

## History and Theory of Planning Spring 2007

Wednesdays, 9:50 a.m. to 12:30 p.m.  
Civic Square Building, #369

January 17 to May 9

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or by appointment

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### **ABOUT THIS COURSE**

This course provides a foundation for your study and practice of urban planning and policy development.

The first half of the course explores the history of urban development in the United States from the colonial period to current times, and introduces students to current topics in planning. To better relate history to current issues, each student will prepare a planning history of a community in New Jersey. Students can choose an entire municipality if it is a relatively small community – such as Highland Park – or a section of a large city – such as the Vailsburg section of Newark.

In the second half of the course, students will study various theories of planning and placemaking. To connect practice to theory, students will interview a professional planner to explore the theories that the planner uses to approach and resolve planning issues.

### **LEARNING OBJECTIVES**

By the end of the course, students will learn:

- The political, social, technological and economic influences that have shaped built environments in the United States.
- The legal framework of planning in the United States, which determine the powers public and private entities have to shape and modify places.
- Various normative and descriptive theories to help planners approach planning problems and engage stakeholders.
- Placemaking theories that have shaped the design and growth of built environments.

### **ASSIGNMENTS**

There are two major assignments for this class:

- A planning history of a community in New Jersey, from the colonial to the contemporary period. Each student will pick a different community for his or her case study. Alternatively, students may choose to study the history of a planning subject, such as community development or smart growth.

- A case study of a planner, which will explore the theories that inform the planner's thinking and actions on a planning issue. The instructor will provide students with a list of planners who are available to serve as case studies. Alternatively, students may conduct a theoretical analysis of a case study. The theoretical analysis will consider how a planner using different theoretical models might manage a real urban planning situation.

Each major assignment is comprised of a series of small minor assignments. For example, the first minor assignment is to write a general description of the community that you have selected, as well as a statement indicating why you have selected the community. The final grade for each major assignment will be the average of grades received for the minor assignments and additional credit for edits or corrections made before the final major assignment is delivered.

All assignments are to be delivered in a professional manner. That is;

- They must be delivered on time. Late assignments will receive a quarter-grade penalty for each day it is delivered late. For example, a student who turns in A paper a day late will receive an A-.
- The deadline for the paper is the close of the business day – 5 p.m. Assignments may be delivered by email or fax, but it is the student's responsibility to confirm that the instructor has received the assignment.
- Students are expected to provide images as well as text in their planning history assignment. Many images are available on the Internet, and students are welcome to take their own pictures of the community they choose. For those students who are unfamiliar with scanning and image technology, Rutgers University offers a variety of classes. For more information on technology resources available for students please visit <http://rucs.rutgers.edu/>
- Students are expected to reference and demonstrate knowledge of the assigned reading materials in their major assignments. Students are expected to follow standard academic models for referencing source material. (You are welcome to choose from any standard academic model, including Turabian, MLA, etc. For more on citation styles, please visit the The Writer's Workshop at <http://www.english.uiuc.edu/cws/wworkshop/>

In addition to written assignments, all students are expected to contribute to the knowledge of the class through dialogues at class meetings or contributions to the online classroom. Students are also required to answer quizzes on the readings, which will be periodically assigned and available in the electronic classroom.

#### **GRADE DISTRIBUTION**

The following represents the distribution of grades for this course:

<b>Item</b>	<b>Percentage of grade</b>
Planning history of a community or theme	40
Planner case study	40
Contribution to the class	20
Extra credit for additional work	5

Item	Percentage of grade
Extra credit for growth	5
<b>Total possible grade</b>	<b>110</b>

*Note: contribution, not participation*

Students will get credit for contributing to the class when they participate in class dialogues, or alternatively, when they participate in an online dialogue or contribute knowledge to the online classroom. Because the class is three hours long, each student must speak up at least twice in the day to receive full credit for contribution. A quality contribution to the class has any or all of these attributes:

- It demonstrates a knowledge of the reading materials for the topic
- It contributes new information to the dialogue. For example, if a student agrees with a colleague's statement, the student must present reasons that were not cited by the initial speaker.
- It raises a question that generates reflection on the subject.

*Extra credit for additional work or growth*

Students whose work effort far exceeds the average of the class may have their final grade raised by up to 10%.

At the graduate level, students come to a class with varying degrees of knowledge about a subject. Students can receive extra credit for growth if they begin the class with far less knowledge about urban history and planning theory than other students and are able to meet or exceed the average knowledge level by the end of the class.

#### **GRADING POLICY**

The instructor will make every effort to review and respond to written assignments within one week of receiving them.

