SYLLABUS

OVERVIEW
Planning theory offers us conceptual frameworks and analytical touchstones to appreciate how institutions as well as individuals have influenced and shaped planning imperatives and processes, understand contemporary planning and developmental challenges, and develop sensitive and effective responses. Plans attempt to create deliberate futures to improve upon the status quo. Introduction to histories and theories of urban planning and policymaking, enriched by real world experiences, will demonstrate why planning’s foremost objective is the public good. Hence, it will also introduce students to the principles and tenets of public policy. While the state and its agencies have historically been responsible for planning, today civil society organizations, private firms, as well as communities are increasingly engaged in doing and reshaping planning.

While planning vision can be instrumental in shaping society, the actual culture and practice of planning itself is reflective of larger histories, forms and systems of governance. Planning requires appreciating history, and economic, legal, social, and environmental systems. Progress in planning theory reminds planners to be careful in what and why they identify as problems, what futures we desire for communities and groups and how, and what constitutes planning knowledge and how that informs the interventions we devise as solutions. Power and its distribution are key determinants in the sphere of planning. In a world that is evermore beholden to global capitalism, debates about the capacity of citizens and civil society to ‘make a difference’ to structural forces are no longer peripheral. Planning ideas have significantly evolved from the days of mostly top-down and technocratic planning that sought mostly physical interventions to what is today more inclusive, participatory, and mindful of the challenges of social, economic, and cultural complexities. Thus, this course examines planning’s purpose and planners’ roles by paying close attention to embedded issues of power, the purposefulness of alternative epistemologies, and their implications for cities and regions. Real world examples that underscore the theories of urban planning/policymaking will assert why the public good is planning’s foremost objective.

The course aims to enable the student to become good reflective planners by learning to read, think, and write critically about planning issues, and situate them within effective theoretical frameworks – the fundamental building blocks of good research and analysis. Coursework involves student presentations, discussion facilitation, class participation, and critical writing exercises.

Because of the course’s seminar format it is imperative that students complete assigned readings before coming to class. Student presentations, facilitation of discussion, and participation in the discussions are critical for learning as well as earning a good grade in this course.
STUDENT LEARNING OBJECTIVES

Students who successfully complete PLAN 600 should be able to:

1. Outline major moments, events, and intellectual trends in the evolution of urban planning in an historical perspective, and their impacts on contemporary planning thought and practice.

2. Appreciate, analyze, and critique planning’s primary – economic, legal, social, and environmental – foundations and justifications.

3. Understand the role of power in planning; the diverse forms and sources of community power; and how the planner exercises power in planning processes.

4. Begin to write critical literature reviews.

5. Conceptualize planning issues, challenges, and interventions in terms of theoretical frameworks built upon key planning theories and debates, and apply such frameworks toward incisive/critical analysis and writing scholarly/research papers.

6. Identify various types of ethical issues that planners commonly face, and understand ethical frameworks that shape planning practice.

7. Evaluate critically how social and cultural contexts embed planning challenges, and how planning processes respond to social, cultural, and organizational problems or opportunities.

8. Understand planning challenges and innovations in specific sub-areas, such as environmental, land use, infrastructure, community, and social planning, as well as in the Asia-Pacific region.

COURSE REQUIREMENTS

1. Class Presentations and discussion: Each student will prepare one or two (depending on enrollment) 20-minute slide or audio-visual presentation (such as using PowerPoint) on a set of weekly readings. This will be followed by another 15-20 minutes of a class discussion pertaining to the topic, which the presenters will facilitate through thoughtful questions or in-class exercises. The presentation and discussion should not exceed 45-50 minutes. Students will be able to choose their desired week/topic. In the event of more than one student presenting on the same topic, the presenters should coordinate their work to prepare a coherent presentation. Both presenters will give a single, joint presentation, which can take up to 30 minutes. Although each individual will be graded separately, yet the presentation’s coherence and thoroughness will be considered. The presentation should include:
   a. A summary of the main arguments of each article (required readings) with a clear presentation of the logic of the argument or thesis
   b. Responses based on the readings to the questions posed in the syllabus under each topic
c. Any relevant examples that illustrate your points better
d. Any additional thoughts or information from sources listed under “Optional Readings” or through independent research
e. Quality of in-class discussion (questions/exercise/participation)

