

PLAN 601/PADM 607/UPA 684: Planning Theory & History

University of Louisville Department of Urban and Public Affairs

Course Meeting Information: Tuesday, 5:30 – 8:15 P.M.,

UPA 200 Instructor: Dr. Steve Sizemore, Ph.D., AICP

Contact Information:

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Office Hours: By appointment

Credit Hours: 3.0

Course Description:

This course will introduce the historic foundation of modern urban planning, and will investigate the central themes in planning theory, using both historical and contemporary contexts to assist in the understanding of its role in shaping planning thought and practice.

Course Prerequisites:

There are no prerequisites for this course.

Course Objectives:

This course introduces the interacting theoretical and historical narratives of urban planning. Planners have been often criticized throughout the history of their profession, and yet the need for planning is consistently recognized across political ideologies and over time. Through readings, lectures, and discussion, we will:

- critically examine major theories and historical moments that have shaped the planning profession
- explore the development of theories about how we ought to plan cities and neighborhoods
- apply theoretical frameworks and historical lessons to current planning practice, with a specific focus on urban planning issues in Louisville, KY

Planning Accreditation Board's Learning Requirements:

This course is designed to help students understand the evolution of the field of urban and regional planning, the changing concepts that have guided planning practice, and introduce students to the wide body of literature pertinent to the practice of urban planning. Despite apparent changes in approach over time, we will identify consistent tensions and debates surrounding the role of planning and planners, and the ethical obligations of planners in an increasingly urbanizing and diverse world.

This course is designed to meet the Planning Accreditation Board's Learning Requirements from the General Planning Knowledge and Values and Ethics categories:

- Purpose and Meaning of Planning: appreciation of why planning is undertaken by communities, cities, regions, and nations, and the impact planning is expected to

have.

- Planning Theory: appreciation of the behaviors and structures available to bring about sound planning outcomes.
- Professional Ethics and Responsibility: appreciation of key issues of planning ethics and related questions of the ethics of public decision-making, research, and client representation (including principles of the AICP Code of Ethics).
- Social Justice: appreciation of equity concerns in planning.

Course Texts:

Fainstein, S. S., & DeFilippis, J. (Eds.). (2016). *Readings in planning theory*. John Wiley & Sons. (4th Edition)

Brooks, M. P. (2002). *Planning theory for practitioners*. American Planning Association.

Additional readings are located on the course space in Blackboard.

Teaching Methods and Participation Expectations:

In this course, you will learn the material through a combination of reading, in-class discussions and small group activities, lectures, and individual and small group assignments. An important aspect of the course is the intellectual dialogue created through critical reading, active listening, and informed discussion. These methods are intended to support the development of an informed, critical viewpoint of theories and historical perspectives relevant to the field of planning and the application of this knowledge to planning practice.

Learning is a social process and collective endeavor. The classroom can be a space of possibility, growth, and the co-creation of new knowledge when both the students and educator committed to respectful dialogue. Part of your responsibility as a student is active participation, which includes speaking AND listening to both your classmates and the instructor. Students are expected to ask and answer questions and share their ideas with each other each course period. Come to class prepared to be questioned and to question. I understand that speaking up in class comes more naturally to some and for others it is uncomfortable or produces anxiety. I encourage you to draft questions and comments in advance of class to become more confident. The ability to communicate effectively within group settings is a key skill for planners, and class discussion is one way to begin to hone this skill (and it is a skill that can be learned and improved upon).

The required reading is expected to be completed on the day of the class as listed in the course outline. The reading creates a common ground for us to explore the nuances and complexities of planning activity. You are expected to complete the readings, attend class, and contribute thoughtful and critical questions and comments to discussions and debates. The intellectual quality of the course depends on active participation (speaking and listening) by every member in the class.

A rule of thumb is that for each credit you are taking during a semester, you should expect to spend 2 to 3 hours per week outside of class completing readings, homework, assignments, and studying for exams. Thus, depending on your learning process and your familiarity with the course content, **you should expect to spend between 6 to 9 hours per week studying outside of our 3-credit class.**

Assignments and Grading:

Assignments specifics and grading rubrics are explained in the Course Assignments document posted on Blackboard.

Assignment	Value	Points	Due Date
Discussion Leader	15%	150	Specified in Course Schedule
Reading Reflections (5 total over semester)	15%	150	Weekly (5 total)
Planning Reflection Paper: What does planning mean to you now?	20%	200	Two Parts: Sept 6. (10%) Nov. 22 (10%)
Public Hearing/Meeting Observation Exercise	10%	100	Before Nov. 1
Theory in Practice Paper	30%	300	November 29 (Presentation) December 8 (Paper)
Class Attendance & Discussion Contributions	10%	100	Ongoing
	100%	1000	

Assignment submission: All written assignments should be submitted via Blackboard. Please do not submit via email.

