URPL-GP 2660
History and Theory
of Planning
Fall 2022

Instructor Information
- Polina Bakhteiarov
- Email: polinab@nyu.edu
- Office Hours: by appointment (Zoom)

Class Information
- Section 001: Thursdays 9:30am – 11:10am (Zoom)
- Section 002: Thursdays 6:45pm – 8:25pm (Washington Square GCASL, Room 275)

Course Prerequisites
None

Course Description
Rare is the graduate student who has not experienced the pairing of means to ends, linking processes to outcomes, reconciling multiple objectives, and making plans in general. The "planning" with which we are concerned in this course involves groups of people living together in designated spaces, becoming more or less interdependent, relying on shared resources, and relating past experiences to present needs to future desires. This *collective exercise of planning* encounters deep tensions, such as:

Why plan?
Who is to plan?

What is progress?

What is justice?

What is the public good and who defines it?

How is the public good to be reconciled with private desires?

How are conflicting values to be addressed?

What are current needs?

Which future should be aimed for?

How is this future to be reached?

How is it to be sustained?

What happens when it disintegrates?

How is the success of these efforts to be assessed?

How can a plan be changed if the results are unexpected?

Despite the above, plans are regularly made, remade, implemented and evaluated. Cities are evidence of this. *Planners* have approached these tensions in many ways throughout history, and their ideas have been influenced by their own practice, a range of other disciplines, their particular historical circumstances, and the institutions within which they worked. The *profession of planning* is premised on constructive answers to fundamental questions about *planning practice* including:

Have planners accumulated a body of codified and tacit knowledge?

Is this knowledge particular to specific situations, general enough to apply to different types of situations, or both?

Is this knowledge unique to professional planners?

Can one reconcile professional knowledge with local knowledge, personal ideals, and institutional demands in public decision making?

Are some planners more effective than others, and if so, how?

The *theories of planning* that we encounter in this course mark influential attempts to grapple with the above and other dilemmas.

In this course, we begin to develop our own analytical perspectives through which to understand the history and theory of planning. We orient ourselves in relation to classic ideas on institutions, organizations, individuals, groups and networks, justice in process and outcomes, human behavior and group rationality, the law, dissent, and professional ethics.

Then, from our own analytical positions, we critically analyze the ideas of major thinkers who have had a significant impact on urban form, institutions, and planning. Our topics include: Ebenezer Howard and the garden city; Daniel Burnham and the metropolitan idea; Le Corbusier

and the modernist city; Jane Jacobs and pedestrian-centered urbanism; Ian McHarg and environmental planning; Henri Lefebvre and the right to the city; John Turner and dweller controlled housing; Elinor Ostrom on governing the commons; and Amartya Sen on practical justice.

Finally, we explore the historical development of some common planning techniques, their analytical underpinnings, and hidden assumptions. Our goal is to understand why and how these tools are supposed to work. Our intention is to begin to develop an understanding of the conditions under which a planner's toolkit is adequate, or not, to address 21st-century metropolitan issues.

Course and Learning Objectives

Students who complete the course will:

1. Develop an understanding of key ideas, authors, and texts in the history of city planning from the 19th century to the present
2. Gain the ability to position current planning ideas and theories in critical and historical context
3. Develop an understanding of common planning tools, their history, assumptions, and mechanisms
4. Develop an understanding of the emergence of planning as a discipline and professional practice as well as some of the dilemmas of the profession
5. Develop an understanding of common institutions and ideas of justice that planners encounter in professional practice
6. Improve the ability to express thoughts cogently and persuasively in writing and to marshal evidence culled from research to support arguments
7. Improve research skills
8. Improve the ability to articulate thoughts clearly and persuasively

Learning Assessment Table

Graded Assignment	Course Objectives Covered
Class Participation	All
Assignment 1	#1, #2, #3, #5, #6, #8
Assignment 2	#2, #3, #5, #6, #7, #8
Assignment 3	All
Presentation	#2, #6, #8

Required Readings

There is no textbook for the class. All required readings will be provided in pdf on the NYU course website.

NYU Brightspace

All announcements, resources, and assignments will be delivered through the NYU course site. I may modify assignments, due dates, and other aspects of the course as we go through the term with advance notice provided as soon as possible through the course website.

Academic Integrity

Academic integrity is a vital component of Wagner and NYU. All students enrolled in this class are required to read and abide by Wagner's Academic Code. All Wagner students have already read and signed the Wagner Academic Oath. Plagiarism of any form will not be tolerated and students in this class are expected to report violations to me. If any student in this class is unsure about what is expected of you and how to abide by the academic code, you should consult with me.

Henry and Lucy Moses Center for Students with Disabilities at NYU

Academic accommodations are available for students with disabilities. Please visit the Moses Center for Students with Disabilities (CSD) website and click on the Reasonable Accommodations and How to Register tab or call or email CSD at (212-998-4980 or mosescsd@nyu.edu) for information. Students who are requesting academic accommodations are strongly advised to reach out to the Moses Center as early as possible in the semester for assistance.

NYU's Calendar Policy on Religious Holidays

NYU's Calendar Policy on Religious Holidays states that members of any religious group may, without penalty, absent themselves from classes when required in compliance with their religious obligations. Please notify me in advance of religious holidays that might coincide with exams to schedule mutually acceptable alternatives.

Student Resources

Wagner offers many [quantitative](#) and [writing](#) resources as well as [skills workshops](#). I strongly advise using the services available at the [NYU Writing Center](#).

Class Policies

Late Policy: Extensions will be granted only in case of emergency. This is out of respect to those who have abided by deadlines, despite equally hectic schedules. Papers handed in late without extensions will be penalized one-third of a grade per day (i.e. if the paper is submitted between 1 hour and 24 hours after the deadline, the maximum score you can receive is a B+).

[Incomplete Grades](#)

[Academic Honesty](#)

Electronic Device Policy: Please bring your electronic devices to class and use them freely. You are responsible for the behavior of your machines. Please don't allow them to disrupt the class. It may be to your benefit – and to the benefit of your colleagues – to participate in the discussions without distraction; using devices without good reason can detract from the quality of discussion for the entire class.

