

**School of Community and Regional Planning (SCARP)
University of British Columbia
COURSE OUTLINE**

Course Number	PLAN 508
Course Credit(s)	3.0
Course Title	Foundations of Planning Theory and History
Term	2018-2019 – Winter Term 1
Days/Times	Tuesday 2:00 to 5:00pm

Instructor	Leonie Sandercock
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Office Hours	Thurs 10.30-12.15 by appointment

Short Course Description

This course explores the history of planning ideas and theories. What are the modern roots of (community and regional) planning, its colonial history, and how does this shape and perhaps limit contemporary practice? Why do we need planning? Why is it important to theorise about planning? This course covers the leading thinkers and schools of thought and is primarily focused on western ideas about planning.

This course is required for and open only to SCARP masters and Doctoral students.

Course Format

The class meets once each week for three hours. The format varies. The first half of the class is usually lecture-based, but may involve film screenings and guest panelists. The second part will usually be discussion of readings in small groups, my 'coffee shop' or conversational model of learning, as well as a plenary-style closing discussion. Students must come to class prepared to discuss the required readings and respond to the prescribed questions.

Course Overview, Content and Objectives

The purpose of this course is to introduce you, as emerging planners, to the fields of planning history and theory; to familiarize you with the leading thinkers; and to reflect on the qualities of a planning imagination that might be necessary to deal with the challenges of 21st century cities and regions. The field of professional planning is a relatively new one. The first planning school in North America was established at Harvard in 1929. SCARP's Masters program was established in 1954. Planning theory emerged in the 1950s and continues to evolve along with the profession. Just as there is no single definition of 'planning', so too there is no definitive agreement of what constitutes planning theory. It is necessarily a contested terrain, because it seeks to define the profession, its goals, values, and trajectory. The writings of planning theorists help us to reflect on the very broad field of planning practice, from its ideas to its institutions, its processes and its outcomes.

We will review the main intellectual movements of the last two hundred years as they relate to the emergence of planning, covering the following enduring themes:

- What constitutes valid knowledge in planning? As defined by whom?
- Is there such a thing as 'the public interest'? Defined by whom?

- In what sense/s is planning a rational and/or scientific activity? A creative activity? A visionary/transformational activity?
- What theories help us understand the nature of power, and of power relations in planning?
- What is a workable theory of social change for planners?
- How do we integrate the challenge of sustainability into thinking about planning?

Learning Outcomes

At the end of this course:

1. You will be familiar with the historical roots of planning, both traditional and alternative histories.
2. You will have your own answer to the question, “What is planning?”
3. You will be able to articulate your thoughts on why and how planning theory is important and relevant to practice.
4. You will be familiar with the evolution in planning theories over the past half-century or so.
5. You will recognize key names, key models, concepts, and lingo within the planning discourse.
6. You will be able to formulate/clarify your own defensible position on key issues that confront planners today.
7. You will have a sense of what orientation to planning best suits your values and goals, what underlying theories will inform you and give purpose to your work as you move into practice.
8. You will begin the journey of becoming a *reflective practitioner*.

Attendance

Attendance at all sessions is mandatory.

Evaluation Criteria and Grading

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|---|---------------------|
| 1. History Paper (2000 words max) (50%) | Due Oct 23rd |
| 2. Reflective Assignment: Shadowing a Planner for a Day (50%) (2000 words max) | Due Dec 7th |
| 3. Engaged reading assignments (no grade attached) | |

ASSIGNMENT DESCRIPTIONS, INSTRUCTIONS, AND GRADING CRITERIA

1. History Paper (Critical Thinking exercise)

2000 words max (8-10 typed 1.5 or double spaced pages)

Compare and contrast the understanding of planning history presented in the following two texts and explore why there are such strikingly different accounts of planning history:

Leonie Sandercock (ed) 1998. *Making the Invisible Visible. A Multicultural History of Planning* (Berkeley: University of California Press),
and, either:

P. Hall *Cities of Tomorrow: An Intellectual History of Urban Planning* (2002)

OR:

Gerald Hodge and David Gordon. 2013. *Planning Canadian Communities: An Introduction to the Principles, Practice, and Participants* (Scarborough: Nelson, 6th edition)