Late, Missing, & Make-up Assignments: Please turn-in assignments according to the due date specified in the below. If you need additional time to complete an assignment, please communicate this to me as soon as possible. Late assignments submitted without any prior communication to the instructor will be penalized.

Writing Assistance: The [Writing Center](#) is an excellent resource for all phases of the writing process. Additionally, the Department has developed guidelines that offer useful advice. These are posted in the Course Assignments folder on Blackboard.

Format of Written Assignments: All assignments should be submitted as Microsoft Word documents unless otherwise specified in the Course Assignments document. Please use 11- or 12-point font, 1-inch margins, and double-spacing.

Plagiarism & Academic Honesty: Academic dishonesty is prohibited at the University of Louisville. It is a serious offense because it diminishes the quality of scholarship, makes accurate evaluation of student progress impossible, and defrauds those in society who must ultimately depend upon the knowledge and integrity of the institution and its students and faculty. For more information, please see [Students Rights and Responsibilities](#) (Sections 5 and 6). **All submitted assignments must be your own original, independent work.** Do not turn in any work with your name on it that was done by someone else. Any words or ideas that come from another source (books, websites, etc.) must be cited properly. Plagiarism, cheating, or any other act of academic fraud will result in an automatic zero on the assignment; further academic consequences may include being reported to the Dean's office, receiving a failing grade in class, a note on your transcript, and/or additional actions. I take academic honesty very seriously; plagiarism and cheating are threats to your academic success and to the integrity of the learning environment.

For purposes of this course, plagiarism is defined as:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source
- to commit literary theft
- to present as new and original an idea or product derived from an existing source

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterward (<http://www.plagiarism.org/>).

The final scores will be translated into letter grades as follows:

A = 94%+	A- = 93%-90%	
B+ = 89%-87%	B = 86%-83%	B- = 82%-80%
C+ = 79%-77%	C = 76%-73%	C- = 72%-70%
D+ = 69%-67%	D = 66%-63%	D- = 62%-60%
	F = 59% or below	

Course Schedule: Date, Topic, Readings

Week 1 Aug. 23 Course Introduction and syllabus review

Recommended readings:

- Brooks, Preface (p. 5)
- Wilson, R. (2018). "Theories of Change and Your Planning Career." American Planning Association, <https://www.planning.org/blog/blogpost/9141352/>
- Wilson, R. (2018). "Planning Theory: What Is It Good For?" American Planning Association, <https://planning.org/blog/blogpost/9138589/>
- Fainstein & DeFilippis, Introduction (p. 1-18)

Week 2 Aug. 30 Tensions and Divisions within Planning

Readings:

- Marcuse, P. "The Three Historic Currents of City Planning" in Fainstein & DeFilippis, Ch. 6 [*Instructor-led lecture/discussion*]
- Brooks Ch. 1 & 2. [*Instructor-led lecture/discussion*]
- Gleye, P. H. (2015). City planning versus urban planning: Resolving a profession's bifurcated heritage. *Journal of Planning Literature*, 30(1), 3-17
- Goetz, E. G., Williams, R. A., & Damiano, A. (2020). Whiteness and urban planning. *Journal of the American Planning Association*, 86(2), 142-156. [*Small group discussion*]
- American Planning Association, "Planning History Timeline," <https://www.planning.org/timeline/> (SKIM) [*Small group discussion*]
- 400 Years of Inequality in the U.S., Timeline Part 1 (1600-1899): <http://www.400yearsofinequality.org/400-years-timeline.html> (SKIM) [*Small group discussion*]

Further recommended readings:

- Schneider, B. (2018, April 13). "[Meet the PHIMBYs, California's Public Housing Advocates](#)" *CityLab*.

