

CP 6035: THEORY AND HISTORY OF PLANNING

School of City and Regional Planning, Georgia Institute of Technology, Fall 2026

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T/Th Room assignment pending
9:30-10:45

Office Hours After class on Tuesdays or by appointment

Overview This course helps students develop a worldview of urban planning and its context. To that end, the course situates current urban planning challenges in the context of planning history and planning theory. We cover the context, environment, and issues that pertain to urban planning, as well as the social, professional, and moral responsibilities of the profession of urban planning.

This course has five major objectives:

1. To become familiar with the development of planning as a profession in the U.S.;
2. To understand the justifications for planning as a public and private function in a capitalist democracy;
3. To appreciate alternative roles adopted by planners and the effectiveness of these various roles under different political, economic, and social circumstances;
4. To examine and comprehend the major theoretical orientations toward collective decision making and participatory planning;
5. To develop skills at communication: verbal and written, in the context of professional practice.

Format The course will involve lectures and seminars sessions. All students will meet together for lectures. Seminars will explore the literature assigned for the class in a discussion-based format. Assigned readings must be read carefully before the class period. For purposes of preparing for seminars, students are encouraged to work in groups both to distribute readings among group members and to hold study meetings to explore the meaning of the readings. Students are expected to provide comments that reflect a solid understanding of the readings and contribute significant insight to the seminar learning process.

Evaluation Grading will be based as follows:

- 20% for the student's preparation for and participation in the seminars, completion of the seminar discussion assignment, and respectful communication in all class and seminar sessions, including appropriate use of devices;
- 25% for the planning process case study paper;
- 25% for a midterm exam;
- 30% for a final exam.

Policies **Academic integrity** is a precondition for intellectual maturity. Within the Georgia Tech community of scholars and practitioners, you are encouraged to explore the works of others, to develop your own unique voice, and to refine this knowledge and voice through analysis, dialogue, and writing. We also encourage you to work in a collaborative manner in preparation for classes through mechanisms such as study groups. In this context, you must take particular care to clearly differentiate your work from that of others. Complete and accurate representation of both direct quotations and paraphrased materials is essential, including delineation of the materials used and documentation of sources. This applies both to printed and to internet-based materials. In addition, unless otherwise noted, assignments are to be prepared without collaboration with other students. A detailed overview

of the ways in which the ideas of others can be appropriately cited in your work is provided in the **SCaRP Writing Guide**, found at the back of the MCRP student manual. All submitted work in this class must adhere to the style guidelines included in the SCaRP Writing Guide.

Student conduct should be based on the Georgia Tech Honor Code. The Institute policy regarding student plagiarism will be strictly enforced. Any student found to violate the policy on plagiarism will receive a failing grade for the assignment and will be subject to disciplinary action as outlined within the Georgia Tech Academic Honor Code (<http://www.catalog.gatech.edu/rules/18b.php>) and Student Code of Conduct (<http://www.catalog.gatech.edu/rules/19b.php>).

We expect the **work you generate in the class to be your own** unless you indicate otherwise by use of quotation marks and proper source attribution (e.g., in-text citations with reference list). Submitting work generated by someone other than you or with assistance from a computer application or tool such as AI (e.g., ChatGPT) is not permitted and is a violation of the Georgia Tech Honor Code. If we suspect your work has been created or assisted by AI, we are required to report this to the Office of Student Integrity who will review. You should be aware that ChatGPT is based on large language modeling, meaning it crowdsources information from the Internet and provides answers to your questions that can be helpful, but also wrong or outdated. A principal objective of graduate school is to improve your writing; use of AI for this purpose deprives you of the critical training you have sought out by enrolling in your degree program.

Students with disabilities needing academic accommodation should provide documentation from the Access Disabled Assistance Program for Tech Students (ADAPTS) (<http://www.adapts.gatech.edu/>) and bring an ADAPTS accommodation letter 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. Please let us know if you have any emergency medical information that we should know of, or if you need special arrangements in the event the building must be evacuated.

All written work must be turned in on time. Work that is submitted late will receive reduced credit except in unusual circumstances. Assignments will be submitted via Canvas, unless otherwise indicated.

Cellphones must be out of site during lectures and seminars. Laptops and tablets may be used for note taking, but if they become distracting the instructors will require these to be put away as well. Laptops and tablets may not be used for messaging, web-surfing, email, to work on assignments for this class or other classes, or for any purpose other than note taking.

The SCARP community of faculty, staff, and students aspires to create and nurture an environment that is **supportive of all backgrounds** where different views and ideas are respected and encouraged. In all our pursuits, we commit to justice, diversity, equity, and inclusion with regard to race, national origin, language, age, sexual orientation, gender, religion, and ability. Moreover, we will encourage intellectual inquiry and respectful exchange that cements our dedication to these principles.

Texts The following required text is available at the GT Bookstore (48 5th Street):

Jackson, Mandi. 2008. *Model City Blues: Urban Space and Organized Resistance in New Haven*. Philadelphia: Temple University Press.

In addition, the articles listed below that are not found in the textbooks are available electronically. These readings are available as Adobe files through the course Canvas site: <http://gatech.instructure.com>

Grading Assignments are graded in the usual letter grade system. In general, we endeavor to follow these grading standards:

"A": exemplifies excellence: including clear reasoning, sound methods, forceful exposition, and stimulating ideas in comparison with others at the same stage of career. Independent and creative thinking utilizing a thorough understanding of course concepts is evidenced. Language usage, calculation, attribution, and formatting are essentially free of error.

"B": allowing for growth in performance between now and graduation, the work would be considered satisfactory professional planning work given the time and resources allocated to it. Assertions are correct; arguments are persuasive. Mastery of course concepts is evidenced. Errors in language usage, attribution, calculation and/or formatting are minimal.

"C": even allowing for growth in performance between now and graduation, the work would be considered less than satisfactory in a professional planning environment. There may be errors in fact or in understanding of course concepts. Arguments may not be convincing; there may be multiple errors in language usage, grammar, attribution, calculation and/or formatting.

"D": the work does not meet expectations for graduate students. The core prompts in the assignment may not be followed; arguments may be hard to understand or may ignore key lessons understood broadly in our profession and/or developed in the course; language usage, attribution, calculation and/or formatting may have serious flaws or widespread errors.

"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 Institute Honor Code.