

# History and Theory of American Urban Planning

## PUBA 612

## EVSS 633

Fall 2010  
Wednesdays 6:00 to 8:45 PM  
North Charleston Campus, Room 135

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Office hours: M: 2:00 to 4:00 PM;  
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### Course Description

The purpose of this course is twofold. First, the course seeks to introduce students to the history of urban planning in the United States. This history closely parallels the massive industrialization, urbanization, and population growth that occurred in North America in the 19<sup>th</sup> and 20<sup>th</sup> Centuries. Indeed, in many respects, industrialization necessitated urbanization. Second, the course provides an overview of the major theoretical approaches that inform urban planning, with a particular emphasis on contemporary debates. Importantly, history and theory are never separate, and they will not be in this class. Contemporary actions always inform contemporary theory, and the contemporary actions of today are the histories of tomorrow. History, in turn, informs and shapes the present. Thus, our review of the history of urban planning is primarily a theoretical one. Because urban planning is a relatively new academic discipline, appearing in University and College academic structures in the 20<sup>th</sup> century, our review will extend back approximately 150 years.

### Objectives

There are three objectives for this course. By successfully completing all assigned work, students should be able to:

1. *Identify* and *explain* the major theoretical traditions and debates within urban planning in North America.
2. *Explain* the significance and impact of one person's work on the discipline and practice of planning.
3. *Critically analyze* the practice of urban planning.

## Course Philosophy

This course conceptualizes the student as an active learner in the attainment of knowledge, while the instructor is conceptualized as a guide and facilitator who will give the student extensive feedback as he or she embarks on the learning process. As such, the course is structured to provide ample opportunities for active learning and student initiation and leadership of the learning process. To facilitate the achievement of these goals, learning, assessment, and instruction are delivered in three ways:

(1) **Student engagement with the course texts through reading and presentations.** Reading is fundamental to the learning process, and it is expected that the bulk of the student's learning will be achieved via his or her careful and independent reading. The class time will provide an opportunity to reinforce the concepts in the readings and clarify points of confusion. The presentations require students to focus on a particular reading, synthesize the material, and to parsimoniously communicate the knowledge obtained. The questioning component of the presentation develops students' critical analysis and evaluation skills.

(2) **Writing**—Writing is integral to this class, and it is fundamental to your academic and professional success. Research also shows that students remember more about a topic when they write about it. Nearly all assignments and assessments in this class will require you to write.

(3) **Discussion**—Willingness to speak up with valuable contributions and organized thoughts is also fundamental to your academic and professional success. This class provides an opportunity for you to engage with your peers and communicate ideas, all the while practicing for life outside of college.

As a graduate-level course, the philosophy underpinning it is guided by the highest levels of Bloom's taxonomy of learning (synthesis and evaluation). All work is designed to help students improve these high-order learning skills.

## Course Texts

There are two required books for this course, both of which are available in the college bookstore.

- Campbell, Scott and Susan Fainstein, eds. 2002. *Readings in Planning Theory*, 2<sup>nd</sup> Edition. Oxford: Blackwell.
- Kleniewski, Nancy, ed. 2005. *Cities and Society*. Malden, MA: Blackwell.

There will also be many readings posted on the class WebCT site.

## Course Overview

**Class #1 (25 August):** Introductions; course overview

**Class #2 (1 September):** What is urban planning?

**Class #3 (8 September):** Early thinkers on the city

**Class #4 (15 September):** What is the condition of cities and urban planning today?

**Class #5 (22 September):** Industrialization under capitalism; The Chicago School

**Class #6 (29 September):** The City Beautiful Movement

**Class #7 (6 October):** Modernism and rational planning

**\*F 10/8: Take-home midterm exam issued.**

**Class #8 (13 October):** Urban restructuring as driver of planning

**\*F 10/15: Take-home midterm exam is due in my email box: KeenanK@cofc.edu by noon.**

**Class #9 (20 October):** Postmodernism; The Los Angeles School

**Class #10 (27 October):** Advocacy, equity, and radicalism

**Class #11 (3 November):** Gender, gentrification, and sexuality

**Class #12 (10 November):** Race and the planning of difference

**Class #13 (17 November):** Suburbia and sustainability

**Class #14 (1 December):** The future; A Miami School?

- Review and course evaluations.