Students are encouraged to seek additional sources to supplement or clarify the ideas, theses or arguments put forth by the author(s). Some topics have suggested optional readings that you can use or at least begin with. Peer feedback will follow each presentation. The following criteria will be used for grading the class presentation:
   a. Organization, logic and clarity
   b. Thoroughness in addressing the questions
   c. Quality of oral and visual presentation
   d. Use of outside sources
   e. Quality of class discussion
   f. Overall effectiveness

Use illustrative examples to support the key arguments/points (when relevant).

2. **Short essays**: For 4 weekly topics (you can include the week when you will do your presentation), you will be required to submit a 2-page single-spaced essay using that week’s readings to address the questions listed for that topic. You will choose beforehand the weeks when you will submit an essay. The essay will resemble a critical literature summary and review. The essays should address the questions assigned for each topic (in the course schedule, under weekly readings), and synthesize the relevant readings, or parts thereof, that pertain to each question. Be sure to address all the questions, and synthesize relevant, important ideas from all of the articles in answering the questions. Besides providing summaries of the main ideas as answers to the questions, the purpose of these essays is to improve your skills at writing critical literature reviews. Therefore, if you have additional questions/issues you feel are relevant to discuss, please include them. The essays will be due in class on the date assigned for each topic.

   Criteria for grading of the essays:
   a. Clear demonstration of knowledge of the readings
   b. Organization, logic, and clarity
   c. Relevance and thoroughness in addressing the questions
   d. Creativity in synthesizing ideas from a critical perspective (where relevant)

3. **Final research paper**: Each student will write a final research paper on a planning issue of her choice. The emphasis of the paper will be to a) frame the issue in a coherent theoretical/conceptual framework, informed by readings for the course; and b) demonstrate the ability to critically analyze the issue on the lines of good planning research and scholarship. The instructor will provide detailed guidelines about the final paper later.

4. **Class participation**: As mentioned earlier, active student participation in class discussions are essential for the success of a seminar-format class, and therefore participation is strongly
urged. It will matter for the overall grade. In class, each student is expected to raise questions/points for discussion based on the weekly readings. Much of the reading content will likely be new for many students, hence students are advised to be regular and ask questions in class to clarify doubts.

GRADING CRITERIA AND POLICIES

The course grade will depend on the following:

<table>
<thead>
<tr>
<th>Item</th>
<th>Points</th>
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<tr>
<td>Student Presentation(s) on weekly topic</td>
<td>20</td>
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<tr>
<td>Essays on weekly readings (4 essays x 7.5 points each)</td>
<td>30</td>
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<td>Final</td>
<td>30</td>
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<tr>
<td>Participation (also implies regular attendance)</td>
<td>20</td>
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<td>TOTAL</td>
<td>100</td>
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Students are reminded that in order to advance to candidacy they must earn "B" or better in all of DURP’s core courses. Students who do not earn a B in PLAN 600 the first time may repeat the course once.

A late assignment will lose 20 percent of the grade for each additional day. No assignment will be accepted after five weekdays of it being due.

PLAGIARISM

Please familiarize yourself closely with what is or could be tantamount to plagiarism – an unconscionable transgression in academia. UH Manoa’s code of conduct in regard to plagiarism can be found at http://www.hawaii.edu/eli/students/plagiarism.html

Listed below are other useful links that explicate the nuanced differences between ethically borrowing ideas/words, improper acknowledgment, and outright cheating. Inculcate good practice, and always shun the opposite.

http://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054
http://writing.wisc.edu/Handbook/QuotingSources.html

