

Seminar on Urban and Regional Planning URBP 200 (43745)

**Department of Urban and Regional Planning
San José State University**

Fall 2007, Thursdays 4:00pm to 6:45pm, HB 405

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Office Hours: Thursdays 10:30am to 12:00pm and by appointment, WSQ 218B

Catalog Description

“Overview of the historical development of urban and regional planning in the United States, as well as prominent theories of urban planning practice. Emphasizing the connection between the theoretical and historical material and current planning practice.”

Course Objectives and Format

URBP 200 is tasked with the multiple objectives of providing students with a strong working understanding of North American urban and regional planning history, theory, and ethics, all in ways directly tied to daily practice, and with an additional emphasis on the development of writing skills so as to satisfy SJSU's Graduate Writing Assessment Requirement (GWAR). The Department of Urban and Regional Planning specifically requires that students be able to do the following after taking this course:

1. Apply the history and theory of planning in relation to social and economic structures, including, but not limited to, such characteristics as income, race, ethnicity, and gender.
2. Understand the ethics of professional practice and behavior, including the relationship to clients and the public, and the role of citizens in a democratic society.
3. Understand the role of government and civic participation in a democratic society and the balancing of individual and collective rights and interests.
4. Communicate effectively in writing.

In order to meet these objectives this course will be covering a considerable amount of literature, organized chronologically and topically, that examine major historical trends in urban and suburban development and these trends' associated theories of, and approaches to, city planning. Each week's collection of readings will contain works of history, writings from the era, discussions of the legacies of such writings, and descriptions of practice today. The goal of this combination is to enable planning students to conceptualize their profession in an historical context so as to be able understand what happened when, how, and, most importantly, *why*.

Each class period will contain some lecturing from the instructor, some presentations from fellow students, and class discussions of both the readings and the student presentations. Daily memos and two projects are designed to allow students to gain the most from exposure to the literature, from interaction with each other, and to hone important writing skills as they directly relate to planning issues.

Role of the Students

In any class students have a responsibility to themselves to fully participate in order to truly benefit from the course. In any graduate-level seminar students have the additional responsibility to their fellow classmates to participate in the class discussions so as to provide for the fullest exploration of the topics at hand. In this class students have an additional responsibility to themselves and to their classmates as part of the way this course is organized. As will be discussed below, it will be individual students' responsibility to tie the course's literature on history and theory to specific fields of planning practice and to address these fields' associated ethical issues. This means that it is up to the students to see that class is relevant to their own future career interests (from housing advocacy and urban wildlife management to urban design and bicycle transportation planning) and that the class covers those issues they consider to be of greatest ethical importance (from race relations and sustainability to equity and financial responsibility).

Prerequisites

In order to enroll in this course you must have passed the Writing Skills Test (WST). For more information about the WST, visit the Learning Assistance Resource Center website at http://www.sjsu.edu/larc/resources/wst_prep/tips/.

The Readings

The following reading materials are required for the course:

Books

- Peter Hall, *Cities of Tomorrow*, Third Ed., (UK: Blackwell Publishing, 2002).
- Charles J. Hoch, Linda C. Dalton, Frank S. So, eds, *The Practice of Local Government Planning*, Third Ed., (USA: International City County Management Agency, 2000).
- Kenneth T. Jackson, *Crabgrass Frontier: The Suburbanization of the United States*, (USA: Oxford University Press, 1985).
- Marc Weiss, *The Rise of the Community Builders: The American Real Estate Industry and Urban Land Planning*, (New York: Columbia University Press, 1987).

These books are on order at the SJSU bookstore and should be available by the second week of class.

Course Reader

The reader for this course will be available at Unique Printing/San Jose Copy, located at 109 Santa Clara Street. between 3rd and 4th Streets (408-297-6698). The readers should be available by the first day of class, but you may wish to call ahead and check.

Handouts

There will be a number of additional readings distributed in class.

Reading and Writing Groups

While the volume of reading for the course may seem high, it is essential to understanding the interplay between history, theory, and ethics in the planning profession. One way to make the reading load easier, and your personal gain from the course greater, is to divide into groups of three or four persons, with each member responsible for a portion of the reading for a particular week (although you should always try to read everything assigned for the week). Such groups are also very useful for developing your writing skills, for both this class and others. While busy

schedules and widely dispersed homes may make meetings difficult, we will arrange in class a way for every student who wishes to be in such a group to participate in one.

