



NYU

**ROBERT F. WAGNER GRADUATE
SCHOOL OF PUBLIC SERVICE**

URPL-GP 2660

History and Theory of Planning

Fall 2023

Instructor Information

- Evan Casper-Futterman, PhD
- Email: emc9974@nyu.edu
- Office Address: Puck Building (295 Lafayette, 5th floor)
- Office Hours: 5pm-6pm Tuesday; 10:30am - 11:30am Thursday

Course Information

- Class Meeting Times:
 - Section 1: 6:45 PM - 8:25 PM Tuesday
 - Section 2: 2:00 PM - 3:40 PM Thursday
- Class Location:
 - Section 1: Bobst Room LL150
 - Section 2: GCASL, Room 388

Course Prerequisites

- None

Course Description

We all make plans, and we are all a part of someone else's plans. There are lots of kinds of plans, from new years resolutions to manifestos and speculative fiction to corporate strategy, policy and legislative campaigns, war and military strategy, and national or international policy. 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 particular form of the 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?

The theories of planning that we encounter in this course are some 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.

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 Objective Covered
Synthesis Response Papers	all
Final Paper Abstract	1, 2, 4, 6, 8
Final Paper Outline	7, 8
Final Paper	all

Required Readings

There is one required text for this class. It is a big one, but will hopefully serve you well in your studies and continued professional life. It is available for purchase through the NYU bookstore and I have placed a copy on reserve at the library. If purchasing the book poses a hardship for any reason please reach out to me privately and we'll find a solution.

- Readings in Planning Theory, 4th Edition. Susan S. Fainstein (Editor), James DeFilippis (Editor). ISBN: 978-1-119-04506-9

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.

Due dates and details will be posted under the “Assignments” tab on Brightspace. Submission protocols for papers are included in the assignments.

Class Participation (40% of total grade)

As a seminar class, the course depends on active and ongoing participation from all students. I'm structuring “participation” a bit more broadly than usual here, as will be shown below. 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.

1. The following elements contribute to the grade for preparation and participation (15%)

- 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 attend all class sessions and group meetings.
- You fill out the weekly exit ticket on Brightspace.
- You schedule 1 in person (or zoom) meeting with me during the semester to discuss your goals, curiosities, concerns, with the class, your final paper topic, or anything else about your professional interests.

2. You complete and upload five (5) Synthesis Response Papers (worth 25% of total grade) during the semester

- Synthesis Response papers should be between 1-2 pages single spaced and are due 24 hours before the start of the class for which you are synthesizing the readings.
- They should answer the following questions regarding the readings of the week:
 - a brief summary of the material the readings cover, their perspectives and core arguments
 - What caught your attention, what questions did it raise for you?
 - What relationship to other class concepts or cases do you see?
 - Are there any relevant examples in your own experience or that you're aware that you connect to these readings?
 - If you were teaching the class, what are 1-2 questions you would want to pose for discussion?

Final Paper Abstract (10% of total grade)

For this assignment, you will delineate a planning challenge for further investigation. The challenge can be at a micro scale or a macro scale, and can be from anywhere in the world, but it should roughly pertain to a core planning thematic area such as: 1) people, place, climate adaptation, 2) housing and land, 3) transit and mobility, 4) economy, work, livelihood. **A more detailed rubric and outline of the deadline and components of this assignment will be posted in Brightspace.**

Final Paper Outline (20% of total grade)

This outline should have a basic abstract of about 150-250 words outlining the core problem and recommendation you will be addressing. You should have at least a bulleted or narratively

constructed outline of how you will present your argument in sections, and a list of key initial sources. **A more detailed rubric and outline of the deadline and components of this assignment will be posted in Brightspace.**

Final Paper (30% of total grade)

For this assignment, you will propose a solution to the challenge that you have already introduced. This will be written loosely reflecting a policy memo style for a key stakeholder such as a chief executive, steering committee, agency director, legislative committee, or elected official. You will outline the problem and your recommended solution(s), and be attentive to their relevant role (pass/introduce/support legislation, appropriate resources, etc). **A more detailed rubric and outline of the deadline and components of this assignment will be posted in Brightspace.**

Late Submission Policy for Assignments

Extensions will be granted only with prior written communication, out of respect to those who abide by deadlines despite equally hectic schedules. Late submissions without communication will be penalized 10% per 24-hour period.

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, 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.

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 Student Accessibility

Academic accommodations are available for students with disabilities. Please visit the [Moses Center for Students with Disabilities \(CSD\) website](#) and click the "Get Started" button. You can also call or email CSD (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.