Recording: As a seminar style class, it is important that all students feel comfortable participating freely. Because of this, the class discussions will not be recorded unless required as a reasonable accommodation. If recording is necessary, participants will be informed that this is the case.

Assignments and Evaluation

You are expected to read the texts carefully, grapple with the ideas they advocate, and discuss them in class. For nearly everyone, this will mean reading the materials more than once while marking up and actively engaging with them. I strongly suggest reading in groups and asking each other questions outside of the classroom. Asking your colleagues to proofread your writing before you submit it can also be helpful. Details on group-work will be provided in class.

Class Participation (20% of total grade)

As a seminar class, the course depends on active and ongoing participation from all students. Participants are expected to read and discuss the readings on a weekly basis; that means coming prepared to engage the class with discussion questions and/or comments about the

readings. You will be expected to have completed all the required readings before class to the point where you can be called on to critique or discuss any of them.

The following elements contribute to the grade for preparation and participation:
   • Your comments demonstrate that you have come to class prepared and completed the assigned readings.
   • Your comments demonstrate that you have reflected on the assigned readings and how they relate to other readings.
   • Your comments are germane to the class discussion. You respond to the dialogue and engage with the ideas of your classmates.
   • You reflect on your experiences, actively trying to relate them to the readings and course themes.
   • You are an attentive listener, taking in what your classmates say.
   • You keep to the time limit for your final presentation, you communicate clearly, and you respond effectively to questions.
   • You attend all class sessions and group meetings.

Assignment 1 (15% of total grade)
For this assignment, you will analyze a public space from the physical, digital, and institutional perspectives.

Assignment 2 (25% of total grade)
For this assignment, you will delineate a planning challenge for further investigation.

Assignment 3 (30% of total grade)
For this assignment, you will propose a solution to the challenge that you explored in Assignment 2.

Final Presentation (10% of total grade)
You will be asked to give an in-class presentation about your final paper project.

Grading Scale and Rubric
Grading is not curved and therefore your course grade does not depend on those of others in the class. This means that it is possible for everyone to get an A. This course will abide by Wagner's general policy guidelines on incomplete grades, academic honesty, and plagiarism. It is the student's responsibility to become familiar with these policies. All students are expected to

pursue and meet the highest standards of academic excellence and integrity. Students will receive grades according to the following scale:

> There is no A+
> A = 4.0 points
> A- = 3.7 points
> B+ = 3.3 points
> B = 3.0 points
> B- = 2.7 points
> C+ = 2.3 points
> C = 2.0 points
> C- = 1.7 points
> There are no D+/D/D
> F (fail) = 0.0 points

Student grades will be assigned according to the following criteria:

(A) Excellent: Exceptional work for a graduate student. Work at this level is unusually thorough, well-reasoned, creative, methodologically sophisticated, and well written. Work is of exceptional, professional quality.

(A-) Very good: Very strong work for a graduate student. Work at this level shows signs of creativity, is thorough and well-reasoned, indicates strong understanding of appropriate methodological or analytical approaches, and meets professional standards.

(B+) Good: Sound work for a graduate student; well-reasoned and thorough, and methodologically sound. This is the graduate student grade that indicates the student has fully accomplished the basic objectives of the course.

(B) Adequate: Competent work for a graduate student even though some weaknesses are evident. Demonstrates competency in the key course objectives, but shows some indication that understanding of some important issues is less than complete. Methodological or analytical approaches used are adequate, but the student has not been thorough or has shown other weaknesses or limitations.

(B-) Borderline: Weak work for a graduate student; meets the minimal expectations for a graduate student in the course. Understanding of salient issues is somewhat incomplete. Methodological or analytical work performed in the course is minimally adequate. Overall performance, if consistent in graduate courses, would not suffice to sustain graduate status in "good standing."

(C/-/+) Deficient: Inadequate work for a graduate student; does not meet the minimal expectations for a graduate student in the course. Work is inadequately developed or flawed by numerous errors and misunderstanding of important issues. Methodological or analytical work performed is weak and fails to demonstrate knowledge or technical competence expected of graduate students.

(F) Fail: Work fails to meet even minimal expectations for course credit for a graduate student. Performance has been consistently weak in methodology and understanding, with serious limits in many areas. Weaknesses or limits are pervasive.

Overview of the Semester

Lectures

Week	Date	Week	Date
1	9/1	8	10/20
2	9/8	9	10/27
3	9/15	10	11/3
4	9/22	11	11/10
5	9/29	14	11/17
6	10/6	13	12/1
7	10/13	14	12/8

Note: No class on Thursday, November 24th.

Assignments

The writing assignments will be posted under the "Assignments" tab on the class site. Submission protocols for papers are included in the assignments.

Assignment 1
- o Length: 3 – 5 pages
- o Due Date: 9/14, 11:59pm

Assignment 2
- o Length: 3 – 4 pages
- o Due Date: 10/19, 11:59pm

Final Presentation
- o Length: 3 – 4 minutes
- o Due Date: 12/7, 11:59pm

Assignment 3
- o Length: max 10 pages
- o Due Date: 12/14, 11:59pm

Detailed Course Overview

Week 1

Theme:

Should we plan and do we need a theory to do so?

Optional Reading:

- Friedmann, J. (2003). "Why Do Planning Theory?." **Planning Theory**, 2(1), 7–10.
- Isserman, A. (2014). "Dare to Plan: An Essay on the Role of the Future in Planning Practice and Education." **Town Planning Review**, 85(1), 9–18.
- Sanyal, B. (2002). "Globalization, Ethical Compromise and Planning Theory**." Planning Theory**, 1(2), 116–123.

