

MIT Department of Urban Studies + Planning

## GATEWAY: PLANNING ACTION

Course 11.201

Fall 2007

<b>Website</b>	"11.201 Fall 2007" on the Stellar system ( <a href="http://stellar.mit.edu">stellar.mit.edu</a> )
<b>Class Meetings</b>	Monday/Wednesday 2-4PM, Room W31-301 (class will begin by 2:05PM and end promptly at 4PM)
<b>Required Discussion Sections</b>	Selected Fridays (see pp.8-10), either 2-3PM or 3-4PM in Room 9-554, 3-403 or 10-401 (find your Discussion Group assignment on Stellar).
<b>Additional required sessions</b>	<p><b>Professional Speech Workshop: Oral Briefings (will be videoed)</b> September 14, 2-4PM, Room W31-301</p> <p><b>Your team's Dry-run and Final Oral Briefing</b> (30 minutes each), on September 21<sup>st</sup> (dry run) and between September 25<sup>th</sup> and 27<sup>th</sup> (final), see schedule on Stellar, all in Room W31-301.</p> <p><b>Debrief of your team's briefing</b> (45-minute) evening session October 10-11 or 16-17 (see schedule and room on Stellar).</p> <p><b>Professional Writing Workshop: Memoranda (will be videoed)</b> November 2, 2-4PM, Room W31-301</p>
<b>Faculty</b>	<p><b>(head) Xavier de Souza Briggs</b>, Rm 9-521, 253-7956, <a href="mailto:xbriggs@mit.edu">xbriggs@mit.edu</a>. Office hours: Vary weekly; please sign up on office door. <i>Assistant</i>: Daniela Trammell 9-519, 253-7736, <a href="mailto:danielat@mit.edu">danielat@mit.edu</a></p> <p><b>(writing) Cherie Abbanat</b>, Rm 9-367, 324-1570, <a href="mailto:abbanat@mit.edu">abbanat@mit.edu</a>. Office hours by appointment.</p>
<b>Guest lecturers</b>	<p><b>Dennis Frenchman</b>, Rm 10-485, 253-8847, <a href="mailto:dennisf@mit.edu">dennisf@mit.edu</a></p> <p><b>Annette Kim</b>, Rm 9-539, 324-6135, <a href="mailto:annette@mit.edu">annette@mit.edu</a></p> <p><b>Balakrishnan Rajagopal</b>, Rm 9-518, 258-7721, <a href="mailto:braj@mit.edu">braj@mit.edu</a></p> <p><b>Lawrence Vale</b>, Rm 7-337, Contact Janice O'Brien, 253-1933, <a href="mailto:jobrien@mit.edu">jobrien@mit.edu</a>. Office hours: Vary weekly.</p> <p>Plus guest panelists Ron Mallis, Phil Thompson, and Vera Triplett.</p>
<b>Instructors</b>	<p>Our doctoral-student teaching assistants and how to reach them:</p> <p><b>Anna Livia Brand</b>, <a href="mailto:analivia@mit.edu">analivia@mit.edu</a>, call 504.301.8658 until 8PM, meetings by appointment</p> <p><b>Erin Graves</b>, <a href="mailto:egraves@mit.edu">egraves@mit.edu</a>, call 617-271-9598 from 9AM to 6PM, office hours Mondays 4-6PM, CRN</p> <p><b>Liz Reynolds</b>, <a href="mailto:lbr@mit.edu">lbr@mit.edu</a>, call 617-258-7909 until 6PM; meetings by appointment or drop-in Mondays 4-6PM at the CRN lab</p>

**Overview.** This course introduces incoming students in the Master in City Planning (MCP) program to the theory and history of planning in the public interest. It relies primarily on challenging real-world cases to highlight persistent dilemmas, the power and limits of planning, the multiple roles in which planners find themselves in communities around the globe, and the political, ethical, and practical dilemmas that planners face as they try to be effective. As such, the course provides an introduction to the major ideas and debates that define what the field labels “planning theory,” as well as a (necessarily) condensed global history of modern planning. 11.201 builds directly on the “How we approach planning” summer module that incoming students completed online.

Courses in planning history, politics, and ethics—often *several* of them—are required in all accredited graduate programs in planning in the U.S. It’s a condition of accreditation. Gateway: Planning Action combines those contents, with a stronger focus on real-world cases than more conventional lecture-based planning theory and history courses at other schools. It also adds several opportunities to strengthen hands-on professional competencies, especially in communication.

**What is “planning”?** Our focus is on planning action or “planned change,” i.e. intervening in the world to change it, not the history of urban development or urban social theory, though we will explore the ways in which planning ideals and cities have shaped each other as societies evolve.

**Planning where? And theory why?** The course is not an introduction to urban form or the city planning profession in the U.S. specifically, though our work includes U.S. cases and readings, particularly on the front end of the course. The most important of these are planning classics that are widely taught and referenced throughout the profession, inside and outside the U.S.