Assignments and Requirements

Students must meet all of the following requirements, and must turn in all of the following assignments in order to pass the course:

I. Participation

Student participation is essential to making the course work. Students are expected to regularly attend class and actively participate in the discussions. Your level of participation in class will be noted by the instructor, and while a letter grade will not be assigned for this requirement, if you regularly contribute to class discussions and demonstrate that you have done the readings you will receive full credit for this portion of your final class grade.

Portion of final grade: 5%

II. Weekly Memos

Starting with the September 6th class and ending with the December 6th class, students are expected to hand in weekly memos at the beginning of each lecture that examine the readings for the week. The memos should only be around 1-2 pages in length and contain brief one or two sentence responses to the following questions, along with any other comments or questions you wish to provide:

1. What are the key problems/issues of the era discussed in the readings for this week?
2. How were these problems/issues conceived of at the time (causes, solutions, understandings)?
3. What was the role of planning in solving these problems, and where might the profession fit on the chart of planning theory presented on page 80 of *Planning Theory for Practitioners*?
4. What were the ethical issues of the time, and what would be the ethical issues considered today for these topics?
5. How could the historical topic for this week potentially relate to the practice area discussed for this week?
6. How would you rate each of the readings on a scale of 1 (poor) to 10 (good)?

Of the twelve days of class between September 6th and December 6th, students are expected to hand in **nine memos total**. Memos will not be assigned letter grades, but will be given “check,” “check plus” and “check minus” grades. If you hand in all nine memos and receive an average grade of “check” you will receive an “A” for your memo grade.

Portion of final grade: 20%

III. Planning Practice and Research Project

Each student will work on a research project related to a specialty era of present day planning practice of personal interest – such as mass transit planning, public management, urban forestry, etc. – that generally fits into an area of practice selected for a given week (For example, mass transit planning would be on the day of transportation planning). The goal of the project is to familiarize students with a specialty area of planning (important for your future careers), to develop key research skills needed for the final report, and to give the instructor an example of your writing ability.

The project requires the following components:

1. A bibliography, listing the citation format you are using, that contains two works from each of the following areas that have relevant information on your specialty area:

- General Histories
 - Such as histories of cities, society, movements, etc.
- Professional Histories
 - Such as a history of professions relevant to your topic (although it does not have to be exactly your specialty area)
- Articles from Academic Journals
 - Two articles drawn from two different specialty publications intended for an academic audience, such as the *Journal of Urban Design*
- Articles from Trade Journals
 - Two articles drawn from two different specialty publications intended for a professional audience, such as *Parking*
- Professional Textbooks
 - Such as professional training guides
- Professional Documents
 - Such as urban tree planting guidelines, transportation plans, etc.
- On-Line Resources
 - Resources about your specialty area on the internet
- Print Media Articles
 - Articles on issues related to your profession from two different mainstream newspapers and magazines
- Print Media Editorials
 - Editorials submitted to two different mainstream newspapers and magazines about issues related to your profession

2. An interview with an individual who is in your chosen specialty area of planning practice. The interview can be in person, or by phone, but must include a minimum of twelve questions.

3. A five-to-eight page paper, drawing on this research that should, roughly, cover the following topics:

- The parameters of the specialty area
 - What kinds of issues does it address?
 - What are some examples of projects that involve this profession?
 - Where do practitioners in such specialties tend to work?
 - Who are their primary clients?
- How the specialty area relates to the broader field of planning
 - What technical skills are required?
 - What educational backgrounds do these practitioners tend to have?
- How the profession has changed through history
- The major ethical dilemmas of the profession
- How practitioners in this specialty area address problems
 - How do they research problems?
 - How do they relate to the public?
 - How do they conceptualize their roles?

4. A ten minute presentation to the class covering the same topic as the paper.

On the day of the presentation, students should hand in the following:

To the instructor: A packet that contains the bibliography, a list of the interview questions, who you interviewed, when the interview took place, how long it lasted, and the paper.

To the whole class: Copies of the bibliography

To student reviewers: Copies of papers (Copies for your classmates can be in black and white if there are color images in the original)

This project will be graded for its content, the effort the research represents, the ability to summarize the research and the interview, the way in which the student ties his/her chosen area of practice to the class readings (up to the day of their presentation), and the organization and quality of the writing. The presentation grade will be a component of the paper grade.

