



زبان تخصصی رشته جغرافیا و برنامه ریزی شهری (کارشناسی ارشد)

دکتر نفیسه مرصوصی منیرالسادات حسینی



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۱۶۷۶

(۹۰/آ)



ESP for M. A Students Geography and Urban Planning

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بسم الله الرحمن الرحيم

پیشگفتار ناشر

کتاب‌های دانشگاه پیام نور حسب مورد و با توجه به شرایط مختلف یک درس در یک یا چند رشته دانشگاهی، به صورت کتاب درسی، متن آزمایشگاهی، فرادرسی، و کمک درسی چاپ می‌شوند.

کتاب درسی ثمره کوشش‌های علمی صاحب اثر است که براساس نیازهای درسی دانشجویان و سرفصل‌های مصوب تهیه و پس از داوری علمی، طراحی آموزشی، و ویرایش علمی در گروه‌های علمی و آموزشی، به چاپ می‌رسد. پس از چاپ ویرایش اول اثر، با نظرخواهی‌ها و داوری علمی مجدد و با دریافت نظرهای اصلاحی و متناسب با پیشرفت علوم و فناوری، صاحب اثر در کتاب تجدیدنظر می‌کند و ویرایش جدید کتاب با اعمال ویرایش زبانی و صوری جدید چاپ می‌شود.

متن آزمایشگاهی (م) راهنمایی است که دانشجویان با استفاده از آن و کمک استاد، کارهای عملی و آزمایشگاهی را انجام می‌دهند.

کتاب‌های فرادرسی (ف) و **کمک درسی** (ک) به منظور غنی‌تر کردن منابع درسی دانشگاهی تهیه و بر روی لوح فشرده تکثیر می‌شوند و یا در وبگاه دانشگاه قرار می‌گیرند.

مدیریت تولید محتوا و تجهیزات آموزشی

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In the name of God

Preface

This book is designed to develop reading skills of geography and urban planning of master students to expand their vocabulary as a step towards reading, understanding, and using other similar English textbooks. The reading passages are taken from recent geography and urban planning books and journals. Care is taken to include various topics related to different branches of planning in order to acquaint students with a variety of passages. Effort was made to provide short passages which should be translated into Persian.

This book contains seven chapters and each chapter consists of a passage and the definitions of some important key and general terms and their exemplifications. At the end of each passage, there are some exercises whose answers are provided in the answer keys in Appendix I. A glossary is also provided in Appendix II.

In this part we wish to appreciate the people who have contributed ideas, suggestions and support for this book. The editor of the volume, Dr. Belgheis Roushan and Dr. Maryam Sadat Ghiasian provided superb skills and deep understanding of our aims.

Study Guide

The purpose of this volume is to improve the reading skills of MA geography and urban planning students and help them to become autonomous readers in their fields of study. This book is divided into seven units and each unit consists of the following parts:

A. Vocabulary

B. Reading passage

C. Comprehension Check

D. Translation

A. Vocabulary

This part includes the definitions and examples of some general and key terms and expressions of the main passage. Students should read this part carefully in order to do the vocabulary exercises.

B. Reading Passage

Each unit comprises a reading selection which functions as its main part. This part is selected from recent geography and urban planning resources. The passages are built from relatively simple to more difficult ones, so students can develop their knowledge of vocabularies and concepts as they progress through the book.

C: Comprehension Check

This part consists of three sub-sections:

C.1: True/False Items:

These questions direct students' attention toward the key points in each passage, and also improve their understanding of its content.

C.2: Multiple-choice Items:

These questions check students' overall understanding of stated and implied facts and points in the passage.

C.3: Open-ended Questions:

This part leads students toward further thinking and relating their background knowledge to the new concepts. Teachers also have the opportunity to ask students to do their seminars and research according to the subjects of the passages and relate them to their own country or geographical areas.

D. Translation

There is an increasing demand for students to become familiar with the translation skills. The final part of each unit serves this purpose. Students are supposed to be able to read part D.1 and translate it carefully. Besides, the students should provide Persian equivalents for the words given in part D.2.

UNIT 1

Planning Theory and the City

General Aims

This unit has been designed to help students learn, a number of key words and some of the general words in meaningful contexts and expand their reading comprehension skills to make them familiar with typical passages of planning theory and city.

Behavioral Objectives

After carefully reading this unit, you are expected to:

1. Briefly describe the characteristics of planning theorists, draw the distinction between urban theory and planning theory, briefly explain the historical roots and justification for planning, realize what the critique on the reform development was, and describe the similarity between Habermas' and Giddens' view of rationality.
2. Define the meaning of some important terms and expressions.
3. Do comprehension exercises C.1 – C.3.
4. Be able to perform the exercises D.1 – D.2.