But don’t look for vocational insights on particular planning practices, such as urban design or transport policy analysis or anti-poverty initiatives in cities. Planning *theory* is just that: a body of *broader* ideas about the modern history of intervening in the world wisely and fairly in order to change it.

The **primary objectives** of the course are:

1. To introduce students to the *field* of planning, broadly defined—its modern history, promise, and challenges—providing, in the process, a language and set of reference points that help define the (narrower) *profession* of city planning and the many fields it touches;
2. To begin to make 65+ individuals with varied backgrounds, goals, and expectations an *effective learning community* grounded in mutual respect, informed inquiry, and more; and
3. To strengthen *core competencies* essential to effective practice, including problem analysis, effective teamwork, and communication skills (written and oral).

And **additional objectives** of the course are:

4. To help students *begin* to develop a workable theory of practice to guide their professional development and lifelong learning;
5. To stimulate a critical awareness of the opportunities and challenges specific to planning in increasingly *diverse* societies, whether diversity is defined in racial, ethnic, religious, class, or other dimensions;
6. To introduce incoming students to the Department, including distinct specializations and the domestic and international elements of our work (and bridges across them).

In pursuit of these objectives, we'll visit and revisit fundamental questions: Where did planning come from, and where is it going? What are its core values and ethical commitments? What range of things do planners do and in what roles? Is there an identifiable public interest, and if so, how can planning promote it as cities and societies change—often in profound and confusing ways?

**Format and Requirements.** The course format and requirements emphasize the development of practice competencies and professionalism—but in the context of applying big ideas and questions. Like much planning practice, much class time will be interactive, calling on you to be an active learner.

Our work on real-world cases will be necessarily selective: That is, our work cannot be “mile-wide and inch-deep.” So our cases will center on focal themes. The written assignments (see below) emphasize fluency with ideas in some instances and also professional judgment in some instances. The not-quite-weekly Friday Discussion Sections give you a structured “small learning community” to complement lecture, discussions, and more in the large-class setting, where the entire MCP class has a chance to discuss issues with far-reaching implications for planning and for each of your careers.

**Structure:** The course is in four (4) units or parts. The first brief part (two sessions) introduces the course and core dilemmas of planning action, including major stages of modern planning's history. The second unit revolves around a focal case and team-based oral briefing assignment. The third unit explores the major developments and debates in modern planning history and theory and culminates in a midterm exam. The fourth unit examines political, ethical and practical dilemmas of planning in a world of social diversity and inequality. It includes two memo assignments that serve as capstones for the course, plus a course review and discussion of your planning education and career development.

**Assignments.** See details on the course website, “Homework” section, as well as due dates on the “Schedule at a glance” beginning on page 7. There is: (1) a nongraded, 500-word writing diagnostic; (2) a team-based oral briefing, of about 30 minutes, focused on a looming policy or practice decision in a simulated context; (3) a midterm exam of three take-home essay questions (you will have about a

week to complete it); (4) a decision memorandum of about 4 pages drawing on two case modules taught by Profs. Rajagopal and Kim; and (5) an informational memorandum of about 4-6 pages drawing on your firsthand observation and analysis of a planning meeting somewhere in Greater Boston (review this assignment early, after 9/5, so you don't get stuck with few/poor meeting options late in the semester).

*Group work:* Getting work done with and through other people is central to effective practice. In the words of one expert on public service careers, as well as experts in leadership and what has come to be called “personal effectiveness,” group work—broadly defined—is one of **the three essentials of working in the public interest:**

“Hunger”: A passion for public service, a “fire in the belly,” the desire to make a difference in the world;

“Speed”: Analytic sharpness, the ability to think your way through hard problems, and to make new mistakes (not the same old ones), each and every day; and

“Weight”: Knowing how to function on a team or inside an institution, knowing when to assert and when to “salute” (defer), asserting your own authority (including your expertise) productively while working productively with the authority of others.

As such, you will work in a variety of group settings: (a) the main class sessions, some of which will include small-group discussion tasks; (b) discussion sections assigned at the start of the semester, which will meet regularly to discuss readings and assignments; (c) teams that work on the briefing assignment early in the semester; and (d) ad hoc groups that may meet to cover important concepts.

**Evaluation and feedback.** We emphasize the latter as much as possible: giving you *feedback* on your work so as to sharpen your thinking and writing skills. Not everyone welcomes feedback, wherein we identify strengths as well as areas for improvement. The course also includes *evaluation* (numerical scoring and letter grading). The instructors (teaching assistants) do much, but not all, of the grading and feedback, with guidance from Xav and frequent teaching team discussions to enhance consistency, strive for a constructively critical tone (which includes candid assessment of shortcomings), and ensure detail in evaluation. These and other details are in the **assignment instructions** on the course website.

Your **grade** will be based on: (a) take-home midterm exam (30%); (b) two professional memoranda (totaling 40%); (c) the oral briefing (20%); and (c) effective class participation, including discussion sections (10%).

