Overview

This course helps students develop a worldview of urban planning and its context. To that end, the course situates current urban planning challenges in the context of planning history and planning theory. We cover the context, environment, and issues that pertain to urban planning, as well as the social, professional, and moral responsibilities of the profession of urban planning.

This course has seven major objectives:

1. To become familiar with the development of planning as a profession in the U.S. and elsewhere;
2. To understand the justifications for planning as a public and private function in a capitalist democracy;
3. To appreciate alternative roles adopted by planners and the effectiveness of these various roles under different political, economic, and social circumstances;
4. To examine and comprehend the major theoretical orientations toward collective decision making and participatory planning;
5. To be familiar with the organizations representing planners, as well as practices of certification, licensure and registration;
6. To appreciate the ethical requirements of planning and professional codes of conduct conceptually and in practice;
7. To develop skills at communication: verbal and written, in the context of professional practice.
Format

The course will involve lectures, seminars, and labs. All students will meet together for lectures. Seminars will meet in the room assigned to your section. Lab sessions have yet another room; consult this schedule for room locations. The format for each session is indicated in the schedule.

Seminars will explore the literature assigned for the class in a discussion-based format. Assigned readings must be read carefully before the class period. For purposes of preparing for seminars, students are encouraged to work in groups both to distribute readings among group members and to hold study meetings to explore the meaning of the readings. Students are expected to provide comments that reflect a solid understanding of the readings and contribute significant insight to the seminar learning process.

Evaluation

Grading will be based as follows:

- 20% for the student's preparation for and participation in the seminars, for completion of the student evaluations, and respectful communication in all class and seminar sessions;
- 20% for the planning process case study paper (including outline);
- 30% for the theory paper;
- 15% for the midterm; and
- 15% for the final exam.

The first paper will analyze a planning event in its political, social, and economic context with particular emphasis on the professional planning responses. This paper will be researched and written in teams of three to four students each.

The second paper will be an individual assignment designed to critique an aspect of planning theory and reflect on how theory is likely to affect your own planning practice. You will be asked to apply the literature examined in this course to understand the implications of these theories and ideas.

Two exams will be administered, the first following completion of the history section of the course and the second at the end of the term. The second exam will cover material examined in the second half of the course only.

Policies

Academic integrity is a precondition for intellectual maturity. Within the Georgia Tech community of scholars and practitioners, you are encouraged to explore the works of others, to develop your own unique voice, and to refine this knowledge and voice through analysis, dialogue, and writing. We also encourage you to work in a collaborative manner in preparation for classes through mechanisms such as study groups. In this context, you must take particular care to clearly differentiate your work from that of others. Complete and accurate representation of both direct quotations and paraphrased materials is essential, including delineation of the materials used and documentation of sources. This applies both to printed and to Internet-based materials. In addition, unless otherwise noted, assignments are to be prepared without collaboration with other students. A detailed overview of the ways in which the ideas of
others can be appropriately cited in your work is provided in the SCaRP Writing Guide, found at the back of the MCRP student manual.

Student conduct should be based on the Georgia Tech Honor Code. The Institute policy regarding student plagiarism will be strictly enforced. Any student found to violate the policy on plagiarism will receive a failing grade for the assignment and will be subject to disciplinary action as outlined within the Georgia Tech Academic Honor Code (http://www.catalog.gatech.edu/rules/18b.php) and Student Code of Conduct (http://www.catalog.gatech.edu/rules/19b.php).

Students with disabilities needing academic accommodation should provide documentation from the Access Disabled Assistance Program for Tech Students (ADAPTS) (http://www.adapts.gatech.edu/) and bring an ADAPTS accommodation letter to the instructor indicating the nature of accommodations required. This should be done within the first week of class or as soon as possible after a new disability condition arises. All effort will be made to provide reasonable accommodation. Please let us know if you have any emergency medical information that we should know of, or if you need special arrangements in the event the building must be evacuated.

All written work must be turned in on time. Work that is submitted late will receive reduced credit except in unusual circumstances. Assignments will be submitted via Canvas, unless otherwise indicated.

The SCARP community of faculty, staff, and students aspires to create and nurture an environment that is supportive of all backgrounds where different views and ideas are respected and encouraged. In all our pursuits, we commit to justice, diversity, equity, and inclusion with regard to race, national origin, language, age, sexual orientation, gender, religion, and ability. Moreover, we will encourage intellectual inquiry and respectful exchange that cements our dedication to these principles.

Land Acknowledgement

Georgia Tech is built on the ancestral lands of the Muscogee Creek Confederacy, and the Cherokee Nation held land nearby. Both tribes were forced off of their land in the 1830s and marched the infamous Trail of Tears. Today, Georgia remains home to the Lower Muscogee Creek Tribe and Georgia Tribe of Eastern Cherokee. Land acknowledgements are traditionally used for indigenous peoples only. However, we also know that this land was occupied by enslavers and worked by enslaved peoples; and Atlanta would not exist today without their labor. While this is an incomplete account, it is important to acknowledge the complex and layered history of the land, particularly as planners whose work may ultimately add new layers. A land acknowledgement is one method of bringing history to light and opening a conversation about the responsibilities we have to the land and to each other.

