaped Canadian/U.S. cities and the changing role of planners over time.
3. Situate Canadian/U.S. planning theories and practices within the broader social, economic and political context.
4. Begin to understand the dilemmas (political, ethical, moral, etc) planners work to resolve in day-to-day practice.
5. Begin to establish your own values, ethics, and identity within the broad range studied in planning history and theory.
6. Understand how Canadian planning was influenced by American and British theories and practices.
7. Understand how history and theory can help inform and make sense of contemporary planning decisions.
8. Refine your written and oral communication skills by synthesizing new knowledge about planning and city form.
9. Demonstrate awareness about the relationship between planning, gender, race, ethnicity, and class.
10. Start to develop a sensibility about what constitutes good city form and good planning.

FRAMING QUESTIONS

Throughout the course, we will be faced with many broad questions that reflect changing political philosophies and social contexts. As an introductory course, we cannot address all of these issues at length, but the purpose here is raise awareness about the role of planning (and planners) within society. Among the questions to consider throughout the course are:

1. What role does the built environment play in shaping social relations and actions? public health? Inequality and justice? educational attainment? safety? economic growth? environmental health?
2. Why do we plan? What are the legal, economic, political or moral justifications for planning? Is planning effective?
3. What is the proper role of government in society? How does this relate to individual freedom and private property? What is the rationale for state intervention in markets?
4. What is the role of planners? technical advisors? mediators? consultants? enforcement? visioning? advocates? activists?

5. For whom do we plan? property owners? the least advantaged? everyone? What is the public interest? (Is there “a” public interest?) What is the role of participation? How do we deal with conflicts and/or different interests?
6. What constitutes “good” city form? Should cities be dense/compact or dispersed? Mono or polycentric? How dense?
7. At what scale should planning occur? national? provincial? regional? counties? watersheds? municipalities? neighbourhoods? individual parcels? How should these different scales be coordinated?
8. What is the relationship between past planning theories/models and today’s problems? e.g. sprawl – what is it? how did it come to be? Is it bad? Should planning promote growth? accommodate growth? constrain growth?
9. What relationship does planning have to race, ethnicity, gender, and class? To what extent do planning policies exacerbate segregation, displacement and/or disparities? Is gentrification good or bad? What can or should planning do in response?

TEACHING APPROACH

The course material will consist of small group discussions, formal lectures, in-class exercises, and student (team) PechaKucha presentations. Students should be prepared for a relatively heavy reading load in this class. To ground the theories and practices discussed in class to real-world planning, students will interview a planning professional and attend a public meeting (and submit a reflection/analysis). Students will also complete a term project analysis, which includes dissecting a city plan or development proposal.

STRUCTURE + SCHEDULE

There are 20 sessions in this course (plus a final exam session). Following an introduction (4 sessions), we’ll trace the evolution of planning ideas through 6 eras (2 sessions each, 12 total), and conclude the course thinking about the future (4 sessions). Each class period will be two 80-minute sessions, with a 10-minute break in the middle.

A. INTRODUCTION TO PLANNING

1 Introduction

Wed Sep 14 (9:30-10:50)
Overview and introduction

Wed Sep 14 (11:00-12:20)
What is planning and why do it?

2 Framework + Process of Planning

Wed Sep 21 (9:30-10:50)
The legal framework of planning

Wed Sep 21 (11:00-12:20)
The development process

B. EVOLUTION OF PLANNING IDEAS

3 Origins of Modern City Planning (~1880s-1910s)

Wed Sep 28 (9:30-10:50)
Positivism, Rationality, Progressivism,
Democracy, Efficiency/Taylorism
City Beautiful, Garden City

Wed Sep 28 (11:00-12:20) (PechaKucha #1)
Parks Movement, Settlement House
Movement, Zoning, Burham,
Master/Comprehensive Planning

4 The Rise of State Power (~1920s-40s)

Wed Oct 5 (9:30-10:50)
Standardization, State Bureaucracy,
Keynesianism, Regulation, Public Works

Wed Oct 5 (11:00-12:20) (PechaKucha #2)
La Ville Radieuse, Broadacre City, FHA, WPA
TVA

note: no class Wed Oct 12 (block week)

5 Fordism + Suburbanization (~1940s-60s)

Wed Oct 19 (9:30-10:50)
Mass Production (Fordism), Decentralization
Urban Design

Wed Oct 19 (11:00-12:20) (PechaKucha #3)
Highways, suburbanization, urban renewal
public housing, social segregation

6 Justice + the Communicative Turn (~1970-80s)

Wed Oct 26 (9:30-10:50)
Environmentalism, Justice, Civil Rights,
Communication Action, “Radical” Planning
Power, Differences/Otherness