[NB it is essential that you read the 6th edition and not an earlier edition]

This paper needs to address the following range of questions:

What story or stories are being told about planning and planners? (for example, celebratory or heroic or catastrophic or what kind of stories?) Is there a dominant story? **(20%)**

What are the dominant themes? **(20%)**

What is the theoretical framework (explicit or implicit)? **(20%)**

What is the author/s' intellectual and political project? **(20%)**

Is there a dominant voice? Whose voice is that? **(20%)**

You may do a traditional paper (max 2000 words) OR use a message-appropriate format (such as video, soundscape, collage, short story etc) to demonstrate your thinking on these questions.

Creativity in assignment format is encouraged. Please submit an artist statement (up to one page) along with creative pieces.

This assignment can be submitted to me in 'hard copy' in class, or electronically, on the due date.

There will be a penalty of two percentage points for every day the assignment is overdue.

2. 'A Day in the Life of a Planner': Reflective Thinking exercise

Find a planner somewhere in Vancouver or BC. Spend a day with her/him on the job. If possible, interview him/her at the end of the day about what happened during the day.

(You may want to take a digital, not video, camera and/or a tape recorder, but you'll need to get permission in advance from the person in order to do this)

Evaluation is based on your coverage of the following:

Firstly, what makes you think this person is a planner. What kind of planner is s/he? **(20%)**

Second, describe and reflect on this planner's daily work. **(30%)**

Third, reflect on what mixtures of skills and theories were drawn on by the planner, referring to the relevant literature throughout the course to support your argument. **(30%)**

Fourth, connect all of the above with reflections on your own professional development. **(20%)**

Feel free to be as creative as possible in your paper. BUT PLEASE NOTE THAT ONE OF YOUR TWO MAJOR ASSIGNMENTS MUST BE IN TRADITIONAL ESSAY/PAPER FORM. So if your history assignment was in a non-traditional format, this assignment should be in traditional format, and vice versa. You can also choose to do both assignments in traditional format.

PLEASE NOTE THAT THIS ASSIGNMENT HAS BEEN APPROVED BY UBC'S BEHAVIORAL ETHICS REVIEW BOARD, AND YOU MUST FOLLOW THE PROCEDURES SET OUT IN THE APPLICATION TO THE BOARD FOR APPROVAL OF THIS PROJECT.

There will be a penalty of two percentage points for every day the assignment is overdue.

3. ENGAGED READING AND CO-LEARNING

This is what you might call a ‘reading, thinking and reflecting course’ so you will get the most out of it if you actively do the readings assigned each week. These weekly assignments are meant to help you stay engaged with the readings for the course. You will choose ONE reading each week (unless otherwise specified) along with a set of questions to keep in mind as you read. There is no grade for reading, but unless you do the reading, class discussions will be lifeless, you won’t know anything about the professional field you’ve chosen, and you won’t be contributing to the goal of co-learning.

Required Readings and Videos

There is an online Class Reader with all required and recommended readings. Typically there are two or three journal articles or book chapters per week. These readings are listed in the detailed class syllabus which is distributed in Week One.

Recommended Readings

There is an online Class Reader with all required and recommended readings. Typically there are one or two journal articles or book chapters per week.

Course Schedule

1. Introduction to course. What is planning theory?
2. Intro to Planning History (1): The Re-Settlement of BC: colonization and planning
3. Intro to Planning History (2): Towards a Postcolonial Planning History
4. Intro to Planning History (3): The Enlightenment: planning as a modernization project
5. Intro to Planning History (4): Foundations of 20th century planning: ten big ideas
6. Intro to Planning History (5): Insurgent planning histories
7. Intro to Planning Theory (1): Knowledge, Power, and Ethics
8. Intro to Planning Theory (2): Advocacy and Equity Planning
9. Intro to Planning Theory (3): Communicative, Collaborative, and Therapeutic Planning
10. Intro to Planning Theory (4): Empowerment, Diversity, and Decolonizing Planning
11. In-class Group Exercise on Utopian City
12. Class presentations of Final Assignment

Special Needs

Please let the Instructor know if you have any special learning needs

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>.