Syllabus: GPHY 560 – Seminar in Planning

Details
Department of Geography
University of Montana
Spring Semester, 2017
STON 217
W: 11:10-2:00

Instructor
Dave Shively, Professor
Department of Geography
Office: STON 212
University of Montana
Voice: 406-243-6478
Email: david.shively@umontana.edu
Office Hrs: M 12-2, R 1-3, F 12-2, and by Appt.

Seminar Description
Catalog: “A critical analysis of land use planning theories, concepts and current practices with a focus on local, regional, and state planning problems.”

This course allows for the critical consideration of current planning theory and frameworks, praxis and practices, with a focus on the application of concepts to planning problems and research.

Seminar Objectives
Upon successful completion of the course, you should be able to:
1. Distinguish between various planning approaches (i.e., positivist/modernist – rational comprehensive, communicative, ecological, etc.) employed in the U.S. and elsewhere, recognize the limitations and raisons d’etre for each, and synthesize them to develop a personal mode of practice that enables you to be an effective planner.
2. Place planning frameworks and approaches in the context of large-scale political/economic systems and trajectories.
3. Identify, consider, and respond to ethical problems commonly faced by planners.

Readings

Required Text:
None.
Readings on Moodle
See Moodle site for the assigned readings. The readings are drawn from a variety of different sources including planning journals, edited volumes and readers, the Internet, etc. Many of the readings represent seminal works in planning and related literatures and can serve as a foundation for future planning research and writing.

Seminar Requirements

<table>
<thead>
<tr>
<th>Element</th>
<th>Contribution to Grade</th>
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<tbody>
<tr>
<td>Research Paper</td>
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<tr>
<td>Topic/Outline</td>
<td>5 percent</td>
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<tr>
<td>Annotated Outline</td>
<td>10 percent</td>
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<tr>
<td>Completed Paper</td>
<td>30 percent</td>
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<tr>
<td>Presentation</td>
<td>5 percent</td>
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<tr>
<td>Attendance/Participation</td>
<td>50 percent</td>
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*Undergraduates and graduates will be evaluated separately.

Research Paper

Formatting
You should utilize the current style conventions depicted in the *Annals of the American Association of Geographers* for the formatting of your paper and other submitted items, and incorporate elements of the Turabian or Chicago Style for its presentation (title page, table of contents, headings/subheadings). Use current examples from the Annals as a guide to the preparation of your citations, reference lists, figure and table captioning, etc. For readability’s sake, be sure that you format the text of your work as double-spaced typewritten pages, with one inch margins and 12 pt. font (this does not include title page, references, tables, and figures - these last three items should be appropriately captioned/labeled and attached at rear of submitted works).

Guidelines
You will follow the formatting guidelines above and in the Annals of the AAG, and writing guidelines as specified in the Turabian Guide, for the preparation of your paper, citations (wherever used), and general guidance.


Organization/Sections/Headings: These should correspond to those commonly used in the *Annals of the AAG* – see a current article.

Other
- Suggested Topics: any of those from the reading list, poverty, affordable housing, sustainability and planning, conservation tools and their effectiveness, incentives vs. regulation, theoretical approaches, a state planning program, etc.
- Research Paper must be grounded in appropriate literature/theory!!!
- Research Paper must be focused and analytical rather than synoptic and descriptive!!!
- By *Week 6* of the semester, students will submit a proposed topic and preliminary outline of the paper with potential sources properly cited at bottom [5 percent].
• By Week 10 of the semester, students will submit an annotated outline (with parenthetical citations appropriately placed and list of references at bottom) detailing the following [10 percent]:
  o Issue, Question, & Argument; Analysis (Aspects/Elements of Issue and your informed analysis of these); Conclusions.
• Week 14 of semester: brief presentation to class. Each student is required to give a presentation on their research topic. The presentation should take no more than 10 minutes leaving five or so minutes to be devoted to group discussion of the topic [5 percent].
• Finals week: submit completed paper [35 percent].