Week 2

Theme:

The idea of progress

Required Reading:

- Berlin, I. (2013). "The Pursuit of the Ideal." In **The Crooked Timber of Humanity: Chapters in the History of Ideas**. 1-21. Princeton University Press.
- * Dethier, Jean. (1973). "Evolution of Concepts of Housing, Urbanism, and Country Planning in a Developing Country: Morocco, 1900-1972" in Brown, L. C**. From Madina to Metropolis: Heritage and Change in the Near Eastern City**., (1973). Princeton, N.J.: Darwin Press. 197 – 242.
- Escobar, A. (2009). "Planning." In W. Sachs, **The Development Dictionary: A Guide to Knowledge as Power.** 145-160. London, United Kingdom: Zed Books.

- * Friedmann, J. (2011). "Chapter 8: The Good City: in Defense of Utopian Thinking." In **Insurgencies: Essays in Planning Theory**. 144–163. London, Routledge.
- * Fishman, R. (2015). "Urban Utopias in the Twentieth Century" in **Readings in Planning Theory**, pp. 27-51.
- Sen, A. (2010). "Reason and Objectivity" in **The Idea of Justice**. 31-51. (rest optional) London: Penguin.

Recommended Reading:

- Banerjee, T. (2009). "U.S. Planning Expeditions to Postcolonial India: From Ideology to Innovation in Technical Assistance." **Journal of the American Planning Association**, 75(2), 193–208.
- Berlin, I. (2002). "Two Concepts of Liberty." In **Liberty: Incorporating Four Essays on Liberty**. Oxford: Oxford University Press.
- Harvey, D. (2005). "Neoliberalism 'with Chinese Characteristics." in **A Brief History of Neoliberalism.** UK: Oxford University Press.
- Ingham, B. (1993). "The Meaning of Development: Interactions Between 'new' and 'old' Ideas." **World Development**, 21(11), 1803–1821.
- Lamprakos, M. (1992). "Le Corbusier and Algiers: The Plan Obus as Colonial Urbanism" in N. AlSayyad, In **Forms of Dominance: On the Architecture and Urbanism of the Colonial Enterprise**. pp. 183-210. Brookfield, U.S.A.: Avebury.
- Mazlish, B. (1963). "The Idea of Progress." Daedalus 92(3): 447–61.
- Mumford, L. (1961). "Citizen Versus Ideal City" and "Hellenistic Absolutism and Urbanity." In **The City in History, Its Origins, Its Transformations, and Its Prospects**. (pp. 158-200; 201-204). New York: Harcourt, Brace & World.
- Myrdal, G. (1968). "Chapter 15: The Spread and Impact of the Ideology of Planning." In **Asian Drama; an Inquiry into the Poverty of Nations**. New York: Pantheon.

Week 3

Theme:

Urbanization, Industrialization and Beyond

Required Reading:

(I recommend you read these texts in the order listed.)

- Harvey, D. (1971). Selections from **Social Justice and the City,** Athens: University of Georgia Press, 50-53 and 96-100. Rest optional.

- * Hall, P. (1988) (2014 Edition). "The City of Dreadful Night." In **Cities of tomorrow: An Intellectual History of Urban Planning and Design Since 1880**. pp. 13-46. John Wiley & Sons.
- * Warner, S. B. (2011). "Evolution and Transformation: The American Industrial Metropolis, 1840-1940." In LeGates, R. T., & Stout, F. (2015). T**he City Reader**. 63-72. New York: Routledge.
  * Goldman, E. (1910). (1996 Edition). "Woman Suffrage." **Anarchism and Other Essays**, 195–212. New York: Mother Earth Publishing Association.
- Wright, G. (1983). "Americanization and Ethnicity in Urban Tenements." In **Building the Dream: A Social History of Housing in America** (pp. 40–74). Cambridge, Mass.: MIT Press
- Corburn, Jason. (2012). "Reconnecting Urban Planning and Public Health." **The Oxford Handbook of Urban Planning.**
- Wirka, S. M. (1996). "The City Social Movement: Progressive Women Reformers and Early Social Planning." in Corbin Sies, M. & Silver, C. eds. **Planning the Twentieth Century American City**. 55-75. Baltimore, MD: Johns Hopkins University Press.

Recommended Reading:

- Beauregard, R. A. (1989). "Between modernity and Postmodernity: the Ambiguous Position of US Planning." **Environment and Planning** D: Society and Space, 7(4), 381–395.
- Engels, F. (1975 ed). "How the Bourgeoisie Solves the Housing Question." In **The Housing Question** (pp. 43–77). Moscow: Progress Publishers.
- Harvey, D. (2005). "Building of the Basilica Sacre-Coeur." In **Paris, Capital of Modernity** (1 edition, pp. 311–330). New York, NY: Routledge.
- Markel, H., Lipman, H. B., Navarro, J. A., Sloan, A., Michalsen, J. R., Stern, A. M., & Cetron, M. S. (2007). Nonpharmaceutical interventions implemented by US cities during the 1918-1919 influenza pandemic. *JAMA*, *298*(6), 644–654. https://doi.org/10.1001/jama.298.6.644
- Pirenne, H. (1925). "City Origins" and "Cities and European Civilization." In LeGates, R. T., & Stout, F. (2015). **The City Reader**. 387-393. New York: Routledge.

Week 4

Theme:

The Pursuit of the Ideal: Rational, Pragmatic, Communicative, Just

Required Reading:

- * Black, A. (1990). "The Chicago Area Transportation Study: A Case Study of Rational Planning." **Journal of Planning Education and Research**, 10(1), 27–37.
- * Hayden, D (1980). "What Would a Non-Sexist City Look Like? Speculations on Housing, Urban Design and Human Work," in Fainstein, S. and Servon, L. eds., **Gender and Planning: A Reader.** New Brunswick: Rutgers University Press, 2005, 47-66.
- Hoch, C. (2012). "Making Plans" in T**he Oxford Handbook of Urban Planning**. eds. Rachel Weber and Randall Crane. New York: Oxford. Pages 389-412.
  * Innes, J. E. (1996). "Planning Through Consensus Building: A New View of the Comprehensive Planning Ideal." **Journal of the American Planning Association**, 62(4), 460–472.
- Rittel, H. W., & Webber, M. M. (1973). "Dilemmas in a General Theory of Planning," **Policy Sciences**, 4(2), 155–169.
- * Handout on the Nozickian idea of justice.

