OVERVIEW

Planning theory offers us theoretical frameworks and analytical touchstones to appreciate how planning institutions and planners have influenced and shaped planning processes and policymaking, understand contemporary planning and developmental challenges we face, and learn how to begin to develop sensitive and effective responses to these issues. Plans are attempts to create particular, deliberate futures, with the desire to improve upon the status quo, for communities, organizations, and even individuals. In this course we will focus on how planning serves the larger public good. While the state and its agencies have traditionally undertaken such planning, yet today civil society organizations and private firms are also increasingly engaged in myriad planning activities and initiatives. 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 is informed by historical memory, and knowledge of natural and social systems. Progress in planning theory reminds us to be careful of what, why, and how we define societal or organizational problems, the "appropriate" intervention strategies we choose to mitigate problems, and the assumed desirability of particular futures for groups and communities.

Power and its distribution are key determinants of 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 top-down, technocratic planning to today’s more socially-oriented, inclusive, and participatory variety. This course examines planning’s purpose and planners’ roles, how embedded in them are issues of power, and their socio-spatial implications for cities and regions. Introduction to histories and theories of urban planning and policymaking, enriched by real world experiences, will help assert why planning’s foremost objective is public interest.

The course’s focus on the concepts, knowledge, skills, attitudes, values, and behavior associated with the practice of planning will stress on the ability and need for a planner to be a “reflective practitioner.” Being reflective requires being attentive to tacit theories, assumptions, biases, understandings, and expectations that shape one’s analyses/decisions as well as others’.

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

3. Identify, analyze, and critique the primary justifications for planning including efficiency, market failures, and social justice.

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 the various types of ethical issues that planners face commonly, and describe key 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 developing areas and the Asia-Pacific region.

COURSE REQUIREMENTS

1. **Class Presentations and discussion:** Depending on enrollment, each student will prepare one (or two) 20-minute slide or audio-visual presentation (such as using PowerPoint) on a set of weekly readings (Student presentations will begin after Week 2). 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. *There will be only one presentation by both presenters, and a joint presentation 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 5 weekly topics (you can include the week in which you will do your presentation), you will be required to submit a *2-page single-spaced essay* for that week’s readings that addresses the questions listed for that topic. You can choose which weeks you wish to not submit an essay (no essay for the last week). 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 (5 essays x 6 points each)</td>
<td>30</td>
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<tr>
<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><strong>TOTAL</strong></td>
<td><strong>100</strong></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](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://isites.harvard.edu/icb/icb.do?keyword=k70847&pageid=icb.page342054)
- [http://writing.wisc.edu/Handbook/QuotingSources.html](http://writing.wisc.edu/Handbook/QuotingSources.html)

**TEXTS**

- Most course readings will be available on Laulima at [https://laulima.hawaii.edu/portal](https://laulima.hawaii.edu/portal). Sign in, select PLAN 600 tab, then click sidebar “Resources.”
- 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>Week 1</td>
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<tr>
<td>January 14</td>
<td><strong>Course Introduction</strong></td>
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<td>Overview of course and assignments</td>
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<td>About Laulima</td>
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<td><strong>No readings</strong></td>
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<tr>
<td>Week 2</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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<td></td>
<td>What is planning theory?</td>
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<td>Finalize</td>
<td>What have been some of the major debates in the history of</td>
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<td>presentation</td>
<td>planning theory?</td>
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<td>schedule</td>
<td>What are some major approaches that theorists have articulated</td>
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<td>for planning practice?</td>
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<td>Why should we care to study theory?</td>
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<td></td>
<td><strong>Readings</strong></td>
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<td></td>
<td>Hall, Peter, and Mark Tewdwr-Jones. 2011. *Urban and regional</td>
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<td></td>
<td>planning*. London &amp; New York: Routledge. [Chapter 1: Planning,</td>
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<td></td>
<td>Planners and Plans]</td>
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<td></td>
<td>Macmillan. [Chapter 1: What is Theory? (pp. 1-12 only)]</td>
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<td></td>
<td>Campbell, Scott, and Susan Fainstein. 1998. &quot;Introduction: The</td>
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<td></td>
<td>Structure and Debates of Planning Theory.&quot; In *Readings in</td>
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<td>Planning Theory*, eds. Scott Campbell and Susan Fainstein.</td>
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<td>Multicultural Cities*. West Sussex: John Wiley &amp; Sons. [Chapter</td>
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<td>4: The Difference that Theory Makes]</td>
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<td><strong>Optional Readings</strong></td>
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<td></td>
<td>Chicago: Planners Press. [Chapter 2: Planning practice and</td>
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<td>planning theory]</td>
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<td></td>
<td>Fainstein, Susan. 2005. “Planning Theory and the City.” *</td>
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<td>Journal of Planning Education and Research* 25(2): 121-130.</td>
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<td>Beard, Victoria, and Victoria Basolo. 2009. “Moving Beyond</td>
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<td>Crisis, Crossroads, and the Abyss in the Disciplinary Formation</td>
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<td>of Planning.” <em>Journal of Planning Education and Research</em></td>
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<td></td>
<td>Essay.” <em>Journal of Planning Education and Research</em> 28(2):</td>
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<td>247-257.</td>
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</table>
**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?