**\*S 12/11: Final research paper is due by 7:30 p.m.**

## Assignments & Evaluation

**In-class participation** – The in-class participation grade will be determined by your attendance at each class, your engagement during the class discussions, and your responses to questions and other students' comments. The quality of your contributions as well as the quantity will be used to assess your grade. Lateness—both at the beginning of the course and after the break—as well as early departures, will adversely affect the grade. The participation grade will also be determined by your willingness to speak up and share thoughts, questions, and concerns during the course. In class participation counts as **15% of your grade**. See Rubric #1: “Evaluating Students’ In-class participation” for the specific guidelines that I will use to evaluate your participation.

**Presentations** – You are required to read all readings throughout the semester, but you will be responsible for co-presenting (with another student) once or twice during the semester on the assigned readings (depending on final enrollments). You have freedom to organize your presentation as you wish, but you must tie it closely to the class readings and strive to creatively engage the topic with your classmates and me. ***You are strongly encouraged to meet with me before your presentation, but after you have read the material and discussed your presentation with your co-presenter.*** The presentation will count towards **30% of the overall grade**, and the likelihood of getting an ‘A’ on this presentation will be greatly enhanced if you meet with me ahead of time. See Rubric #2: “Evaluating Student Presentations” for the specific guidelines that I will use to evaluate your work.

**Take-home Midterm Exam** – I will post on WebCT five essay questions on Friday, 8 October by noon. You are required to answer all of these questions by noon on the following Friday, 15 October. Responses should not exceed 2 pages per question and must be typed, single spaced, 12 point, Times New Roman font. The midterm exam will count towards **25% of your grade**. You will be evaluated on organization, grammar, spelling, and presentation in addition to correct content. You may use the course texts and your notes, but you are not permitted to discuss the content of your answers or to consult others on how to answer a question. Your midterm exam must be submitted to my email box KeenanK@cofc.edu as a Microsoft Word document by noon. Email attachments arriving with an email time stamp of 12:01 p.m. or later on the 15<sup>th</sup> will be considered late. Late exams will lose 6 points (out of 100) each day that they are late. The midterm will count towards 25% of your grade.

NOTE: The take home midterm is due by 12:00 p.m. on Friday, 15 October in my email box KeenanK@cofc.edu . It is YOUR responsibility to make sure this exam gets to me on time. (I will acknowledge receipt of all exams by return email.) The late policy will be strictly enforced.

**Final term paper** – You are required to write a 15 to 20 page final term paper that accomplishes two goals: (1) an overview of the principles espoused by a prominent figure in the discipline of planning (e.g., Jane Jacobs; Le Corbusier; Howard etc.); and (2) an analysis of the impact of this figure’s principles and theories of the city on (a) the study and practice of urban planning, and (b) an actual city. You may also select a person who was not a planner, but who nonetheless had a profound impact on the discipline and practice (e.g., Robert Moses). It is expected that you will do additional research on the person that you have selected (meaning that I expect to see references from outside of the course, such as newspaper articles, books, web sites, public reports or documents, or other sources). This paper should not be more than 20 pages (excluding references and notes). It should be typed, double spaced, 12 point, Times New Roman font. Please use Microsoft Word. The final research paper will count towards **30% of your grade**. The paper is due by 7:30 p.m. on Saturday, 11 December (the date and time when our final exam would have started) in my email box KeenanK@cofc.edu . Email attachments

arriving with an email time stamp of 7:31 p.m. or later on the 11th will be considered late. Late papers will lose 6 points (out of 100) each day that they are late. See Rubric #3: “Evaluating the Final Paper” for the specific guidelines that I will use to evaluate your work.

**Your final grade for the course will be calculated using the following grade distribution (percentage of total score of all assignments).**

A = 93 – 100	B = 82.5 – 87.4	C = 72.5 – 77.4	D = 62.5 – 67.4
A- = 90 – 92.9	B- = 80 – 82.4	C- = 70 – 72.4	D- = 60 – 62.4
B+ = 87.5 – 89.9	C+ = 77.5 – 79.9	D+ = 67.5 – 69.9	F = 0.0 – 59.9

## General Policies and Procedures

- **Statement on Academic Integrity:** The College of Charleston regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the Student Honor Code and the Code of Conduct. The College will pursue cases of academic dishonesty.

Complete information about the College of Charleston’s academic integrity policies is available through the Office of Student Services. Please see the following document, available online:

[http://studentaffairs.cofc.edu/general\\_info/honor\\_system/index.html](http://studentaffairs.cofc.edu/general_info/honor_system/index.html) .