Recommended Reading:

- Altshuler, A. (1965). "The Goals of Comprehensive Planning." **Journal of the American Institute of Planners,** 31(3), 186–195.
- Fainstein, S. S. (2010). "Chapter 2: Justice and Urban Transformation: Planning in Context." In **The Just City** (pp. 57–86). Ithaca, N.Y.: Cornell University Press.
- Friedmann, J. (1965). "A Response to Altshuler: Comprehensive Planning as a Process." **Journal of the American Institute of Planners**, 31(3), 195–197.
- Healey, P. (2012). "Communicative Planning: Practices, Concepts, and Rhetorics." In B. Sanyal, et. al., **Planning Ideas That Matter: Livability, Territoriality, Governance, and Reflective Practice,** 333-357. Cambridge, MA: MIT.
- Hoch, C. (1984). "Doing Good and Being Right the Pragmatic Connection in Planning Theory." **Journal of the American Planning Association** 50(3), 335-45.
- Lindblom, C. E. (1959). "The Science of "Muddling Through.**" Public Administration Review,** 19(2), 79.
- Rein, M., & Schön, D. (1996). "Frame-Critical Policy Analysis and Frame-Reflective Policy Practice." **Knowledge and Policy**, 9(1), 85–104.
- Sanyal, B. (2005). "Planning as Anticipation of Resistance." **Planning Theory**, 4(3), 225–245

Week 5

Theme:

Planning, Discretion, Dissent & Informality: Is Law a Hindrance or Help?

Required Reading:

- * Davidoff, P. (1965). "Advocacy and Pluralism in Planning." **Journal of the American Planning Association** 31(4): 331 – 338.
- Davis, M. (2004). "Planet of Slums: Urban Involution and the Informal Proletariat" **New Left Review**, (26), 5-17. (rest optional)
- * King Jr., M. L. (1963). "Letter from Birmingham Jail." **U.C. Davis Law Review**, 26. 835-851.
- * Mukhija, M. (2014). "Chapter 2: Outlaw In-Laws: Informal Second Units and the Stealth Reinvention of Single-Family Housing," in Mukhija, V. & Loukaitou-Sideris, A. eds. **The Informal American City: From Taco Trucks to Day Labor**. 39-57. MIT Press. Peattie, L. R. (1968). "Reflections on Advocacy Planning." **Journal of the American Institute of Planners**, 34(2), 80–88.
- * Peñalver, E. M. (2010). "Chapter 8: Two Perspectives on Property Outlaws." In **Property Outlaws: How Squatters, Pirates, and Protesters Improve the Law of Ownership**. 125-142. New Haven, Conn.: Yale University Press.
- Pokharel, Atul, Dan Milz, and Curt D. Gervich. 2021. "Planning for Dissent." **Journal of the American Planning Association**.

Recommended Reading:

- Blinder, A., & Pérez-Peña, R. (2015, September 1). Kentucky Clerk Denies Same-Sex Marriage Licenses, Defying Court. *The New York Times.*
- Ellickson, R. C. (2002). "Order without Law: How Neighbors Settle Disputes." In **Robert C. Ellickson, Carol M Rose, and Bruce A. Ackerman. Perspectives on Property Law**, Third Edition (3 edition). New York: Aspen Publishers. 210-221.
- Mahoney, J., & Thelen, K. (2009). "A Theory of Gradual Institutional Change." In **Explaining Institutional Change**. 1–37. Cambridge: Cambridge University Press.
- Miraftab, F. (2009). "Insurgent Planning: Situating Radical Planning in the Global South." **Planning Theory**, 8(1), 32–50.
- Nagel, Thomas (1974). "Foreword" in R. Nozick, **Anarchy, state, and utopia** (pp. Xi–xvii). New York: Basic Books.
- Peñalver, E. M. (2010). "Chapter 9: Responding to Property Outlaws." In **Property Outlaws: How Squatters, Pirates, and Protesters Improve the Law of Ownership**. 143-165. New Haven, Conn.: Yale University Press.
- Rose, C. (1986). "The Comedy of the Commons: Custom, Commerce, and Inherently Public Property." **The University of Chicago Law Review**, 53(3), 711–781.
- Sandercock, L. (1998). "Framing Insurgent Historiographies for Planning." In Sandercock, L. ed. **Making the Invisible Visible: A Multicultural Planning History**. 1-33. Berkeley: University of California Press.

- Sunstein, C. R. (2003). Chapter 2 and Conclusion. In **Why societies need dissent**. Cambridge, Mass.: Harvard University Press.
- Tarrow, S. G. (1994). "Introduction." In **Power in Movement: Social Movements, Collective Action and Politics.** 1–28. Cambridge, UK. New York: Cambridge University Press.
- Waldman, L. (1965). "Civil rights yes; civil disobedience no (a reply to Dr. Martin Luther King)." **New York State Bar Journal**, 37(4), 331-337.

Week 6

Theme:

Algorithms, Modeling & Representation

Required Reading:

- Angwin J., J Larson, S Mattu, L Kirchner. Machine Bias: there's software used across the country to predict future criminals. And it's biased against blacks, 2016. Link: https://www.propublica.org/article/machine-bias-risk-assessments-in-criminal-sentencing
- Bloodworth, J. (2017, October 7). "How Uber Stalled in London." **The New York Review of Books**. Retrieved from: http://www.nybooks.com/daily/2017/10/07/how-uber-stalled-in-london/
- * Lee, D. (2016). "How Airbnb Short-Term Rentals Exacerbate Los Angeles's Affordable Housing Crisis: Analysis and Policy Recommendations." **Harvard Law and Policy Review**, 10, 229–244.
- DJ Fitzpatrick, WL Gorr, DB Neill. (2019) Keeping score: predictive analytics in policing. **Annual Review of Criminology**, 2:7.1–7.19..
- Kitchin, R. (2017). "Thinking Critically about and Researching Algorithms." **Information, Communication and Society**, 20(1), 14–29.
- Kleinberg J., J. Ludwig, S. Mullainathan. A guide to solving social problems with machine learning. Harvard Business Review, 2016.
- * O'Neil, C. (2016). "Introduction" and Chapters 1; 5; and 10. **Weapons of Math Destruction: How Big Data Increases Inequality and Threatens Democracy**. 1-31; 84-104; 179-197. New York: Crown.
- Throgmorton, J. A. (1992). "Planning as Persuasive Storytelling About the Future: Negotiating an Electric Power Rate Settlement in Illinois." **Journal of Planning Education and Research**, 12(1), 17–31.
- * Ziewitz, M. (2011). "How to think about an algorithm: Notes from a not quite random walk" (Discussion Paper). Kulturfabrik Hainburg, Austria.