Texts

The following required texts are available at the GT Bookstore (48 5th Street). Readings from these texts are marked below with an asterisk (*).


In addition, the articles listed below that are not found in the textbooks are available electronically. These readings are available as Adobe files through the course Canvas site: http://gatech.instructure.com

**Grading**

Assignments are graded in the usual letter grade system. In general, we endeavor to follow these grading standards:

"A": exemplifies excellence: including clear reasoning, sound methods, forceful exposition, and stimulating ideas in comparison with others at the same stage of career. Independent and creative thinking utilizing a thorough understanding of course concepts is evidenced. Language usage, calculation, attribution, and formatting are essentially free of error.

"B": allowing for growth in performance between now and graduation, the work would be considered satisfactory professional planning work given the time and resources allocated to it. Assertions are correct; arguments are persuasive. Mastery of course concepts is evidenced. Errors in language usage, attribution, calculation and/or formatting are minimal.

"C": even allowing for growth in performance between now and graduation, the work would be considered less than satisfactory in a professional planning environment. There may be errors in fact or in understanding of course concepts. Arguments may not be convincing; there may be multiple errors in language usage, grammar, attribution, calculation and/or formatting.

"D": the work does not meet expectations for graduate students. The core prompts in the assignment may not be followed; arguments may be hard to understand or may ignore key lessons understood broadly in our profession and/or developed in the course; language usage, attribution, calculation and/or formatting may have serious flaws or widespread errors.

"F": the work does not address the assignment, fails to meet ordinary expectations for English-language exposition, or appears to have been completed in a manner violating the Institute Honor Code.
COURSE OUTLINE

1. HISTORY OF PLANNING AND POLITICAL INSTITUTIONS

August 24: Introduction and Overview (Raymond & Stone, BlueJeans)

**Topics**
- Introductions & Welcome
- What is planning theory?
- Class norms

August 26: Theories of Urbanization and Early Planning (Lecture: Stone, BlueJeans)

**ASSIGNMENT:** Planning Process Case Study Paper Assignment Distributed

**Topics**
- What physical, economic, and cultural determinants gave rise to urban settlements?
- What evidence of ‘planning’ exists in the archaeological record?
- The nature of planning prior to the 19th century

**Readings**


August 27 (Friday): NO LAB

August 31: Industrial City of the 19th Century (Lecture: Stone, BlueJeans)

**ASSIGNMENT:** Submit Five Choices for Planning Process Paper Topic to Seminar Instructor

**Topics**
- Conditions of the industrial city
- Responses to urban problems (sanitary reform, parks movement, housing)
- Precursors to modern planning

**Readings**


September 2: Physical Reform as Response to the Industrial City (Lecture: Stone, BlueJeans)

Topics
- The Columbian Exposition
- The City Beautiful movement
- Committee on Population Congestion

Readings

September 3 (Friday): Discussion of Core Class Themes (Lab: Conville)

September 7: Physical Reform as Visionary Planning (Lecture: Stone, BlueJeans)

Topics
- Utopian visions in response to industrial city
- Radburn and the new towns

Readings

September 9: Physical Reform in the Context of Race and Class (Lecture: Stone, BlueJeans)

Topics
- Race and spatial change in cities
- Planning for suburbanization

Readings


**September 10 (Friday): History of Race and Space (Lab: Conville)**

**September 14: Political and Practical Debates on Planning (Lecture: Raymond, BlueJeans)**

**ASSIGNMENT: Planning Process Paper Outline Due**

**Topics**
- The Progressive Movement and its impact on city governance
- The emergence of planning institutions in the early 20th century
- What is the proper locus of planning in government?

**Readings**


**September 16: Regional, Master and National Planning: Planning Comes of Age in America (Lecture: Raymond, BlueJeans)**

**Topics**
- The ascendancy of bureaucratic and scientific rationalism
- Enabling statutes for planning
- Regionalism takes hold
- Challenges to planning as a governmental function

**Readings**


September 17 (Friday): NO LAB

September 21: From New Deal Planning to Neighborhoods, Networks, and Neoliberalism (Lecture: Raymond, BlueJeans)

**Topics**
- Challenges to bureaucratic and scientific rationalism
- Devolution of the planning function
- Rise of Neoliberalism

**Readings**


September 23: EXAM on History of Planning

September 24 (Friday): Practitioner Guest Talks (Lab: Conville, BlueJeans)
II. TRADITIONAL MODELS OF PLANNING

September 28: Comprehensive Planning (Seminar)

Topics
- Comprehensiveness in early models of planning
- Expansion of the rational ideal to the full range of local/regional policy
- Theoretical and practical critiques of comprehensiveness