Week 3 Sept. 6 The Roots of Planning as a Profession

Readings:

- Peterson, J.A. (2003). "Sanitary Reform and Landscape Values, 1840-1900," Chapter 2 in *The Birth of City Planning in the United States, 1840-1917*. (Baltimore: Johns Hopkins University Press, 2003) 29-54 [*Instructor-led lecture/discussion*].
- Schaffer, Kristen, (1993). "Fabric of City Life: The Social Agenda in Burnham's Draft of the Chicago Plan," in Daniel H. Burnham and Edward H. Bennett, *Plan of Chicago*, ed. Charles Moore (New York: Princeton Architectural Press, 1993 [1908]) v-xvi [*Instructor-led lecture/discussion*]. *TENTATIVE*
- Wirka, Susan Marie. 1996. "The City Social Movement: Progressive Women Reformers and Early Social Planning," in Mary Corbin Sies and Christopher Silver, eds. *Planning the Twentieth Century American City*. Johns Hopkins [*Instructor-led lecture/discussion*].
- Peterson, J. A. (2009). The birth of organized city planning in the United States, 1909–1910. *Journal of the American Planning Association*, 75(2), 123-133. [*Small group discussion*]
- Thomas, J. M. (1994). Planning history and the black urban experience: Linkages and contemporary implications. *Journal of Planning Education and Research*, 14(1), 1-11. [*Student-led discussion*; **Mehrsa Ahmadpour**]

Further recommended readings:

- Gayle, Caleb (May 2021) "The Neighborhood Fighting Not To Be Forgotten," *The Atlantic*. <https://www.theatlantic.com/politics/archive/2021/05/fight-preserve-greenwood/618770/>
- Parshina-Kottas, Yuliya, Anjali Singhvi, Audra D.S. Burch, Troy Griggs, Mika Gröndahl, Lingdong Huang, Tim Wallace, Jeremy White and Josh Williams (May 24, 2021). "What The Tulsa Race Massacre Destroyed." *The New York Times*. <https://www.nytimes.com/interactive/2021/05/24/us/tulsa-race-massacre.html> (view interactive experience)
- Metcalfe, J. (2016, December 27). "[The Sanitary Nightmare of Hell's Kitchen in 1860s New York.](#)" *CityLab*.
- 1909 Louisville Tenement Housing Study
- Tenement Museum website (Explore, Lower East Side; 97 Orchard Street): <https://www.tenement.org/>.
- [The Plan of Chicago: A Regional Legacy](#)
- Kalandides, A. (2020, March 25). "[The epidemics behind urban planning: The foundations](#)" *Place Management*.
- Speed, B. (2015, March 30). "New York Destroyed a Village Full of African-American Landowners to Create Central Park." *City Metric*.

Week 4 Sept. 13 City Design and Placemaking

Readings:

- Olmsted, F.L. "Public Parks and the Enlargement of Towns." [*Instructor-led lecture/discussion*].
- Fishman, R. "Urban Utopias in the Twentieth Century: Ebenezer Howard, Frank Lloyd Wright, and Le Corbusier" in Fainstein & DeFilippis, Ch. 1. [*Instructor-led lecture/discussion*].
- Koh, A. (2017, April 3). "Placemaking When Black Lives Matter." *Progressive City*

[Instructor-led lecture/discussion].

- Wilson, B. B. (2018). *Resilience for all: striving for equity through community-driven design*. Island Press. Chapter 1: Introduction: Resilience or Resistance? (p. 1-9); Chapter 2: A Short History of Community Driven Design (p. 15-28)

[Instructor-led lecture/discussion].

- Friedmann, J. (2010) Place and Place-Making in Cities: A Global Perspective, *Planning Theory & Practice*, 11:2, 149-165, DOI: 10.1080/14649351003759573 [Student-led discussion; **Mark Pinto**]
- Lynch, K. (1960). *The Image of the City* (excerpt p. 2-13, 91-117) [Small group discussion]

Further recommended readings:

- Leahy, I. and Serkex, Y. (June 30, 2021). "Since When Have Trees Existed Only for Rich Americans?" *The New York Times*. (view interactive content here: <https://www.nytimes.com/interactive/2021/06/30/opinion/environmental-inequity-trees-critical-infrastructure.html>).
- Fleming, B. (2019). [Design and the Green New Deal](#). Places Journal.

Week 5 Sept. 20 Designing Racial and Economic Segregation: Zoning, Redlining, & Restrictive Covenants

Guest Lecture: Emily Liu, Director, and/or Joel Dock, Planning Coordinator, Louisville Metro Government Planning & Design Services (Tentative)

Readings:

- Hirt, S. "Home, Sweet Home: American Residential Zoning in Comparative Perspective," in Fainstein & DeFilippis Ch. 15 [Instructor-led lecture/discussion].
- Rothstein, R. (2017). *The color of law: A forgotten history of how our government segregated America*, Chapter 5: Private Agreements, Government Enforcement Liveright Publishing [Instructor-led lecture/discussion].
- Silver, C. (1997). "The racial origins of zoning in American cities," in *Urban planning and the African American community: In the shadows*, June Manning & Marsha Ritzdorf, eds, 23-39. [Student-led discussion; **William Davis**]
- Poe, J. "[Redlining Louisville: Racial Capitalism and Real Estate](#)." [Small group discussion]
- Louisville Metro Government. "[Confronting Racism in City Planning and Zoning](#)." [Small group discussion]
- Segregated by Design (film): <https://www.segregatedbydesign.com/> [Small group discussion]

