

Cornell University  
College of Architecture, Art, and Planning  
Department of City and Regional Planning

## CRP 2000: The Promise and Pitfalls of Contemporary Planning



Great Lakes and Central U.S. Viewed From the International Space Station, NASA, [on Flickr.](#)

Instructor: Jennifer Minner, PhD

E-mail: [j.minner@cornell.edu](mailto:j.minner@cornell.edu)

607.255.5561

Office Location: 204 West Sibley Hall

Office hours: Thursdays 1-3 or by appointment. There is a sign-up sheet on my office door.

Dates of Course: August 22<sup>nd</sup> - November 30, 2017 and **Final Exam in December**

Class Day and Time: Tuesdays and Thursdays, 10:10AM - 11:25AM

Class Location: Sibley Hall 101

Graduate Research and Teaching Specialists: Ashley Pryce and David Torres

Contact information: David Torres - e-mail [dat232@cornell.edu](mailto:dat232@cornell.edu); cell 919.710.3702

Ashley Pryce – [abp72@cornell.edu](mailto:abp72@cornell.edu); cell 917-374-0322

### Course Overview

---

City and regional planning seeks not only to describe processes that relate to cities and regions, but to steward built and natural systems and to address the needs of diverse communities. Planning is interdisciplinary, drawing from the social sciences, public policy, economics, the natural sciences, the humanities, real estate and development, among other sources of knowledge and expertise to address wicked problems.<sup>1</sup> Planners model future scenarios and examine alternatives; regulate, incentivize and otherwise manage land development; inform decision makers and engage the public; partner with multiple public and private actors; and in many other ways assist in charting future courses of

---

<sup>1</sup> Horst W. J., Rittel, and Webber Melvin M. "Dilemmas in a General Theory of Planning." *Policy Sciences* 4.2 (1973): 155-169.

action. Planners operate in the context of economic and social change, conflict, and considerable hazards of uncertainty. The legacy of planning is complicated and consists of both mixed success and failures.

This course provides a critical and pragmatic path through the past, present, and future trajectories of contemporary planning practice and theory. We will discuss predictable and emerging tensions and opportunities in a field that is dynamic and ever-changing. Planning must continually respond to forces of urban change, to new paradigms and planning theories, and to shifts in expectations for professional practice. We will survey planning processes, the role of planning in relation to multiple publics and decision-makers; and the ways in which planners, politicians, citizens, and other actors seek to manage and participate in shaping the future of communities.

---

### Learning Objectives

This course incorporates the following learning objectives:

- To develop a solid foundation for lifelong learning and advanced studies in planning and urban studies.
- To understand the historic origins of contemporary planning practice and to anticipate further advances in the field.
- To gain an understanding of the complexity of planning efforts and the need to seek out and include citizens in planning processes, especially disadvantaged and marginalized individuals and groups.
- To think analytically and critically about issues that face rural, suburban, and urban communities and the role of planning in addressing those issues.
- To communicate creatively and effectively in writing, speaking, and presenting information on planning topics.

---

### Course Requirements

Students are expected to:

- Attendance counts. You must sign the attendance sheet, which will be circulated at the beginning of class. Absences will count against your participation grade. You cannot do well in the course if your attendance is spotty.
- Be on time. Coming in late disrupts the rest of the class.
- During lectures and class discussions, please do not use laptops, tablets, or cell phones. I do not expect you to memorize what I say. I would instead like you to engage with the lectures, discussions, and readings and refrain from distractions.
- Read all required texts.
- Complete assignments on time.
- Participate thoughtfully, respectfully, and equitably in class. In other words, come to class prepared for discussion. Respect differences of opinion among classmates. You are encouraged to express enthusiasm and share information in class; however, a successful learning community requires sharing the floor and encouraging others to participate.

---

### Academic Integrity

You are responsible for knowing and abiding by the Cornell University Code of Academic Integrity. This course represents both a collective and individual educational journey. You have a responsibility to yourself and your classmates to make sure that your contributions are your own and that you cite the sources for ideas, text, and images. Cornell's policies are available here: <http://cuinfo.cornell.edu/Academic/AIC.html>.

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give 'consulting' help to or receive 'consulting' help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e mail, an e-mail attachment file, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

### Accommodations for students with disabilities

---

If you have a disability-related need for reasonable academic adjustments in this course, please provide me with an accommodation notification letter from Student Disability Services as soon as possible. A notification letter should be provided within the first two weeks of the semester or from the occurrence of an injury or illness. I would like to invite you to set up a meeting with me to discuss needed accommodations in a confidential environment. If you have not done so already, I encourage you to meet with Student Disability Services for disability verification and determination of reasonable accommodations.