***We have scheduled the graded assignments—as best we can, within constraints—not to conflict with other assignments in the first-year core curriculum (notably, in economics).***

In addition, you will complete a non-graded written assignment: a brief **writing diagnostic** at the start of the semester, in the form of a 1-page essay, which will allow Prof. Abbanat and the 11.201 teaching team to assess and develop your skills in outlining evidence and making arguments in writing. This builds directly on the “Reading critically” and “Writing effectively” summer modules you did online.

*Late submissions.* We routinely grant extensions for genuine emergencies (contact Xav by phone and email), but in fairness to your colleagues, unexcused late submissions (exams or other assignments) will be penalized, with points deducted according to how late you submit. Details are on each assignment.

**Professional communication.** The main course assignments, along with special skill-building instruction and resource materials, are designed to make you a more competent communicator in a variety of planning contexts. Our work together will include **required workshops on professional speech and writing** (see schedule-at-a-glance below), with a focus on informing and persuading decisionmakers, constituents, or clients.

*Improving your writing.* The teaching team will encourage some students to work intensively on writing skills through the linked course in planning communication (11.225), taught by Prof. Abbanat. But that course is open to all. She is also available, throughout the semester, as a *writing coach*, and so are staff at the MIT Writing and Communication Center (see its website). Be sure to contact them with adequate notice, i.e. well in advance of assignment due dates.

**The classroom: Main class meetings.** A premise of the course is that our own efforts to engage challenging topics will reflect the very real-world challenges we wish to understand. The classroom is thus a case in point, and while faculty bear a special responsibility given their role in guiding the work, every class member is responsible for contributing to our success. Much of our time will be spent in the “group of the whole” (entire class) but sometimes, we will use small groups, as few as 2-3 members apiece, to give you a chance for very interpersonal exchange and comparing ideas with classmates.

Whatever the format and scale, our discussions should therefore reflect a commitment to the very working principles—or ground rules and norms—on which effective action in a democracy depends, especially in diverse societies, for example:

- *Respect with challenge:* promoting mutual respect, being as inclusive as possible, but being willing to disagree thoughtfully where it will support a better discussion or bring important ideas and differences into view;
- *Listening actively:* listening to understand, checking assumptions, building on others’ ideas, not simply waiting our turns to talk; and
- *Assuming responsibility:* in our case, for the work of making the classroom an effective place for learning, which means being more than a spectator.

**Teaching styles:** Xav's style for leading discussions is relatively Socratic: not just posing a question but posing a follow-on and then another. The objective is not to test your knowledge or recall so much as to sharpen your capacity to think critically about the course's key themes, to recognize assumptions behind your arguments, and to help you learn *how* to learn systematically from cases (from specifics to general principles). This includes pushing you to consider what may be unwelcome implications of your first ideas (responses). It also means ensuring that you grasp the arguments in major planning readings, which is distinct from encouraging you to simply voice your opinion on an issue. We will do the latter, too, but we should recognize that these two things—opining vs. making arguments that address the assigned material—have distinct values in terms of your learning in the course.

Other faculty teach according to their own style, some following a much more lecture-driven mode with a straightforward Q&A (you, the student, ask the questions, and the lecturer answers as best s/he can, then the next student asks a question, and so on).

**The classroom: Friday sections.** These are designed to complement the main class meetings in several ways: proceeding at a pace that ensures comprehension regardless of how much background preparation, of a given type, you bring to the MCP program; giving you a chance to ask questions you might not ask in the main class meetings; and giving you a chance to build useful working relationships with a smaller group of classmates as well as your section instructor. All of this is crucial for learning effectively in a course that moves quickly, along a very multi-faceted agenda, with a large group of students who do not share a common reference point for planning's roles *or* a common educational background pre-DUSP.

**The teaching team.** Xav's role is to design and manage Gateway and teach a variety of case sessions, including those that connect the distinct units of the course; he also designs and administers the exam and makes final decisions about assignments and grades. The other faculty members teach cases, designed to contribute to our course objectives, which draw on their special strengths and experience. Prof. Abbanat leads the writing diagnostic and offers feedback on drafts for the written assignments when approached by students. Three DUSP doctoral students support the course by leading review (recitation) sessions, grading and offering feedback on two of the written assignments under Xav's direction, and shaping the assignments and content of class meetings as well. Each of them is engaged in interesting, cutting-edge research (just ask them).

**Course materials.** We will cover quite a range of ideas and historical developments that define planning—and at a relatively brisk pace. For most class sessions, you will read assigned material guided by specific *study questions*, though you are welcome to go beyond them. The questions, which also provide a guide to study group work, are linked to our central objectives for the case (or other discussion topic) at hand, which is linked in turn to the larger course focus on planning's defining traditions and dilemmas. Most readings and all study questions will be in **course readers** available for purchase at MIT's CopyTech, also on Rotch

Library reserve (three copies). Because we like to take advantage of current events and customize discussions, the readers are not prepared all at once but edited until a few weeks ahead of your use.

Assignments, slides and other material presented in class, occasional handouts, announcements, the syllabus, and key updates, will be on the **course website**.