Recommended Reading:

- de Arteaga M., W Herlands, DB Neill, A Dubrawski. Machine learning for the developing world. ACM Transactions on Management Information Systems 9(2): 9:1-9:14, 2018.
- Beauregard, R. (2003). "Democracy, Storytelling and the Sustainable City" in Eckstein, B. and James Throgmorton **Story and Sustainability: Planning, Practice and Possibility for American Cities.** 64-77. Cambridge: MIT Press.
- Fainstein, S. (2011). "Toward an Urban Theory of Justice." In **The Just City** (1 edition). 1–22. Ithaca London: Cornell University Press.
- Fishman, R. (2000). "Beyond suburbia: The Rise of the Technoburb." In LeGates, R. T., & Stout, F. (2015). **The City Reader.** 71-86. New York: Routledge.
- Peattie, L. R. (1987). "Chapter 6: Representation." In **Planning, rethinking Ciudad Guayana**. 111–152. Ann Arbor: University of Michigan Press.

- Peattie, L. R. (1987). "Chapter 1: A Planned City" and "Chapter 2: Models and Motivations." In **Planning, rethinking Ciudad Guayana**. 7–41. Ann Arbor: University of Michigan Press.

Week 7

Theme:

The Professional Planner: Reflective, Specialist, Generalist, Comprehensive, Incremental

Required Reading:
- * Fawaz, M. (2017). "Planning and the Refugee Crisis: Informality as a Framework of Analysis and Reflection." **Planning Theory**, 16(1), 99–115.
- Friedmann, J. (1987). "Two Centuries of Planning Theory," in **Planning in the Public Domain: from Knowledge to Action**. 73-85. Princeton, N.J: Princeton University Press.
- Gilbert, M. "Chapter 3, Identity, Difference and the Geographies of Working Poor Women's Survival Strategies", K. B. Miranne, **Gendering the city: women, boundaries, and visions of urban life** (pp. 65–89). Lanham [Md.]: Rowman & Littlefield.
- * Hudson, B. M., Galloway, T. D., & Kaufman, J. L. (1979). "Comparison of Current Planning Theories: Counterparts and Contradictions." **Journal of the American Planning Association,** 45(4), 387–398.
- * Handout on the Rawlsian idea of justice
- * Rawls, John. 2001. Justice as Fairness. Harvard University Press. Pages 1-5.
- * Susskind, L. E. (2008). "Consensus Building, Public Dispute Resolution, and Social Justice." **Fordham Urb.** LJ, 35, 185.

Recommended Reading:
- Alexander, E. R. (1981). "If Planning Isn't Everything, Maybe It's Something." **The Town Planning Review**, 52(2), 131–142.
- Baum, H. (2011). "Planning and the Problem of Evil." **Planning Theory**, 10(2), 103–123.
- Birch, E. L., & Silver, C. (2009). "One Hundred Years of City Planning's Enduring and Evolving Connections." **Journal of the American Planning Association**, 75(2), 113–122.
- Flyvbjerg, B. (1998). "Power Has a Rationality That Rationality Does Not Know." In **Rationality and Power: Democracy in Practice**. 225–36. Chicago: University of Chicago Press.
- Healey, P. (1992). "Planning Through Debate: The Communicative Turn in Planning Theory," **Town Planning Review**, Vol. 63(2), 143-162.

- Hoch, C. (1984). "Doing Good and Being Right the Pragmatic Connection in Planning Theory." **Journal of the American Planning Association** 50(3), 335-45.
- Marcuse, H. (1969). "Repressive Tolerance." In Wolff, R. P. ed, **A Critique of Pure Tolerance**, 95-137. Boston: Beacon Press.
- Ryan, B. D. (2011). "Reading Through a Plan: A Visual Interpretation of What Plans Mean and How They Innovate." **Journal of the American Planning Association**, 77(4), 309–327.
- Wildavsky, A. (1973). "If Planning Is Everything, Maybe It's Nothing." **Policy Sciences**, 4(2), 127–153.

Week 8

Theme:

Garden City, Growth Belts & Metropolitanism

Required Reading:

- * Burnham, D. and Bennett, E. **Plan of Chicago** (Chicago, 1909; reprint N.Y., 1993). Introduction; Chapters 1; 7-8.
- * Drake, S. C., & Cayton, H. R. (1970). "Midwest Metropolis" and "The Black Ghetto." In **Black Metropolis: A Study of Negro Life in a Northern City**. 3–29; 174–213. University of Chicago Press.
- Fishman, R. (2000). "The Metropolitan Tradition in American Planning." In **The American Planning Tradition: Culture and Policy** (First Edition). 65–85. Washington, D.C.: Baltimore: Woodrow Wilson Center Press.
- * Howard, E. (1898) (Edition 1965). "Author's Introduction" and Chapters 1-4. In **Garden cities of to-morrow.** 41-49; 50-80. Cambridge, Mass.: M.I.T. Press.
- Rodwin, L. (1945). Garden Cities and the Metropolis. **The Journal of Land & Public Utility Economics**, *21*(3), 268–281. https://doi.org/10.2307/3158895

Recommended Reading:

- Fainstein, S. (2010). "Philosophical Approaches to the Problem of Justice." In **The Just City** 22–56. Ithaca, N.Y.: Cornell University Press.
- (re-read from week 3) Warner, S. B. (2011). "Evolution and Transformation: The American Industrial Metropolis, 1840-1940." In LeGates, R. T., & Stout, F. (2015). T**he City Reader**. 53-72. New York: Routledge.