In reviewing written assignments, the instructor will consider three elements:

- The quality of the argument. Specifically, the instructor will consider these questions:
  - Do the facts presented adequately support the writer's argument?
  - Is there sufficient detail for the reader to have an informed understanding of the writer's subject?
- The quality of the presentation of materials:
  - Professional planners today would not consider delivering plans or reports without charts, graphs or images. These elements are not simply decorative; they help to provide certain information more effectively than could be done in text. If you have no images in your written materials, your paper will get no higher than a "B" grade.
- Grammar, proper usage, and other issues related to the construction of the paper:
  - Please use the spell check and grammar check function on the word processing software you use to write your papers. It will help you avoid losing points on your paper. If you have more than a few minor errors in your paper, your paper will get no higher than a "B" grade.

To help you build your project management skills, you are asked to submit portions of your major assignments in draft form throughout the course. These drafts will be graded, and the final grade for each major assignment will be the average of the grades for the draft and final assignments. This means that if you submitted “B” quality drafts early in the semester, you can still get a higher grade by submitting a final, “A” quality or better final assignment.

### **ONLINE CLASSROOM**

This class will be supported by an electronic classroom (on the Sakai platform). You can see the classroom at [sakai.rutgers.edu](http://sakai.rutgers.edu). If you’ve used the Sakai classroom in a previous Rutgers class, it will appear on your list of courses. If you’ve never used the Sakai classroom, you’ll receive a login and password from the university’s office of Distance and Continuous Education by the first day of class. The information will likely go to your [eden.rutgers.edu](mailto:eden.rutgers.edu) mailbox.

Students can (or will) use the electronic classroom to:

- Get information and answers to questions on assignments and administrative issues. To provide as much meeting time as possible for learning, students should ask questions about assignments or administrative issues in the online classroom.
- Find useful resources for their assignments and other research.
- Find documents
- Share knowledge outside of the traditional classroom. Students who do not contribute to class dialogues during the class meetings will need to contribute their knowledge in the online classroom to get full credit for the week’s class. Students who contribute in the online classroom as well as in class meetings will be eligible for extra credit.
- Create image archives and other portfolio items for their planning history assignment.
- Share drafts of papers with instructors or fellow students.

***Note: We will meet on line if The Weather Channel is forecasting three inches or more of snow by 7:30 of the morning that we are scheduled to meet.***

### **READINGS**

Two books and a reading packet are required for this course:

Stein, Jay M., editor. *Classic Readings in Urban Planning*. Second edition. 2004. This book is available at the campus bookstore at One Penn Plaza (across the street from the train station). Members of the American Planning Association can get a \$5 discount on this book if they order through Planners Press. Please visit [www.planning.org](http://www.planning.org) for more information.

Krueckeberg, Donald A., editor. *Introduction to Planning History in the United States*. 1992. This book is available through the Center for Urban Policy Research on the fourth floor of the Civic Square Building. At the end of the first meeting, the class will go together to the Center to pick up the books. Students will be able to buy the book for \$14.36.

A reading packet is available at Pequot Printing, 119 Somerset Street. An electronic version of the materials is available through the school computing lab. Instead of the reading packet, students can also buy a copy of *Contemporary Urban Planning* from the university bookstore.

By the beginning of class, a copy of each of the materials should be available in the graduate or undergraduate reading room at the Alexander Library. Reading packet materials will be available through the shared drive (S) of the school server.

Additional readings will be available at external websites or through the online classroom. The instructor may also provide introductory written comments on the subjects to be discussed in class. As with spoken lectures, the instructor’s written comments should be considered mandatory reading for students.

**SYLLABUS MATRIX**

The following matrix represents the workplan for the class. The instructor reserves the right to make any changes as appropriate. However, any proposed changes will be discussed in the meetings before they are made.

Descriptions of assignments will be available in the online classroom. Generally, each of the minor assignments will be at least three, and no more than ten, pages in length.

Many authors contributed to the books edited by Stein and Krueckeberg. To make it easier for students to find the selections, the readings are identified by the books in which they appear.