Further recommended readings:

- Mogush, p. (May/June 2021). "Advancing Racial Equity Through Land-Use Planning." APA PAS Memo.
- French, K. (May 10, 2021). "[Decoding Zoning: Regulation and Reform in California](#)." Othering & Belonging Institute, Berkeley.
- Dunlap, D.W. (2016, July 25). "[Zoning Arrived 100 Years Ago. It Changed New York City Forever](#)." *The New York Times*.
- Kahlenberg, R.D. (April 19, 2021). "[The 'New Redlining' Is Deciding Who Lives in Your Neighborhood](#)." *The New York Times*.
- Drew, R.B. (2014, August 20). "Believing in Homeownership: Where Does the American Dream Idea Come From?" Shelterforce.

Week 6 Sept. 27 Capitalism and Inequality

Readings:

- Foglesong, R.E. “Planning the Capitalist City” in Fainstein & DeFilippis, Ch. 5 [Instructor-led lecture/discussion]
- Roy, A. “Urban Informality: The Production of Space and Practice of Planning” in Fainstein & DeFilippis Ch. 26 [Instructor-led lecture/discussion]
- Dantzer, P. A. (2021). The urban process under racial capitalism: Race, anti-Blackness, and capital accumulation. *Journal of Race, Ethnicity and the City*, 1-22. [Student-led discussion; **Amy Brooks**]
- Racial Wealth Gap Policy Packet
<https://d1w64so4kzmym9.cloudfront.net/institute/simulation/Racial-Wealth-Gap-Policy- Packet.pdf> [Review for small group discussion].

Recommended:

- Harvey, D. (1978). The urban process under capitalism: a framework for analysis. *International journal of urban and regional research*, 2(1-3), 101-131. [Instructor-led lecture/discussion]
- Lee, T. (August 14, 2019). “How America’s Vast Racial Wealth Gap Grew By Plunder.” *The New York Times*. [Small group discussion]
- Benner, C. (April 18, 2018). “Building A Real sharing Economy: Socializing the Wealth Produced by Social Knowledge.” Othering & Belonging Institute. [Small group discussion]

Week 7 Oct. 4 Fall Break – No Class

Week 8 Oct. 11 Rational Planning, Suburbs, & Highways

Readings:

- Brooks Ch. 6 and 7 [Instructor-led lecture/discussion]
- Altshuler, A. (1965). The goals of comprehensive planning. *Journal of the American Institute of Planners*, 31(3), 186-195. [Student-led discussion; **Sara Castro Doherty**]
- Jacobs, J. “The Death and Life of Great American Cities,” in Fainstein & DeFilippis Ch. 4 [Instructor- led lecture/discussion]
- Ellis, C. (2001). Interstate highways, regional planning and the reshaping of metropolitan America. *Planning Practice and Research*, 16(3-4), 247-269. [Instructor-led lecture/discussion]
- Connerly, C. E. (2002). From racial zoning to community empowerment: The interstate highway system and the African American community in Birmingham, Alabama. *Journal of Planning Education and Research*, 22(2), 99-114. [Small group discussion]

Further recommended readings:

- Citizen Jane: Battle for the City (documentary). Watch free on Vimeo: <https://vimeo.com/408636441> or via YouTube, Google Play, Amazon Prime, Apple TV, or Hulu (free with subscription) for \$2.99.
- Walker, J. (2018, June 11). “[You Can’t Fix Mass Transit by Destroying It](#),” *CityLab*.
- Green, M. (2019, June 25). “[Kentucky makes Louisville-area bypass a top priority for 2020](#).” WDRB.

- Renn, A. (2019, June 26) "[Louisville Bridges Project Is the Biggest Transportation Boondoggle of the 21st Century](#)," Leo Weekly.
- Heller, N. (2019, July 22). "[Was the Automobile Era a Terrible Mistake?](#)" *The New Yorker*.
- Campanella, T. (2011). "[Jane Jacobs and the Death and Life of American Planning](#)" Places Journal.
- Paletta, A. (2016, April 28). "[Story of cities #32: Jane Jacobs v Robert Moses, battle of New York's urban titans](#)," *The Guardian*.
- Byrnes, M. (2017, April 19). "[Why the Jane Jacobs vs. Robert Moses Battle Still Matters](#)," CityLab.