- Wilson, W. J. (1991). "Studying Inner-City Social Dislocations: The Challenge of Public Agenda Research: 1990 Presidential Address." **American Sociological Review**, 56(1), 1-14.

Week 9

Theme:

The Modernist City, The Right to the City, Participation, Self-Built & Incremental Housing

Required Reading:

(I recommend you read these texts in the order listed.)
- Le Corbusier. (1924) (Edition 1987). Chapter 7 and 11. **In The City of Tomorrow and Its Planning**. 84-106; 163-180. New York: Payson & Clarke.
- * Massey, D. S. (1993). "The Perpetuation of the Underclass." In **American Apartheid: Segregation and the Making of the Underclass**. 148–185. Cambridge, Mass.: Harvard University Press.
- Christopher, A. J. (1987). "Apartheid Planning in South Africa: The Case of Port Elizabeth." **The Geographical Journal** 153 (2): 195–204.
- * Turner, J. F. (1972). Chapter 6 and 7 in Turner, J. F. & Fichter, R. eds. **Freedom to Build: Dweller Control of the Housing Process**. 122-147, 148-175. New York: Collier Macmillan.
- (optional) Aravena, A. (2014). TED Talk: "[My architectural philosophy? Bring the community into the process]." http://www.ted.com/talks/alejandro_aravena_my_architectural_philosophy_bring_the_community_into_the_process?share=11ed137d5d
- * Harvey, D. (2014). "The Right to the City" and "The Creation of the Urban Commons." In **Rebel Cities: From the Right to the City to the Urban Revolution**. 3–25; 67–88. New York: Verso Books.

Recommended Reading:

- Arnstein, S. R. (1969). "A Ladder of Citizen Participation." **Journal of the American Institute of Planners**, 35(4), 216–224.
- Bratt, R. G., & Reardon, K. M. (2013). "Beyond the Ladder: New Ideas About Resident Roles in Contemporary Community Development**." Policy, Planning, and People: Promoting Justice in Urban Development**, 356-381.
- Brenner, N., Marcuse, P., and Mayer, M. (2011). "Chapter 1." In **Cities for People, not for Profit: Critical Urban Theory and the Right to the City**. 1-11. New York and London: Routledge.
- Fung, A. (2006). "Varieties of Participation in Complex Governance." **Public Administration Review** 66(s1), 66–75.

- Klinenberg, E. (2018). **Palaces for the People: How Social Infrastructure Can Help Fight Inequality, Polarization, and the Decline of Civic Life**. New York: Crown.
- Lefebvre, H. (1996). "The Right to the City." In **Writings on Cities**. 147-59. Trans. and eds. Kofman, E. & Lebas, E. (Cambridge, MA.: Blackwell, 1996; Le Droit à la ville orig. pub. 1968).
- Marcuse, P. (2009). "From Critical Urban Theory to the Right to the City". **City**, 13(2–3), 185–197.
- Weinstein, L. (2014**). The Durable Slum. Dharavi and the Right Stay Put in Globalizing Mumbai.** Minneapolis: University of Minnesota Press.

Week 10

Theme:

Planning as Design: Density, Zoning & Development Controls

Required Reading:

(I recommend you read these texts in the order listed.)

- * Soja, E. W. (2010). **Seeking Spatial Justice** (Vol. 16). 31-66. U of Minnesota Press.
- * Jacobs, J. (1961) (Edition: 1992). Chapters 7-11. In **The Death and Life of Great American Cities**. 143-221. New York: Vintage Books.
- Mumford, L. (1937) "What is a City?" Architectural Record.
- * Sclar, E. (2016). "Castles in the Air: Transferable Development Rights and the Privatization of Zoning in New York City." 2016 ACSP Annual Meeting.
- * Barnett, J. (2003) "Shaping Cities through Development Regulations." In **The Urban and Regional Planning Reader** (1 edition). 216–225. London; New York: Routledge.
- Silver, C. (1997). "The Racial Origins of Zoning in American Cities." In In Thomas, J. M. and Ritzdorf, M. eds, **Urban Planning and the African American Community: In the Shadows**. 23–42. Thousand Oaks Ca.: Sage Publications

Recommended Reading:

- Barnett, J. (1974). Chapters. 1-2. **Urban Design as Public Policy**. New York: Architectural Record.
- Campanella, T. J. (2011). "Jane Jacobs and the Death and Life of American Planning," in **Reconsidering Jane Jacobs**, (1 Edition) Page, M. & Mennel, T. 141-60; 178–9. Chicago, Ill.: American Planning Association.
- Gunder, M. (2011). "Commentary: Is Urban Design Still Urban Planning? An Exploration and Response." **Journal of Planning Education and Research**, 31(2), 184–195.

- Krieger, A. (2000). "The Planner as Urban Designer." In Rodwin, L. and Saynal, B. eds. **The Profession of City Planning: Changes, Images, and Challenges**, 1950-2000 (1 edition). 207–209. New Brunswick, N.J: Routledge.
- Lang, J. (2000). "Learning from Twentieth Century Urban Design Paradigms: Lessons for the Early Twenty First Century." In Freestone, R, **Urban Planning in a Changing World: The Twentieth Century Experience** (1 edition). 19–45. London; New York: Routledge.
- Nozick, R. (2013). Chapter 7. In **Anarchy, State, and Utopia**. 149-174. New York: Basic Books.
- Revell, K. D. (1997). "Regulating the Landscape: Real Estate Values, City Planning and the 1916 Zoning Ordinance," in Ward, D. & Zunz, O. eds., **The Landscape of Modernity: New York City**, 1900-1940. 19-45. Baltimore: Johns Hopkins University Press.
- Sorkin, M. (2009). "The End(s) of Urban Design." A. Krieger & W. S. Saunders, **Urban Design.** 155–182. University of Minnesota Press.
- Whyte, W. (1988). "The Design of Spaces." in LeGates, R. T., & Stout, F. (2015). **The City Reader**. 587–595. New York: Routledge.
- Wright, F. L. (1935). "Broadacre City." in LeGates, R. T., & Stout, F. (2015**). The City Reader.** 387-393. New York: Routledge.