<b>Date</b>	<b>Topic</b>	<b>Read for this class</b>	<b>Assignment due</b>
1/17	Introduction— What is planning and why do we plan?		
1/24	Planning frameworks and cultural competency	Lynch, “Form Values” and “Dimensions of Performance” pp. 5-35 and 111-120  Garvin, “Ingredients of Success.”  Myers, “Anchor Points for Planning’s Identification” in online classroom (OC) (Only the initial discussion paper is required; the additional readings are optional.)	
1/31	History-- colonial period to mid-19th century	Levy, "The Urbanization of America," "History of Planning: Part I" and "History of Planning: Part II" 7-61  Optional reading: Levy, "Overview," 1-6 Optional readings: Stein, "The Crystallization of the City," 3-7 and "Towns, Time and Tradition," 7-10	Identify case community or planning theme

<b>Date</b>	<b>Topic</b>	<b>Read for this class</b>	<b>Assignment due</b>
2/7	Political and legal frameworks for planning	U.S. Constitution and Amendments <a href="http://www.archives.gov/national_archives_experience/charters/constitution.html">http://www.archives.gov/national_archives_experience/charters/constitution.html</a>  Levy, "The Legal Basis of Planning" and "Planning and Politics," 62-89	Prepare background report on case community or planning theme (3-5pages)
2/14	History-- mid-19th century to early 20th century	Krueckeberg, "Introduction" and "The Roots of Urban Planning: 1840-1914," 1-87	
2/21	History-- early 20th century to mid-20th century	Krueckeberg, "Moles and Skylarks" 88-121  Each student will be assigned to read either of the following articles in Stein: "Women-Made America: The Case of Early Public Housing Policy," 255-268; or "Autos, Transit and the Sprawl of Los Angeles," 269-280	Draft colonial to mid-19th century history of case community, or background paper on planning theme. (3-5 pages)
3/7	History-- early 20th century to mid-20th century	Krueckeberg, "Radburn and the American Planning Movement" 122-151 and "City Planning in World War II" 152-169 and "Visions of a Post-War City" 170-189	Draft mid-19 <sup>th</sup> century to early 20th century history of case community (3-5 pages)
Spring Break 3/11 to 3/19: Take a break and enjoy yourself			
3/21	History-- mid-20th century to late 20th century	Stein, "Understanding American Land Use Regulation Since 1970," 98-111 and "The Quiet Revolution Revisited," 111-123 Krueckeberg, " A Retrospective View of Equity Planning" 258-279	Draft early to mid-20th century history of case community or planning theme (6-10 pages)
3/28	History-- mid-20th century to late 20th century	Stein, "The Intercity Freeway" 190-234 and "1968: Getting Going..." 235-257	Contact planner for case study, or identify planning case study to explore.

Date	Topic	Read for this class	Assignment due
4/4	Current topics in planning – community and economic development and growth management	<p>Burchell, et. al., “Smart Growth: More Than a Ghost of Urban Policy Past, Less Than a Bold New Vision.” (OC)</p> <p>O’Connor, “Swimming Against the Tide: A Brief History of Federal Policy in Poor Communities.” (OC)</p> <p>Optional: Stein, "The City as Growth Machine," 180-196</p> <p>"The Entrepreneurial Cities and Maverick Developers" 197-202 "Social and Physical Planning for the Elimination of Urban Poverty," 235-246</p> <p>"Explaining Homelessness," 223-235</p> <p>"Selections from <i>Cities in a World Economy</i>," 365-373</p>	Draft mid to late 20 <sup>th</sup> century history of case community (6-10 pages)
4/11	Theory -- Scoping theories	<p>Stein, "If Planning is Everything, Maybe it's Nothing," 11-31 and "The Goals of Comprehensive Planning," 67-85 and "Building the Middle Range Bridge for Comprehensive Planning," 91-98</p> <p>Optional: "Toward a Longer View and Higher Duty for Local Planning Commissions," 384-391</p>	
4/18	Theory— Method theories	<p>Stein, "The Science of Muddling Through," 31-41 and "Dilemmas in a General Theory of Planning," 52-63 and "Apply the Private Sector Strategic Planning in the Public Sector," 202-219 and "A Theory of Urban Form," 327-341 and "Twentieth-Century Land Use Planning," 124-146</p> <p>Myers, “Building Knowledge about Quality of Life for Urban Planning” and “Community-Relevant Measurement of Quality of Life: A Focus on Local Trends,” in Doc. Sharing section of online classroom</p>	Complete planning history of case community or subject.

<b>Date</b>	<b>Topic</b>	<b>Read for this class</b>	<b>Assignment due</b>
4/25	Theory-- Engagement theories	Stein, "The Crisis of Confidence in Professional Knowledge," 377-384 and "Planning through Consensus-Building" 147-161 and "Planning in the Face of Power" 165-179 and "Advocacy and Pluralism in Planning" 41-52 and "A Planned City" 349-355	Draft scoping portion of theory paper
5/2	Putting it all together		Draft method and engagement portions of theory paper
5/9	Complete theory assignment.		