A. Vocabulary

Study the following terms and their definitions and synonyms. Each term is presented in a sentence to help you learn how it is used in the given context.

accountable

adj

responsible for what you do and willing to explain it

Even though planners were **accountable** to elected officials, critics

accused them of being undemocratic.

appoint

v

choose someone for a job, position, etc.; fix or decide on something

Dr. Gordon was **appointed** as the local representative for the next geography seminar of town.

assault

n

sudden violent attack

The content of the critique harkens back to Mannheim's **assault** on positivism.

cease

v

stop doing something or to make an activity stop happening

Because of the historical roots of planning, the planning theory has ceased to be urban.

cost-benefit analysis

n

relating of the cost of something to the benefit it gives

The manager of the company asked the **cost-benefit analysis** of the company.

critique

n

piece of writing describing the good and bad qualities of a play, film, book, etc

The movement for the development of planning set in a **critique** of the industrial city.

delineate

v

make something very clear by describing it or drawing it in great detail

The predecessors sought to **delineate** a technical strategy for planners

in the rational model.

disregard v

ignore something, or to not treat
something as important or serious

The judge told the jury to **disregard** that statement.

divorce n

separate; legally end something

It is difficult to **divorce** religion from politics.

empirically adv

based on practical experience rather than on
ideas

The project has been **empirically** developed during the research
progress.

enlightened adj

having sensible modern attitudes and treating
people fairly and kindly

They had a desire to design a new plan according to **enlightened**
principles and goals.

expertise n

a special skill or knowledge that you learn by
experience or training; skill in particular field

The vision of design **expertise** incorporated in the modern model.

impetus n

an influence that makes something happen, or
happen more quickly

Much of the **impetus** for reform came from local activists.

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impinge **v**

have an unwanted or bad effect on someone or something; encroach

International politics have **impinged** on decisions made in Congress.

impose **v**

introduce a rule, tax, punishment, etc. and force people to accept it

City officials have **imposed** limits on commercial development.

intellectually **adv**

concerning the ability to think and understand ideas and information; intelligently; wisely

The distinction between urban theory and planning theory, however, is not **intellectually** viable.

jettison **v**

throw away

The state is prepared to **jettison** incompetent planners.

justification **n**

a good and acceptable reason for doing something

There is no **justification** for building the public park in the middle of the city.

mediate **v**

try to help two groups, countries, etc. to stop arguing and make an agreement; intercede

The court had to **mediate** between Hassel and his neighbors.

modus operandi **np**

the appropriate method of doing sth

The planner's **modus operandi** began with the development of geography and urban planning journals.

mount v

increase gradually in size, degree, or amount; to plan and organize

Tensions **mounted** as we waited for the result of examination.

nepotism n

the practice of giving the best jobs to members of your family when you are in a position of power

They opposed the position of existing **nepotism** in bureaucratic procedure.

patronage n

the support that a patron gives to an organization, etc.

Some members of the parliament suggested a law which helps to neutralize the leanings towards **patronage** and personal domination.

predecessor n

person who had a job before someone else began to do it

The **predecessor** worked in the city before urban planners starting their work.

prescribe v

state officially what should be done in a particular situation

Some people **prescribe** normative criteria for planning practice.

quasi-suburban **np**

partly/almost of or in a suburb

They planned a big **quasi-suburban** mall in the new town.

rational model **np**

a model in which people are able to think and
make decision based on reason

No **rational model** would accept the new approach of planning.

relegate **v**

make someone or something less important than
before; loosen

He's been **relegated** to the role of assistant in planning programs.

revulsion **n**

a feeling of disgust or horror

The government expressed its shock and **revulsion** over the murder.

scrutinize **v**

examine someone or something very carefully
and completely; investigate

This response combined with moves in other disciplines to **scrutinize** communication.

stipulate **v**

state something clearly and firmly as a
requirement

The general goals could be **stipulated** in advance within a democratic political process impartially.

supersede **v**

replace something

The old method can be almost completely **superseded** by the desire

for justice and impartiality.

terrain **n**
land of a particular type

In Geography the function of planning was to impose a consciously chosen pattern of development upon the urban **terrain**.

undermine **v**
weaken or destroy gradually; gradually make
someone or something less strong or effective

This could seriously **undermine** the peace process.

vantage point **n**
a good position from which you can see
something; point of view

Among scientists who examined the hypothesis from the **vantage point** of the new method, the approaches used by them were regarded as mediating factors.

viable **adj**
being able to exist or succeed

The distinction between urban theory and planning theory, however, is not intellectually **viable**.

wielder **n**
a person with a lot of power and influence;
authority

The officials were not the principal **wielders** of power in framing the new regulations and complementing them.

B. Reading Passage

Planning Theory and the Cities

The characterization of planning theorists as disregarding the city applies most strongly to those who presently focus on prescribing normative criteria for planning practice, as well as their predecessors who sought to delineate a technical strategy for planners in the rational model, in operations research, or in various concepts of bounded rationality. The focus of the contemporary group is on communication and the roles of planners; the theorists of rationality primarily concern themselves with methodology and its limitations. At the same time, however, there has been a developing body of empirically based planning theory that does look simultaneously at planners and their spatial objects.

The distinction between urban theory and planning theory, however, is not intellectually viable for a number of reasons, which I will elaborate in this book. They include (1) the historical roots and justification for planning, (2) the dependence effective planning on its context, and (3) the objective of planning as conscious creation of a just city.

