

Graduate School of Architecture, Planning and Preservation
Urban Planning Program
Professor Clara Irazábal <cei2108>
Tuesday, 3:00pm – 5:30pm

Columbia University
3 points
Fall 2014
114 Avery Hall

SYLLABUS PLAN A4008.001

HISTORIES & THEORIES OF PLANNING: BECOMING A REFLECTIVE PRACTITIONER

There is no planning practice without a theory about how it ought to be practiced. That theory may or may not be named or present in consciousness, but it is there all the time.

—John Friedmann

The way we understand social problems—the theories... by which we represent to ourselves the relevant categories of events and their relationships—determines the kind of action we can envision.

—Peter Marris

TAs

Amanda Bradshaw <alb2215@columbia.edu>

Jonathan English ,jje2111@columbia.edu>

Maiko Nishi <mn2626@columbia.edu>

Sections meet at Avery Hall 114 and 115 and Fayerweather 323M and 201, from 4:40 to 5:30pm.

COURSE DESCRIPTION

This course, Planning histories and theories of planning, introduces students to some of the main historical ideas, decisions/actions, and projects in the field of urban planning and critically analyzes the effects they have had in placemaking practices and the wellbeing of communities. What have been some of the ideas, actions, and projects that have had beneficial impacts in making our cities more just and livable? What have been the ones that hindered or were detrimental to community development? What/whose values were undergirding them? How have planning values changed over time? What were the historical, economic, political, and socio-cultural factors that shaped them and permitted their implementation? What were their fate? What aspects of our planning histories do we want to reproduce, if any, and in what manners? Which ones do we want to stop or prevent, why, and how? How can we envision new planning ideas/values to tackle some of the urban challenges of our time? What would some of those ideas/values be? What constitutes ethical planning practice as applied to particular situations?

The course thus explores the historical and contemporary production and transformation of ideas, values, and actions that have given shape to our growing toolkit of theoretical frameworks, methods, and traditions of our collective enterprise: planning. The field has many histories and theories, and although the course will be mostly devoted to covering some of the most prominent in the Global North (the North American-European, Anglo-Saxon axis, where most of the students are expected to exercise their practice), it will be attentive to “decenter” their assumptions and explore how they “travel” across spaces and cultures. It will also expose ideas and cases from the Global South that can have bearing in the Global North, and in the process reveal the need for further theorizations based on the analysis of practices and realities of the fastest growing part of the urban world.

OFFICE HOURS

I will hold office hours on Mondays 3-5 pm. in my office, 208 Buell Hall. I'd appreciate a previous email notification at <cei2108@columbia.edu>, if possible. Other times can be arranged by appointment. TAs can also meet with students by previous appointment requested by email.

OBJECTIVES

1. Motivate students to become informed and “reflective practitioners” (Schön 1983, 1990) by critically understanding and becoming prepared to assume their responsibility as professional agents of urban transformation.
 - Understand some of the main historical ideas and decisions/actions in the field of urban planning
 - Analyze the effects they have had in placemaking practices and the wellbeing of communities
 - Compose a growing toolkit of theoretical/analytical frameworks and experiences of urban planning to draw from and build upon to inform decision-making and action
 - Envision new planning ideas to tackle some of the urban challenges of our time
2. Adopt the process of “Critical Planning” (Marcuse 2007) in the analysis of cases and in the formulation of plans. The process’ six steps are:
 - *Reflect* (to clarify values and the planners’ own role)
 - *Theorize* (to understand the roots of the problem, its form and concrete actors)
 - *Expose* (to communicate clearly the realities underlying the problem, the parties and interests involved)
 - *Propose* (to put concrete proposals forward for action)
 - *Disclose* (to make clear the assumptions involved, and the limits of what can be expected), and
 - *Politicize* (to deal with issues of strategy and tactics involved in implementation).

Marcuse, P. 2007. Social justice in New Orleans: planning after Katrina. *Progressive Planning* pp. 8-12.

Schön, D. 1983. *The Reflective Practitioner: How Professionals Think in Action*. Basic Books.

Schön, D. 1990. *Educating the Reflective Practitioner: Toward a New Design for Teaching and Learning in the Professions*. Jossey-Bass.