Week 9 Oct. 18 Advocacy, Equity, and Participation

Readings:

- Brooks Ch. 8 & 9 [*Instructor-led lecture/discussion*]
- Davidoff, P. "Advocacy and Pluralism in Planning," in Fainstein & DeFilippis Ch. 21 [*Instructor-led lecture/discussion*]
- Krumholz, N. (1982). A retrospective view of equity planning Cleveland 1969–979. *Journal of the American Planning Association*, 48(2), 163-174. [*Instructor-led lecture/discussion*]
- Arnstein, S. R. (1969). A ladder of citizen participation. *Journal of the American Institute of planners*, 35(4), 216-224. [*Student-led discussion*; **Angela Campbell**]
- Rosen, J., & Painter, G. (2019). From citizen control to co-production: Moving beyond a linear conception of citizen participation. *Journal of the American Planning Association*, 85(3), 335-347. [*Small group discussion*]

Further recommended readings:

- West End Opportunity Partnership readings (folder on Blackboard)
- Helmer, K. "NuLu hotel to source locally, train new employees as part of \$1.8million TIF district." WDRB. https://www.wdrb.com/news/nulu-hotel-to-source-locally-train-new-employees-as-part-of-1-8-million-tif/article_402f30a2-fed6-11eb-8d31-e3391aa2aec7.html

Week 10 Oct. 25 Communicative Action, Democracy, & Deliberation
Guest Speaker: Jeana Dunlap, West End Opportunity Partnership (tentative)

Readings:

- Young, I.M. "Inclusion and Democracy," in Fainstein & DeFilippis, Ch. 19. [*Instructor-led lecture/discussion*]
- Innes, J. E. (1995). Planning theory's emerging paradigm: Communicative action and interactive practice. *Journal of Planning Education and Research*, 14(3), 183-189. [*Instructor-led lecture/discussion*]
- Forester, J. (2006). Challenges of deliberation and participation. In *Les ateliers de l'éthique/The Ethics Forum* (Vol. 1, No. 2, pp. 19-25). Centre de recherche en éthique de l'Université de Montréal. [*Student-led discussion*; **Claire Johnson**]
- Quick, K. S., & Feldman, M. S. (2011). Distinguishing participation and inclusion. *Journal of Planning Education and Research*, 31(3), 272-290 [*Small group discussion*].
- West End Opportunity Partnership readings (folder on Blackboard; review for guest lecture context)

Further recommended readings:

- Southwest Network for Environmental and Economic Justice (1996). [Jemez Principles for Democratic Organizing](#).
- Stein, S. (2017, May 17). "[CityView: As They Rally Around Rezoning, Planners Often 'Plansplain'.](#)" *City Limits*.

Week 11 Nov. 1 Development, Renewal, Removal, & Displacement

Readings:

- Wolf-Powers, L. "Understanding Community Development in a "Theory of Action" Framework: Norms, Markets, Justice," Fainstein & DeFilippis Ch. 16. [*Instructor-led lecture/discussion*]
- Tighe, J. R., & Opelt, T. J. (2016). Collective memory and planning: the continuing legacy of urban renewal in Asheville, NC. *Journal of Planning History*, 15(1), 46-67. [*Student-led discussion; Andrea Sienicki*]
- Hirsch, J., Joseph, M. L., & Khare, A. T. (2021). Mixed-Income Public Housing Transformation in San Francisco and Washington, DC. *Cities and Affordable Housing: Planning, Design and Policy Nexus*. [*Student-led discussion; Drake Watson*]
- Zitcer, A., Hawkins, J., & Vakharia, N. (2016). A capabilities approach to arts and culture? Theorizing community development in West Philadelphia. *Planning Theory & Practice*, 17(1), 35-51. [*Small group discussion*].

Further recommended readings:

- Badger, E. (2016, December 7). "[Why Trump's Use of the Word 'Urban Renewal' is Scary for Cities.](#)" *New York Times*
- Kelley, P. (2016, October 11). "[Old Anger and a Lost Neighborhood in Charlotte.](#)" *CityLab*.
- Schneider, B. (2018, June 8). "[The Obama Center: Caught in an Old David vs. Goliath Drama](#)" *CityLab*.
- Cebul, B. (2020, July 22). "[Tearing Down Black America.](#)" *Boston Review*.
- Agnotti, T. (2005, April 21). "[The Anti-Moses And The First Community-Based Plan.](#)" *Gotham Gazette*.
- Cohen, M. (2018, July 20). "[This 1946 map shows how Native American trails became the streets of Brooklyn.](#)" 6SQFT.