TEXTS

- Most course readings will be available on Laulima at https://laulima.hawaii.edu/portal. Sign in, select the PLAN 600 tab, then click on “Resources” in the sidebar.
- The instructor may change or add readings for some sessions.
# CLASS SCHEDULE AND READINGS

<table>
<thead>
<tr>
<th>DATE</th>
<th>WEEKLY TOPICS AND READINGS</th>
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<tbody>
<tr>
<td><strong>Week 1</strong></td>
<td><strong>Course Introduction</strong></td>
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<tr>
<td>January 14</td>
<td>Overview of course and assignments</td>
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<tr>
<td></td>
<td>About Lauima</td>
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<td></td>
<td><strong>No readings</strong></td>
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<tr>
<td><strong>Week 2</strong></td>
<td><strong>Part I: PLANNING HISTORY AND CONTEXT</strong></td>
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<tr>
<td>January 21</td>
<td><strong>Introduction to Planning Theory</strong></td>
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<tr>
<td></td>
<td>What is planning theory?</td>
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<td></td>
<td>Finalize presentation schedule</td>
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<td></td>
<td>What have been some of the major debates in the history of planning theory?</td>
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<td>What are some major approaches that theorists have articulated for planning practice?</td>
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<td>Why should we care to study theory?</td>
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<tr>
<td><strong>Readings</strong></td>
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<tr>
<td><strong>Optional readings</strong></td>
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### Week 3

**January 28**

**Industrialization, urbanization, and rational planning**

What were the social, spatial, economic and political processes associated with urbanization?

What social problems arose with urbanization?

How did this evolutionary process correspond to the emergence of professional planning?

In what ways has planning and planning thought shaped the character of cities and urban form? What have been some of its limitations?

Is contemporary city distinct from the industrialization-driven urbanization of the 20th century? How? How can planners better manage today’s urban centers?

**Readings**


**Optional readings**


### Week 4

**February 4**

**Utopianism and a history of reform**

What were the catalysts for the urban reform movements during the 19th and 20th century?

What is utopianism and what is its significance in planning history?

What were the main contributions of utopianists like Howard and Corbusier? How do they compare with proposals put forth by contemporary thinkers like Jacobs/Appleyard and Friedmann?

What lessons can be drawn from reform movements for the future of planning?

**Readings**


**Optional readings**


• Le Corbusier, “A Contemporary City,” from The City of Tomorrow and its Planning, 1929.
• Howard, Ebenezer, “Author’s Introduction” and “The Town-Country Magnet,” from Garden Cities of To-morrow, 1898.


Suggested readings (books)

Week 5
February 11

Globalization and uneven development
What is meant by globalization? What characterizes globalization?
What forces have been contributing to globalization?
What have been its impacts (negative and positive)?
What types of inequities and/or injustices have arisen with globalization?
Does the planning profession need to respond to globalization’s impacts? How?

Readings
• Chapter 4: Contemporary globalization
• Chapter 5: Uneven geographical developments and universal rights
• Chapter 11: The City of Enterprise

Explore Gapminder at http://www.gapminder.org/

Optional readings
[ Economic Crisis and Urban Restructuring (1972-1983), pp. 52-75]
Harvey, David. 1987. “Flexible Accumulation Through Urbanization: Reflections on

### Week 6
**Part II: RATIONALES FOR PLANNING AND THE ROLE OF THE PLANNER**

**February 18**

**Efficiency and market failures**
- What are some basic rationales or justifications for planning in market economies?
- What are “market failures?” Under what circumstances do they justify government intervention?
- What is meant by public goods? What is the difference between public goods and the public good?
- How can planning address inefficiencies? What are the difficulties in doing so?

**Readings**
- Chapter 1: The market and the polis
- Chapter 3: Efficiency
- [“Rationales for Public Planning,” pp. 50-61]

### Week 7

**February 25**

**Legal foundations and implications of planning**
- Which key legal concepts and provisions legitimized contemporary planning?
- What factors prompted the legal protection of planning as an endeavor?
- What have been the advantages and disadvantages of how zoning has shaped the modern [American] city?
- Does the legal structure of planning seem to be evolving in new directions? Why and how?