The following **required texts** are available through the MIT Coop, as well as online and other booksellers; several copies are also on library reserve at Rotch:

Campbell and Fainstein, editors, READINGS IN PLANNING THEORY, 2<sup>nd</sup> Edition (Blackwell, 2003).

Forester, PLANNING IN THE FACE OF POWER (University of California, 1989).

Susskind and Cruikshank, BREAKING THE IMPASSE: CONSENSUAL APPROACHES TO RESOLVING PUBLIC DISPUTES (Basic Books, 1987).

**Why these books?** The first (“RPT”) is an important anthology of many key issues. It also makes a thoughtful case for how reflecting on planning theory improves planning practice. The second delves deep into planners’ everyday encounters with their publics and even the interpersonal dimensions of practicing in ways that are ethical and effective, whereas much commentary about planning remains broad, structural, and sometimes abstract too.

We will also use **excerpts** of these important books, which are on course reserve at Rotch, among others:

Friedmann, PLANNING IN THE PUBLIC DOMAIN: FROM KNOWLEDGE TO ACTION (Princeton, 1987).

Hartman and Squires, editors, THERE IS NO SUCH THING AS A NATURAL DISASTER: RACE, CLASS AND HURRICANE KATRINA (Routledge, 2006).

Sanyal, editor, COMPARATIVE PLANNING CULTURES (Routledge, 2005).

Scott, SEEING LIKE A STATE: HOW CERTAIN SCHEMES TO IMPROVE THE HUMAN CONDITION HAVE FAILED (Yale, 1998).

These last four include, respectively: (a) a sweeping intellectual history of modern planning and what Friedmann calls its four main traditions (the book is dense in many places but a treasure trove if you’re interested in whose ideas influenced whom and around what seminal world events); (b) a range of critical analyses of post-Katrina recovery planning and politics, relevant to our team assignment; (c) an effort to ask, of contemporary planning, “are there shared cultures of planning or are very different societies on very different tracks, and if so, why?”; and (d) an incisive history, by a political anthropologist, focused on what rational modernist planning—and its “schemes”—set out to do, why, and with what results.

## 11.201 GATEWAY SCHEDULE-AT-A-GLANCE (Fall 2007)

Showing regular class sessions and Discussion sections, special sessions, assignment and exam due dates, holidays, and other key dates. The session faculty is Xav unless otherwise indicated.

<i>Class</i>	<b>DATE</b>	<b>Unit/Themes</b>	<b>Case/exercise</b>
1	<b>September 5<sup>th</sup></b>	<b>UNIT A. Course Introduction</b> , role and dilemmas of planning, learning from theory and context (cases)	Rebuilding Los Angeles
	<b>September 7<sup>th</sup></b>	<i>Discussion section</i>	Led by teaching assistants (instructors)
2	<b>September 10<sup>th</sup></b>	Case retrospective and "questions for reflective planners" (what's the use of theory?) <b>*500-word writing diagnostic (essay) due on Stellar, 9AM</b>	RLA re-analyzed, plus planning's traditions and dilemmas overviewed, transition to briefing case and exercise
3	<b>September 12<sup>th</sup></b>	<b>UNIT B. Decision Case and Team Briefings</b>	New Orleans Recovery: Case Intro + Teams
	<b>September 14<sup>th</sup></b>	<b>Required workshop: Oral briefings (w31-301)</b>	
4	<b>September 17<sup>th</sup></b>	Case discussion, including guests	
5	<b>September 19<sup>th</sup></b>	Case prep	
	<b>September 21<sup>st</sup></b>	<b>Required Team Dry-run Briefings</b>	See schedule (your slot) on Stellar
	<b>September 24<sup>th</sup></b>	<b>MIT Student Holiday</b>	
	<b>September 26<sup>th</sup></b>	<b>NO CLASS (Briefings week)</b>	
	<b>September 25<sup>th</sup> to 27<sup>th</sup></b>	<b>Final Team Briefings, 7.30-10PM, W31-301</b> (see schedule on Stellar)	
	<b>September 28<sup>th</sup></b>	Discussion section	Preliminary debrief of New Orleans/briefing experience, preview of Unit C

**UNIT C. Planning History and Theory**

6	<b>October 1<sup>st</sup></b>	Planning as social reform through expert design (A)	Public housing redevelopment in Boston <b>(Prof. Vale)</b>
7	<b>October 3<sup>rd</sup></b>	As above (B)	
	<b>October 5<sup>th</sup></b>	<i>Discussion section</i>	
	<b>October 8-9<sup>th</sup></b>	<b>HOLIDAY (Columbus Day)</b>	
8	<b>October 10<sup>th</sup></b>	Planning as interest-group politics (A)	Sustainability planning and politics in Curitiba, Brazil
	<b>October 10-11</b>	<i>Debrief your briefing (evening): 6 teams</i>	
	<b>October 12<sup>th</sup></b>	<i>Discussion section</i>	
9	<b>October 15<sup>th</sup></b>	Planning as interest-group politics and citizen participation (B)	Curitiba neighborhood planning scenario
	<b>October 16-17</b>	<i>Debrief your briefing (evening): 6 teams</i>	
10	<b>October 17<sup>th</sup></b>	Planning as facilitation (A)	"A Towering Dilemma" (resource conflict)
	<b>October 19<sup>th</sup></b>	Student-led discussion section <b>* Exam and exam prep video available on Stellar, 5PM</b>	Association of Collegiate Schools of Planning annual meeting (Milwaukee, Oct 18-21)
11	<b>October 22<sup>nd</sup></b>	Planning as facilitation (B)	Micro-settings
12	<b>October 24<sup>th</sup></b>	Planning styles in conflict	Transportation planning
	<b>October 26<sup>th</sup></b>	<i>Discussion section</i> <b>* Exam due on Stellar, 12 noon, Oct. 28<sup>th</sup></b>	

