

GEOG 604—Planning Practice and Theory

Department of Geography and Planning

California State University, Chico

Office Hours: Monday 4:30-5:30 or by appointment—Butte 507

Course Objectives

This graduate course covers the historical, philosophical, and social foundations of urban, rural and environmental planning. You will not learn *how* to be a planner in this course. Rather, you will discover the importance of thinking critically *about* planning. What assumptions do planners make about their practice, and where did these assumptions come from? Do these assumptions change in different geographical contexts and scales of planning? The course is divided into four main parts: (1) Planning as social, economic, and ethical practice (Friedmann, Lindblom, Schon, Healy; Hollander; Arnstein; Parker; Zellner) (2) Planning in the regional and environmental context (Ian McHarg; Margules and Pressey); (3) Planning in the urban context historically (Hall, Mumford) and through a classic work in urban criticism (Jane Jacobs) that gave rise to “new urbanist” planning and design (Fainstein; Hollander); and (4) Planning in the rural context and on the rural-urban fringe (Duane; Jackson and Kuhlken; Gallent;; Zhenghong and Brody). We will spend time discussing the process of writing a literature review.

Course Organization and Requirements

Students are required to attend every class and to complete readings before class. We will critically examine the readings closely in a seminar format. Students will be assigned discussions to lead and those who are not leading should bring their own written questions on the readings.

You will also begin to gather your own research articles on a topic of your choice. An annotated bibliography will be required as a way to work up to your literature review.

Two short field assignments invite reflections on the relationship between planning theory and practice.

You will write a final literature review of 10-12 pages that discusses a topic in planning of your choice (to be cleared with me). This literature review must have at least 15 scholarly resources. Submit to Turn It In on Vista (more information on this to come).

Assessment

You must get at least a “B” in this class for it to count towards your graduate studies.

A: 95-100 percent

B+: 88-89

A-: 90-94

B: 85-87

Assignment	Points
One class prep (students will work 2 or 3 together)	10
Annotated bibliography	25
2 field assignments (10 pts each)	20
Final literature review	35
Class participation—questions, engagement, attendance	10
Total	100

Required Purchases:

- Jacobs, Jane.** 1961. *The death and life of great American cities.* New York: Vintage.
- Duane, Timothy P.** 1999. *Shaping the Sierra: Nature, culture, and conflict in the changing west.* Berkeley: University of California Press.
- Macris, Natalie.** 2000. *Planning in plain English: Writing tips for urban and environmental planners.* Chicago: APA Planners Press.
- Galván, José L.** 2009. *Writing literature reviews: A guide for students of the social and behavioral sciences.* 4 edition. Glendale, CA: Pyczak Publishing.

Articles or chapters that are not part of these purchases are on Vista.

Suggested acquisitions:

- Turabian, Kate L.** 2007. *A manual for writers of research papers, theses, and dissertations.* 7 ed. University of Chicago Press.

A bibliography software. There are some online (free) such as Zotero, or you can use the program on Microsoft Word, or you can purchase a student version of Endnote. The department uses Turabian (author date) formatting for all class work. You can choose this style—also called reference style or parenthetical style—in most of these software packages to generate your reference list.

Miscellaneous Information

Check the Vista site for this class every few days. It's best to contact me at my regular email, though. Feel free to email me at jchase@csuchico.edu. Please also stop by my office during my office hours or make an appointment to see me if those hours don't work for you.

Papers are due in class, and in person. I may also ask you to submit your papers to Turn It In on Vista.

Students who wish to use Butte 111 to study and work on papers may do so. Please request access from Paula Norton.

Please be familiar with the university's policy on academic honesty. If I believe a student has practiced academic dishonesty I will refer the student to campus Student Judicial Affairs.

Let me and Disability Support Services know if you have any special needs to succeed in this class. You can contact DSS at 898-5959.

Course Bibliography

- Arnstein, S. 2009. A ladder of citizen participation. (Reprinted from *Journal of American Institute of Planners* 1969) In LeGates, R. and F. Stout, ed. *The city reader* Fifth edition. 238-50.
- Duane, T. P. 1999. *Shaping the Sierra: Nature, culture, and conflict in the changing west.* Berkeley: University of California Press.
- Fainstein, S. S. 2000. New directions in planning theory. *Urban Affairs Review* 35:451-78.