Historical Roots and Justification for Planning

If one examines the historical roots of planning, the question one would more likely ask is not, “Should planning theory be urban?” but rather, “Why has planning theory ceased to be urban?” The impetus for the development of planning lay in a critique of the industrial city and a desire to re-create cities according to enlightened design principles. Whether the focus was on green field sites, as in Ebenezer Howard’s garden city model, or on redeveloping the existing city, as in Haussmann’s Paris and Burnham’s City Beautiful, planning devoted itself to producing the desired objects. It did so, however,

without reflection on the process by which the ideal city was formulated. Its implicit theoretical arguments were about the nature of the good city rather than how one derived that concept. It was taken for granted that the function of planning was to impose a consciously chosen pattern of development upon the urban terrain; the method of making the necessary choices was not problematized. Rather, good planning was assumed to be simultaneously in the general interest and guided by experts. To be sure, there was, during the first part of the twentieth century, some attention to process, as American progressive reformers, in their effort to rid government of bias and corruption, successfully pressed for independent planning commissions.

This move, a part of a general impetus to divorce public policy determination from politics, rested on a view that a sharp line separated politics from administration and a belief that experts could develop policies in isolation from selfish interests. It incorporated the thesis, later made explicit in planning's rational model, that general goals could be stipulated in advance within a democratic political process; then, the formulation of the means to reach those goals and the process of implementing those means could be conducted impartially by disinterested appointed officials.

The development of an explicit theory directed at prescribing the planner's *modus operandi* began with the publication of Karl Mannheim's *Man and Society in an Age of Reconstruction* in 1935.

It laid the philosophical foundations for later theorizing by describing a democratic planning process that would enable experts to plan under the guidance of the public through their elected representatives. Mannheim's ambition exceeded that of *city* planning—inspired by the ideals of reform liberalism, he envisioned the national state's participation in economic and social planning. He argued that if the planning bureaucracy was subject to parliamentary control, it could apply its technical expertise to the solution of social problems without impinging on freedom:

The new bureaucracy brought with it a new objectivity in human

affairs. There is something about bureaucratic procedure which helps to neutralize the original leanings towards patronage, nepotism, and personal domination. This tendency towards objectivity may, in favorable cases, become so strong that the element of class consciousness, still present in a bureaucracy which is chosen mainly from the ranks of the ruling classes, can be almost completely superseded by the desire for justice and impartiality.

Famous for transforming city planning from a primarily design profession to a social science, theorists at the Universities of Chicago and Pennsylvania and their followers laid out the rational model and methods for testing policy alternatives. They relegated public input to the goal-setting process, after which experts would reach a decision using the tools of modern statistical and economic analysis. Ironically, however, the vision of planning expertise incorporated in the rational model wholly ignored the devastating attack on positivism mounted by Mannheim himself in his essay on the sociology of knowledge.

As applied to urban planning, Mannheim's assault on universalism denies that forecasters can assume that past experience will simply repeat itself in a new historical context and jettisons the notion of a value-free methodology. Thus, the assumptions underlying applying quantitative cost-benefit analysis to weigh alternatives within the rational model are undermined, and the use of reason and comparative analysis rather than a formally rational methodology is proposed.

Mannheim is a clear precursor of Habermas in respect to this view of rationality; he differs, however, from contemporary communicative theorists in that he expects educated elite, working within his flexible definition of reasoned reflection, to plan on behalf of society at large. In both his explanation of people's willingness to trust expertise and in his description of reflexivity, by which knowledge circles in and out of society, Giddens presents an approach to knowledge that is neither relativist nor positivist but, as he puts it, "relationist" (or, one might say, dialectical).

If not in practice, at least within theoretical expositions of planning and in legitimations of its practice, the rational model's assumption of expertise divorced from its social base lived on, leading to the critiques of planning that developed within the social movements of the 1960s and 1970s.

These critiques were directed at both process and outcome. Even though planners were accountable to elected officials, albeit indirectly, critics accused them of being undemocratic by not consulting the people most directly affected by planning initiatives.

Influenced by the move toward critical theory occurring in all the social sciences at that time, the first major conference devoted explicitly to planning theory examined planning's impacts, connecting causes within the political economy with planning projects, and urban transformations.

Although there was a tendency in these papers to blame planners as the people most directly responsible for policies resulting in neighborhood destruction, planners were not the principal wielders of power in framing urban renewal and highway programs.

Viewing planners in isolation from the political forces impinging on them unduly magnified their importance and resulted in a distorted understanding of the causes of community displacement. Perhaps, however, it was inevitable that a conference dedicated to planning theory would have such a singular focus.

Among scholars who examined planning from the vantage point of other disciplines, the approaches used by planners were regarded simply as mediating factors. Thus, the broader political economy literature examined planning within the framework of general forces and constraints. In the United States, discussions of urban redevelopment programs placed primary emphasis on what came to be labeled the urban regime. In Western Europe, officials of the national state allied with important economic interests were identified as the force behind large public programs for physical change.

Even though the political process underlying urban renewal and