Readings


September 30: Introduction to the Rational Model (Seminar)

Topics
- Rationality as a guide to practical decision making
- Linking ends to means through a planning process
- Difficulty in determining conceptions of public interest

Readings

October 1 (Friday): Planning Ethics (Lab: Bruce Stiftel, BlueJeans)

Topics
- AICP Code of Ethics
- Ethical challenges faced by planners

Readings


**October 5: Rational Model and the Wicked Problems Critique (Seminar)**

**Topics**
- Understanding rationality when there are multiple publics
- Using rational tools when there are multiple decision makers

**Readings**


**October 7: ACSP Conference – NO CLASS**

**October 8 (Friday): NO LAB**

**October 12: Fall Break – NO CLASS**

**October 14: Incrementalism (Seminar)**

**Topics**
- Problems of bounded rationality
- Limits to rationality in complex decision making
- Disjointed incrementalism
- Use of rationalism in organizations and political systems

**Readings**


**October 15 (Friday): NO LAB**
October 19: Progressive Models – Advocacy Planning (Seminar)

**ASSIGNMENT:** Planning Process Paper Due

**ASSIGNMENT:** Theory Paper Assignment Distributed

**Topics**
- Professional dissatisfaction with the “neutral” planner
- The rise of advocacy planning
- Alternative modes of advocacy

**Readings**


October 21: For whom do we Plan? Model Cities Case Study (Seminar)

**Topics**
- Discussion of Model City Blues

**Readings**


October 22 (Friday): Practitioner Guest Talks (Lab: Conville, BlueJeans)

October 26: Progressive Models – Radical Planning (Seminar)

**Topics**
- Social mobilization movements of the 1960s
- Planning as social mobilization
- Restructuring of the relationship between citizens and government

**Readings**


October 28: Communicative Models – Social Learning (Seminar)

**Topics**

- The pragmatic tradition
- Planning as social learning
- Reflective practice

**Readings**


October 29 (Friday): NO LAB

November 2: Communicative Models – Critical Theory (Seminar)

**Topics**

- Power relationships in decision making processes
- Deconstructing language and communication
- Underlying implications of planning and the activities of planners

**Readings**


November 4: Planning Theory in the Context of Race (Seminar)

**Topics**

- Critical race theory
- Structural racism in planning

**Readings**


November 5 (Friday): Planners’ Organizations & Certification (Lab: Stiftel, BlueJeans)

Topics
- Planning organizations
- Certification, Licensure and Registration

Readings


III. ATLANTA CASE STUDY: PLANNING, POLITICS, AND RACE

November 9: The History of Atlanta: Political, Social and Economic Foundations (Lecture: Elliott, BlueJeans)

Topics
- Political evolution of planning and development in Atlanta: The Early Years
- Evolving political structures as a response to changing conditions
- Race and its impact on Atlanta’s political, physical, and economic development
Readings


* Stone, Regime Politics, 13-22.


November 11: Theoretical Perspectives on Urban Politics: Elite, Pluralism, and Regime Theory (Lecture: Elliott, BlueJeans)

Topics

- Pluralism, Elitism, and Regime Theory as theories of urban governance
- Tendencies toward elite governance in Atlanta

Readings


* Stone, Regime Politics, 3-12; 25-76.


November 12 (Friday): Capstone Project Talks: Topics (Lab: Conville, BlueJeans)

November 16: Atlanta: Race, Economics and the Emergence of a Political Regime, 1940 - 1970 (Lecture: Elliott, BlueJeans)

Topics

- Political evolution of planning and development in Atlanta
- Emergence of neighborhoods as political actors
- Pluralist and Regime theory as explanations for evolving political power in Atlanta

Readings

* Stone, Regime Politics, 77-159.

November 18: Atlanta’s Political Evolution: Challenges and Regeneration of Atlanta’s Political Regime 1970 - Present (Lecture: Elliott, BlueJeans)

Topics
- Social upheaval and participatory responses
- Regional governance and its impact on Atlanta

Readings

November 19 (Friday): Atlanta Tour

IV. CONTEMPORARY THOUGHT: EQUITY AND RESILIENCE IN PLANNING THEORY

November 23: Planning in the Context of Gender and Sexual Orientation (Seminar)

Topics
- Gender and planning
- Response of planning to LBGTQ community

Readings

November 25: Thanksgiving break – NO CLASS

November 26 (Friday): Thanksgiving break – NO LAB

November 30: Rising Global Challenges and Resilience in Planning (Lecture: Stone, BlueJeans)

Topics
- Global and urban climate change
Urban adaptation and resilience


December 2: Theories of Resilience (Seminar)

Topics

- Sustainability vs. resilience
- Resilience theory and planning


December 3 (Friday): NO LAB

December 7: Wrap Up (Seminar)

ASSIGNMENT: Theory Paper Due

December 16: SECOND EXAM (8:00-10:50am)