ASSIGNMENTS

History/Theory Report

Students will work in groups of 3-4 to produce a planning history/theory report. The purpose of the case study assignment is to apply planning theory concepts and historical reflection to an example of planning in a real world situation. The selection of your topic has to be consulted with your professor or TA. That topic must represent a case where there is or was a planning decision to be made. What are/were the alternatives being debated and who are/were the stakeholders with different views on proposals? The report should contain about 7,000 words, single-spaced. In addition, it should include some exhibits, usually a map to locate the case, and other maps, diagrams, or images to describe relevant features (see Appendix for further instructions). Deadline: Tuesday December 9th by midnight, digital copy only. Send report to your assigned instructor’s or TA’s email address AND upload to the corresponding Courseworks folder. Follow this protocol for naming your file: <FirstName1&FirstName2...>-Keywords Report.pdf, e.g., Clara&Gabriel-Affordable Housing Report.pdf. See appendix for further description of the assignment.

Individual Essays

LIPS/LBs ESSAYS (LEs). These 5 individual papers will be no more than 400 words each (single-lined and illustrated). You need to attend 5 different LIPS or Latin Lab (LBs) talks (Tuesdays 1-2:30 pm, Avery 114 and Wednesdays 1-2pm, place TBC) and partially or fully apply the “Critical Planning” framework to your essays (see “objectives” above: *Reflect*, *Theorize*, *Expose*, *Propose*, *Disclose*, *Politicize*) as you deconstruct and fill the gaps of the talks. You are invited to strategically participate in the Q&A session of the talks to elicit clarifications/elaborations from the speakers. All LEs need to be submitted by December Tuesday, December 2nd. Only upload LEs to the corresponding Courseworks folder. Follow this protocol for naming your file: <YourName>-LE#, e.g., Clara-LE1.doc or docx

EXHIBIT ESSAY (1 EE). This individual paper will be no more than 400 words (single-lined and illustrated) freely and critically reflecting on the historical and/or theoretical aspects of one or more of the following exhibits at the Museum of the City of New York:

- Timescapes: A Multimedia Portrait of New York. Ongoing, <http://www.mcny.org/content/timescapes>
- Cityscapes: Highlights from the Permanent Collection. Ongoing, <http://www.mcny.org/exhibition/cityscapes>
- Activist New York: Exploring the city's history of social activism. Ongoing, <http://www.mcny.org/content/activist-new-york>
- Assembled Realities: Jeff Chien-Hsing Liao's New York. Starting Oct. 15, <http://www.mcny.org/exhibition/assembled-realities>
- Palaces for the People, Guastavinos' contribution to America's greatest public spaces, till Sept. 7, <http://www.mcny.org/exhibition/palaces-for-the-people-guastavino>

The essay is due on December 2nd, submitted digitally by midnight. Only upload it to the corresponding Courseworks folder. Follow this protocol for naming your file: <YourName>-EE, e.g., Clara-CE.doc or docx

POLITICAL DEMONSTRATION ESSAY. This individual paper will be no more than 400 words (single-lined and illustrated) freely and critically reflecting on the Peoples Climate March. Get registered to attend and be informed at <http://peoplesclimate.org/march/> Was the march effective as a political demonstration? Was the message(s) clear? What do you feel were its strengths or weaknesses? What do you think/hope would be its effects? What is the importance of street demonstrations in a multicultural democracy? What role can/should they play for planning?

Pop Quizzes

There will be several unannounced quizzes in class that will test students' preparedness on the readings and contents of the session. If the student has done the readings reflectively, she is expected to perform well in the quizzes. Quizzes do not require memorizing any information but to know about and reflect critically on events and theories.

EVALUATION

History/Theory Report	30 pts.
Midterm presentation	5 pts.
Final presentation	15 pts.
LIPS Essays (4 LEs)	15 pts.
Exhibit Essay (1 EE)	5 pts.
Political Demonstration Essay (1 PEE)	5 pts.
Pop Quizzes	15 pts.
Participation and attendance	10 pts.
TOTAL	100 pts.

TEXTBOOKS

Required:

- *Readings in Planning Theory*, edited by Susan Fainstein and Scott Campbell (3rd edition). Wiley-Blackwell, 2011. ISBN: 9781444330809
- *Planning Theory for Practitioners*, by Michael P. Brooks. APA, 2002. ISBN: 9781884829598

Recommended new planning collections:

- *Oxford Handbook of Urban Planning*, edited by Rachel Weber and Randall Crane. Oxford University Press, 2012.
- *Planning Ideas That Matter: Livability, Territoriality, Governance, and Reflective Practice*, edited by Bishwapriya Sanyal, Lawrence J. Vale and Christina D. Rosan. MIT Press, 2012.

I kindly suggest you order your copies online asap, so that you receive them on time for the semester.