- **Student Email:** Students are required to have a College of Charleston email account and to check it at least once per day. All notices regarding the course will be sent to the College of Charleston account.
- **Faculty Email:** The professor uses KeenanK@cofc.edu and will check it at least once per day. Immediate responses via email should not be expected, but can generally be expected within a 24-hour period.
- **Cell phones and pagers** may be left on, but they must be turned to silent mode.
- **Texting in class** while lecture is in progress or while people are participating is rude. It also hinders your learning. Please do not do it.

- **Chatting online, or checking facebook** while lecture is in progress or while people are participating is rude. It also hinders your learning. Please do not do it.
- **Special needs or concerns:** Any students who have special learning needs or concerns are urged to speak with me during the first week of the semester if accommodations are needed. The Center for Disability Services provides a comprehensive list of accessibility resources available at the College on the following website: <http://spinner.cofc.edu/~cds> .
- **Mutual respect for differing questions and ideas:** The College is a place for open inquiry and exchange of ideas. All members of the College should treat all other members of the College and members of society with mutual respect and appreciation.

## Course Schedule and Assigned Readings

**Class #1 (25 August):** Introductions; course overview

**Class #2 (1 September):** What is urban planning?

- Fishman, Robert. “The American Planning Tradition.” (*WebCT*)
- Brindley et al. “Popular Planning; Coin Street, London” in *Readings in Planning Theory*.
- Klosterman, Richard. “Arguments for and Against Planning” in *Readings in Planning Theory*.
- Perry, David. “Making Space: Planning as a Mode of Thought” in *Readings in Planning Theory*.
- Levy. “What Local Economic Developers Actually Do: Location Quotients versus Press Releases” in *Readings in Planning Theory*.

**Class #3 (8 September):** Early thinkers on the city

- Mumford, Lewis. “What is a City?” (*WebCT*)
- Thomas More’s “Utopia.” (*WebCT*)
- Excerpts of F.L. Olmsted, E. Howard, LeCorbusier, F.L. Wright, pp. 302-330 in R. Legates and F.Stoute, 2003 *The City Reader*; plus more Corbusier (*The Radiant City*) (*WebCT*)

- ❑ Fishman, Robert. “Urban Utopias: Ebenezer Hower, Frank Lloyd Wright, and Le Corbusier” in *Readings in Planning Theory*.
- ❑ Engels, “The Great Towns.” (*WebCT*)

**Class #4 (15 September):** What is the condition of cities and urban planning today?

- ❑ Fishman, Robert. 2000. “The American Metropolis at Century’s End: Past and Future Influences.” (*WebCT*)
- ❑ Sassen, Saskia. “Overview of Global Cities” in *Cities and Society*.
- ❑ Levy, John. “What has happened to planning?” (*WebCT*)
- ❑ Bunell. Chapter 1 “The Direction of Change.” (*WebCT*)
- ❑ Waldinger, Roger. “The New Urban Reality” in *Cities and Society*.

**Class #5 (22 September):** Industrialization under capitalism; The Chicago School

- ❑ Harvey, David. “The Urban Process Under Capitalism: A Framework for Analysis.” (*WebCT*)
- ❑ Burgess, Ernest. “The Growth of the City: An Introduction to a Research Project.” (*WebCT*)
- ❑ Wirth, Louis. “Urbanism as a Way of Life.” (*WebCT*)
- ❑ Simmel, Georg. “The Metropolis and Mental Life.” (*WebCT*)

**Class #6 (29 September):** The City Beautiful Movement

- ❑ Wilson, William. 1989. *The City Beautiful Movement*. (*WebCT*)

**Class #7 (6 October):** Modernism and rational planning

- ❑ Scott, James. “Authoritarian High Modernism” in *Readings in Planning Theory*.
- ❑ Flyvbjerg, Bent. “Rationality and Power” in *Readings in Planning Theory*.
- ❑ Holston, James. “The Modernist City: An Anthropological Critique of Brasilia.” (*WebCT*)
- ❑ Beauregard, Robert. “Between Modernity and Postmodernity: The Ambiguous Position of U.S. Planning” in *Readings in Planning Theory*.
- ❑ Savage, Mike and Alan Warde. “Modernity, Post-modernity and Urban Culture” in *Cities and Society*.