- Friedmann, J. 1987. *Planning in the public domain: From knowledge to action*. Princeton University Press.
- Gallent, N. 2006. The rural-urban fringe: A new priority for planning policy. *Planning, Practice, and Research* 21 (3):383-93.
- Galván, J. 2009. *Writing literature reviews: A guide for students of the social and behavioral sciences*. 4 edition. Glendale, CA: Pyczak Publishing.
- Hall, P. 2002. *Cities of tomorrow: An intellectual history of urban planning and design in the twentieth century*. Oxford: Blackwell.
- Healey, P. 2007. On the social nature of planning. *Planning Theory and Practice* 8 (2):133-36.
- Hollander, J. B. 2011. *Sunburnt cities: The great recession, depopulation and urban planning in the American sunbelt*. London: Routledge.
- Jacobs, J. 1961. *The death and life of great American cities*. New York: Random House.
- McHarg, I. 1969. *Design with nature*. Garden City, New York: Doubleday.
- Margules, C.R. and R.L. Pressey. 2000. Systematic conservation planning. *Science* 405:243-53.
- Mumford L. 1986. The urban prospect. In: Miller D, editor. *The Lewis Mumford reader*. New York: Pantheon. p 155-242
- Parker, B. 2006. Constructing community through maps? Power and praxis in community mapping. *Geoforum* 58(4):470-84.
- Pincetl. S, A.E. Jonas and Jim Sullivan. 2011. Political ecology and habitat conservation for endangered species planning in Southern California: Region, places, and ecological governance. *Geoforum* 42: 427–438.
- Schön, D. A. 1983. *The reflective practitioner: How professionals think in action*. New York: Basic Books.
- Sturtevant V, and Jakes P. 2008. Collaborative planning to reduce risk. In: Martin W, Riash C, and Kent B, editors. *Wildfire risk: Human perceptions and management implications*. Washington, D.C.: Resources for the Future. p 44-63.
- Zellner, M. 2009. Embracing complexity and uncertainty: The potential for agent-based modelling for environmental policy and planning. *Planning Theory and Practice* 9 (4):437-57.
- Zhenghong, T. & S. D. Brody. 2009. Linking planning theories with factors influencing local environmental-plan quality. *Environment & Planning B: Planning & Design* 36: 522-537.

Asking questions on the readings

These questions can help you frame your readings of articles we read in common and those you will include in your annotated bibliography and literature review.

1. What is this article about?
2. Why did this author write this article or chapter? What is or was at stake?
3. How did the author support the claim that there is a “problem?” What data or other information did the author use?
4. Does the article bring new information to the issue? If so, how did the author collect this information?
5. What are the main conclusions?
6. How does this piece of writing compare to other readings you have done?
7. What is missing or unclear from the reading?
8. Will this article help you in your own research? Why or why not?
9. What other questions do you have about this reading?
10. Provide 2-3 “codes” that could help you sort the material by topic later.

See also Galván throughout for suggestions on how to engage the literature, but especially Chapters 4-7

Course Schedule

Week and date	Topic	Readings	Assignments/Activities
1 8/22	Introductions		
2 8/29	Philosophical roots Rational and deliberative practice	Friedmann 1987, Introduction and Ch. 1 Schon 1983, Ch. 2, 7	Student-led reading discussion Names:
3 9/5	Labor Day		
4 9/12	The “social” in planning Collaboration and engagement Community mapping	Healy 2007 Arnstein 1969 Parker 2006	Field assignment due: Interview a planner on his or her practice; Present interview
5 9/19	Planning, design and nature Agent-based modeling	McHarg 1969, Ch. Zellner 2009 Margules and Pressey 2000	Student-led reading discussion Names:
6 9/26	History of planning: social reform, modernism Writing for planners	Hall 2002 Ch. 1, 2, 7 Macris (whole book)	Student-led reading discussion Names:
7 10/3	Planning as growth? What is a literature review? Asking a research question	Hollander 2011, pp. 1-19 Medina 2011 (NYT) Galván 2009, Ch. 1-3	Paper topic due, with research question; prepare to present this in class; Bring Galván book to class
8 10/10	History of planning: garden cities, utopia, city in the region	Mumford, pp 155-242	Student-led reading discussion Names:
9 10/17	Critiques of planning	Jacobs, Part I, Ch. 19	Student-led reading discussion Names:
10 10/24	New urbanism	Fainstein 2000 Hollander 2011 pp.96-123 Galván 2009, Ch. 7, 8	Field assignment due: Critique a neighborhood; present in class
11 10/31	The urban- rural fringe; countryside	Duane 1999, Ch. 1, 6 Gallent 2006 Jackson and Kuhlken 2006, Introduction and Ch. 1	Presentations of neighborhood, continued; Annotated bibliography due; discussion
12 11/7	Neo-Liberalism and rural/env. planning: stakeholder models; property politics; strategic planning	Duane, Ch. 4, 7 Galván 2009, Ch. 9-12 Zhenghong and Brody 2009	Literature review activities; bring Galván book to class
13 11/14	Exurban growth management Collaborative models in environmental planning	Duane, Ch. 8, 9 Sturtevant and Jakes 2008 Pincetl et al. 2011	Rough draft due Peer critiques
14 11/21	Thanksgiving Break		
15 12/5	Planners’ roles Ethics and planning	APA ethics: http://www.planning.org/ethics/	Drafts returned, discussion Paper presentations
16 12/14 (Wednesday)			Presentations/potluck Papers due Friday 12/16 @ 5 p.m.