You could also start reading them beforehand! Aside from the books, we'll have complementary readings. The readings assigned per week are described below.

CLASS OVERVIEW

PART I: Introduction to Histories and Theories of Planning

1. 9/2 What are Planning Histories and Theories? Why Should We Care?
2. 9/9 Planning: Justifications and Critiques
3. 9/16 Critiques to Planning the Capitalist/Neoliberal City: Alternatives?

PART II: Planning Models

4. 9/23 Rationalist and Incrementalist Planning
5. 9/30 Urban Renewal & Gentrification: Then & Now, Here & There (Guest speaker: Mariana Mojilevich or Enrique Silva)
6. 10/7 The Planner as Political Activist (Guest speaker: Jeremiah Drake)
7. 10/14 The Communicative Turn in Planning Theory
8. 10/21 MIDTERM PRESENTATIONS (Places TBD)
9. 10/28 Assessing Planning Types: Ways Forward?
10. 11/4 NO CLASS. Election Day - Academic Holiday

PART III: Histories and Theories of Planning: Some Issues at the Forefront

11. 11/11 Diversity, Community, and Planning (Guest speakers: TAs)
12. 11/18 Placemaking: Physical Planning and Urban Design (Guest speaker: Mariana Mojilevich)
13. 11/25 Ethics, Sustainability, and the Right to the City (Guest speaker: Peter Marcuse)
14. 12/2 FINAL PRESENTATIONS

CLASS PROGRAM

PART I: Introduction to Histories and Theories of Planning

1. 9/2 What are Planning Histories and Theories? Why Should We Care?

Required Reading

- Brooks, Michael P. (Textbook 1)
 - Preface
 - Part 1 Introduction:
 - 1. Planning Practice and Political Power
 - 2. Planning Practice and Planning Theory
- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
 - Campbell and Fainstein. Introduction: The Structures and Debates of Planning Theory

Recommended Reading

- Irazábal, C. and J. Neville. "Neighborhoods in the Lead: Grassroots Planning for Social Transformation in Post-Katrina New Orleans?" *Planning Practice & Research* 22(2), 2007, 131-153. <http://www.informaworld.com/smpp/section?content=a782992192&fulltext=713240928media>
- Rast, Joel. Why History (Still) Matters: Time and Temporality in Urban Political Analysis. *Urban Affairs Review* 2012 48: 3 2011.

2. 9/9 Planning: Justifications and Critiques

Required Reading

- Brooks, Michael P. (Textbook 1)
 - Part 2 Foundations of Public Planning
 - 3. Running the Gauntlet of Planning Critics

- 4. Rationales for Public Planning
- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
 - Part II Planning: Justifications and Critiques
 - 5. Campbell, H. & R. Marshall. Utilitarianism's Bad Breath?
- Yiftachel, O. (1998) Planning and Social Control: Exploring the Dark Side. *Journal of Planning Literature*, 12: 4: 395-406.

Recommended Reading

- Yiftachel, O. Introduction: Outlining the power of planning. In Yiftachel, O., Alexander, I., Hedgcock, D. and Little, J. (2001, Eds). *The Power of Planning: Spaces of Control and Transformation*, Kluwer Academic, 1-19.
- Chakravarty, S. and C. Irazábal. "Golden Geese or White Elephants? The Paradoxes of World Heritage Sites and Community-Based Tourism Development in Agra, India." *Community Development: Journal of the Community Development Society* 42(3), 2011, 359-376.
<http://www.tandfonline.com/doi/abs/10.1080/15575330.2010.519042#preview>
- Bani-Hashim, A. R., C. Irazábal, and G. Byrum. "The Scheherazade Syndrome: Fiction and Fact in Dubai's Quest to Become a Global City." *Architecture Theory Review* 15(2), 2010, 210-231.
<http://www.tandfonline.com/doi/abs/10.1080/13264826.2010.495455>

3. 9/16 Critiques to Planning the Capitalist/Neoliberal City: Alternatives?

Required Reading

- Brooks, Michael P. (Textbook 1)
 - Part 5 Effective Planning in a Political Milieu
 - 12. The politically Savvy Planner
 - 13. Vision
- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
 - Part II Planning: Justifications and Critiques and Part IV Planning in Action
 - 6. Foglesong, R. Planning the Capitalist City
 - 15. Flyvbjerg, B. Bringing Power to Planning Research

Recommended Reading

- Irazábal, C. and J. Foley. Reflections on the Venezuelan Transition from a Capitalist Representative Democracy to a Socialist Participatory Democracy: What are Planners to Do? *Latin American Perspectives* 37(1), 2010, 97-122. <http://lap.sagepub.com/cgi/content/abstract/37/1/97>
- Harvey, D. On Planning the Ideology of Planning. In D. Harvey. 1985. *The Urbanization of Capital*. Baltimore: Johns Hopkins University Press, 165-84.