Wed Oct 26 (11:00-12:20) (PechaKucha #4)
Advocacy Planning, Equity Planning
Participatory Planning, Everyday Urbanism
Environmental Justice

note: no class Wed Nov 2 (away)

7 Neoliberalism + Growth Machines (~1980-90s)

Wed Nov 9 (9:30-10:50)
Neopragmatism, Neotraditionalism,
Postmodernism, Preservation, Individualism,
Decline of Social Capital

Wed Nov 9 (11:00-12:20) (PechaKucha #5)
Townscape/New Urbanism,
Corporate Downtowns, Preservation,
Growth Machines

8 Globalization + the Spatial Turn (~1990-2000s)

Wed Nov 16 (9:30-10:50)
Globalization, Competitive Advantage, City-
Regions, Gentrification, Spatial Justice

Wed Nov 16 (11:00-12:20) (PechaKucha #6)
Smart Growth/TOD, Shrinking Cities,
Chinese Urbanism

C. THINKING ABOUT THE FUTURE

9 Health + Sustainable Urbanism

Wed Nov 23 (9:30-10:50)
Sustainability, Rising Inequality
Climate Adaptation

Wed Nov 23 (11:00-12:20) (PechaKucha #7)
Landscape/Ecological Urbanism,
Walkability, Density

10 Future Directions

Wed Nov 30 (9:30-10:50)
Where planning is going

Wed Nov 30 (11:00-12:20)
Debate: Good Planning / Good City Form

FINAL EXAM

Wed Dec 7 (9:30-12:20)

READINGS

See attached reading list. There are no required texts. All readings are PDFs, available on the class website. Readings for the class must be done before class.

GROUP DISCUSSIONS

As a means of facilitating peer-to-peer learning, we will begin each class with small group discussions of the readings. Students will lead a discussion within their cohort and: (1) pose a key provocative question to start the discussion, and (2) manage the discussion by calling on people to participate.

LECTURES

In each session, the instructor will give a one hour (or so) lecture; these lectures are meant to provide an overview of key theories and practices. Students are strongly encouraged to participate – ask questions and engage in debate.

IN-CLASS EXERCISES

Periodically, we will do in-class exercises. These exercises are meant to be fun ways of engaging with the topics and may include drawing (don't worry if you can't draw!), role playing, challenges, short videos, etc.

EVALUATION + DELIVERABLES

Note: all work will be submitted electronically in Word or PDF format, uploaded to the course D2L website (Assessments > Dropbox). The course grade will be determined by an evaluation of the following deliverables – the percentages reflect the weight of the total grade for each (please put dates into your calendars):

1. Project Analysis (individual or pairs)		<u>DUE DATE</u>
Topic + Annotated Bibliography	5%	Wed Oct 5
Thesis + Detailed Outline	5%	Wed Nov 9
Final Written Paper	30%	Wed Dec 14
Total Project Analysis	40%	
2. Final Exam (individual)	30%	Wed Dec 7
3. Planner Reflection (individual)	20%	Wed Nov 23
4. PechaKucha presentation (group)	10%	(see schedule)
Course Total	100%	

Handouts with details on assignments will be distributed in class, but below is a brief description of each.

1. Project Analysis (40 points)

Each student or pair of students (encouraged) will prepare a roughly 3,000-word paper that critically evaluates a plan or development proposal. Two interim benchmarks have been established to ensure you make progress throughout the term. See Term Paper handout for more details.

2. Final Exam (30 points)

In past years, students completed a reading response for each module. This year, to minimize the number of assignments throughout the term, students will take a final exam that will test their knowledge of the readings and class discussions.

3. Planner Reflection (20 points)

To connect our broad discussions of planning theories and practices to real world planning, you will do 2 things: (1) attend a public planning meeting (wide latitude of what type) and (2) interview a planner/landscape architect involved with this meeting about their experiences. You will reflect upon these experiences and address some of the above framing questions in light of your observations. See Planner Reflection handout for more details.

4. Group PechaKucha (10 points)

During the Introduction section, each student will sign up for one of the 7 PechaKucha presentations (groups of 5 or so students) on a Canadian case related to each module. PechaKucha presentations are a particular format – 20 slides, shown for 20 seconds each (6 mins, 40 secs total). See PechaKucha handout for more details.

GRADING SCALE

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.9	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.9	Very good performance
B+	3.30	3.15-3.49	80-84.9	Good performance
B	3.00	2.85-3.14	75-79.9	Satisfactory performance
B-	2.70	2.50-2.84	70-74.9	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.9	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.9	
C-	1.70	1.50-1.84	55-59.9	
D+	1.30	1.15-1.49	50-54.9	
D	1.00	0.50-1.14	45-49.9	
F	0.00	0-0.49	0-44.9	

All work will be evaluated using the rubric provided with each assignment. All work must be submitted on time; late work will be penalized by one grade for each day it is late (e.g. A-quality work submitted 3 days late would receive a B). Late reading responses will not be accepted (since they are meant to prepare students for class/group discussions).