13	<b>October 29<sup>th</sup></b>	Planning ethics (A)	Land takings in fast-growing economies <b>(Prof. Kim)</b>
14	<b>October 31<sup>st</sup></b>	Planning ethics (B)	
	<b>November 2<sup>nd</sup></b>	<b>Required workshop: Professional writing, Room W31-301</b>	Types of memos, audiences, content
15	<b>November 5<sup>th</sup></b>	Multi-level planning: Means and ends (A)	Case: Energy, environment, and development in modern India <b>(Prof. Rajagopal)</b>
16	<b>November 7<sup>th</sup></b>	Multi-level (B)	
	<b>November 9<sup>th</sup></b>	Discussion section <b>* Draft decision memo due 7PM</b>	
	<b>November 12<sup>th</sup></b>	<b>HOLIDAY (Veteran's Day)</b>	
17	<b>November 14<sup>th</sup></b>	Planning and cultural diversity (A)	Siting cultural facilities in Australia
	<b>November 16<sup>th</sup></b>	Discussion section <b>* Final decision memo due 5PM, 11/18</b>	
18	<b>November 19<sup>th</sup></b>	Planning and cultural diversity (B)	2 Cases: Culture, power and communication
19	<b>November 21<sup>st</sup></b>	Participatory planning revisited	Redevelopment and historic preservation in Singapore's Chinatown
	<b>November 22-23</b>	<b>THANKSGIVING HOLIDAY</b>	
20	<b>November 26<sup>th</sup></b>	Participating the grassroots and "grasstops" (A): Planning and civic capacity	Case: Managing sprawling growth in the American West
21	<b>November 28<sup>th</sup></b>	Participating (B)	Case: Slum redevelopment in India
	<b>November 30<sup>th</sup></b>	Discussion section	

22	<b>December 3<sup>rd</sup></b>	The Planned City, 21 <sup>st</sup> Century Style	<b>(Prof. Frenchman)</b>
23	<b>December 5<sup>th</sup></b>	Rethinking New Orleans Recovery Planning	
	<b>December 7<sup>th</sup></b>	Discussion section <b>* Observation memo due 5PM, 12/9 *</b>	
24	<b>December 10<sup>th</sup></b>	Planning together debrief	Assignment debrief and implications
25	<b>December 12<sup>th</sup></b>	<b>FINAL CLASS</b>	<b>Course review and looking ahead</b> (your planning education and career)

## COURSE OUTLINE

**Do not rely on this syllabus to prepare for class**, because it is a preview only. See your Course Reader and/or Stellar for each session's reading assignments, tips and study questions, and see Stellar and email announcements for updates.

### **Unit A (Intro): Planning dilemmas or "Questions for reflective planners"**

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**Class Session 1 (September 5).** Course overview, introduction of the teaching team, learning from theory and cases (context, practice), first case discussion.

Video Case viewed in class: "Rebuilding Los Angeles: A Public-private-nonprofit partnership," Harvard Kennedy School Case Program, 1999.

*Required reading:*

Read pp.1-7 of the syllabus carefully.

Review "How we approach planning" (Summer module online)

Read Klosterman. "Arguments for and against planning," Chapter 4 in *Readings in Planning Theory*, edited by Scott Campbell and Susan Fainstein. Malden, MA: Blackwell, 2003.

Note: Hereafter, "RPT" = *Readings in Planning Theory* (textbook)

**Writing diagnostic assigned, due on Stellar, 9AM, September 10<sup>th</sup>**

*Discussion section (September 7): Orientation, case Q&A, concept review*

**Class Session 2 (September 10).** Case and essay retrospective, major planning questions in historical perspective, preview of briefing case to come.

*RPT:* Pp.1-13, Campbell and Fainstein, "The structure and debates of planning theory."

Pp.3-13 only in Bishwapriya Sanyal, "Hybrid Planning Cultures: The Search for the Global Cultural Commons," In *Comparative Planning Cultures*, edited by B. Sanyal (New York: Routledge, 2005).

RPT, pp.108-117, 120-121 only in Robert Beauregard, "Between Modernity and Postmodernity: The Ambiguous Position of U.S. Planning."

