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CURRICULUM PROPOSAL COVER SHEET
University-Wide Undergraduate Curriculum Committee

I. CONTACT

Contact Person DEY WHIT WATTS Phone 357-7652

Department GEOGRAPHY AND REGIONAL PLANNING

II. PROPOSAL TYPE (Check All Appropriate Lines)

COURSE PLANNING: DEV PRIN & THEOR
Suggested 20 character title

New Course* _____
Course Number and Full Title

Course Revision GE 462: PLANNING: DEVELOPMENT
Course Number and Full Title
PRINCIPLES AND THEORY

Liberal Studies Approval + _____
for new or existing course Course Number and Full Title

Course Deletion _____
Course Number and Full Title

Number and/or Title Change _____
Old Number and/or Full Old Title

New Number and/or Full New Title

Course or Catalog Description Change GE 462: PLANNING: DEVELOPMENT
Course Number and Full Title
PRINCIPLES AND THEORY

PROGRAM: _____ Major _____ Minor _____ Track

New Program* _____
Program Name

Program Revision* _____
Program Name

Program Deletion* _____
Program Name

Title Change _____
Old Program Name

New Program Name

III. Approvals (signatures and date)

Gail S. Schiav
Department Curriculum Committee
[Signature] 3/30/94
College Curriculum Committee

Susan Foster
Department Chair
[Signature] 3/30/94
College Dean

+ Director of Liberal Studies (where applicable)

*Provost (where applicable)

Proposal for Course and Catalog Description Change

GE 462 Planning: Development, Principles and Theory

Prerequisite: GE 360

Credits: 3

1. Existing Catalog Description

Examines the process of city planning during ancient, medieval, Renaissance, and modern periods. A review of early planning in America, as well as present city planning is included.

2. Proposed Catalog Description

3c-02-3sh

Seminar on contemporary debates concerning planning principles, traditions and practices. The activity of planning is investigated from several theoretical frames and analytic positions.

2. Summary of Revisions for GE 462: Planning:Development, Principles and Theory

**Three changes are proposed for GE 462: Planning:Development, Principles and Theory.
These changes include**

- 1. Designation as a 'W' course:**
- 2. Syllabus Revision**
- 3. Catalog Description Change**

3. Justification for the Proposed Change

Proposed changes are recommended to insure that the course description squares with the state of the art, course content and course format. The existing description is considered inadequate because...

A. The current catalog description was written in 1975 and does not reflect contemporary approaches to planning theory. Over the last twenty years planning has become an academic subject employing full time critics and theorists. There currently exists a substantial body of writing on the cognitive, interactive, institutional, and structural dimensions of planning practice. The existing catalog description, unlike the course, emphasizes historical figures and products rather than the theoretical basis of planning practice.

B. Much of the historical material formerly covered in this course is now taught in other planning courses. Planning majors are exposed to planning history in GE 360, GE463, GE 464, and GE 481.

C. The existing catalog description does not designate this course as a seminar course.

PART II
**1. NEW COURSE SYLLABUS GE 462: PLANNING: DEVELOPMENT,
PRINCIPLES AND THEORY**

I. CATALOG DESCRIPTION

3c-02-35h

Seminar on contemporary debates concerning planning traditions, principals and practices. The activity of planning is investigated from several theoretical frames and analytic positions.

II. COURSE OBJECTIVES

- A. To illustrate how different representations of planning practice influence planning activities.
- B. To consider how the mobilization of many actors and institutions makes planning possible while simultaneously limiting the form it can take
- C. To clarify important conceptual differences in the use and application of terms such as: planning, design, intention and action.
- D. To provide students with a map of the world planners inherit, animate, alter and sustain.
- E. To provide students with the opportunity to improve their writing through group writing and editing.

III. COURSE OUTLINE

A. Conceptual Models: Introduction
(1 week)

B. The Planner as Heir: The World of Predecessors
(4 weeks)

- 1. The Anarchists
- 2. The Social Reformers
- 3. The Funtionalists
- 4. Irreversibility and the Built Environment

B. The Planner as Decision Maker: The Cognitivist Tradition
(2 Weeks)

- 1. Dewey, Pragmatism and Social Learning
- 2. Simon: Problem Solving and The Science of the Artificial

C. The Planner as Worker: The World of Consociates
(2 weeks)

- 1. Transaction and Incrementalism
- 2. Every Day Practice and the Professional Episode

E. The Planner as Network Builder: The World of Contempoaries
(2 weeks)

- 1. Coalition Building and the Real Politics of Planning
- 2. Institutions and 'Editorial Control' and Advocacy

F. The Planner as Functionary: The World of Collectivities
(2 weeks)

- 1. The Critical View: Production and Reproduction
- 2. The Built Environment

G. Planning as Anticipation: The World of Successors
(1 week)

IV. EVALUATION METHODS

PROCESS BOOKS (40%): An informal document of student responses to materials, arguments and concepts covered in lectures, classroom discussion and assigned readings.

