

FLORIDA STATE UNIVERSITY
DEPARTMENT OF URBAN AND REGIONAL PLANNING

Seminar in Planning Theory

URP 6102 (Ref. No. 06396)
Fridays 09:05-11:50; 311 BEL

Spring 2005
Bruce Stiftel

CATALOG DESCRIPTION

Planning is viewed as the attempt to apply the methods and findings of the sciences to practical questions of public policy. Philosophy of science, ethical theory and political philosophy are examined for the implications each has for this view.

GENERAL OUTLINE

The major theories of professional intervention in policy design and analysis will be critically reviewed from the perspective of epistemology. If planning is the connection of knowledge to action, then a planning theory must have achievable knowledge requirements. The course is meant to provide training and background for students to begin to make scholarly contributions to the planning theory literature, and to help uncover planning theoretic issues in research and professional practice activities.

We will begin by reviewing the major epistemological approaches: positivism, hermeneutics and interpretive inquiry, and critical theory. Then we will examine core constructs of policy and planning theory: rationality, and social choice rules; and extend these in light of political and participatory concerns. We continue to examine current critiques and directions in planning theory including critical theory, post-modernism, civic engagement, storytelling and critical pragmatism. At the conclusion of the semester, we briefly examine the literature on the evolution of planning education.

PREREQUISITES

Enrollment is limited to those who have completed any of the following: URP5101 (Planning Theory and Practice); ECO5525 (Public Choice); SYO5505 (Social Organization and Change); PAD6107 (Public Organizational Development); or PUP5005 (Public Policy), PUP5007 (Models of Policy-making), or the equivalent; or to those who have permission of the instructor.

READINGS

There are seven required books that have been ordered at the Bill's Bookstore (So. Copeland Street):

Thomas S. Kuhn. *The Structure of Scientific Revolutions*. University of Chicago Press, 1970. ISBN: 0226458075.

Mickey Lauria, ed. *Reconstructing Urban Regime Theory: Regulating Urban Politics in a Global Economy*. Sage Publications, 1997. ISBN: 0761901515.

Robert D. Putnam and Lewis M. Feldstein. *Better Together: Restoring the American Community*. Simon and Schuster, 2003. ISBN: 0743233417

Patsy Healey. *Collaborative Planning: Shaping Places in Fragmented Societies*. University of British Columbia Press, 1997. ISBN: 0774805986.

Jean Hillier. *Shadows of Power: An Allegory of Prudence in Land-use*

Planning. Routledge, 2002. ISBN: 0-415-25631-3.

Barbara Eckstein and James A. Throgmorton, eds. *Story and Sustainability: Planning, Practice, and Possibility for American Cities*. MIT Press, 2003. ISBN: 0-262-55043-1.

Niraj Verma. *Similarities, Connections, and Systems: The Search for a New Rationality for Planning and Management*. Lexington Books, 1998. ISBN: 0739100009.

A series of short required readings will be compiled and made available through the course Blackboard site at campus.fsu.edu.

OUTLINE

INTRODUCTORY	7 January
Organizational and Introductory Issues	
EPISTEMOLOGY	
Positivism	xx + 21 January
Interpretive Inquiry	28 January
CORE CONSTRUCTS OF PLANNING THEORY	
Rationality	4 February
Social Choice Rules: Efficiency & Equity	yy February
Pluralist- and Regime-Theoretic Context	18 February
CONTEMPORARY CRITIQUES AND DIRECTIONS	
Collaborative Planning Theory	25 February
Beyond Post-modernism	4 March
Civic Engagement	18 March
Story-telling	25 March
Critical Pragmatism	zz April
ENDINGS	
Student Project Presentations	8 + 15 April
Policy and Planning Education	22 April
FINAL EXAM	27 April (8a - 5p)

REQUIREMENTS

1. Readings: It is essential that everyone do all the readings and take the time to think about them before seminar meetings. Articles and book excerpts will generally require close study while full book assignments will need to be effectively read for comprehension in a more efficient manner.
2. Class Presentations: Each student will be expected to make a presentation based upon supplementary readings negotiated with the instructor. Readings should be summarized in no longer than thirty minutes after which the presenter is expected to respond to questions and to serve as a resource person for class discussion. (15% of semester grade)
3. Written Questions: Students not presenting should submit a short (1-2 page) written list of their questions about the readings or issues suggested by the readings by noon the day prior to each meeting. (Questions and class participation together count for 15% of grade; please see the class attendance policy below)
4. Literature Review: Each student will conduct a search of literature on an aspect of planning theory. The topic will be contracted between student and instructor. The first step in the contract process is a proposal of no more than three pages length submitted by the student prior to **21 January**. The

actual literature review will include a bibliography, a synthetic description of entries, and an assessment of research needs and prospects in the chosen aspect of the field. It will be due the week of **11 February**. (20% of grade)