## Unit B: Team briefing assignment (New Orleans Recovery)

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### Class Sessions 3 to 5

#### Required Professional Workshop: Oral Briefings (September 14, 2-4PM)

See details on Stellar, Homework section, **“Team Briefing Assignment.”**

Working in a team with 4-5 classmates, you will prepare an oral briefing for decisionmakers. While the details of the scenario are necessarily fictionalized somewhat, the challenges are very real and very “real-time” (contemporary):

In August 2005, New Orleans and nearby areas of the U.S. Gulf Coast were hit with Hurricane Katrina, which would soon rank as one of the deadliest and costliest natural disasters in the nation’s history. Yet the very scale of that destruction created an enormous opportunity: to plan and rebuild New Orleans and other devastated communities in the region much better than before. What followed, perhaps not surprisingly in light of the region’s history and politics, was great conflict and uncertainty about who should plan, how they should plan, and for what (exactly) they should plan—not to mention how implementation of rebuilding, which includes a wide array of private and public costs—would be funded. These conflicts were particularly extreme in New Orleans, which suffered the worst and most prolonged flooding in the region because of several major levee failures and overflows.

As of September 2007, there is, at last, an adopted “Unified New Orleans Plan” but also a shortage of capacity and resources to fund its implementation. Using background materials, in-class case discussion, and guest experts, and drawing on the diverse backgrounds of your teammates, you will prepare an interactive oral briefing offering a preliminary assessment of the New Orleans recovery plans and highlighting some priorities for the implementation ahead.

The main objectives of this exercise are to help you get to know classmates in the context of an engaging, multi-faceted planning challenge—planning in the broad sense we previewed in the summer module, not in the narrow sense of “creating physical plans,” since that has already been done in New Orleans—while also honing your skills at effective teamwork and professional communication.

Short-term team assignments are common in the world of practice. Contrary to what many early-career students expect, much planning does not allow for months of careful study, site visits, etc. At the same time, we don’t expect the kind of analysis such months, and firsthand familiarity with the setting, would allow you to produce. The focus is on becoming a team, using your team resources (background knowledge, special skills and interests) well, and practicing the craft of developing and delivering a clear message in the face of questions from an audience. That audience needs to use your information to get things done under tough constraints.

Readings include *case background material* required of all students (see course reader or Stellar), as well as *specialized references* you can assign within your team (see Stellar website), for example with more detail on the city's history.

**Class Session 3 (September 12).** Introductory case discussion: The storm and its aftermath, early struggles over recovery planning, New Orleans in broader historical context (how modern cities recover from disaster).

Pp.3-13 only in Lawrence Vale and Thomas Campanella, "Introduction: The Cities Rise Again," in *The Resilient City: How Modern Cities Recover from Disaster*, eds. Vale and Campanella, 3-23. New York: Oxford, 2005.

(Case intro) "Plans versus Politics: New Orleans after Katrina" and "Sequel," Case Program, Kennedy School of Government, Harvard University, Cambridge, MA (2007).

(Tools for teams) in Deborah Ancona et al., *Managing for the Future*, 2<sup>nd</sup> edition, Cincinnati: Southwestern College Publishers (1999).

**Required Workshop: Preparing and Delivering an Oral Briefing (September 14, Room W31-301):** See reading prep on Stellar.

**Class Session 4 (September 17).** Guest panel: In-depth discussion of recovery planning: the neighborhood plans, the UNOP process,

Seymour Mandelbaum, "Reading Plans," *Journal of Planning Education and Research* 56(3): 350-357 (1990).

On Stellar UNOP: "Table of Contents" and "Section 1 – Introduction" in City of New Orleans, *Unified New Orleans Plan: Citywide Strategic Recovery and Rebuilding Plan* (April 2007 version).

Panelist bio-sketches (check Stellar for updates).

**Class Session 5 (September 19).** Final case prep discussion, including time set aside for teamwork in class.

Pp. 271-283 only in Peter Marcuse, "Rebuilding a Tortured Past or Creating a Model Future: The Limits and Potentials of Planning." In Chester Hartman and Gregory D. Squires eds., *There is No Such Thing as a Natural Disaster: Race, Class and Hurricane Katrina*. Routledge: New York. 2006.

**September 21, Required Team Dry-Run Briefing (Room W31-301):** Check Stellar schedule for your team's slot.

**September 24<sup>th</sup> MIT Student Holiday, no class**

**September 25<sup>th</sup> to 27<sup>th</sup>, 7:30-10PM: Team Final Briefings in W31-301**

**No class on September 26<sup>th</sup>** (This is briefings week). But Xav will be available, 2-4PM in his office, to answer questions.

*Discussion section* (September 28<sup>th</sup>)

## **Unit C: Planning History and Theory**

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Overview: This unit uses a variety of cases, some over more than one session. It culminates in a take-home midterm exam of three essay questions. The exam will enable you to synthesize the readings in the form of arguments that address major questions that confront planning practice around the world.

**Class Session 6 (October 1). Planning as social reform through expert design (A).** Case: Housing the poor. Expert and government-driven reform. (Guest lecturer: Prof. Vale)

pp.76-78 ("social reform") only in John Friedmann, *Planning in the Public Domain* (Princeton: Princeton, 1987).