PART II: Public Planning Models

4. 9/23 Rationalist and Incrementalist Planning

Guest speaker: Mariana Mojilevich

Required Reading

- Brooks, Michael P. (Textbook 1)
 - Part 3 Alternative Paradigms for Public Planning
 - 6. Centralized Rationality: The Planner as Applied Scientist
 - 7. Centralized Non-Rationality: The Planner Confronts Politics
- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
 - Part III Planning Types
 - 8. Fainstein, S. Planning Theory and the City
 - 9. Lindblom, C. The Science of "Muddling Through"
 - 12. Healey, P. Traditions of Planning Thought

Recommended Reading

- Irazábal, C. A Planned City Coming of Age: Rethinking Ciudad Guayana Today. *Journal of Latin American Geography* 3(1) 2004, 22-51.
http://muse.jhu.edu/journals/journal_of_latino_american_geography/v003/3.1irazabal.pdf

5. 9/30 Urban Renewal & Gentrification: Then & Now, Here & There

Guest speaker: Enrique Silva

Required Reading

- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
 - Part VII Planning in a Globalized World
 - 23. Kohn, M. The Mauling of Public Space.
 - 26. Zhang, Y. & K. Fang. Is History Repeating Itself?
- Paul, B. 2009. Columbia University's Expansion and the Struggle for the Future of Harlem. *Progressive Planning*, 181, 20-24.
- Zipp, S. 2009. The Battle of Lincoln Square: Neighborhood Culture and the Rise of Resistance to Urban Renewal. *Planning Perspectives* 24(4), 409-433.

Recommended Reading

- Hyra, Derek S. Conceptualizing the New Urban Renewal: Comparing the Past to the Present. *Urban Affairs Review* 2012 48: 498 2012
- Bernt, M. and A. Holm. 2009. Is it, or is not? The conceptualisation of gentrification and displacement and its political implications in the case of Berlin-Prenzlauer Berg, *CITY: Analysis of urban trends, culture, theory, policy, action* Vol. 13, no. 2-3, 312-324.
- Roshan Samara, T.R. 2010. Policing Development: Urban Renewal as Neo-liberal Security Strategy. *Urban Studies* 47(1), 197-214.
- Slater, T. 2009. Missing Marcuse: On gentrification and displacement, *CITY: Analysis of urban trends, culture, theory, policy, action* Vol. 13, no. 2-3, 292-311.

6. 10/7 The Planner as Political Activist

Guest speaker: Jeremiah Drake

Required Reading

- Brooks, Michael P. (Textbook 1)
 - Part 3 Alternative Paradigms for Public Planning
 - 8. Decentralized Rationality: The Planner as Political Activist
- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
 - Part III Planning Types
 - 10. Davidoff, P. Advocacy and Pluralism in Planning
 - 17. Manning Thomas. J. The Minority-Race Planner in the Quest for a Just City

Recommended Reading

- Irazábal, C. and A. Punja. "Cultivating Just Planning and Legal Institutions: A Critical Assessment of the South Central Farm Struggle in Los Angeles." *Journal of Urban Affairs* 31(1): 1-23, 2009.
<http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9906.2008.00426.x/abstract>

7. 10/14 The Communicative Turn in Planning Theory

Required Reading

- Brooks, Michael P. (Textbook 1)
 - Part 3 Alternative Paradigms for Public Planning
 - 9. Decentralized Non-Rationality: The Planner as Communicator
- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
 - Part III Planning Types
 - 11. Forester, J. Challenges of Deliberation and Participation
 - 22. Fischer, F. Public Policy as Discursive Construct

8. 10/21 MIDTERM PRESENTATIONS

Presentations may run from 2:30 to 7:00pm

Locations TBA.

9. 10/28 Assessing Planning Types: Ways Forward?

Required Reading

- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
 - Part VII Planning in a Globalized World
 - 24. Ward, S. Re-examining the International Diffusion of Planning.
 - 25. Evans, P. Political Strategies for More Livable Cities.
 - 27. Yiftachel, O. Re-engaging Planning Theory?