### Texts

---

All texts are made available on blackboard or otherwise provided in class.

### Evaluation

---

Students are expected to actively participate in all class meetings. Student work will be assessed and graded as follows:

- |   |     |
|---|-----|
| • Weekly preparation reflection papers + discussion | 25% |
| • Midterm   | 20% |
| • Attend Public Meeting and Report                  | 20% |
| • Final Exam  | 25% |
| • Class Attendance                                  | 10% |

### Tentative Course Schedule

The contents of this syllabus may shift throughout the semester to enhance class learning objectives and outcomes. If changes are made in the readings or assignments, this information will be communicated as early as possible.

### Week 1 - What Can Planners Do? An Introduction to Planning Legacies and Wicked Problems

---

**Tuesday, August 22:** No readings due. Take note of assignment due Thursday.

**To do by class time THIS THURSDAY:** Weekly reflection #1. **Upload to Blackboard** a document (in Word or as a PDF) with the following: 1) a scanned or digital photograph, drawing, or other image that represents an ideal for a rural, suburban, or urban place/community and 2) an image that represents a damaged place or community. In the document label them as "Ideal Community" or "Damaged Place" and add the source. **Print the document with the two images and bring them to class.** Be prepared to discuss the images and how you think planning relates to these images.

Due by class-time on Thursday (August 24):

1. Be sure you have a physical print out of the document described above AND you have uploaded it to Blackboard.
2. Readings:
  - Rittel and Webber. (1973) "Dilemmas in a General Theory of Planning." in *Policy Sciences*.
  - Seligman, Martin E. and John Tierney. [We Aren't Built to Live in the Moment](#). In *The New York Times*. May 19, 2017.

## **Week 2 – Cities Beautiful, Social, Practical, and Modern; Early Planning Movements and their Relevance Today**

---

Read by Tuesday (Aug. 28):

- Wirka, S. M. (1996) "The City Social Movement: Progressive Women Reformers and Early Social Planning." *Planning the Twentieth Century American city*. M. C. Sies and C. Silver. Baltimore, M.D.: Johns Hopkins University Press. p. 55-75.
- William Wilson. (1989). "The Glory, Destruction and Meaning of the City Beautiful Movement," in *The City Beautiful Movement (Creating the North American Landscape)*. Baltimore, M.D.: Johns Hopkins University Press, 1989.

Read by Thursday (Aug. 31):

- Fishman, R. "Urban Utopias in the Twentieth Century" in *Readings in Planning Theory*. p. 27-53.
- Consider and be prepared to discuss in class:  
Select a vision of urban development from the literature this week. What makes this vision particularly powerful, dangerous, or otherwise compelling?

**Due by end of day Friday, Sept 1:** Weekly reflection #2 submitted on Blackboard.

## **Week 3 – Translating Contemporary Visions of the Future City into Plans**

---

Read by Tuesday (Sept. 5):

- Steiner, Frederick and Kent Butler. (2007) Types of Plans. Read pages 6-15 carefully to gain an understanding of Comprehensive Plans, Urban Design Plans and Neighborhood Plans. Skim pages 18-31 to get a sense of other types of plans.

Thursday (Sept. 7):

- Ryan, Brent D. "Reading through a plan." *Journal of the American Planning Association*. Volume 77, Issue 4, October 2011, p. 309-327.

**Due by end of day, Friday (Sept 8):** Weekly reflection #3.

## **Week 4 – Regulatory DNA of the City**

---

Read by Tuesday (Sept. 12):

- Hirt, S. A. (2015). *Zoned in the USA: The origins and implications of American land-use regulation*. Ithaca, New York: Cornell University Press. Chapters 1 & 2

Read by Thursday (Sept. 14):

- Silver, Christopher. "The Racial Origins of Zoning in American Cities," in June Manning and Ritzdorf, eds., *Urban Planning and the African American Community: In the Shadows*. Thousand Oaks, CA: Sage Publications, 1997.

Due by Friday (Sept. 15):

- Weekly reflection #4.

## **Week 5 – Challenges to Comprehensive, Rational Planning**

---

Read by Tuesday (Sept. 19):

- Charles E. Lindblom. "The Science of Muddling Through," in *Readings in Planning Theory*.
- "Is History Repeating Itself? From Urban Renewal in the United States to Inner-city Redevelopment in China" In *Readings in Planning Theory*.

Read by Thursday (Sept. 21):

- James C. Scott. (1998) "Authoritarian High Modernism" in *Readings in Planning Theory* (From *Seeing Like a State*. New Haven: Yale University Press).