Portion of final grade: 25%

IV. Reviewing Planning Practice Reports

Each student must review three reports of their fellow students. Students should e-mail the presenters they wish to receive papers from in advance of the day of that individual's presentation. Students should review the document for the following criteria:

- Basics: Spelling, Grammar, Citation, Page Layout, Bibliography
- Argument: Organization, Clarity, Persuasiveness
- Sources: Quality and Quantity of Sources
- Overall Impressions

Comments should be made in the text of the document itself and a brief one paragraph review should be typed up as well and stapled to the marked paper. The document should be given to the instructor one week after the presentation date.

Reviewing other students work is an essential part of learning good writing skills. Students will be assigned a grade based on the quality of their reviews of their fellow students' papers.

Portion of final grade: 10%

V. Final Report

Each student is to produce a report on an individual project, policy, building, or organization affecting a specific geographic area. Such topics could include a light rail system, a highway, a new school, a zoning policy, or a homeless outreach organization – the list is endless. What is essential is that the topic (1) be related in some way to planning, and (2) be tied to a specific physical location whose problems led to its implementation/creation/construction and where its effects can be measured. The paper should, basically, consist of the following components:

History

- What is the historical background of the problem/issue being addressed by your policy/building/organization/etc (locally, as well as at the state and national level)?
- What is the history of proposed solutions to such a problem/issue locally and at the state and national level?
- What is the history of your policy/building/organization/etc?
- How has it/they addressed your problem/topic over the years?
- Would your topic always have fallen under the umbrella of planning?

Theory

- How is the problem/issue being conceived of and addressed?
- What are the major ideas or theories underpinning the solution?
- What is the role of planning in the solution?

Ethics

- What are the major ethical dilemmas associated with your topic now, and what were they in the past?

Practice

- What were the steps taken in the implementation of the solution or creation of the organization you are studying?
- What were the roles of the government, community groups, individual citizens, private business, and trained professionals in the solution?

Evaluation

- What is your opinion of the policy/building/organization/etc?
- Does it represent a learning from history or a repeating of history?
- Could the solution be improved upon? How?
- Could the solution be systematized in order to be applied to other locations?

Reports will be graded for their content, research, organization, and the quality of writing. The report topic, rough outline, and five initial bibliographic sources are due on October 4th. I will give feedback on any rough draft, no matter how rough, given to me on or before November 28th. The reports themselves are due on the last day of class, December 13th. This project will also be discussed further in class and an additional handout on the report will be distributed later in the semester.

Portion of final grade: 40%

Please note: Because this course satisfies the GVAR requirement for SJSU, students must receive at least a “C” grade on the final report. Students who receive a grade below “C” for this assignment will not meet the GVAR requirement, even if their overall grade for the course is higher. Please check with me if you are unclear about these requirements.

Citation

All writing for the course should follow a standardized, and widely accepted, citation format. Of the two main citation styles, (1) footnotes and endnotes with corresponding bibliography, and (2) in-text parenthetical references with a corresponding reference list, both are acceptable in this class. For a good guide to citation style it is suggested that you use (and buy if you do not yet

own it) Kate Turabian's *A Manual for Writers of Term Papers, Theses, and Dissertations*, Sixth Ed., (University of Chicago Press, 1996).

Academic Integrity

“Your own commitment to learning, as evidenced by your enrollment at San Jose State University, and the University’s Academic Integrity Policy requires you to be honest in all your academic course work. Faculty members are required to report all infractions to the Office of Student Conduct and Ethical Development.” (Academic Senate Policy F06-2)

Anytime you use someone else’s data, images, ideas, words, or sentences, proper attribution must always be given. It can often be less than clear when one should cite another individual when creating products for class. However, a simple rule of thumb is that if you have any doubt, insert a citation. You will never be graded down in this course for over-citation.

For additional guidance, San Jose State University has a website tutorial on plagiarism available at <http://tutorials.sjlibrary.org/tutorial/plagiarism/index.htm>. The official SJSU policy on plagiarism, “Policy on Academic Dishonesty,” is available at <http://www.sjsu.edu/senate/S04-12.pdf>. The “Academic Dishonesty Procedures” are also available in the SJSU Schedule of Classes. Lastly, Academic Senate Policy F06-2 on academic integrity (quoted above) can be found at <http://www.sjsu.edu/senate/S04-12>. Always feel free to talk to me personally as well.