Week 12 Nov. 8 Radical, Insurgent, and Abolitionist Planning

Readings:

- MirafTAB, F. "Insurgent Planning: Situating Radical Planning in the Global South" in Fainstein & DeFilippis, Ch. 24. [*Instructor-led lecture/discussion*]
- Knapp, C. E. (2017). Experimenting with anarchistic approaches to collaborative planning: The Planning Free School of Chattanooga. *Journal of Urban Affairs*, 1-23 [*Small group discussion*].
- Roy, A. (2019). The city in the age of Trumpism: From sanctuary to abolition. *Environment and Planning D: Society and Space*, 37(5), 761-778. [*Student-led discussion; Stanley Mondestin*]

Further recommended readings:

- Porter, L., Johnson, L.C., & Jackson, S. (2018). "[Indigenous communities are reworking urban planning, but planners need to accept their history](#)," *The Conversation*.
- [Root Cause Research Center. "Projects."](#)

Week 13 Nov. 15 Gender and Identity in Planning

Readings:

- Fainstein, S. S., & Servon, L. J. (Eds.). (2005). Introduction: The Intersection of Gender and Planning. In *Gender and planning: A reader*. Rutgers University Press [Instructor-led lecture/discussion]
- Hayden, D. (1980). What would a non-sexist city be like? Speculations on housing, urban design, and human work. *Signs: Journal of Women in Culture and Society*, 5(S3), S170-S187 [Small group discussion].
- Frisch, M. (2002). Planning as a heterosexist project. *Journal of Planning Education and Research*, 21(3), 254-266. [Student-led discussion; **Cathy Gomez**]

Further recommended readings:

- Podcast: <https://99percentinvisible.org/episode/structural-integrity/> (background/context)
- [Sexism and the City](#) podcast: Episode 4- Can a Street be Sexist?
- Collectiu Punt 6 (2016, May 31) "[How does a gender perspective contribute to urban planning?](#)" in *Genere*.
- Davidson, J. (2018, March 20). [What Would a World Designed by Women Look Like? As more women rise to power in architecture, we're starting to find out](#). The Cut.
- Chan, D. (2018, March 26) "[What Counts as 'Real' City Planning?](#)" *CityLab*.
- Damyanovic, D., Reinwald, F., & Weikmann, A. (2013). *Manual for Gender Mainstreaming in Urban Planning and Urban Development*. [online] Vienna: Urban Development Vienna.

Week 14 Nov. 22 Ethics, Politics, and Administrative Discretion
Guest Lecture: Mellone Long, Executive Director, Center for Neighborhoods (tentative)

Readings:

- [AICP code of ethics](#)
- Brooks. Ch. 5, 12, 13 (SKIM)
- Campbell, H., Tait, M., & Watkins, C. "Is there space for better planning in a neoliberal world? Implications for planning practice and theory" Fainstein & DeFilippis Ch. 10. [Instructor-led lecture/discussion]
- Flyvbjerg, B. (2013). How planners deal with uncomfortable knowledge: The dubious ethics of the American Planning Association. *Cities*, 32, 157-163. [Small group discussion].
- Forsyth, A. (1999). Administrative discretion and urban and regional planners' values. *Journal of Planning Literature*, 14(1), 5-15. [Student-led discussion; **Kaitlin Hite**]

Week 15 Nov. 29 Theory in Practice Presentations

Dec. 8 Final Exam Session – Theory in Practice Papers due

Course Policies and Expectations:

Student rights and responsibilities: Students are encouraged to discuss with the instructor any circumstances that might affect their performance (e.g. including physical or intellectual challenges, illness, or any events of which the instructor should be aware) **before** they have the chance to affect the course grade. Specific needs will be addressed on a case-by-case basis between the student and the instructor. Student rights, responsibilities, and [code of conduct](#) at UofL apply to this class.

Absence policy: In general, class attendance is expected. Please let me know if you are unable to attend class as it may affect planned in-class discussions and activities. Excused absences are allowed for health concerns/illness, UofL sanctioned events, religious work-restricted holy days, work demands, and emergencies. For sanctioned events, email the instructor a formal excused absence letter from the sponsoring unit at least one week in advance of the absence(s). For religious work-restricted holy days, submit requests in writing during the first two weeks of term. If an emergency arises, contact me ASAP. Students are responsible for taking the lead to coordinate with the instructor regarding missed coursework/assignments. The instructor will make all efforts towards reasonable accommodations.