*RPT* (Chapter 1) Robert Fishman, "Urban Utopias: Ebenezer Howard, Frank Lloyd Wright, and Le Corbusier."

Peter Marcuse, "Interpreting 'Public Housing' History," *Journal of Architectural and Planning Research* 12, 3 (Autumn 1995), pp. 240-258.

Read pp. 67-81 and skim pp.82-99 in Lawrence J. Vale, "Standardizing Public Housing," Pp.67-101 in *Regulating Place: Standards and the Shaping of Urban America*, eds. Eran Ben-Joseph and Terry Szold (Routledge, 2005).

**Class Session 7 (October 3). Reform through expert design (B).** Discontent with the expert model, limits of physical planning, planners' ideals vs. "local knowledge."

pp.121-171 of "West Broadway: Housing for 'Lower-End' Whites" in Lawrence Vale, *Reclaiming Public Housing: A Half Century of Struggle in Three Public Neighborhoods* (Harvard, 2002).

*RPT* (Chapter 2) Jane Jacobs, "The Death and Life of Great American Cities."

*Discussion section* (October 5)

## **OCTOBER 8<sup>TH</sup> Columbus Day Holiday, No Class**

**Class Session 8 (October 10).** Planning as interest-group politics. Case: Sustainability planning and politics in Brazil.

(Case) Arthur Lubow, "The Road to Curitiba" (*New York Times Magazine*, May 20, 2007, pp.76-83).

pp.311-332 only in Alan Altshuler, *The City Planning Process: A Political Analysis* (Ithaca: Cornell University Press, 1965).

*Discussion section* (October 12)

**Class Session 9 (October 15).** Planning as citizen participation: citizen advice vs. citizen power, barriers to participation, "tyranny from below."

(Case) A scenario in Curitiba (see below).

Sherry R. Arnstein, "A Ladder of Citizen Participation," *Journal of the American Institute of Planners* 35(4):216-224 (1969).

Pp.309-319 only in James Scott, *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed* (New Haven: Yale, 1998).

**Class Session 10 (October 17).** Planning as facilitation (A): impasse and its costs, conflict, and mediation.

(Textbook) Chapters 1-3 in Lawrence Susskind and Jeffrey Cruikshank, *Breaking the Impasse: Consensus Approaches to Resolving Public Disputes* (New York: Basic Books, 1987).

(Case) "A Towering Dilemma," Program for Decision Cases, University of Minnesota (1988).

*Student-led Discussion Section* (October 19)

**Exam and prep video available on Stellar, 5PM October 19<sup>th</sup>, due 12 noon, October 28<sup>th</sup>**

**Class Session 11 (October 22).** Planning as facilitation (B). Planning as "communicative action" rather than rational problem-solving. Forester's political argumentation and "critical listening" approach.

Pp. 238-242, 251-253 only in *RPT* (Chapter 13) Patsy Healey, "The Communicative Turn in Planning Theory."

(Textbook) Pp.4-5 and chapters 7-9 in John Forester, *Planning in the Face of Power* (Berkeley: University of California Press, 1989).

**Class Session 12 (October 24).** Advocacy planning and the clash of planning styles: Conflicting definitions of "good" planning, planners' roles.

*RPT* (Chapter 11) Paul Davidoff, "Advocacy and Pluralism in Planning."

(case) Judith Innes and Judith Gruber, "Planning Styles in Conflict," *Journal of the American Planning Association* 71(2): 177-188 (2005).

Discussion section (October 26)

**Exam due 12 noon, October 28<sup>th</sup>, on Stellar**

## **Unit D: Planning Ethics, Social Diversity, and Public Participation**

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Overview: Building on the history and theory unit as our foundation, this final unit of the course examines key questions about what's fair, practical, and expeditious in contemporary planning contexts. It includes our second and final professional communications workshop (on memo writing) and two 4-6 page memo assignments, the second of which acts as a capstone to the course: You will observe firsthand and critically interpret "planning action" in a public meeting.

**Class Session 13 (October 29). Planning ethics (A).** Case: Land rights and public "takings." (Guest lecturer: Prof. Kim)

Merilee Grindle and John W. Thomas. "Generalizing About Developing Country Policy Environments." Pp.43-70 in *Public Choices and Policy Change* (Baltimore: Johns Hopkins University Press, 1991).

(cases) Two audio clips: "Shenyong protest" (China) and "Kelo v. New London" (U.S.) on Stellar > Materials > Session 13.

Dennis Keating, "Eminent domain in the United States," Unpublished paper, Cleveland State University (2006).

**Class Session 14 (October 31). Planning ethics (B).** Ethical frameworks for planning, case discussion continues.

Harper, Thomas L. and Stanley Stein. "The Centrality of Normative Ethical Theory to Contemporary Planning Theory." *Journal of Planning Education and Research* 11:105-116 (1992).