**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 utopians 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
- Howard, Ebenezer, “Author’s Introduction” and “The Town-Country Magnet,” from Garden Cities of To-morrow, 1898.

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),” 52-75]

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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
Klosterman, Richard E. 1996. “Arguments for and Against Planning.” In Readings in Planning Theory, eds. Scott Campbell and Susan Fainstein. Cambridge, MA and
### Week 7

**February 25**

**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**


### Week 8

**March 4**

**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**


http://www.orionmagazine.org/index.php/articles/article/7146

**Optional Readings**
Hawaii 2050 Sustainability Plan (www.hawaii2050.com)

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<th>Week 9</th>
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<td>March 11</td>
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**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 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**

**Optional Readings**


<table>
<thead>
<tr>
<th>Week 10</th>
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<tr>
<td><strong>PART III: THE PLANNING PROCESS</strong></td>
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<tr>
<td><strong>March 18</strong></td>
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<tr>
<td><strong>Defining Problems and Identifying Solutions</strong></td>
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<tr>
<td>What strategies are used to define a problem?</td>
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<td>How do problem definitions shape the range of solutions considered?</td>
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<tr>
<td>Are there better ways to define problems than others?</td>
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<tr>
<td>What roles do planners play in defining problems?</td>
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<tr>
<td>Why are behavioral assumptions important in developing policy, planning or programmatic solutions?</td>
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<td>What are important considerations planners face in developing alternatives and making decisions?</td>
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**Readings**


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<th>Week 11</th>
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<tr>
<td><strong>March 25</strong></td>
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<td><strong>Spring Recess: No class</strong></td>
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<tr>
<th>Week 12</th>
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<tr>
<td><strong>April 1</strong></td>
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<tr>
<td><strong>Plan Implementation and Evaluation</strong></td>
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<tr>
<td>What conditions enable implementation to be most successful?</td>
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<tr>
<td>What role can planners play in ensuring successful implementation?</td>
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<tr>
<td>What does a systematic approach to evaluation entail?</td>
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<tr>
<td>What are some of the major challenges planners face in the implementation and evaluation stages of the policy or planning process?</td>
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</table>

**Readings**


**Optional Readings**

Browse and skim one of the following online resources on evaluation:

- Introduction to Evaluation
  <http://www.socialresearchmethods.net/kb/intreval.htm>
● Evaluating Community Programs and Initiatives
   <http://ctb.ku.edu/en/evaluating-initiative>
● The Evaluation Process <http://evaluationtoolbox.net.au>

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Week 13

April 8
If Instructor will be at conference then this session will be moved to Week 17

Planning Ethics
What are some approaches that planners can take to making ethical choices?
What ethical considerations should planners take into account when making decisions?
How is the APA Code of Ethics and Professional Conduct helpful and what are its limitations in guiding ethical choices?
What is meant by “situated ethical judgment” and how is that concept useful (or not)?

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

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Week 14

PART IV: CRITICAL ISSUES IN PLANNING

April 15

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

Planning and differing epistemologies
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?

Readings

Optional Readings

Week 15
April 22

**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 29**

**Disasters and community resilience**

What are currently the dominant perspectives on reducing the risk from disasters?

What is the relevance of the popular concept of “resilience”? How effective is it likely to be in addressing disaster risk reduction (DRR)?

Does the resilience concept have shortcomings? Why? Or what could be some challenges in making the resilience concept integral to disaster management practices?

What role(s) do planning institutions play in DRR? How can planning become more effective in building resilience and DRR?

**Readings**


**Optional readings**


McEntire, David A. 2004. “Development, Disasters and Vulnerability: a Discussion...


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**Week 17**

**May 6**  **Final Paper Submission and Review**