Week 11

Theme:

Planning as Governance: Institutions, Jurisdiction & Scope

Required Reading:

- Anderson, S. A. (2003). "The Place to Go": The 135th Street Branch Library and the Harlem Renaissance. *The Library Quarterly*, *73*(4), 383–421. https://doi.org/10.1086/603439
- Ballon, H. (2012). Introduction. In **The Greatest Grid: The Master Plan of Manhattan**, 1811-2011. 11–15. New York: Museum of the City of New York/Columbia University Press.
- Gans, H. J. (1968). "Urban Vitality and the Fallacy of Physical Determinism." In **People and Plans: Essays on Urban Problems and Solutions**. 25–33. New York: Basic Books.
- * Gould Ellen, I (2017). Can Gentrification be Inclusive? Symposium Paper presented at "A Shared Future: Fostering Communities of Inclusion in an Era of Inequality," Harvard Joint Center for Housing Studies.

- Fainstein, S. (2010). "New York." In **The Just City**. 87-112. Ithaca, N.Y.: Cornell University Press.
- Museum of the City of New York. "[The Greatest Grid: The Master Plan of Manhattan, 1811-2011.](#)" Online Interactive Exhibit. http://thegreatestgrid.mcny.org/
- * Spann, E. (1988). "The Greatest Grid: The New York Plan of 1811," In Scheffer, D. ed. **Two Centuries of American Planning**. 11-39. Baltimore: Johns Hopkins University Press.
- Thomas, June M. (1994). Planning History and the Black Urban Experience: Linkages and Contemporary Implications. *Journal of Planning Education and Research*, *14*(1), 1–11. https://doi.org/10.1177/0739456X9401400101

Recommended Reading:

- Barron, J., & Wang, V. (2017, August 29). "[They Have a Say Over the Subways, From Hundreds of Miles Away](#)." **The New York Times**. https://nyti.ms/2vHjj4U.
- Benkler, Y. (2014). "Between Spanish Huertas and the Open Road: A Tale of Two Commons." **Governing Knowledge Commons**, eds. Frischmann, B. M., et al. 69–98. Oxford University Press.
- Biondi, M. (2007). "Robert Moses, Race and the limits of an Activist State." In Ballon, H. & Jackson, K. Eds, **Robert Moses and the Modern City: The Transformation of New York** (1st edition, pp. 116–121). New York: W. W. Norton & Company
- Das, A. K. and Takahashi, L. M. (2009). "Evolving Institutional Arrangements, Scaling Up, and Sustainability: Emerging Issues in Participatory Slum Upgrading in Ahmedabad, India." **Journal of Planning Education and Research** 29(2) 213-232.
- Frug, G. E., & Barron, D. J. (2013). **City Bound: How States Stifle Urban Innovation**. 60-74. Ithaca: Cornell University Press.
- Hardin, G. (1968). "The Tragedy of the Commons." Science. 162(3859): 1243–48.
- Kropotkin, P. A., (1916). "Conclusion." In **Mutual Aid, a Factor of Evolution**. London: Freedom Press.
- Ostrom, E. (2010). "Beyond Markets and States: Polycentric Governance of Complex Economic Systems." **Transnational Corporations Review**, 2(2), 1–12.
- Ostrom, E. (2015). "Chapter 1: Reflections on the Commons." In **Governing the Commons: the Evolution of Institutions for Collective Action**. 1–28. Cambridge University Press.
- Ostrom, E. (2012). "Nested Externalities and Polycentric Institutions: Must We Wait for Global Solutions to Climate Change before Taking Actions at Other Scales?" **Economic Theory**, 49(2), 353–369.
- Putzel, J. (1997). "POLICY ARENA: Accounting for the 'Dark Side' of Social Capital: Reading Robert Putnam on Democracy." **Journal of International Development**, 9(7), 939–949.

- Roy, A. (2009). "Why India Cannot Plan Its Cities: Informality, Insurgence and the Idiom of Urbanization." **Planning Theory**, 8(1), 76–87.
- Sagalyn, L. B. (2012). "Public-Private Engagement: Promise and Practice." In Sanyal, B. et al, eds **Planning Ideas That Matter: Livability, Territoriality, Governance, and Reflective Practice**, 233-257. Cambridge, Mass: MIT Press.
- Schlomo, A. (2012). ""Planning for a Planet of Cities." in LeGates, R. T., & Stout, F. (2015). **The City Reader**. 537-549. New York: Routledge.
- Tugwell, R. G., & Banfield, E. C. (1951). "Governmental Planning at Mid-Century." **The Journal of Politics**, 13(2), 133–163.
- Tugwell, R. G. (1975). "The Fourth Power." In Tugwell's **Thoughts on Planning**. 149–186. University of Puerto Rico Press.

Week 12

Theme:

Knowledge & Power: Expert & Local, Scientific & Political

Required Reading:

- * Daniels, T. L. (2009). "A Trail Across Time: American Environmental Planning from City Beautiful to Sustainability." **Journal of the American Planning Association**, 75(2), 178-192.
- * Singer, P. (1975). "Chapter 1: Animals are Equal." **Animal Liberation: A New Ethics for Our Treatment of Animals.** 1-26. New York: Ecco.
- * Guo, Z., & Schloeter, L. (2013). "Street Standards as Parking Policy: Rethinking the Provision of Residential Street Parking in American Suburbs." **Journal of Planning Education and Research**, 33(4), 456–470.
- Innes, J. E., & Gruber, J. (2005). Planning Styles in Conflict: The Metropolitan Transportation Commission. **Journal of the American Planning Association**, *71*(2), 177–188. https://doi.org/10.1080/01944360508976691
- Hoch, C. J. (1992). The Paradox of Power in Planning Practice. *Journal of Planning Education and Research*, *11*(3), 206–215. https://doi.org/10.1177/0739456X9201100305
  - * Handout on the Utilitarian idea of justice.
- * Randolph, John. *Environmental Land Use Planning and Management.* Washington, DC: Island Press, 2012. 2nd Edition. Pages 27-35, 48-53. Rest optional.