Recommended Reading

- Brooks, Michael P. (Textbook 1)
 - Part 4 Toward a More Practical Strategy
 - 10. Setting the Stage: Ideas, Feedback, Goals—and Trial Balloons
 - 11. The Feedback Strategy of Public Planning
- Irazábal, C. "Realizing Planning's Emancipatory Promise: Learning from Regime Theory to Strengthen Communicative Action." *Planning Theory* 8(2), 115-139, 2009.
<http://plt.sagepub.com/content/8/2/115.abstract>
- Watson, V. The Usefulness of Normative Planning Theories in the Context of Sub-Saharan Africa. *Planning Theory*, 2002; 1: 27 - 52.
- Watson, V. Seeing from the South: Refocusing Urban Planning on the Globe's Central Urban Issues. *Urban Studies* Vol. 46, No. 11, 2259-2275 (2009).
- Watson, V. Do We Learn from Planning Practice? The Contribution of the Practice Movement to Planning Theory. *Journal of Planning Education and Research* 2002; 178 -200

10. 11/4. NO CLASS. VOTE!

PART III: Histories and Theories of Planning: Some Issues at the Forefront

11. 11/11 Diversity, Community, and Planning

Guest speakers: TAs

Required Reading

- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
 - Part V Social Justice: Race, Gender, Class
 - 16. Young, I.M. Inclusion and Democracy.
 - 18. Hayden, D. Nurturing.
 - 19. Frisch, M. Planning as a Heterosexist Project.
- Agyeman, J. and J. Sien Erickson. Culture, Recognition, and the Negotiation of Difference: Some Thoughts on Cultural Competency in Planning Education. *Journal of Planning Education and Research* <http://jpe.sagepub.com/content/early/2012/04/05/0739456X12441213>

Recommended Reading

- Irazábal, C. and R. Farhat. "Latino Communities in the United States: Place-Making in the Pre-World War II, Post-World War, and Contemporary City." *Journal of Planning Literature* 22(3), 2008, 207-228.
Access at: <http://jpl.sagepub.com/cgi/reprint/22/3/207>
- Tovar, M. and C. Irazábal. "Indigenous Women and Violence in Colombia: Agency, Autonomy, and Territoriality." *Latin American Perspectives*, 2013, 1-20.
<http://lap.sagepub.com/content/early/2013/06/17/0094582X13492134>
- Thomas, J.M. Planning History and the Black Urban Experience: Linkages and Contemporary Implications. *Journal of Planning Education and Research* 14, 1-11, 1994.
- Sandercock, L. and A. Forsyth. Feminist Theory and Planning Theory: The Epistemological Linkages. *Planning Theory* 7-8, 1992.

- Vazquez, L. Principles of Culturally Competent Planning and Placemaking. <http://rutgerspdi.blogspot.com/2009/11/principles-of-culturally-competent.html>

12. 11/18 Placemaking: Physical Planning and Urban Design

(Guest speaker: Mariana Mojilovich)

Required Reading

- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
 - Part I Foundations
 - 1. Fishman, R. Urban Utopias in the Twentieth Century.
 - 3. Jacobs, J. The Death and Life of Great American Cities.
 - 5. Friedmann, J. The Good City.
- Vanderbeek, M. and C. Irazábal. "Urban Design as a Catalyst for Social Change: A Comparative Look at Modernism and New Urbanism." *Traditional Dwellings and Settlements Review* XIX(1), 2007, 41-57.

Recommended Reading

- Irazábal, C. "Beyond 'Latino New Urbanism': Advocating Ethnurbanisms" *Journal of Urbanism: International Research on Placemaking and Urban Sustainability* 5(2/3) 2012, 241-268. <http://www.tandfonline.com/doi/abs/10.1080/17549175.2012.701817>
- Irazábal, C. "Localizing Urban Design Traditions: Gated and Edge Cities in Curitiba." *Journal of Urban Design* 11(1) 2006, 73-96. <http://www.tandfonline.com/doi/abs/10.1080/13574800500297736>
- Irazábal, C. and S. Chakravarty. "Comparative Study of Entertainment-Retail Centers in Hong Kong and Los Angeles." *International Planning Studies* 12(3), 2007, 237-267. <http://www.tandfonline.com/doi/abs/10.1080/13563470701640150>

13. 11/25 Ethics, Sustainability, and the Right to the City

Guest speaker: Peter Marcuse

Required Reading

- Brooks, Michael P. (Textbook 1)
 - Part 2 Foundations of Public Planning
 - 5. The Critical Role of Values and Ethics
- Fainstein, Susan and Scott Campbell (eds.) (Textbook 2)
 - Part VI Planning Goals
 - 21. AICP. ACSP Code of Ethics
 - 20. Campbell, S. Green Cities, Growing Cities, Just Cities?
- Marcuse, P. Justice. Chapter 8 in *Oxford Handbook of Urban Planning*, ed Rachel Weber and Randall Crane, Oxford: Oxford University Press, 2012.

