

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

Course Number	PLAN 558
Course Credit(s)	3.0
Course Title	The Role of Theory in Planning Research
Term	2017-2018 Winter Term 1
Day/Time	Wednesday

Instructor	Maged Senbel
Office	
Telephone	
Email	
Office Hours	

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

Class participation	10%
Seminar presentation	10%
Final paper:	80%
Total:	100%

Required Readings and Videos

Amin, A. and Graham, S. (1997) ‘The Ordinary City’, *Transactions of the Institute of British Geographers* 22: 411-429.

Appadurai, A. (1996) *Modernity at Large: cultural dimensions of globalization*. Minneapolis, MN: University of Minnesota Press.

Crinson, M. (ed.)(2005) *Urban Memory: history and amnesia in the modern city*. Abingdon (Oxon) and New York: Routledge.

Edensor, T., Leslie, D., Millington, S. and Rantisi, N. (eds.)(2012) *Spaces of Vernacular Creativity: rethinking the cultural economy*. London and New York: Routledge.

Fainstein, S. (2011) *The Just City*. Ithaca, NY: Cornell University Press.

Grodach, C. and Loukaitou-Sideris, A. (2007) ‘Cultural Development Strategies and Urban Revitalization: a survey of U.S. cities’, *International Journal of Cultural Policy* 13: 349-370.

Harding, A. and Blokland (2014) *Urban Theory: a critical introduction to power, cities and urbanism in the 21st century*. London and Thousand Oaks, CA: Sage Publications.

Harris, A. (2008) ‘From London to Mumbai and Back again: gentrification and public policy in comparative context’, *Urban Studies* 45: 2407-2428.

Harvey, D. (1989) ‘From Managerialism to Entrepreneurialism: Transformation in Urban Governance in Late Capitalism’, *Geografiska Annaler Series B-Human Geography* 88B: 145-158.

- Ho, K.C. (2009) 'The Neighbourhood in the Creative Economy: policy, practice and place in Singapore', *Urban Studies* 46: 1187-1202.
- Hutton, T.A. (2004) 'Postindustrialism, Post-modernism, and the Reproduction of Vancouver's Metropolitan Core: retheorizing the 21st century city', *Urban Studies* 41: 1953-1982.
- Kaika, M. (2011) 'Autistic Architecture: the fall of the icon and the rise of the serial object of architecture', *Environment and Planning D* 29: 968-992.
- Kaufman, N. (2009) *Place, Race and Story: essays on the past and future of historic preservation*. Abingdon (Oxon) and New York: Routledge.
- Knox, P. (2011) *Cities and Design*. Abingdon (Oxon) and New York: Routledge.
- Krätke, S. (2011) *The Creative Capital of Cities. Interactive knowledge creation and the urbanization economies of innovation*. Malden MA and London: Wiley-Blackwell.
- Lees, L. (2003) 'Super-Gentrification: the case of Brooklyn Heights, New York City', *Urban Studies* 40: 2487-2509.
- Ley, D.F. (2003) 'Artists, Aestheticization and the Field of Gentrification', *Urban Studies* 40: 2527-2544.
- Lloyd, R. (2006) *Neo-Bohemia: art and commerce in the postindustrial city*. New York and Abingdon, UK: Routledge.
- McDowell, L. and Christopherson, S. (2009) 'Transforming Work: new forms of employment and their regulation', *Cambridge Journal of Regions, Economy and Society* 2: 335-342.
- Markusen, A. (2006) 'Urban development and the Politics of a Creative Class: evidence from a study of artists', *Environment and Planning A* 38: 1921-1940.
- Peck, J. (2005) 'Struggling with the Creative Class', *International Journal of Urban and Regional Research* 29: 740-770.
- Prince, R. (2010) 'Policy Transfer as Policy Assemblage: making policy for the creative industries in New Zealand', *Environment and Planning A* 42: 169-186.
- Sandercock, L. (1998) *Toward Cosmopolis: planning for multicultural cities*. Chichester, UK: Wiley.
- Scott, A.J. (2008) *Social Economy of the Metropolis: cognitive-cultural capitalism and the global resurgence of cities*. Oxford: Oxford University Press.
- Shaw, K. (2005) 'The Place of Alternative Culture and the Politics of its Protection in Berlin, Amsterdam and Melbourne', *Planning Theory and Practice* 6: 151-170.
- Shortell, T. (2014) *Everyday Globalization: a spatial semiotics of immigrant neighbourhoods in Brooklyn and Paris*. Abingdon (Oxon) and New York: Routledge Studies in Human Geography.

Soja, E. (2010) Seeking Spatial Justice. Minneapolis, MN: University of Minnesota Press.

Solnit, R. (with Schwartzberg, S). (2000) Hollow City: the Siege of San Francisco and the Crisis of American Urbanism. London and New York: Verso.

Van den Berg, M. (2015) 'Imagineering the City', Chapter 10 in: R. Paddison and T.A. Hutton (eds) Cities and Economic Change (pp. 162-177). London and Thousand Oaks, CA: Sage Publications.

Walks, A. (2011) 'Economic Restructuring and Trajectories of Socio-spatial Polarization in the Twenty-First-Century Canadian City', Chapter 6 in: L.S. Bourne, T.A. Hutton, R. Shearmur, and J. Simmons (eds) Canadian Urban Regions: trajectories of growth and change (pp. 125-159). Toronto: Oxford University Press.

Yeung, H. and Lin, G.C.-S. (2003) 'Theorizing Economic Geographies of Asia', Economic Geography 79: 107-128.

Zhong, S. (2012) 'Production, Creative Firms and Urban Space in Shanghai', Culture Unbound 4: 169-191.

Zukin, S. (1995) The Cultures of Cities. Oxford: Blackwell.

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 Resources related to the development of assessable learning outcomes can be accessed through <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>.