Accommodation for Disabilities

If you need course adaptations or accommodations because of a disability, if you have emergency medical information to share with me, or if you need to make special arrangements in case the building must be evacuated, please make an appointment with me as soon as possible, or see me during office hours. Presidential Directive 97-03 requires that students with disabilities register with the Disability Resource Center to establish a record of their disability (408-924-6000).

COURSE OUTLINE

Date	Topics & Assignments	Readings
Aug 23 & 30	<p>Course Description</p> <p>Introductions</p> <p>Framing History, Practice, Theory, and Ethics</p>	<p>Framing Planning History Mary Corbin Sies and Christopher Silver, “Introduction: The History of Planning History,” pp 1-34. From: Mary Corbin Sies and Christopher Silver, eds, <i>Planning in the 20th Century</i>, (Baltimore: Johns Hopkins University Press, 1996).</p> <p>Leonie Sandercock, “Introduction: Framing Insurgent Historiographies for Planning,” pp 1-33. From: Leonie Sandercock, <i>Making the Invisible Visible: A Multicultural Planning History</i>, (Berkeley, CA: University of California Press, 1998).</p>

		<p>Framing Planning Practice Charles J. Hoch, Chapter 2: “Making Plans,” pp 19-40. From: Charles J. Hoch, Linda C. Dalton, Frank S. So, eds, <i>The Practice of Local Government Planning</i>, Third Ed. (USA: International City County Management Agency, 2000). (IN READER)</p> <p>William Fulton, Chapters 4 and 5: “The Structure of Planning Decision-Making” Parts 1 and 2, pp 67-79. From: William Fulton, <i>Guide to California Planning</i>, Second Ed. (USA: Solano Press Books, 1999).</p> <p>Framing Planning Theory Scott Campbell and Susan Fainstein, “Introduction: The Structure and Debates of Planning Theory,” pp 1-14. From: Scott Campbell and Susan Fainstein, eds, <i>Readings in Planning History</i>, (USA: Blackwell Publishing, 1996).</p> <p>Michael P. Brooks, Part 3: “Alternative Paradigms for Public Planning,” (Introduction and Chapters 6-9) pp 79-133. From: Michael P. Brooks, <i>Planning Theory for Practitioners</i>, (USA: Planners Press, 2002).</p> <p>Framing Planning Ethics AICP Code of Ethics and Professional Conduct – (Adopted March 19, 2005, Effective June 1, 2005)</p>
<p>Sept 6</p>	<p>Beginning to address the “urban”</p> <p>First memos due in class</p>	<p>History Pater Hall, Chapter 2: “The City of Dreadful Night,” pp 11-47. From: Peter Hall, <i>Cities of Tomorrow</i>, Third Ed., (UK: Blackwell Publishing, 2002).</p> <p>Jon A. Peterson, “The Impact of Sanitary Reform upon American Urban Planning, 1840-1890, pp 13-39. From: Donald A. Krueckeberg, ed. <i>Introduction to Planning History in the United States</i>, (New Brunswick, N.J.: Center for Urban Policy Research, Rutgers University, 1983).</p> <p>Writings From The Era and Their Legacies: Reform and Revolution Freidrich Engels, “The Great Towns,” in <i>The Condition of the Working Class in England in 1844</i>. pp 46-55. From: Richard T. LeGates and Frederic Stout, eds., <i>The City Reader</i>, (New York: Routledge, 2000)</p> <p>Jacob Riis, “The Genesis of the Tenement,” “The Awakening,” and “The Italian in New York.” From <i>How the Other Half Lives: Studies Among the Tenements of New York</i>, (New York: Dover Publications, 1971 [1890]).</p> <p>W.E.B. Du Bois, “The Negro Problems of Philadelphia,” “The</p>