Recommended Reading

- Carpio, G, C. Irazábal and L. Pulido. "The Right to the Suburb? Rethinking Lefebvre and Immigrant Activism." *Journal of Urban Affairs* 33(2), 2011, 185-208. <http://onlinelibrary.wiley.com/doi/10.1111/j.1467-9906.2010.00535.x/abstract>
- Marcuse, P. 2009. "From Critical Urban Theory to the Right to the City," *CITY: Analysis of urban trends, culture, theory, policy, action* Vol. 13, no. 2-3, 185-197.
- Mayer, M. 2009. The 'Right to the City' in the context of shifting mottos of urban social movements. *CITY: Analysis of urban trends, culture, theory, policy, action* Vol. 13, no. 2-3, 362 – 374.
- Rankin, K.N. 2009. Critical development studies and the praxis of planning. *CITY: Analysis of urban trends, culture, theory, policy, action* Vol. 13, no. 2-3, 219 – 229.
- Yiftachel, O. 2009. Critical theory and 'gray space': Mobilization of the colonized. *CITY: Analysis of urban trends, culture, theory, policy, action* Vol. 13, no. 2-3, 246 – 263.

14. 12/2 FINAL PRESENTATIONS

Presentations may run from 2:30 to 7:00pm

APPENDIX

History/Theory Report

Students will work in groups to produce a planning history/theory report. The purpose of the case study assignment is to apply planning theory concepts and historical reflection to an example of planning in a real world situation. The selection of your topic has to be consulted with your professor or TA. That topic must represent a case where there is or was a decision to be made. What are/were the alternatives being debated and who are/were the stakeholders with different views on the best proposal?

The report should contain about 7,000 words, single-spaced text, plus bibliography. In addition, it should include some exhibits: a map to locate the case, and some other diagrams and images to help describe relevant features. Effectively and graciously integrate these into the text in a design layout.

The case should have the following sections, and these sections (as well as optional subsections) should have their own headings to mark them off in the text. The approximate share of the assignment grade attributed to each section is given in parentheses.

Introduction: Identify your case, what is interesting about it, and why should planners care. Hint at your conclusions. (15%)

Background: Describe the background to the case and describe the key stakeholders and their agendas in as much detail as is needed. (20%)

Key issues to be decided (or similar title): Focus on the crux of the planning challenge and proposal options. (10%)

Interpretation: Critically reflect on the case by applying one or more concepts of planning theory learned in the class. Prefer depth over breadth in the application of your analytical framework(s). Interpret the different stakeholders' actions in light of these concepts. Note that some of the description of the case can be woven in here rather than putting it into the Background section. **Major grading emphasis will be on this "Interpretation" section (45%).** This section is much more important than an overly detailed description of the background to the case.

Conclusion: Summarize and make your final points. (10%)

You are welcome to partially or fully apply the "Critical Planning" framework to your paper, as it fits (see "objectives" in the syllabus): *Reflect, Theorize, Expose Propose, Disclose, Politicize*

References: Be certain to document your sources. This is important to maintain scholarly integrity. The alternative leaves students vulnerable to charges of plagiarism. A grade of 'F' will be assigned in cases of blatant plagiarism. There could be additional sanctions imposed by the school. The following are some guidelines that will help you.

Place citations in parentheses at the end of the sentence where they are used (such as, NY Times, September 14, 2001, or, Wilson, 2001). This format applies not only to the source of quotations, but also to the source of ideas that you have borrowed and rewritten in your own words. The full citation does not need to be given in the text—just enough to identify it there, with the full citation listed in a section of references at the end of the report. If you are quoting, you need to include the page(s) number(s), e.g., (Wilson, 2001: 3). Items taken from the internet also must be cited by giving the author and web address, as well as by date accessed. This citation must be repeated in every paragraph where the same source is used, not just the first time. There is a real person or organization out there who is responsible for the content and who deserves credit. In addition, sources can hint to the authority and lens/bias of the information/analysis offered (e.g., a message authored by Taxpayers Who Hate Government has a very different implication than if the same message is authored by the Governor's Blue Ribbon Commission). Maps, graphic illustrations, and tables/diagrams must also be referenced.