**Readings**


**Suggested readings**


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**Week 8**

**March 3**

**Equity and social justice**

How are concepts of social justice and equity defined? What are the challenges in defining them?

What are the difficulties of defining justice and injustice in the postmodern city?

How do the authors propose working toward social justice given the existence of multiple standpoints and perspectives?

How can planners help in creating the just city? What are some challenges and possibilities in doing so?

**Readings**


**Optional readings**


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### Week 9

**PART III: THE PLANNING PROCESS**

**March 10**

**Roles of the planner**

How do the existing political economy and planning structures constrain the role of the planner?

How has the role of the planner been defined in different ways?

In regard to power influencing planning, what should planners be concerned about?

How, and by whom, is power exercised in planning processes?

To what extent can planners create and facilitate processes that are more democratic and overcome inhibitive power structures?

**Readings**


**Recommended readings**


**Suggested reading (book)**

### Week 10

**March 17**

**Defining problems and identifying solutions**

- What strategies are used to define a problem?
- How do problem definitions shape the range of solutions considered?
- Are there better ways to define problems than others?
- What roles do planners play in defining problems?
- Why are behavioral assumptions important in developing policy, planning or programmatic solutions?
- What are important considerations planners face in developing alternatives and making decisions?

**Readings**


[Chapters 7-10 and 12-16: “Symbols,” “Numbers,” “Causes,” “Interests,” and “Solutions.” (Chapters 6-9 and 11-15 in old edition)]

### Week 11

**March 24**

*Spring Break*

### Week 12

**March 31**

**Plan implementation and evaluation**

- What conditions enable implementation to be most successful?
- What role can planners play in ensuring successful implementation?
- What does a systematic approach to evaluation entail?
- What are some of the major challenges planners face in the implementation and evaluation stages of the policy or planning process?

**Readings**


**Optional readings**


Browse and skim one of the following online resources on evaluation:
Week 13
PART IV: CRITICAL ISSUES IN PLANNING

April 7
Planning and sustainability

What does it mean for sustainability to be a rationale for planning?

Describe different ways in which the term “sustainability” has been defined. What are certain key differences among definitions?

What are some of the main issues/problems that planners face in attaining sustainability according to the various authors?

What are some approaches that planners have adopted toward achieving sustainability?

Readings


Optional readings


http://www.orionmagazine.org/index.php/articles/article/7146
doi:10.1016/j.cities.2014.06.002.

Hawaii 2050 Sustainability Plan (www.hawaii2050.com)

Week 14

April 14

Epistemologies of planning
What is epistemology and why is it important for planners to appreciate epistemologies?
What does it mean to be able to understand issues from multiple epistemic standpoints?
Is appreciating multiple epistemologies antithetical to finding consensus?
How can/should planners respond to conflicts that stem from epistemic differences?

Video: Aloha is our intelligence (Voices of Truth series), and Pele's Appeal

Readings
West Sussex: John Wiley & Sons. [Chapter 3: Exploring Planning’s Knowledges]


Optional readings
Cambridge, MA: MIT Press.


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**Week 15**

April 21

**Power, participation, and social learning**

What are the different ways we can conceptualize differing degrees of power and participation that can exist?

What is social learning and why is social learning relevant to the problem of unequal power or participation?

How can deliberative planning facilitate participation and address power inequalities?

What are the limitations of deliberative planning in dealing with power inequalities?

**Readings**


**Optional readings**


Week 16

April 28

Planning ethics
What are some approaches that planners can take to making ethical choices?
What ethical considerations are necessary for planners when making decisions?
How is the APA Code of Ethics and Professional Conduct helpful and what are its limitations in guiding ethical choices?
What does “situated ethical judgment” mean? How is the concept useful (or not)?

Video: A Village called Versailles

Readings
APA Code of Ethics and Professional Conduct.
http://www.planning.org/ethics/ethicscode.htm

Optional readings