NYU's Wellness Exchange

[NYU's Wellness Exchange](#) has extensive student health and mental health resources. A private hotline (212-443-9999) is available 24/7 that connects students with a professional who can help them address day-to-day challenges as well as other health-related concerns.

Class Policies

[Incomplete Grades](#)

Artificial Intelligence

The policies of Wagner require that you complete and submit your own work. If you use ChatGPT, Bard, and other generative AI tools in your work, you must cite them. If you don't this violates the school's norms, and you will be held to Wagner's Academic Integrity Policy.

Using ChatGPT and related tools will reduce what you learn in this course. Consequently, the use of ChatGPT, Bard, and other generative AI tools is not allowed in this course. As a reminder, please review Wagner's [Academic Integrity](#) Policies.

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.

Resubmission of Assignments: Students wishing to resubmit an assignment from the semester may do so **at any time on or before December 1st, 2023**. The resubmitted assignment will be regraded and a new composite final grade for the assignment will be calculated by averaging the two submissions. Only one resubmission is allowed per assignment.

Detailed Course Overview

Readings from the course textbook will be marked in bold. [All page numbers correspond to the 4th edition](#) listed above. All other readings are available on Brightspace. Readings in *italic* are from the reader.

WEEK 1 (week of Sept 4): Getting Started

Readings Due: The Syllabus

WEEK 2 (week of Sept 11): Means and Ends, Power and Purpose

Readings Due

- *Introduction: The Structure and Debates of Planning Theory. Susan S. Fainstein and James DeFilippis (1)*
- *What Are Planners Trying to Do? The Justifications and Critiques of Planning (133)*
- *The Planning Project, Patsy Healey (139)*
- *The Three Historic Currents of City Planning, Peter Marcuse (117)*
- Dimensions of Power
- Powell Memo

WEEK 3 (Week of Sept 18): Structure and Debates of Planning

Readings Due

- *Ebenezer Howard, Frank Lloyd Wright, and Le Corbusier. Robert Fishman (23)*
- *Authoritarian High Modernism, James C. Scott (75)*
- *The Death and Life of Great American Cities, Jane Jacobs (94)*
- *Planning the Capitalist City, Richard E. Foglesong (110)*

- *Urban Planning in an Uncertain World, Ash Amin (156)*
- The Silicon Valley Elite Who Want to Build a City From Scratch | NYTimes
- The Black American City That Almost Came to Be - The New York Times
- In 'Soul City,' One Man Envisions A Place Where Black People Have Power, Opportunity : NPR

WEEK 4 (Week of Sept 25): Big and Small in Planning

Readings Due

- [The Size of Space](#) (size is relative)
- *Revisit/refresh Jane Jacobs excerpt from last week*
- The Big Plans That Built New York City
- Small is Beautiful
- Robert Moses Obituary
- Rexford Tugwell

WEEK 5 (Week of Oct 2): Housing, Home, and Living

Readings Due: *Please note that you should look to skim most of these reports, as they mostly all have some kind of executive summary or abstract. Part of the point of this ample selection is to show how much research and opinion is generated over urban housing conditions and challenges. We will get into the contours and dynamics of this debate in our class together.*

- Working with Strangers in Saturated Space: Reclaiming and Maintaining the Urban Commons

Defining the Housing Problem - Markets and Supply

- [Will upzoning neighborhoods make homes more affordable?](#)
- [Housing affordability: A supply-side tool kit for cities | McKinsey](#)
- [To improve housing affordability, we need better alignment of zoning, taxes, and subsidies | Brookings](#)
- [Faced with Housing Shortages, Policymakers Test New Reforms To Increase Production](#)
- [2023 Policy Agenda - Open New York](#)

Social Housing and Anti-Displacement

- [What Revitalization Without Displacement Can Look Like | Local Initiatives Support Corporation](#)
- [Affordable Housing - Equitable Development Toolkit | PolicyLink](#)
- [Pathways to Social Housing in New York: 20 policies to shift from private profit to public good](#)
- [Rise of the 'SHIMBY'? New Report Outlines Steps to Social Housing](#)
- [Our Platform - Housing Justice for All](#)

WEEK 6/7 (Week of Oct 9/16): Democracy, Participation, Power

Readings Due

- Arnstein - A Ladder of Citizen Participation
- *Inclusion and Democracy*, Iris Marion Young (389)
- *Participatory Governance: From Theory to Practice*, Frank Fischer (348)
- *Cultivating Surprise and the Art of the Possible: The Drama of Mediating Differences*, John Forester (363)
- Lake - NIMBYs and Volunteers