		<p>Question of Earning a Living” and “Color Prejudice,” in <i>The Philadelphia Negro</i> (1899). From: Richard T. LeGates and Frederic Stout, eds., <i>The City Reader</i>, (New York: Routledge, 2000) pp 56-62.</p> <p>Practice Today: Social Welfare and Justice Handouts</p>
Sept 13	Beginning to address the “environment”	<p>History Michael Williams, “The forest in American life,” pp 3-21. Michael Williams, <i>Americans & Their Forests</i>, (USA: Oxford, 1989).</p> <p>William Cronon, “The Wealth of Nature: Lumber,” pp 148-206. From: William Cronon, <i>Nature’s Metropolis: Chicago and the Great West</i>, (New York: W.W. Norton & Company, 1991).</p> <p>Roderick Frazier Nash, Chapter 10: “Hetch Hetchy,” pp 161-181. Roderick Frazier Nash, <i>Wilderness and the American Mind</i>, Fourth Ed., (New Haven: Yale University Press, 1967, 2001).</p> <p>Anne Whiston Spirn, Chapter 1, “City and Nature,” pp 9-37. From: Anne Whiston Spirn, <i>The Granite Garden: Urban Nature and Human Design</i>, (USA: Basic Books, 1984).</p> <p>Practice Today: Environmental Management John Randolph, Chapter 1: “Managing Human-Environment Interactions,” pp 3-15. From: John Randolph, <i>Environmental Land Use Planning and Management</i>, (Covelo: Island Press, 2004).</p>
Sept 20	Garden Cities & Beautiful Cities	<p>History Peter Hall, Chapter 4: “The City in a Garden” pp 88-141; Chapter 6: “The City of Monuments,” pp 188-217. From: Peter Hall, <i>Cities of Tomorrow</i>, Third Ed., (UK: Blackwell Publishing, 2002).</p> <p>Writings From The Era and Their Legacies: Garden Cities & City Beautiful Ebenezer Howard, Chapter 1: “The Town-Country Magnet,” pp 50-57 and Chapter 2: “The Revenue of Garden City and how it is obtained – The Agricultural Estate,” pp 58-65. From: Ebenezer Howard, <i>Garden Cities of To-Morrow</i>, (London: Faber and Faber Ltd, 1946 [1898]).</p> <p>Daniel H. Burnham, Chapter 8 pp. 119-130. From: Daniel H. Burnham and Edward H. Bennett, Charles Moore, ed., <i>Plan of Chicago</i>, (New York: De Capo Press, 1970 [1909]).</p> <p>Galen Cranz, “Changing Roles of Urban Parks: From Pleasure Garden to Open Space,” <i>Landscape</i> 22:3 (Summer 1978), pp 9-18.</p>

		<p>Practice Today: Urban Design “Urban Design Today,” pp 3-19. From Matthew Carmona, Tim Heath, Taner Oc, Steven Teisdell, <i>Public Places, Urban Spaces: the Dimensions of Urban Design</i>, (UK: Architectural Press, 2003).</p>
Sept 27	<p>The Rise of Suburbia, Part I: Early Suburbanization</p>	<p>History Kenneth T. Jackson, <i>Crabgrass Frontier: The Suburbanization of the United States</i>, (USA: Oxford University Press, 1985). Introduction and Chapters 1-6</p> <p>Writings From The Era and Their Legacies: Nature and Cities Frederick Law Olmsted, “Public Parks and The Enlargement of Towns” (1870) From: Sutton, S.B., ed. <i>Civilizing American Cities: A Selection of Frederick Law Olmsted’s Writings on City Landscapes</i>, (Cambridge, MA: MIT Press, 1971) pp 52-99.</p> <p>Anne Whiston Spirn, “Constructing Nature: The Legacy of Frederick Law Olmsted,” pp 91-113.” From: William Cronon, Ed. <i>Uncommon Ground: Rethinking the Human Place in Nature</i>, (USA: WW. Norton & Co., Inc., 1996).</p> <p>Practice Today: Public Health Handouts</p>
Oct 4	<p>Regionalism, Metropolitanism, and the Neighborhood</p> <p>Final report topics, rough outlines, and five bibliographic sources due in class</p>	<p>History Chapter 5: “The City in the Region” pp 142-187. From: Peter Hall, <i>Cities of Tomorrow</i>, Third Ed., (UK: Blackwell Publishing, 2002).</p> <p>Writings From The Era: The Region and the Neighborhood Benton MacKaye, Chapter 5: “The Indigenous and the Metropolitan,” pp 56-74, Chapter 11: “Regional City vs. Metropolis,” pp 159-167, and Chapter 12: “Controlling the Metropolitan Invasion,” pp 168-200. From: Benton MacKaye, <i>The New Exploration: A Philosophy of Regional Planning</i>, (Urbana-Champaign, IL: University of Illinois Press, 1928).</p> <p>Clarence Perry, “The Neighborhood Unit” (1929), pp 54-65. From: Michael Larice and Elizabeth Macdonald, eds, <i>The Urban Design Reader</i>, (USA: Routledge, 2007).</p> <p>Practice Today: Growth Management Arthur C. Nelson, Chapter 15: “Growth Management,” pp 375-400. From: Charles J. Hoch, Linda C. Dalton, Frank S. So, eds, <i>The Practice of Local Government Planning</i>, Third Ed., (USA: International City County Management Agency, 2000).</p>