## **(November 2) Professional Communication Workshop: The Memorandum**

**Class Session 15 (November 5). Multi-level planning (A).** Case: Energy, environment, and "development" in modern India (Guest lecturer: Prof. Rajagopal).

Arundhati Roy, *The Greater Common Good* (1999). (Free on-line at <http://www.flonnet.com/fl1611/16110040.htm>)

Sanjeev Khagram, *Dams and development: Transnational Struggles for Water and Power* (2005), chapter 3.

Balakrishnan Rajagopal, "The Violence of Development," *Washington Post*, August 8, 2001 (op-ed).

**Class Session 16 (November 7). Multi-level planning (B)**

Balakrishnan Rajagopal, "The Role of Law in Counter-Hegemonic Globalization and Global Legal Pluralism: Lessons from the Narmada Valley Struggle in India," Vol.18, No.3, 1 *Leiden Journal of International Law* (2005).

Chapter 7 in *Dams and Development: A New Framework for Decision-Making* (The Report of the World Commission on Dams, Nov. 2000), available at [www.dams.org](http://www.dams.org).

*Discussion Section (November 9)*

**Draft Decision Memo due November 9, 7PM on Stellar**

**NOVEMBER 12<sup>TH</sup> Veteran's Day Holiday, No Class**

**Class Session 17 (November 14). Planning and cultural diversity (A).**

Diversity as opportunity and challenge, demographic context, planning as tool or weapon. Case: Siting cultural facilities.

Leonie Sandercock, "When strangers become neighbors: Managing cities of difference," *Planning Theory & Practice* 1(1):13-30 (2000).

*RPT* (Chapter 18) Iris Marion Young, "City life and difference."

Excerpt, Xavier de Souza Briggs, "Civilization in color: The multicultural city in three millennia," *City & Community* (2004).

*Discussion Section (November 16)*

**Final Decision Memo due November 18, 7PM on Stellar**

**Class Session 18 (November 19). Planning and cultural diversity (B).**

Culture, communication, and power in public meetings.

(Case 1) Caroline S. Tauxe, "Marginalizing Public Participation in Local Planning: An Ethnographic Account." *Journal of the American Planning Association* 61(4): 471-481 (1995).

(Case 2) Pp.1-2, pp.5-7, and 10-11 in Xavier de Souza Briggs, "Doing democracy up close: Culture, power and communication in community building," *Journal of Planning Education and Research* 18(3):1-13 (1998).

**Class Session 19 (November 21). Participatory planning revisited.**

Structuring participation: strategies, tactics, assumptions. Case: Redevelopment and historic preservation in Singapore's Chinatown.

(Case) "Dealing with Unexpected Opposition: The Singapore Tourism Board and the Chinatown Enhancement Plan" (Kennedy School Case 1519.0)

(Free online) Xavier de Souza Briggs, "Planning Together: How (and How Not) to Engage Stakeholders in Charting a Course," The Community Problem-Solving Project @ MIT, 2003.

(Free online) Pp.15-17 only, "Organizing and planning," in Xavier de Souza Briggs, "Organizing Stakeholders, Building Movement, Setting the Agenda," The Community Problem-Solving Project @ MIT, 2003.

### **NOVEMBER 22-23 Thanksgiving Holiday**

**Class Session 20 (November 26). Pragmatic participation and accountability (A).** Technical and civic elements of long-run problem-solving, civic capacity, sources of accountability. Case for the week: Managing urban growth.

Xavier de Souza Briggs, "Managing urban growth: The problem and its civics," in *Democracy as Problem-Solving: Civic Capacity in Communities across the Globe* (Forthcoming, MIT Press, 2008).

Briggs, "Rethinking the American West: A civic intermediary and the movement for quality growth in Utah," *DPS*

Recommended: *RPT* (Chapter 24) Scott Campbell, "Green cities, growing cities, just cities?"

**Class Session 21 (November 28). Pragmatic participation and accountability (B).** Case: Slum redevelopment in Mumbai, India.

Briggs, "The grassroots-to-grasstops dynamic: Slum redevelopment and accountability in Mumbai," *DPS*.

Briggs, "Conclusion," *DPS*.

*Discussion Section (November 30): With a focus on the final assignment*

**Class Session 22 (December 3). Planned cities for the 21<sup>st</sup> century.** Contemporary city building and urbanization patterns, public and private roles. Guest lecturer: Prof. Frenchman.

Reading TBA

**Class Session 23 (December 5). Return to New Orleans.** Re-assessing the New Orleans case through the lenses of structured participation, pragmatism, accountability, and historical trends.

Reading TBA

*Discussion Section (December 7): With a focus on the final assignment*

**Planning Observation Memo due December 9, 5PM on Stellar**

**Class Session 24 (December 10). Planning Observation Debrief**

(Innes and Booher reading assigned as part of the memo assignment)

**Class Session 25 (December 12). Course review and a look ahead.** Planners' roles, historical trends, competencies; planning your planning education and career next steps.

*RPT* (Chapter 9) Susan Fainstein, "New directions in planning theory."

Revised 30-Aug-07