Overview and Learning Objectives

In everyday parlance, everyone is a planner. We all make plans—plans that may be short-term or long, grand or modest, individual or collective, sound or ill advised, and so forth. For historical reasons, some such efforts were institutionalized and directed at certain types of social problems. Along the way, theories emerged, seeking to guide this endeavor and to explain its evolution. The focus of these theories addressed the sort of questions one might raise concerning our own everyday plans: The what, the who, the how, and the why of planning. In other words, who plans? What is being planned? How does planning unfold? And why is it done this way? These queries have been both descriptive and normative. That is, they have dealt both with how things happen and with how they should.

This course examines the ongoing story of planning as a theoretical and practical project. We will explore the major themes and debates in the history of planning, locating them in the context within which these emerged and connecting them to contemporary and unresolved policy concerns. In doing so, we will cover key junctures in a far ranging narrative that starts in the late nineteenth century and takes us though a period of great social, political, and cultural upheaval. Planning arose as a response to these profound disruptions. The resulting debates—debates about how we collectively manage social change and about how we achieve progress—remain very much at the heart of the planning enterprise.

By the end of this course, you should be able to:
- Demonstrate familiarity with planning history
- Understand and evaluate planning theories
- Conduct research on planning projects, movements, or debates of your choosing
- Reflect on your identity as a planner within the contemporary moment of urban planning practice
Expectations and Requirements

1. **Reading and Participation in Seminar Discussion (30%)**
   
   This course is a graduate level seminar. Students are expected to attend every class, complete assigned readings in advance of each class, and engage in a respectful and constructive exchange of ideas with other seminar members. Your presence will be noted; unexplained absences and lateness will result in a lower grade and may result in a referral to the Office of the Dean. Active engagement will also be noted. Your grade will depend on your ability to listen well, ask clarifying or probing questions concerning the assigned readings, and respond to classmates’ and professor’s comments. Students will lose points for behavior that reflects a failure to listen or participate in the discussion, and for an inability to answer basic questions about the readings or contribute to the classroom discussion.

   Each week one or two students will lead the group discussion on the assigned readings. Discussion leaders should come prepared to provide a summary of the readings, pose thoughtful questions, and make linkages to readings and discussions that have occurred in previous classes. This activity will count toward one-third of the Reading and Participation grade (or 10% of the student’s final grade).

2. **Reading Responses (30%)**

   For each class session, students will submit a short reading response that should comprise:

   a. A two to three sentence summary of the main argument of four of the session’s readings **not** marked with an asterisk.

   b. Three provocative/thoughtful questions that emerged from a consideration of any of the readings.

   c. A reference to a planning project, movement, or debate that the readings evoked for the student. The reference should include a link to an account of the planning matter in question and two to three sentences describing the connection seen between this matter and the readings.

   Responses are due at **9:00am on the morning of the class session** and must be submitted electronically through NYU Classes. In addition, they must be printed out and handed to the professor at the beginning of class. Lastly, the references to the planning items and accompanying commentary—item “c” above—should be posted on the class’s bulletin board (i.e. the NYU Classes “Forum”) so as to make them available to other interested students.
Reading responses can receive up to 10 points each: 6 for clarity, accuracy, and concision of the summary, and 4 for writing questions and making connections that reflect a critical engagement with the ideas presented in the assigned readings. The response with the lowest grade will be dropped and will not count toward the final grade. Graded papers will be handed back the week after they are submitted.

3. **Final Research Paper (40%)**
   For the final paper, students will select a planning project, tool, movement, or debate, and describe its historical context and theoretical relevance, using a minimum of five of the readings covered in class. They may choose the topic from among those identified during previous sessions—item 2.c above—or they may choose it from elsewhere. The paper should be 10-12 pages in length, not including the bibliography. Students must submit a paper proposal to the professor by the 9\textsuperscript{th} week of class (November 10). The final paper will be due on December 19 in the professor’s mailbox at 295 Lafayette Street 2\textsuperscript{nd} floor and must also be submitted electronically through NYU Classes. This assignment will be graded according to quality of writing, organization of ideas, and evidence of critical thinking.

**Assignment Submission Guidelines:** Reading responses, the research proposal and the final paper must all be submitted by their due date in hard copy and online through NYU Classes, which uses "Turn It In" to detect plagiarism. All paper submissions must be type written, in 12 point font with 1.5 point spacing and must conform to professional standards of grammar, punctuation and citation format. Plagiarism and other academic integrity infractions will not be tolerated; students who violate this will be referred to the Office of the Dean for disciplinary action. Please see the following for more information: [http://wagner.nyu.edu/students/policies/academic-code](http://wagner.nyu.edu/students/policies/academic-code)

**Meetings and Emails:** The best way to correspond with the professor is through email at 
[juan.rivero@nyu.edu](mailto:juan.rivero@nyu.edu). Please end each email with a signature that includes your full name and preferred email address. The professor will reply to your emails within 24 hours during the week and prior to Monday’s class session for emails sent over the weekend. You may meet with the professor by making an appointment via email. If you plan to be absent from class for any reason, please email the professor in advance. Emailed assignments will not be accepted.
**Late Assignments:** Late assignments will not be accepted. Failure to deliver an assignment by the due date will result in 0 points for that assignment. If unexpected circumstances prevent assignment completion on time (e.g. hospitalization, emergency travel), email the professor as soon as possible and hand in whatever you have completed by the due date.

**Internet:** Use of the Internet is not permitted during class sessions, and all devices should have Wi-Fi disabled during class. Please be sure to download any readings or reference material you will need for class discussion prior to the beginning of class. Cell phones should be silenced during class. Failure to adhere to these guidelines will result in deductions from the Participation portion of the grade.

**Required Reading:** The following book should be purchased by students. Copies will also be placed on reserve at NYU’s Bobst library. All other readings are available on the course website. Some classes require more reading than others; students should read in advance.


**Course Schedule:**

1. September 8: Introductions and Syllabus Review
2. September 15: Industrial Urbanization
3. September 22: Reactions to Industrial Urbanization and the Professionalization of Planning Practice
5. October 6: Midcentury Planning: Rational Comprehensive Planning
6. October 13: Post-war Planning: High Modernism
7. October 20: Post-war Planning: Urban Renewal and Suburbanization
8. October 27: Critiques of Modernism: Planning from the ground up
   *NO CLASS NOVEMBER 3*
9. November 10: The Urban Crisis *(Final paper proposals due)*
11. December 1: Response to the Urban Crisis: Equity Planning, State Retreat, Neo-Pragmatism
12. December 8: The Communicative Turn
13. December 15: The Global City
(December 19: Final papers due)


Weekly Schedule of Readings:

1. Introduction

No readings required

2. Industrial Urbanization: Society, Economy, and the City

   
   
   

3. Reaction to Industrial Urbanization and the Professionalization of Planning Practice

   
   
   
   
4. Early Concerns: Utopian Visions, Garden Cities, and Regionalism

_Utopian Visions:_

_Regionalism:_

5. Midcentury Planning: Rational Comprehensive Planning

6. **Post-war Planning: High Modernism**


Optional:

7. **Post-war Planning: Urban Renewal and Suburbanization**

*Urban Renewal:*


*Suburbanization:*

Optional:

8. **Critiques of Modernism: Planning from the ground up**

9. The Urban Crisis


10.Response to the Urban Crisis: Planning in a Capitalist Society

11. Response to the Urban Crisis: Equity Planning, State Retreat, Neo-Pragmatism


12. The Communicative Turn


13. The Global City


14. Concluding Thoughts: Revisiting Planning Theory for the Practitioner