<p>Oct 11</p>	<p>The Rise of Suburbia, Part II: Zoning</p>	<p>History Marc Weiss, <i>The Rise of the Community Builders: The American Real Estate Industry and Urban Land Planning</i> (New York: Columbia University Press, 1987) ALL</p> <p>Practice Today: Zoning and Real Estate Development Stuart Meck, Paul Wack, and Michelle J. Zimet, Chapter 14: "Zoning and subdivision regulations," pp 343-374. From: Charles J. Hoch, Linda C. Dalton, Frank S. So, eds, <i>The Practice of Local Government Planning</i>, Third Ed., (USA: International City County Management Agency, 2000).</p>
<p>Oct 18</p>	<p>No class</p>	
<p>Oct 25</p>	<p>Transportation</p>	<p>History David Stevenson, Chapter 7, "Canals," pp 185-206. <i>Sketch of the Civil Engineering of North America</i>, (London: John Weale, 1837).</p> <p>Clifton Hood, Chapter 8: "Subways, Transit, Politics, and Metropolitan Spatial Expansion," pp 191-211. From: David Ward and Oliver Zunz, Eds., <i>The Landscape of Modernity: New York City, 1900-1940</i>, (Baltimore: Johns Hopkins University Press, 1992).</p> <p>Alan Altshuler, Chapter 10: "The Intercity Freeway," pp 190-234. From: Donald A. Krueckeberg, <i>Introduction to Planning History in the United States</i>, (New Brunswick: CUPR Press, 1983).</p> <p>Practice Today: Transportation Planning Sandra Rosenbloom and Alan Black, Chapter 9: "Transportation Planning," pp 201-226. From: Charles J. Hoch, Linda C. Dalton, Frank S. So, eds, <i>The Practice of Local Government Planning</i>, Third Ed., (USA: International City County Management Agency, 2000).</p>
<p>Nov 1</p>	<p>Modernism and Urban Renewal</p>	<p>History Chapter 7: "The City of Towers" pp 218-261. From: Peter Hall, <i>Cities of Tomorrow</i>, Third Ed., (UK: Blackwell Publishing, 2002).</p> <p>John Mollenkopf, Chapter 4: "Forging Progrowth Coalitions in Urban Politics: Boston and San Francisco," pp 139-179. From: John Mollenkopf, <i>The Contested City</i>, (Princeton, NJ: Princeton University Press, 1983).</p> <p>Writings From The Era and Their Legacies: Modernist Urbanism and Redevelopment Le Corbusier, Chapter 1: "The Pack-Donkey's Way and Man's</p>