Note: A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

SPECIAL BUDGETARY CONSIDERATIONS

Student might expect to incur some nominal expenses in order to make copies of materials for their term project.

CLASS POLICIES

1. It is expected that students and instructors will foster an environment of mutual respect. As such, any behaviour that is rude, violent, or disrespectful of others will be grounds for removal from the class and/or disciplinary action.
2. Please turn your cellphones to airplane mode during class. The use of laptops for taking notes is encouraged. However, texting, doing email and checking social media during class is prohibited.
3. The assumption is that group work has been done equitably and all students will receive the same grade. If, however, it is apparent to the instructors that group work has not been done fairly (i.e. that someone did not pull his/her weight), a lower grade will be given to that person(s).

NOTES

1. Written work, term assignments and other course related work may only be submitted by e-mail if prior permission to do so has been obtained from the course instructor. Submissions must come from an official University of Calgary (ucalgary) email account.
2. Academic Accommodations. Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the designated contact person in EVDS, Jennifer Taillefer (jtaillef@ucalgary.ca). Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/
3. Plagiarism - Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when: (a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test), (b) parts of the work are taken from another source without reference to the original author, (c) the whole work (e.g., an essay) is copied from another source, and/or, (d) a student submits or presents work in one course which has also been submitted in another course (although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.
4. Information regarding the Freedom of Information and Protection of Privacy Act (<http://www.ucalgary.ca/secretariat/privacy>) and how this impacts the receipt and delivery of course material
5. Emergency Evacuation/Assembly Points (<http://www.ucalgary.ca/emergencyplan/assemblypoints>)
6. Safewalk information (<http://www.ucalgary.ca/security/safewalk>)
7. Contact Info for: Student Union (<http://www.su.ucalgary.ca/page/affordability-accessibility/contact>); Graduate Student representative (<http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.su.ucalgary.ca/page/quality-education/academic-services/student-rights>).

PRESENTATION TIPS

Excerpts from Andy Goodman's "Why Bad Presentations Happen to Good Causes." (10-11)

Don't do the following:

1. **Reading the slides.** More respondents complained about this behaviour than anything else – and by a wide margin. Many indignantly asked why a presenter would read slides aloud when audience members were entirely capable of reading them for themselves... "Watching someone read PowerPoint slides is a form of torture that should be banned under the Geneva Convention," wrote one respondent.
2. **Too long, too much information.** How long is too long? If a presentation is boring, respondents told us, even 10 minutes can seem too long. And boring presentations appear to be rampant across the sector... "Too many slides with too many words, too many points, too much data, too long, too didactic."
3. **Lack of interaction.** The problem that first appeared when we asked respondents to describe the typical presentation resurfaced strongly in subsequent answers to open-ended questions. Many complained about being "talked at" for 30, 40, even 60 minutes at a time...
4. **Lifeless presenters.** Presenters who speak in a monotone, who seem to lack interest in their own material, or who appear to have wandered in from the set of "Night of the Living Dead" were also reported by many in the survey...
5. **Room/technical problems.** LCD projectors that don't work, sound systems that are either too soft, too loud, or have too much hiss – just about every room or technical problem you can imagine showed up in survey answers... many are preventable, and even those that cannot be avoided do not have to ruin a talk... have a back-up plan.

Do the following:

In another open-ended question, we asked, "What one or two key things make a presentation excellent?" Again, respondents provided a wide range of answers, although a few unhappy campers claimed they had never seen an excellent presentation. A consensus emerged around three characteristics, and unsurprisingly each is a direct opposite of a common problem cited above.

1. **Interaction.** Nearly one out of every four respondents mentioned interaction – with the speaker, with other audience members, or both – as a hallmark of excellent presentations. "Interactive presentations that create opportunities for the audience members to work together and with the presenter are almost always top notch," one respondent told us.
2. **Clarity.** Some used the words "well organized," and some wrote "concise," but if you were to scan the verbatim responses to this question, you would see a long run of answers that begin with "clarity." One such response: "Clarity of three to four well-framed key points the speaker wanted the audience to take away, coupled with smart use of metaphors/anecdotes that helped speaker drive them home."
3. **Enthusiasm.** Whether respondents used the words energy, passion, charisma, engaging, dynamic or lively, they all wanted the same thing: presenters who were enthusiastic about their topic and conveyed that interest to the audience.
4. **Humour.** Makes presentations more lively.
5. **Use of stories.** Gives concrete examples.
6. **Well-produced visuals.** A picture is worth a thousand words.