Due by Friday (Sept. 25): Weekly reflection #5.

### **Week 6 - Regionalism and Metropolitanism**

---

Read by Tuesday (Sept. 26):

- Yaro, Robert D. Metropolitanism: How Metropolitan Planning Has Been Shaped by and Reflected in the Plans of the Regional Plan Association. In *Planning Ideas that Matter*. P. 153-177.
- Fishman, Robert. *The Death and the Life of American Regional Planning*. See Blackboard.

Read by Thursday (Sept. 28):

- **Voyage to the Rare and Manuscript Collections during class; presentation by Liz Muller. One group to meet in regular classroom and the other group to meet outside the Amit Bhatia Libe Café.**
- Foster, Kathryn A. "A Region of One's Own" in *Regional Planning in America: Practice and Prospect*.
- Hack, Gary. "Shaping Urban Form." in Sanyal, B. et al. in *Planning Ideas that Matter*.

Due by Friday (Sept. 29):

- Weekly Reflection #6.

### **Week 7 – Midterm + Advocacy, Equity to Climate Justice**

---

Read by Tuesday (Oct. 3):

- **Midterm during classtime**

Read by Thursday (Oct. 5):

- Davidoff, Paul "Advocacy and Pluralism in Planning," in *Readings in Planning Theory*.
- Arnstein, Sherry R. "A Ladder of Citizen Participation" *Journal of the American Institute of Planners*. Vol. 35, Iss. 4, 1969.
- Shi, L., Chu, E., Anguelovski, I., Aylett, A., Debats, J., Goh, K., . . . Vandever, S. D. (2016). Roadmap towards justice in urban climate adaptation research. *Nature Climate Change*, 6(2), 131-137.

No reflection paper due this Friday.

### **Week 8 – Planning Approaches and Movements: New Urbanism, Smart Growth, Complete Streets**

---

**October 10: Fall Break. No Class.**

Read by Thursday (Oct. 12):

- Fishman, Robert. "New Urbanism" in *Planning Ideas that Matter*.
- Talen, Emily. (2006) "Connecting New Urbanism and American planning: an historical interpretation" in *Urban Design International* 11, 83–98.
- *Excerpt from* McCann, Barbara. (2013). *Completing Our Streets: The Transition to Safe and Inclusive Transportation Networks*. Washington: Island Press.

Due by Friday (Oct 13): Reflection paper #7.

## **Week 9 -- Planning Approaches and Movements: Planning with Nature; Sustainability; Resilience**

---

Read by Tuesday (Oct. 17):

- Steiner, Frederick. 2011. "Plan with Nature: The Legacy of Ian McHarg" in *Regional Planning in America*.

Read by Thursday (Oct. 18)

- Campbell, Scott. (1996) Green cities, growing cities, just cities? Urban planning and the contradictions of sustainable development. *Journal of the American Planning Association*, 62 (3), 296–312.
- Sonia A. Hirt (2016) The City Sustainable: Three Thoughts on 'Green Cities, Growing Cities, Just Cities', *Journal of the American Planning Association*, 82:4, 383-384, DOI: 10.1080/01944363.2016.1213656

Due by Friday (Oct. 19):

- Weekly Reflection #8.

## **Week 10 – Planning Approaches and Movements: Everyday, Insurgent, Guerrilla, and Tactical Urbanism**

---

Read by Tuesday (Oct. 24):

- "The Present City and the Practice of City Design" and "Urban Diaries: Improvisation in West Oakland" from *Everyday Urbanism*.
- Skim *Tactical Urbanism*. Link available via Blackboard.

Read by Thursday (Oct. 26):

- "Claiming Latino Space: Cultural insurgency in the public realm" in *Insurgent Public Space: Guerrilla urbanism and the remaking of contemporary cities*. Edited by Jeffrey Hou. New York, New York: Routledge, 2010. Pages 99-110

Due by Friday (Oct. 27):

- Weekly Reflection #9.

## **Week 11 – Public Space and the Rights to the City; Race and Multiculturalism**

---

Read by Tuesday (Oct. 31):

- Agyeman, Julian. (2013) "Space and Place" in *Introducing Just Sustainabilities: Policy, Planning and Practice*. London and New York: Zed Books.
- Ehrenfeucht, Renia and Anastasia Louikatos-Sideris. (2014) "The Irreconcilable Tension between Dwelling in Public and the Regulatory State" in *The Informal American City*. Massachusetts Institute of Technology.