		<p>Way,” pp 7-13; Chapter 11: “A Contemporary City,” pp 163-179. From: Le Corbusier, <i>The City of Tomorrow and Its Planning</i>, (USA: Dover Publications Inc., 1987 [1929]).</p> <p>Anastasia Loukaitou-Sideris and Tridib Banerjee, Chapter 2: “Models of Downtown Design,” pp. 35-70. From: Anastasia Loukaitou-Sideris and Tridib Banerjee, <i>Urban Design Downtown: Poetics and Politics of Form</i>, (Berkeley: University of California Press, 1998).</p> <p>Practice Today: Redevelopment William Fulton, Chapter 15: “Redevelopment,” pp 243-262. From: William Fulton, <i>Guide to California Planning</i>, Second Ed. (USA: Solano Press Books, 1999).</p>
Nov 8	Responses to Modernism and Urban Renewal	<p>Writings from the Era: Responses to Government Actions Freidrich A. Hayek, Chapter 5: “Planning and Democracy,” pp. 56-71. From: Freidrich A. Hayek, <i>The Road to Serfdom</i>, (USA: University of Chicago Press, 1944).</p> <p>Paul Davidoff, “Advocacy and Pluralism in Planning,” (1965) From: Richard T. LeGates and Frederic Stout, eds., <i>The City Reader</i>, (New York: Routledge, 2000) pp 423-433.</p> <p>Writings From The Era: Responses to Modernist Design Jane Jacobs, Chapter 1: “Introduction,” pp 3-25; Chapter 2: “The uses of sidewalks: safety,” pp 29-54; Chapter 7: “The generators of diversity,” pp 143-151. From: Jane Jacobs, <i>The Death and Life of Great American Cities</i>, (USA: Random House, 1961).</p> <p>Allan B. Jacobs and Donald Appleyard, “Toward and Urban Design Manifesto,” pp 98-124. From: Michael Larice and Elizabeth Macdonald, eds, <i>The Urban Design Reader</i>, (USA: Routledge, 2007).</p> <p>Practice Today: Advocacy Planning and Community Participation Handouts</p>
Nov 15	The Rise of Suburbia, Part III: The Triumph of Suburbia	<p>History Kenneth T. Jackson, <i>Crabgrass Frontier: The Suburbanization of the United States</i>, (USA: Oxford University Press, 1985). Chapters 7-14.</p> <p>Practice Today: Housing Planning John Landis and Richard LeGates, Chapter 10: “Housing Planning and Policy,” pp 227-264. From: Charles J. Hoch, Linda C. Dalton, Frank S. So, eds, <i>The Practice of Local Government Planning</i>, Third Ed., (USA: International City County Management Agency,</p>

		2000).
Nov 22	No Class	Thanksgiving
Nov 29	<p>Responses to Suburbia</p> <p>Last day to submit rough drafts for review by instructor</p>	<p>History: Responses to Sprawl Robert Bruegmann, Part II "The Diagnosis: Three Campaigns Against Sprawl," pp 115-166. From: Robert Bruegmann, <i>Sprawl: A Compact History</i>, (Chicago: University of Chicago Press, 2005).</p> <p>Writings From The Era and Their Legacies: Responses to Sprawl "Executive Summary," <i>Beyond Sprawl: New Patterns of Growth to Fit the New California</i>, (1995) Bank of America, California Resources Agency, Greenbelt Alliance and The Low Income Housing Fund.</p> <p>Peter Gordon and Harry W. Richardson, <i>The Case for Suburban Development</i>, (March, 1996) Lusk Center Research Institute, University of Southern California.</p> <p>Ray Oldenburg, "The Problem of Place in America," pp 138-148. From: Michael Larice and Elizabeth Macdonald, eds, <i>The Urban Design Reader</i>, (USA: Routledge, 2007).</p> <p>Peter Calthorpe, "The Next American Metropolis" and "Guidelines," pp 13-55. From: Peter Calthorpe, <i>The Next American Metropolis: Ecology, Community, and the American Dream</i>, (New York: Princeton Architectural Press, 1993).</p> <p>Practice Today: Economic Development and Public Finance Handouts</p>
Dec 6	<p>Ecology and Sustainability</p> <p>Last memos due in class</p>	<p>Writings From The Era and Their Legacies: Urban Ecology Ian McHarg, "Nature in the Metropolis," pp 54-65; "A Response to Values," pp 78-93. From: Ian McHarg, <i>Design with Nature</i>, (Garden City, New York: Doubleday & Company, Inc., 1969).</p> <p>Michael Hough, Chapter 1: "Urban ecology: a basis for shaping cities," pp. 5-25. From: Michael Hough, <i>Cities & Natural Process</i>, Second Ed., (Canada: Routledge, 2004).</p> <p>Practice Today: Environmental Planning and Sustainability Margot W. Garcia, Robert B. Olshansky, and Raymond J. Burby, Chapter 5: "Environmental Planning," pp 87-118. From: Charles J. Hoch, Linda C. Dalton, Frank S. So, eds, <i>The Practice of Local Government Planning</i>, Third Ed., (USA: International City County Management Agency, 2000).</p>

Dec 13	Potential Futures Final Paper Due	Handouts
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Disclaimer

This syllabus may change during the semester as the class progresses and new needs arise. Any changes will be discussed with the class in advance.