Recommended Reading:

- Brooks, M. P. (2002). "Chapter 6: Centralized Rationality: The Planner as Applied Scientist." In **Planning Theory for Practitioners** (1 edition). 81–96. Chicago, IL: Routledge.

- Brown, J. (2006). "From Traffic Regulation to Limited Ways: The Effort to Build a Science of Transportation Planning." **Journal of Planning History**, 5(1), 3–34.
- Campbell, S. (1996). "Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development," **Journal of the American Planning Association**, 62, 296–312.
- Hoch, C. (1988). Conflict at Large: A National Survey of Planners and Political Conflict. *Journal of Planning Education and Research*, *8*(1), 25–34. https://doi.org/10.1177/0739456X8800800110
- Hayek, F. A. von (1944). Chapters 4 and 9. In **The Road to Serfdom**, (pp. 32-41; 89-99). London: G. Routledge & Sons.
- McHarg, I. L. (2006). "Man and Environment (1963)" and "The Place of Nature in the City of Man (1964). In **The Essential Ian McHarg. Writings on Design and Nature**, ed. Frederick R. Steiner pp. 1-29. Washington, DC: Island Press.
- Nelson, M., Ehrenfeucht, R., & Laska, S. (2007). "Planning, Plans, and People: Professional Expertise, Local Knowledge, and Governmental Action in Post-Hurricane Katrina New Orleans." **Cityscape**, 23–52.
- Reed, C. (2016). "The Agency of Ecology," in **Ecological Urbanism**, (pp. 324–329). ed. Mostafavi, M & Doherty, G. Lars Müller Publishers.
- Smith, A. M. S., Kolden, C. A., & Bowman, D. M. J. S. (2018). Biomimicry can help humans to coexist sustainably with fire. **Nature Ecology & Evolution**.

Week 13

Theme:

Planning Theory & Practice: Looking Back & Ahead

Required Reading:

- * Forester, J. (1999). **The Deliberative Practitioner: Encouraging Participatory Planning Processes**. Cambridge, Mass.: MIT Press. Chapter 3.
- [optional] Nussbaum, M. C. (1992). "The Discernment of Perception." In **Love's Knowledge: Essays on Philosophy and Literature** (Revised edition). 54-105. New York, NY: Oxford University Press. [Highlighted sections only; Prioritize pages 66-75 ("The priority of the particular") and 75-82 ("The rationality of the emotions"]
- * Handout on Nussbaum's ideas of practical rationality.
- * Forester, John. 2013. "On the Theory and Practice of Critical Pragmatism: Deliberative Practice and Creative Negotiations." *Planning Theory* 12 (1): 5–22. https://doi.org/10.1177/1473095212448750.

Recommended Reading:

- Brooks, M. P. (2002). The Critical Role of Values and Ethics. In **Planning Theory for Practitioners** (1 edition). 81–96. Chicago, Ill: Routledge.
- Friedmann, J. (1993). "Toward a Non-Euclidian Mode of Planning." **Journal of the American Planning Association**, 59(4), 482–485.
- Harvey, D. (1978). "On Planning the Ideology of Planning." In **Planning Theory in the 1980s: A Search for Future Directions**, ed. Burchell, R. W. & Listokin, D. 213-233.New Brunswick, N.J: Center for Urban Policy Research, Rutgers University.
- Hoch, C. (1995). "Teaching Ethics and Planning Theory." In S. Hendler, **Planning Ethics: A Reader in Planning Theory, Practice and Education**. 281-300. New Brunswick, N.J: Center for Urban Policy Research.
- Manning, T. J. (1998). "Racial Inequality and Empowerment: Necessary Theoretical Constructs for Understanding US Planning Theory." In Sandercock, L. **Making the Invisible Visible : Multicultural Planning History.** 198–208. Berkeley: University of California Press.
- Marcuse, P. (1985). "Professional Ethics and Beyond: Values in Planning." In Wachs, M. ed. **Ethics in Planning** (1 edition). 3–25. New Brunswick: Routledge. ● Mitchell, L. (2006, August). "God Mode." Harpers Magazine.
- Ozawa, C. P., & Seltzer, E. P. (1999). "Taking Our Bearings: Mapping a Relationship Among Planning Practice, Theory, and Education." **Journal of Planning Education and Research**, 18(3), 257–266.
- Perloff, H. S. (1985). "Education of City Planners: Past and Present." In **The Art of Planning: Selected Essays of Harvey S. Perloff**, ed. Burns, L. S. & Friedmann, J. 261-98. New York: Plenum Press.
- Schon, D. A. (1995). "Educating the Reflective Legal Practitioner." **Clinical Law**. Rev., 2, 231-50.
- Wachs, M. (1985). "Ethical Dilemmas in Forecasting for Public Policy." In Wachs, M. ed. **Ethics in Planning** (1 edition). 246-258. New Brunswick: Routledge.
- Watson, V. (2009). "Seeing from the South: Refocusing Urban Planning on the Globe's Central Urban Issues." **Urban Studies**, 46(11), 2259–2275.

Week 14

Theme:

Final Class

Recommended Reading:

- Re-read Friedmann, J. (2011). "Chapter 8: The Good City: in Defense of Utopian Thinking." In **Insurgencies Essays in Planning Theory**. 144–163. London, Routledge.

- Myrdal, G. (1969). 'The Necessity and Difficulty of Planning the Future Society.' In W. Ewald, Jr. (ed.), **Environment and Change: The Next Fifty Years**. 250–63. Bloomington: Indiana University Press.