Hostile-free learning: To assure a safe learning environment and enhance academic freedom of expression, UofL requests that classroom settings and the course proceedings be harassment-free and non-discriminating on the basis of race, gender, religion, national origin, disability and all other pejorative stereotypes. We will not challenge each other on a personal level, but rather learn in good faith and honor, respect one another as adults, value our diversity and never demean each other by our critical comments. This applies to all online discussion, interactions, and email exchanges.

Technology in the classroom: There will be times when I ask you to use your laptops, tablets, or phones to participate in classroom activities. Excessive use of laptops, tablets, or phones can easily distract you and your classmates, making it hard to focus on deep learning. I strongly encourage laptop/tablet screens down and phones put away during lectures, discussions, and presentations. However, I also understand that some people may find laptops and other devices necessary for their best learning. Please be mindful of staying focused in the classroom and minimizing interference with your learning and the learning of your classmates.

Communication: I will communicate with you through your University email. I aim to respond to emails within 24 hours. If you do not receive a response within that time, please reach out again. However, you should assume that I might not respond to emails on weekends and generally not after 10 p.m. on weekdays. Emailing me about an assignment due within in 24 hours is a very bad idea. You are unlikely to get assistance in time to complete the assignment. Using complete sentences, appropriate tone, and proper salutations and signatures in emails are strongly encouraged. I am happy to answer your questions in person or via a virtual meeting during office hours. If you are unable to meet during my office hours, please let me know and we can set up a separate appointment.

Technology Expectations: Continuing and regular use of UofL email is expected. You must be able to use Internet search tools, access Blackboard and Blackboard, download documents,

and upload assignments. If you need technical support, the [IT Help Desk](#) is available.

Syllabus Revision: The instructor reserves the right to modify any portion of this syllabus. As this is a benevolent dictatorship, when possible, students will be provided an opportunity to comment on a proposed change before it takes place.

University Guidelines, Policies, & Resources

Statement on Responding to the COVID-19 Pandemic :

If you have not been vaccinated, please do so as soon as possible.

As a Community of Care, all Cardinals are expected to abide by public health guidelines and regulations as published by the University (See www.louisville.edu/coronavirus for details). For Fall 2022, this includes the following protocols:

1. Wear a mask and avoid touching your face.
2. Practice physical distancing when possible.
3. Cover your cough or sneeze with your elbow or a tissue then throw that tissue in the trash.
4. Disinfect used surfaces and frequently touched objects.
5. Wash your hands often with soap and water for at least 20 seconds.
6. Use an alcohol-based hand sanitizer with at least 60% alcohol if soap and water are not readily available.
7. Stay home if you are feeling sick and avoid close contact with people who are sick.

COVID-19 Testing Program: If you are experiencing symptoms consistent with COVID please contact either Campus Health Center to schedule symptomatic testing and/or evaluation. Those numbers are:

Cardinal Station Health Center (Main Campus) 852-6479
HSC Campus Health Center 852-6446

Student Privacy Rights: The Family Educational Rights and Privacy Act of 1974 (sometimes referred to as the Buckley Amendment, but more often by its acronym, FERPA) affords students certain rights concerning their education records. Under FERPA, UofL students have the right to inspect and review their education records; to seek to have their records amended; and to have some control over the disclosure of information from their records. No one, not even a UofL student's parent or legal guardian, will have access to a student's education records, nor will their contents be disclosed, without the written consent of the student, except as provided by the Act. UofL may release certain categories of "directory information," however, unless a student asks that some or all of that information not be disclosed. FERPA, as amended, may be found at 20

U.S.C. 1232g; its final revised regulations may be found at 34 CFR 99. It is administered by the Family Policy Compliance Office of the U. S. Department of Education; for additional information, see the FPCO web site at: [Family Policy Compliance Office \(FPCO\)](#).

Title IX/Clery Act Notification: Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the [PEACC Program](#) (852-2663), [Counseling Center](#) (852-6585), and [Campus Health Services](#) (852-6479). To report sexual misconduct or sex discrimination, contact the [Dean of](#)

[Students](#) (852-5787) or [University of Louisville Police](#) (852-6111).

Disclosure to University faculty or instructors of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) **is not confidential under Title IX**. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the [Sexual Misconduct Resource Guide](#).

Sexual Harassment: The University of Louisville strives to maintain the campus free of all forms of illegal discrimination as a place of work and study for faculty, staff, and students. Sexual harassment is unacceptable and unlawful conduct and will not be tolerated in the workplace and the educational environment.

Unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature constitute sexual harassment, even when carried out through computers or other electronic communications systems. Students and Instructors are protected from Sexual Harassment according to the [Affirmative Action policy](#), the [Student Code of Conduct](#), and the UofL [Computer Account Usage Agreement](#). Anyone experiencing Sexual Harassment should refer to the links above and/or contact the PEACC Program at 852.2663 and an advocate will explain your choices. This is a free and confidential service. I believe that everyone should be able to participate in my class without the fear of sexual harassment, and I am committed to the university's policy. Additionally, certain behaviors are inappropriate even if they do not meet the technical criteria for harassment. Be respectful to each other.

Anti-racism, Diversity, & Inclusion: The University of Louisville strives to foster and sustain an environment of inclusiveness that empowers us all to achieve our highest potential without fear of prejudice or bias. We commit ourselves to building an exemplary educational community that offers a nurturing and challenging intellectual climate, a respect for the spectrum of human diversity, and a genuine understanding of the many differences – including race, ethnicity, gender, gender identity/expression, sexual orientation, age, socioeconomic status, disability, religion, national origin, or military status – that enrich a vibrant metropolitan research university. We expect every member of our academic family to embrace the underlying values of this vision and to demonstrate a strong commitment to attracting, retaining and supporting students, faculty, and staff who reflect the diversity of our larger society. For more information, visit the [Office of Diversity](#). The University recently launched an its [Anti-Racism Agenda](#), pledging to take a stand against the systemic racism that continues to impact all of us, particularly our Black students, faculty and staff, and other stakeholders of color and from historically marginalized groups. We will take concrete action to lead to much-needed change on campus and in our community.

Students with Disabilities: The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, please notify me immediately so we can discuss your access needs. I also suggest that you contact the [Disability Resource Center](#) (Stevenson Hall, 502.852.6938) for assistance with determining specific accommodations.

Religious Holidays and Observances: Federal law and university policy prohibit discrimination on the basis of religious belief. It is the policy of the University of Louisville to accommodate students, faculty, and staff who observe religious work-restricted holy days.

Students who observe work-restricted religious holy days must be allowed to do so without jeopardizing their academic standing in any course. **Faculty are obliged to accommodate students' request(s) for adjustments in course work on the grounds of religious observance, provided that the student(s) make such request(s) in writing during the first two (2) weeks of term.** Deans and department chairs must investigate and resolve student complaints arising from alleged faculty failure to make reasonable accommodations under these guidelines. For more information, view the [Calendar and Policy on Religious Holy Days and Observances](#).

University Closures/Delays: If the University of Louisville is closed due to public health restrictions, weather-related conditions, or other unusual circumstances, planned real-time activities in classes will not be held. As an alternative, course activity will continue via Blackboard. Please be sure to check your University email for additional information from the instructor. If the University of Louisville is on a delayed schedule and on-campus classes are canceled up until a certain time, classes that begin at or after the delayed time meet at their regular time and include the full instruction period.

Academic Resources

University Libraries: <https://library.louisville.edu/home>

Information Technology Services: <https://louisville.edu/its/> If you need technical support with your university account, unlocking your password, accessing wireless, Blackboard or other technical issues, contact the HelpDesk at (502) 852-7997. You can chat with a support expert or submit an email by visiting the [HelpDesk Resources website](#).

Writing Center: <http://louisville.edu/writingcenter>

Support Services

UofL Concern Center: A [directory](#) designed to help you find resources on campus based on various concerns (e.g. academic, emotional, financial, physical, sex and relationships, social, spiritual).

Centerstone Adult Crisis Line: 1-800-221-0446 / TTY, call via KY Relay @
711 National Suicide Prevention Lifeline: 1-800-273-8255
Crisis Text Line: Text HOME to 741741 in the US

PEACC Center: [PEACC](#) works to end power-based personal violence by utilizing a prevention model that decreases victimization and builds capacity for positive relationships and social interactions.

Students facing hardship: Any student facing personal hardship is urged to make use of resources at UofL that may be able provide assistance. These problems may include difficulty affording groceries or accessing sufficient food to eat everyday, a lack of a safe and stable place to live, or many other scenarios. If comfortable doing so, you may consider notifying the professor to enable her to provide any resources she may possess.

Student Emergency Fund:

<http://louisville.edu/dos/help/studentemergencyfund> [Cardinal Cupboard](#):

Swain Student Activities Center W303 C (Third Floor)

[Free Store](#): 108 E Cardinal Blvd. Louisville, Kentucky 40208