Course Number | PLAN 558
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Course Credit(s) | 3.0
Course Title | The Role of Theory in Planning Research
Term | 2017-2018 Winter Term 1
Day/Time | Tuesday 5:00 to 8:00pm

Instructor | Tom Hutton
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Telephone | 604-822-4818
Email | Thomas.hutton@ubc.ca
Office Hours | By appointment

**Short Course Description**
The instructor will offer an overview of benchmarks in the evolution of planning theory, and its relationship with political movements and transitions in governance and policy values and models, as well as principal urban theory drawn from the fields of sociology, geography, anthropology, political science, and cultural studies.

*No prerequisites*

**Course Format**
- Attendance at twelve three-hour class sessions
- Active participation in class discussions
- Critical paper on a theme linking theory with an applied planning problem, in consultation with the instructor, with opportunities for refinement including:
  - Preparation of an abstract and keywords;
  - Presentation of paper in class; and
  - Submission of final paper within two weeks of the final class

**Course Overview, Content and Objectives**
This course is designed to stimulate thinking among students in the SCARP research master’s program about how theory can inform planning research. ‘Theory’ in this context can be used to frame trends and tendencies in cities, urban systems and communities; to connect abstract thought to material conditions in the city; to problematize aspects of urban growth and change; to trace the lineage of critical thinking about cities and urban regions; and to understand larger shifts in urban studies discourses and debates.
Learning Outcomes
By the end of this course students will be able to:

- Understanding of the evolution of planning theory and its relationship with shifts in political values, governance, emergent planning issues, and policy models
- Understand the relevance of planning theory to the formation of the city, city-region, and communities
- Understand the dimensions of urban theory in relation to globalization and transnationalism, post-structuralism, post-colonialism, the rescaling of the state, neoliberal governance and the search for competitive advantage, insistent innovation, restructuring and dislocation, and problems of primacy, hegemony, and inequality.

Additional Course Requirements

Attendance
Regular attendance is expected of students in all their classes (including lectures, laboratories, tutorials, seminars, etc.). Students who neglect their academic work and assignments may be excluded from the final examinations. Students who are unavoidably absent because of illness or disability should report to their instructors on return to classes.

Evaluation Criteria and Grading
Students will be assessed on the basis of:

- Understanding of concepts based on the readings and discussion
- Demonstration of analysis and synthesis of the material
- Clarity and organization of written papers
- Professional writing and presentation
- Evidence of original thinking B- (72-75%)

Seminar/class discussion
- Students will be expected to have read the assigned readings for each class session and to demonstrate comprehension through critical and analytical discussion in a seminar format.
- Students will also be expected generally to be attentive and participate actively in class discussions and activities.

Seminar presentation of paper
- Assessment will be based on following criteria:
  - Clarity and demonstration of competence in presentation of main argument/topic
  - Responses to questions posed by other students and instructor

Final paper
- Assessment will be based on following criteria:
  - Relationship between topic and course contents and objectives
  - Demonstration of ability to articulate clearly defensible positions on theoretical topic(s) discussed
  - Thoughtful and creative consideration of relationship between theory and real-world planning issues. Examples:
Application of theories about gentrification to a neighbourhood/community undergoing rapid change and redevelopment;

What a decolonized planning praxis might look like “on the ground”;

Theories of “the creative class” discussed in relationship to the Vancouver context (or other city or cities)

- Ability to incorporate suggestions/comments from instructor and other students to improve the structure and/argument(s) presented in the paper; and
- Submission of the paper on-time and in a finished form appropriate for submission to an academic publication.

**GRADING CRITERIA**

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<tr>
<th>Component</th>
<th>Weight</th>
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<tr>
<td>Class participation</td>
<td>10%</td>
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<tr>
<td>Seminar presentation</td>
<td>10%</td>
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<tr>
<td>Final paper</td>
<td>80%</td>
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<tr>
<td><strong>Total</strong></td>
<td><strong>100%</strong></td>
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**Required Readings and Videos**


**Recommended Readings.**

**Course Schedule**

Course delivery: one three-hour class per week for twelve weeks.

Week 1: Introduction: the role of theory in urban studies, city planning and community development
Week 2: Theories of urban transformation: models of urban growth and change
Week 3: Theory and comparative urbanization
Week 4: Theory and urban globalization, transnationalism and post-colonialism
Week 5: Theory and space in the city: principles, contestation and collaboration
Week 6: Guest speaker/discussant from professional practice: problems and pitfalls of linking theory to practice
Week 7: Draft essay presentations and round-table discussion
Week 8: The “resurgence of the city”: regeneration, resiliency and the ‘sustainability conundrum’
Week 8: Theory and place in the city: learning from case studies and reference cases
Week 9: Field trip/site visit: visualizing urban theory ‘in place’ in Vancouver
Week 10: Discussion of key observations and ‘points of departure’ for planning research
Week 11/12: Final essay presentations and discussion regarding follow-up

**Special Needs**

**Academic Integrity**

1 Assistance with the creation of a course syllabus is available through the Centre for Teaching, Learning and Technology, [www.ctlt.ubc.ca](http://www.ctlt.ubc.ca) Resources related to the development of assessable learning outcomes can be accessed through [http://ctlt.ubc.ca/resources/webliography/course-designdevelopment/](http://ctlt.ubc.ca/resources/webliography/course-designdevelopment/) The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by
you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences. A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the Academic Calendar at http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0.