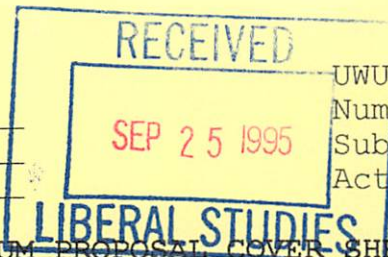


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**CURRICULUM PROPOSAL COVER SHEET**

University-Wide Undergraduate Curriculum Committee

**I. CONTACT**

Contact Person Gail S. Sechrist/Whit Watts Phone \_\_\_\_\_  
Department Department of Geography and Regional Planning--Planning

**II. PROPOSAL TYPE (Check All Appropriate Lines)**

**COURSE** Planning Theory  
Suggested 20 character title

**New Course\*** \_\_\_\_\_  
Course Number and Full Title

**Course Revision** GE 462--> RP 468 Planning Theory  
Course Number and Full Title

**Liberal Studies Approval+** \_\_\_\_\_  
for new or existing course Course Number and Full Title

**Course Deletion** \_\_\_\_\_  
Course Number and Full Title

**Dept. Prefix**

**Number and/or Title Change** GE 462 Planning: Developmental Principles and Theory  
Old Number and/or Full Old Title

RP 468 Planning Theory  
New Number and/or Full New Title

**Course or Catalog Description Change** RP 468 Planning Theory  
Course Number and Full Title

**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. Sechrist 9/11/95  
Department Curriculum Committee

Summ Forbes 9-11-95  
Department Chair

[Signature]  
College Curriculum Committee

[Signature] 9/25/95  
College Dean

+Director of Liberal Studies (where applicable)

\*Provost (where applicable)

**Part II. Description of the Curriculum Change**

l) New syllabus of record.

**RP 468 Planning Theory**

**Catalog Description:**

**RP 468 Planning Theory**

3c-01-3sh

Prerequisites: RP 350, RP 352, RP 354, or permission of instructor

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

**Course Objectives:**

- A. To illustrate how different representatives 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.

**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 Functionalists
  - 4. Irreversibility and the Built Environment
- C. 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
- D. 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 Contemporaries (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 Collectives (2 weeks)
  - 1. The Critical View: Production and Reproduction
  - 2. The Built Environment
  
- G. Planning as Anticipation: The World of Successors (1 week)

**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 books as resource for taking exams.

Grading Scale: 90-100 A; 89-80 B; 79-70 C; 69-60 D; <59 F

**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.

**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 Planing 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," *Environmental 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.

Breheney, 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.

2) Summary of the proposed changes.

- a) Department prefix, course title and number change from **GE 462 Planning: Developmental Principles and Theory** to **RP 468 Planning Theory**
- b) Course revision with the addition of two more prerequisites.

**RP 352 Planning Methods** and **RP 354 Planning Design** along with the previously listed **RP 350 Introduction to Planning** as prerequisites. (Note that the prefix and number of Introduction to Planning is being changed from GE 360 to RP 350 in a parallel proposal.)

3) Justification/rationale for the revisions.

- a) The department prefix is being changed to more clearly identify the Regional Planning courses. This change will improve graduation check out and move us toward our goal of accreditation. The course title is being changed to simplify it and so that it is parallel to the other titles. The number is being changed to accommodate curriculum changes, clarify course sequence, and insure consistency in format.
- b) This course is intended to be taken near the end of a student's undergraduate career in Regional Planning, therefore, we would like to add two of the other core requirements as prerequisites. Ideally students should take Theory after completing the lower level courses, however, in order to accommodate students who are nearing graduation the instructor will be able to allow students in who have not completed all of the these courses.

4) The old syllabus of record.

**GE 462 Planning: Development, Principles, and Theory**

**Catalog Description:**

**GE 462 Planning: Development, Principles, and Theory**

3c-01-3sh

Prerequisite: GE 360

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

**Course Objectives:**

- A. To illustrate how different representatives 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.
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Bolan, R. (1980) "The Practitioner as Theorist," *APA Journal*, July 261-274.

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