WEEK 7/8 (Week of Oct 16/23): The creation of the “Inner City” and its Solution

Readings Due:

- Planning, Urban Revitalization, and the Inner City: An Exploration of Structural Racism (Ross, Green Leigh, Blakeley)
- Whiteness and Urban Planning (Goetz et al)
- Porter, Competitive Inner City
- Haynes and Nembhard
- From Redistribution to Ownership: Toward an Alternative Urban Policy for America’s Cities, Imbroscio

WEEK 8/9 (Week of Oct 23/30): Economic Development

Readings Due:

- Wolman and Spitzley Economic Development
- Giloth: Opportunity Challenge
- Letter 1: [PNYC Amazon Letter](#)
- Letter 2: [Community Org Response letter](#)
- [Amazon HQ2 is not matching original hype. Economy is partly to blame](#)
- [Amazon HQ-1 Told You So - by Pat Garofalo - Boondoggle](#)
- [Economic Gardening](#) (and the program’s website [here](#))
- [Chris Gibbons: This Is How You Grow a Local Economy](#)
- [Governments Should Compete for Residents. Not Businesses](#)
- [What is Community Wealth Building? \(video\)](#)

WEEK 9/10 (Week of Oct 30/Nov 6): Cities Off The Map

Readings Due:

- *Insurgent Planning: Situating Radical Planning in the Global South*, Faranak Miraftab (480)
- *Planning in a Globalized World, Introduction* (499)
- *Place and Place-Making in Cities: A Global Perspective*, John Friedmann (503)
- *Urban Informality: The Production of Space and Practice of Planning*, Ananya Roy (524)
- *Seeing from the South: Refocusing Urban Planning on the Globe’s Central Urban Issues*, Vanessa Watson (540)

- Slum Clearance in Developing Nations Repeats Old American Mistakes

WEEK 10/11 (Week of Nov 6/13): Community, Place, Practice

Readings Due

- *Implications of Practice for Theory: Introduction (273)*
- *The Neglected Places of Practice, Robert Beauregard (277)*
- *Understanding Community Development in a “Theory of Action” Framework: Norms, Markets, Justice, Laura Wolf-Powers (324)*
- Two Logics of Community Development
- Rahman - the institutional design of community control (Useful summary of the article [here](#))

WEEK 11/12 (Week of Nov 13/20): Innovation and Ecosystems

Readings Due:

- The Rise of Innovation Districts: A New Geography of Innovation in America (Brookings)
- Shenzen: The Silicon Valley of Hardware
- Deloitte - Business Ecosystems Come of Age (first 15 pages)
- New York City : Transforming a City into a Tech Innovation Leader
- ICIC Framework and visual
- Hail the Maintainers: Innovation and Maintenance

WEEK 13 (Week of Nov 27): Roles of the Planner and Planning Revisited

Readings Due:

- What Would A Nonsexist City Look Like? Dolores Hayden
- *Advocacy and Pluralism in Planning, Paul Davidoff (427)*
- *The Minority-Race Planner in the Quest for a Just City, June Manning Thomas (443)*
- Norm Krumholz Equity Planning
- Can Gentrification Be Inclusive?
- Ozawa and Seltzer - Getting our Bearings in Planning
- De-Centering Whiteness in Planning - A Practical Guide

WEEK 14 (Week of Dec 4): Disasters and the Constant Remaking of Cities

Readings Due:

- *Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development*, Scott Campbell (214)
- *Disasters, Vulnerability and Resilience of Cities*, Brendan Gleeson (241)
- Planning, Plans, and People: Professional Expertise, Local Knowledge, and Governmental Action in Post-Hurricane Katrina New Orleans
- Hawaii governor vows to block land grabs as fire-ravaged Maui rebuilds

WEEK 15 (Week of Dec 11): An Unstable Order?

In this final class I'll ask you to constructively evaluate the strengths and weaknesses of the course assignments and readings.

Readings Due:

- [Unger on Social Democracy](#) (video)
- Rationality and Power: Democracy in Practice (Flyvbjerg)
- [The DOT Wanted to Speed Up Buses in the Bronx. These Powerful Suburbanites Had Other Plans.](#)
- [Rep. Adriano Espaillat Rallying Bronx Pols Against Fordham Road Bus Lane Fixes: Sources - Streetsblog](#)

Recommended:

- Reparative Planning
- Take the Houses/Land Back
- David Harvey: The Right to the City