SEMINAR LEADERSHIP (20%): Papers presented as part of the inter and intra group instruction format.

SYNTHESIS ESSAY (20%): Conceptual analysis of various terms used in the planning literature.

EXAMS (20%): Two 'open note' exams consisting of short paragraph responses. Student may use process books as a resource for taking exams.

V. REQUIRED TEXTS

Wilson, J. (1963) Thinking with Concepts, Cambridge University Press, Cambridge

Becker, H. (1986) Writing for Social Scientists, University of Chicago Press, Chicago

Alexander, E. (1986) Approaches to Planning, Gordon and Breach, Montreaux

VI. SAMPLE READINGS

Alexander, E. (1981) "If Planning Isn't Everything Maybe Its Something" *Town Planning Review* 52 (2)

Alexander, E. (1987) Planning as Development Control: Is that all Urban Planning is For ? *Town Planning Review* 58 (4)

Allison, L. (1988) "Is Planning a Word or a Concept?" *Town Planning Review* (59) 1

Allison, G. (1986) "Conceptual Models and the Cuban Missile Crisis" in P. Nivola and D. Rosenbloom (eds) Classic Readings in American Politics St. Martins, New York

Appleyard, D. (1979) "Understanding Professional Media" in I. Altman and J. Wohill (eds.) Human Behavior and Environment Vol 2, Plenum, New York

Ball, M. (1986) "The Built Environment and the Urban Question", *Environment and Planning D: Space and Society* 4: 447-464

Benveniste, G. (1989) Mastering the Politics of Planning, Jossey-Bass, San Francisco.

Blau, J., M. Lagory and J. Pitkin (eds) (1983) Professionals and Urban Form, State University of New York Press, New York

Bolan, R. (1980) "The Practitioner as Theorist", *APA Journal*, July 261-274

Breheny, M. (1983) "A Practical View of Planning Theory", *Environment and Planning B: Planning and Design* (10), 101-115

Brooks, P. (1990) "The City May be Back, But Where is The Planner?" *JAPA* (56) 2 .

**4. OLD COURSE SYLLABUS GE 462: PLANNING: DEVELOPMENT,
PRINCIPLES AND THEORY**

11/2/56
PLANNING THEORY AND PHILOSOPHY

Objective: Examine the historical development of planning theory and planning philosophy from early Greek through modern times. Provide the student with an adequate time perspective of how and why the modern field of planning evolved.

Content: Discussions will center around four major themes:

1. Urban Design and Development: Emphasis here is on the historical concepts of urban space, urban masses, open spaces, city form, urban physical development generally found during the Pre-Greek, Greek, Roman, Medieval, and Renaissance periods.
2. Planning Personalities: The ideas, approaches, and works of several individuals prominent in the development of planning will be examined.
3. New Towns: Emphasis will be placed on the origin and development of the planning and construction of new towns. Major concentration will be on the new town experiences in England; however, other geographical areas will also be looked at.
4. Professional Theory And Development: The center of focus will be on the American Planning scene at this time.

Approach: There will be a strong emphasis on class discussions centering around the individual assigned readings which will number approximately forty. (See list which will be handed out in class.)

In addition to the assigned readings, each student shall select a city, with the approval of the instructor, and do the following:

1. Draft a term paper covering the city's historical development. Emphasis is to be placed on why the city was started and the resultant changes in its physical, economic, cultural, and political growth or decline. The presence or absence of planning is to be investigated, evaluated, and reported. The point of the term paper is to give you, the prospective planner, an opportunity to examine in detail the development of a particular city, evaluate it, and report on it just as you might be required to do in some planning agency.
2. Present in class your findings. You will be evaluated on the following points: personal appearance; poise; delivery; data presented; illustrations; originality; evaluations; and general content.

PLANNING THEORY AND PHILOSOPHY

Approach: (Continued)

2. In this way the student will be afforded an opportunity to personally present his or her report findings much the same as one would before a planning commission.

Examinations: The final mark will be based on the following grading system:

1. Term Paper:		40%
Class Presentation —	10%	
Written Paper ———	30%	
2. Examinations:		60%
Mid-Term —————	30%	
Final —————	30%	

3. The examinations will be a combination of essay and objective questions.