5. Research Proposal: Each student is to prepare a proposal for a research project suitable for submission to a funding agency. The proposal will be rooted in the assessment of research needs identified in the literature review, and will include a project justification, conceptual framework, methodology, work plan, and statement of expected findings. The proposal, in draft form, will be the basis for a class presentation on **8 or 15 April**. The draft should be posted to our course Blackboard site by **5 April** so your classmates can read it. The final paper will be due before the class meeting on **22 April**. (Draft/Oral: 5%; Final: 20%; Total: 25%)

5. Exam: An examination will be scheduled during the final examination week on **Wednesday 27 April** or at another time agreed upon in class. [Those with potential conflicts should make these known immediately.] It is intended that the tone and subject of the exam will be similar to that of a Ph.D. preliminary examination in planning theory. The time allowed will be one full day. Answer papers should be typed. (25%)

COMMUNICATIONS:

My open office hours for the term are: 1300-1500 Mondays and 1000-1200 Thursdays. Meetings during these hours are first come/first served. At other times I am available by appointment. My office phone number is 644-8522; my home phone is 656-1825. My e-mail address is bruce.stiftel@fsu.edu.

We have a course website in the Blackboard system at campus.fsu.edu. If you have a campus e-mail account and are properly registered for the course, you will have automatic access to this site. Your weekly questions should be posted to our Blackboard site, as should the draft to your Research Proposal. Please do you posting in Rich Text Format so that any word processor can open it reliably; embed graphics or other supporting materials so that one file contains each full assignment.

GRADING PRACTICES

Assignments are graded in the usual A, A-, B+...F system. In general, I endeavor to use these standards:

"A": exemplary work including clear reasoning, sound methods, forceful exposition and stimulating ideas in comparison with others at this stage of career;

"B": allowing for growth in performance between now and graduation, the work would be considered satisfactory scholarly work in a university or "think tank" setting, given the time and resources allocated to it;

"C": even allowing for growth in performance between now and graduation, the work would be considered less than satisfactory in a scholarly setting;

"F": the work does not address the assignment, fails to meet ordinary expectations for English-language exposition, or appears to have been completed in a manner violating the university Honor Code or the AICP Code of Ethics.

Any paper received by 5pm the day **after** the announced due date will be considered on time. This little extension is my way of avoiding having to evaluate excuses related to lost papers, computer failures, etc., but it does

not release you from the obligation to give materials for review to your classmates in a timely manner. Please take precautions to make multiple copies of files related to your coursework: I have sympathy for lost and damaged files but can offer no grading concessions beyond the one-day grace period. Submissions after that time are downgraded 1/4 letter grade; submissions more than one week late are downgraded a full letter grade. Submissions received after the graded assignment has been returned to the class will receive the grade of F.

Those with *bona fide* illness or serious family problems should make themselves known and seek suitable arrangements at the earliest possible date. Such personal crises are the only acceptable justifications for the Incomplete grade.

HONOR CONSIDERATIONS

We are each bound by the FSU Academic Honor System and by the expectations for honesty and responsibility commensurate with our positions as scholars and professionals. You should be familiar with both the FSU Academic Honor System, which is described in the *FSU Bulletin*, and the AICP Code of Ethics, most recently published in *Planning* magazine in 1992. Note that you can be expelled from this university for violations of the Honor System. If expectations for collaboration among students or for attribution of ideas or material taken from others are not clear in any course-related matter, you should ask for clarification from the instructor.

CLASS ATTENDANCE

Class attendance is required. Three or more unexcused absences will result in an F grade in the class participation portion of the course. The following and only the following absences are eligible to be excused Religious holidays, as specified in FSU policy (see elsewhere in syllabus); absences due to representing FSU at official functions, including intercollegiate debating or varsity sports events; verified emergencies and/or illness. While one is not penalized *per se* for excused absences, s/he is nevertheless responsible for all content missed, including any assignments, knowledge, or skills covered or assigned in the missed class(es).

STUDENTS WITH DISABILITIES

Students with disabilities needing academic accommodation should (1) register with and provide documentation to the Student Disability Resource Center; and (2) bring SDRC certification to the instructor indicating the nature of accommodations required. This should be done within the first week of class or as soon as possible after a new disability condition arises. All effort will be made to provide reasonable accommodation.