Read by Thursday (Nov. 2)

- Thomas, J. M. (1998). Racial inequality and empowerment: Necessary theoretical constructs for understanding US planning history. In *Making the invisible visible: A multicultural planning history*, pg 198-208.
- Rothstein, R. (2014). *The making of Ferguson*. American Prospect.
- Sandercock, L. (1997). Towards cosmopolis: Planning for multicultural cities. Academy Press. Chapter 5

Due by Friday (Nov. 3) Weekly Reflection #10.

## **Week 12 – Gender and Feminism in Planning; LGBTQ Communities**

---

Read by Tuesday (Nov. 7):

- Sandercock, L., & Forsyth, A. (1992). A gender agenda: New directions for planning theory. *Journal of the American Planning Association*, 58(1), 49-59.
- Spain, D. (2014). Gender and Urban Space. *Annual Review of Sociology*, 40, 581-598.
- Foran, C. (2013). How to design a city for women. CityLab. Available at <http://www.citylab.com/commute/2013/09/how-design-city-women/6739/>.
- Optional, resource: City of Vienna. (2013). Manual for gender mainstreaming in urban planning and urban development. Available at <https://www.wien.gv.at/stadtentwicklung/studien/pdf/b008358.pdf>.

Read by Thursday (Nov. 9):

- Frisch, M. (2002). Planning as a heterosexist project. *Journal of Planning Education and Research*, 21(3), 254-266.
- Winkle, C. (2015). Gay commercial districts in Chicago and the role of planning. In *Planning and LGBTQ communities: The need for inclusive queer spaces*, pg 21-38.

Due by Friday (Nov. 10) Weekly Reflection #11.

### **Week 13 – Gentrification in the Context of Growing and Shrinking Populations**

---

Read by Tuesday (Nov. 14)

- Lees, L., Wyly, E. K., & Slater, T. (2010). *The gentrification reader*. London: Routledge. Introduction
- Chapple, Karen. (2015) Regional Growth, Gentrification and Displacement. In *Planning Sustainable Cities and Regions*. Pages 140-155.

Read by Thursday (Nov. 16):

- Hollander, J. B., & Németh, J. (2011). The bounds of smart decline: a foundational theory for planning shrinking cities. *Housing Policy Debate*, 21(3), 349-367.
- Beauregard, R.A. (2012). Growth and depopulation in the United States. In *Rebuilding America's legacy cities*, Alan Mallach (ed). New York, The American Assembly

Due by Friday (Nov. 17) Weekly Reflection #12.

### **Week 14 – Can Technology make Cities Smarter?**

---

Read by Tuesday (Nov. 21):

- Excerpt from Townsend, Anthony. *Smart Cities: Big Data, Civic Hacker, and the Quest for the New Utopia*. New York, W.W. Norton and Company, 2013.
- **You must have attended a public meeting and submitted a report by the end of day today.**

**Thanksgiving break - No class on Thursday Nov. 23**

### **Week 15 – Planning Methods and Ways of Knowing; Concluding Thoughts**

---

Due Tuesday (Nov. 28):

- Marcuse, Peter. The Three Historic Currents of City Planning. From *The New Blackwell Companion to the City*.
- Information about APA's Sustaining Places Initiative.

Thursday (Nov. 30):

- Fischler, Raphaël. Commentary: Fifty Theses on Urban Planning and Urban Planners. *Journal of Planning Education and Research*. Volume 32 number 1, 2012, pp. 107-114.

Due by Friday (December 1) Weekly Reflection #13.

**Wednesday, December 6 at 9:00 AM Final exam**

## Overview of Assignments

### Instructions for Weekly Reflections/mini-assignments

---

Periodic reading reflections must be submitted via Blackboard by the deadline. See Blackboard for further instructions.

### Attend Public Meeting and Complete Reflection Report

---

You must attend a Planning Commission or City Council meeting or a charrette or open house related to planning. Relevant meetings will be posted to Blackboard. If you are in doubt as to whether a meeting will count toward this requirement, please ask. Attend the entire meeting, take copious notes on the items that are discussed, on any sort of public deliberation or debate about planning issues, and then write a 4-page memo on your experiences. What insights did attending the meeting, charrette, or open house yield? Did you identify anything about the conduct of the meeting that was done well or anything that was particularly confusing? How did decision-makers, staff planner, and the public interact? This assignment must be completed by **Tuesday, November 24**. It will not be accepted late and it is required to earn a passing grade.

### Mid-term and Final Exams

---

The mid-term exam for CRP 2000 will take places on October 3, and the final exam for CRP 2000 will take place Wednesday, Dec 6 at 9:00 AM.

Draft Date: 8/16/2017