**Class #8 (13 October):** Urban restructuring as driver of planning

- ❑ Fallows, J. “America’s Changing Economic Landscape” from The Atlantic. (WebCT)
- ❑ Logan, John R. and Todd Swanstrom. 2005. “Urban Restructuring: A Critical View” in *Cities and Society*. Blackwell, New York: 28-42.
- ❑ Jackson, K. 1985. Chapter 11 “Federal Subsidy and the Suburban Dream: How Washington Changed the American Housing Market” and Chapter 12 “The Cost of Good Intentions: The Ghettoization of Public Housing in the U.S.” In *Crabgrass Frontier: The Suburbanization of the United States*. New York, Oxford University Press: 190-218. (WebCT)
- ❑ Muller, Peter O. 2004. “Transportation and Urban Form: Stages in the Spatial Evolution of the American Metropolis” in the *Geography of Urban Transportation*, 3<sup>rd</sup> Edition. (WebCT)

**Class #9 (20 October):** Postmodernism; The Los Angeles School

- ❑ Dear, Michael. “Los Angeles and the Chicago School: Invitation to a Debate” in *Cities and Society*.
- ❑ Young, Iris Marion. “City Life and Difference” in *Readings in Planning Theory*.
- ❑ Knox, Paul. 1991. The restless urban landscape: economic and sociocultural change and the transformation of metropolitan Washington, D.C. *Annals of the Association of American Geographers*. 81(2): 181-209.
- ❑ Marcuse, Peter. “Cities in Quarters.” (WebCT)
- ❑ Urry, John. “Gazing on History” in *Cities and Society*.

**Class #10 (27 October):** Advocacy, equity, and radicalism

- ❑ Davidoff, Paul. “Advocacy and Pluralism in Planning” in *Readings in Planning Theory*.
- ❑ Advocacy responses. (WebCT)
- ❑ Reardon, Kenneth. “Enhancing the Capacity of Community Based Organizations in East St. Louis” (WebCT)
- ❑ Edwards, Mary and Laura Lawson. 2005. “The Evolution of Planning in East St. Louis”
- ❑ Walljasper, Jay. “When Activists Win: The Renaissance of Dudley Street”
- ❑ Watson, Greg. 1999. “Block by block: Ten lessons we’ve learned on Dudley Street”



**Class #11 (3 November):** Gender, gentrification, and sexuality

- Hayden, Dolores. “Nurturing: Home, Mom, and Apple Pie” in *Readings in Planning Theory*.
- Kern, Leslie. 2010. “Gendering Reurbanization: Women and New-Build Gentrification in Toronto”
- Zukin, Sharon. “Gentrification, Cuisine, and the Critical Infrastructure: Power and Centrality Downtown” in *Cities and Society*.
- Chauncey, George. “Building Gay Neighborhood Enclaves: The Village and Harlem” in *The Blackwell City Reader*.
- Smith, Neil. “After Tompkins Square Park: Degentrification and the Revanchist City.” (*WebCT*)

**Class #12 (10 November):** Race and the planning of difference

- Essay 11-1 Lipsitz “The Possessive Investment in Whiteness” pg. 341 (*WebCT*)
- Anderson, Kay J. 1987. The idea of Chinatown: The power of place and institutional practice in the making of a racial category. *Annals of the Association of American Geographers* 77(4):580-598. (*WebCT*)
- Document 11-7 Atlanta Housing Council Proposes “Negro Expansion Areas,” 1947 (*WebCT*)
- Essay 11-2 Bruce “Red Lines, Black Spaces” pg. 343 (*WebCT*)
- Thomas, June Manning. “Educating Planners: Unified Diversity for Social Action” in *Readings in Planning Theory*.

**Class #13 (17 November):** Suburbia and sustainability

- Williamson, Thad et al. “The Challenge of Urban Sprawl” in *Cities and Society*.
- N&W ~ Essay 9-2 Rome “The Bulldozer in the Countryside: Suburban Sprawl and the Rise of American Environmentalism” pg. 281 (*WebCT*)
- N&W ~ Document 16-3 Hayden “What is Sprawl?” pg. 477 (*WebCT*)
- N&W ~ Document 16-4 Inner-Suburb Mayor Proposes “Sprawl Warning” pg. 477 (*WebCT*)
- Walker and Fortmann “Whose Landscape?” (*WebCT*)

**Class #14 (1 December):** The future; A Miami School?

- Nijman, Jan. 2000. “The Paradigmatic City.” (*WebCT*)

- ❑ Jargowsky, Paul. “Chaos or Community? Directions for Public Policy” in *Cities and Society*.