Seminar Participation
This is a graduate level course, and as such your participation and responsibility with regard to preparation is expected - READ the ASSIGNED MATERIAL and COME TO CLASS PREPARED).
Prepare Notes: You are expected to have identified points, approaches, conclusions, etc., from the readings that merit discussion by the larger group. You shall also prepare a list of questions that are related to the reading that we might address as a group. Bring these notes to our meetings so that we will have the opportunity to consider your points and questions in discussion. Instructor will ask to review your notes on occasion. Be sure to clear any anticipated absences with instructor and to provide documentation of those that are unanticipated.

Grading
Though I will examine the distribution of course scores (totals) to ensure that it is an appropriate and fair one, I do not practice grading that contributes to “grade-inflation.” The best individual strategy to ensure that you receive a grade you can live with is to work to meet and/or exceed course requirements. Remember, A’s are rewards for Superior Performance, B’s for Above Average Performance, and C’s for Average Performance. Those who just manage to meet project requirements will not receive as high a grade as those who give their projects an extra something [initiative, creativity, quality of writing and/or presentation, depth and breadth of critical analysis]. Course grades will be based upon the following percentages of the total points possible for the course as weighted by the criteria specified in course requirements.

Scale:
A ≥93.0%    A- = 90.0-92.9%
B+ = 87.0-89.9%    B = 83.0-86.9%    B- = 80.0-82.9%
C+ = 77.0-79.9%    C = 73.0-76.9%    C- = 70.0-72.9%
D+ = 67.0-69.9%    D = 63.0-66.9%    D- = 60.0-62.9%
F ≤ 59.9%

Additional Policies
• Late work will lose one-half a letter grade (i.e., A to A-) for each day late including weekends. Work is due at the start of class on day specified. Please do not make excuses for late work – I will need advance notification of any factors that will affect your ability to turn in work on time and/or to meet other course requirements. Save, back-up, and be prepared to submit digital (i.e., on disk) copies of any work produced during the semester in case of technology failures.
• All students must practice academic honesty. Academic misconduct is subject to an academic penalty by the course instructor and/or a disciplinary sanction by the University.
• All students need to be familiar with the Student Conduct Code. The Code is available for review online at [http://www.umt.edu/SA/VPSA/index.cfm/page/1321](http://www.umt.edu/SA/VPSA/index.cfm/page/1321).
• The University of Montana assures equal access to instruction through collaboration between students with disabilities, instructors, and Disability Services for Students. If you think you may have a disability adversely affecting your academic performance, and you have not already registered with Disability Services, please contact Disability Services in Lommasson Center 154 or call 406.243.2243. I will work with you and Disability Services to provide an appropriate modification.

**Provisional Schedule**

Provisional nature of course schedule indicates that though every attempt will be made to adhere to this schedule, it is not written in stone. Any impact of deviations from the schedule on course activities will be considered and adjusted for.

**Week 1 (1/25): Introduction & Context**
- Introduction to Course & seminar participants, discussion of dimensions of planning.

**Week 2 (2/1): Some Critiques of Planning from Different Points in Time**

**Required Readings**

**Goals/Questions**
- What are the factors leading to the need for cities to develop planning approaches?
- What is the cause(s) for the death of great American cities?
- What is the relationship between mainstream American planning and sprawl?
- What can be done to remedy the current ills of mainstream American Planning?

**Week 3 (2/8): Evolution of Modern Planning Theory I**

**Required Readings**


**Goals/Questions**

- Why this emphasis on advocacy and equity planning in the period between 1960 and 1980?
- How do conditions today compare with the 1960s and 1970s, and what does this mean for planning?
- How can planners most effectively advocate and promote equity?

**Week 4 (2/15): Evolution of Modern Planning Theory II**

**Required Readings**


**Supplemental Reading**


**Goals/Questions**

- What is modernism?
- What were the goals of early modernist planners?
- What is post-modernism and why is it important?
- Which of the planning approaches really informs planning as practiced today? Is this context specific? Examples?

