Course Number | PLAN 602  
Course Credit(s) | 3.0  
Course Title | Advanced Planning Theory  
Term | 2017-2018 Winter Term 2  
Date/Day/Time | January 3rd to April 6th  
| Tuesdays  
| 2:00 to 5:00pm  
Instructor | Leonie Sandercock  
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Office Hours | Thurs 10.30-12.30 by appointment

**Short Course Description**  
This course requires you to think deeply about your intellectual place in the field of planning. By reviewing the bodies of work of leading planning theorists of the past fifty years you will understand which stream/s of planning thought you identify with, and why, and begin to imagine your own trajectory in and contribution to this field.  
Prerequisite: PLAN 508

**Course Format**  
This is a seminar course structured around student presentations based on in-depth critical reading and reflective thinking. The class meets weekly for three hours.

**Course Overview, Content and Objectives**  
As emerging planning scholars/researchers/teachers/practitioners you should be familiar with key authors who have shaped the field and with historical and contemporary debates that animate our profession. You should be able to position yourself within these debates and identify which theorists and theories help you to better understand and define your own intellectual project. The course is intended to help you develop a critical framework for your own work in planning.  
All students are required to audit PLAN 508 in Winter 1, a lecture-based overview of planning history and theory. This will serve to socialize you into SCARP as well as introducing you to my own approach to planning theory and history.  
This course explores in depth the work of leading planning theorists and current conceptual challenges to and in planning theory: we cover themes such as the relationship between knowledge and action, knowledge and power, politics and planning, rationality, justice, democracy, difference, complexity...

**Learning Outcomes**  
After completing this course, students will be able to:  
Articulate their own theoretical orientation within the planning field;  
Articulate their own intellectual project within the planning field and its relation to previous scholarship;  
Develop a theoretical framework for their own doctoral research;  
Develop a Masters level syllabus for teaching an Introduction to Planning Theory & History.
Attendance
Mandatory

Evaluation Criteria and Grading
Completion of this course at A- or better will satisfy the requirement of the Planning Theory Comprehensive Exam. If you do not meet this requirement, you will have the opportunity to repeat the course or rewrite the major paper, at the discretion of the Instructor.

There are three assignments and three grading components for the course.
1. A 5-minute verbal response to John Friedmann’s essay, ‘Planning as Vocation’ in Week 1. (15%)
2. A 15-minute introduction to one of the autobiographies in Haselsberger (2017) (25%)
3. A 30-minute presentation and 4000 word paper on the work of one contemporary planning theorist (60%)

Assignment guidelines
1. Each student will give a 5-minute personal response to Friedmann’s essay in Haselsberger. You are asked to reflect on how this essay impacts your own understanding of the field of planning and how you see your own trajectory in this field. This presentation is in Week 1, Term 2.
2. Each student will lead a discussion of one of the autobiographies in Haselsberger in the first 5 weeks of the class. You will begin with a 15-minute overview, and pose questions for class discussion.
3. The major paper presenting the work of your chosen planning theorist will require you to read most of this author’s writings (books and key essays) as well as critical essays about and reviews of the work. In presenting an overview of a theorist’s work, you should provide relevant biographical information (the ‘who’ question); identify the themes central to this body of work (the ‘what’ question); reflect on why these themes are important (to the author, to you); discuss any concepts invented by the author (or challenges to old concepts); and dissect the author’s method of doing planning theory (the ‘how’ question).

Participation in class discussion, while not being graded, is expected to indicate your critical and reflective reading of the assigned books and essays. You should be respectful of the views of others, and demonstrate active listening skills as well as the skills of argument. Appreciative inquiry is the general orientation of this course, rather than combative and adversarial thinking.

Required Readings and Videos
B. Haselsberger (ed) Encounters in Planning Thought: 16 autobiographical essays from key thinkers in spatial planning (Routledge 2017)
The complete works of your chosen planning theorist for your major assignment.

Recommended Readings
Recommended readings are listed in the long syllabus for PLAN 508.

Course Schedule
There will be a preliminary meeting and course overview at the end of Term 1, on Mon 27th Nov, 2-5pm, in which you will choose the theorists you will study in-depth.
In the first five sessions we will collectively review and discuss nine seminal autobiographical essays by leading planning theorists. We will also discuss individual responses to the essay by John Friedmann, ‘Planning as Vocation’.
In the second five sessions, each class has two thirty-minute student presentations and in-depth class discussion of a chosen planning theorist and their body of work. All students will read two articles by the theorist under discussion.

Special Needs
Students with special needs should identify themselves to the Instructor and every effort will be made to support students on an individual basis with whatever campus resources are available.

**Academic Integrity**
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](http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0).