**Week 5 (2/22): Planning Practice (Praxis) & Ethics**

**Required Readings**


Goals/Questions
○ Explore how and where conflicts of interest and/or unethical behaviors and practices can occur in planning. Perhaps identify some specific types of cases.
○ How can planners honestly represent the “interests of the community?” In plan development and implementation? In other ways?
○ How can planners strike a balance between being ethical, addressing equity issues, and operating in this 4th wave of planning?

Week 6 (3/1): Urbanism & New Urbanism

Paper
• Topic/Outline Due.

Required Readings

Supplemental Readings
• Gallas, Torti, and Partners. 2000. The Neighborhood Model: Building Block for the Development Areas. County of Albermarle, Department of Planning and Community Development.

Goals/Questions
○ So, is New Urbanism a good thing or not? Is it worthy of a “movement” or is that a distraction from truly sustainable planning approaches?
○ What is the value of the Transect approach?
○ Are the critiques of New Urbanism valid?
○ Why would you like, or not, to live in a New Urban community?
○ How is the New Urbanism best accommodated in a smart growth approach to planning?
Week 7 (3/8): Other Urbanisms & the Burbs

Readings
- http://inhabitat.com/tag/reburbia/

Supplemental Readings

Goals/Questions
- Can New Urban or True Urban redevelopment transform the burbs into something better?
- So, are the burbs redeemable in any way with respect to future planning needs?
- Place yourself in the position of housing/neighborhood consumer at different life stages – yuppie, DINK, nice little family, and so on... Now, think about urbanisms and burbs again. What fits you best at each stage?

Week 8 (3/15): Harvey on Urban Space, Development, and Utopia

Readings

Goals/Questions
- What are Utopia and Utopianism?
- What is your “Utopia?” What are its elements?
- Why must Utopia be spatially grounded?
- How do you get there? What is the approach that will produce this for all?

Week 9 - SPRING BREAK 3/20-3/24/17

Week 10 (3/29): Sustainable Cities - Green Urbanism

Readings


**Supplemental Reading**


**Goals/Questions**

- How do you think of the concepts of “green” and “sustainability?” What are they? How to measure? Are they to be prescribed? Are they “products” or elements of commercialism?
- Considering Harvey’s critique that social processes that would lead us towards utopia are regulated by the state, how can “greening” be managed by both the state and the citizen?
- What is being missed or understated regarding broader “sustainability” in these readings?

**Week 11 (4/5): [Shively @ AAG] Ecological Planning & Green Infrastructure.**

**Paper**

• Annotated Outline Due.

**Readings**


• Soulé, Michael, and Reed Noss, “Rewilding and Biodiversity: Complimentary Goals for Continental Conservation,” *Wild Earth* 8, no. 3 (Fall 1998), 19-28.


• The Wildlands Network: http://www.wildlandsnetwork.org/


**Supplemental Reading**


**Goals/Questions**

- Can we recover and rebuild effective green infrastructure across our human landscapes?
- What are the elements of rewilding?
- Is there an essential role for the state in biodiversity planning?
Week 12 (4/12): Scale Issues in Economic, Regional, and Ecological Planning

Readings

Goals/Questions
- Is regionalism important with respect to full sustainability? Is small beautiful?
- How do we deal with this in the planning context? Regulations? Incentives? Marketing?

Week 13 (4/19): Planning in the Developing World

Readings
- Davis, Mike, Planet of Slums (London: Verso, 2006), pp. 1-49, 121-149.
- Agenda 21, Chapter 10 - Integrated Approach To The Planning And Management Of Land Resources.
- http://www.unmillenniumproject.org/goals/

Goals/Questions
- Is Davis overstating the case for what is happening in the developing world?
- SAPs are supposed to be a thing of the past – are they used today?
- How might the UN’s Millenium Development Goals, including poverty reduction, work to repair damages made by structural adjustment?
- How can the Integrated Approach to the Management of Land be integrated with Millenium development?

Week 14 (4/26): Imagining the Future

Readings

Goals/Questions

Week 15 (5/3): Student Presentations on Research