



URBDP 592
ADVANCED PLANNING THEORY
Winter 2024

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Office hours: by appointment
(just e-mail me!)

Class meeting times and location:
Tuesday 3:30-6:20pm
Gould 142

Course website:
<https://canvas.uw.edu/courses/1698376>



Introduction

“The ideas of economists and political philosophers, both when they are right and when they are wrong, are more powerful than is commonly understood. Indeed the world is ruled by little else. Practical men, who believe themselves to be quite exempt from any intellectual influence, are usually the slaves of some defunct economist. Madmen in authority who hear voices in the air, are distilling their frenzy from some academic scribbler of a few years back. I am sure that the power of vested interests is vastly exaggerated compared with the gradual encroachment of ideas.”

– John Maynard Keynes, 1936

“Society's course will be changed only by a change in ideas. First you must reach the intellectuals, the teachers and writers, with reasoned argument. It will be their influence on society which will prevail, and the politicians will follow.”

– Friedrich Hayek, 1954

Planning theory concerns itself with the *ideas* of planning. If, as Keynes and Hayek argue, ideas are indispensable to action, if every plan or action is underlain—and even driven by—ideas, then it is essential for all planners to be *critically literate* in planning theory. Being literate involves seriously examining and understanding the arguments of important theorists. Being critical means subjecting those arguments to sustained scrutiny, both from your own perspective, and from the perspectives of other ideas in planning theory. The principal goal of this course is to develop your critical literacy in planning theory.

Course Goals

This course is a graduate seminar. Its goal is to provide you with the opportunity to read, engage with, and critically question planning theory. To that end, we will read, discuss, and write about past and contemporary ideas and debates in planning. The course is not designed to impart applied techniques that you can use to fill your “toolbox” for professional practice or academic research. It is designed instead to give you the intellectual literacy that is essential to making informed and wise judgments about planning theory and practice. Therefore, the course goals are to develop:

- Critical literacy in past and current debates in planning theory
- Developing your academic reading, writing, and discussion skills

Student Responsibilities

In thinking about how I am going to evaluate you, you need only to understand clearly what I expect from you in this class. For me the most important responsibility is to take your own education seriously. That means sincerely engaging the readings and reliably completing each assignment. It means attending each class, prepared and on time. It means impressing me with a sincere intellectual curiosity about the subject of planning theory. Secondary to that, only by just a little, is the quality of the work you produce.

Professor Responsibilities

My responsibilities mirror yours: to take the class, the material, and your work seriously. That means ensuring an effective classroom environment, providing timely feedback, and being present, prepared, and engaged at each class.

Course Readings

In the Course Reader, available in PDF format on the course website.

Assessment

Your final assessment in this course will be based on your performance on the following:

<i>Item</i>	<i>Percent</i>	<i>Date due</i>
Participation	33	Every class
Writing about the Reading	34	Every class
Final Paper	33	March 15 at noon

Academic honesty and integrity

The University takes academic misconduct – cheating and plagiarism – very seriously. So do I. Both are violations of the university's Student Conduct Code, and so I am required to report them immediately to the university's office of Community Standards & Student Conduct. Such violations are less common in Ph.D. programs, of course, but they do happen, and they are reported.

This may seem obvious, but just so we are clear: **cheating** is using the work or ideas of others to complete your assignments instead of doing the work yourself. **Plagiarism** is representing the work of others as your own work without giving appropriate credit.

At this point in human history, one issue needs special mention. Artificial intelligence tools based on generative large language models (e.g. ChatGPT, among others) pose a grave threat to academic integrity. These tools have only been available to us for a short time, and currently not even their creators understand their power – for good and for evil. And so, for this course, you should not use them in any capacity.

If you have any questions about academic integrity, if you are at all unsure what is OK or not OK, don't hesitate to ask! I am happy to talk about it.

CLASS SCHEDULE

WEEK 2

Tuesday, January 9

Topic: Introduction to course and each other

Assignments:

- In class: Participation #1

WEEK 3

Tuesday, January 16

Topic: Planning History and Theory

Readings:

- Knox, P. and McCarthy, L. (2011) Chapter 11 from *Urbanization*. Pearson.
- Friedmann, J. (2003) Why Do Planning Theory? *Planning Theory* 2(1): 7-10.
- Marcuse, P. (2016) The Three Historic Currents of City Planning. *Readings in Planning Theory*. S. Fainstein and J. DeFilippis, Eds. Blackwell, pp. 117-131.
- **Optional:** Friedmann, J. (1987) *Planning in the Public Domain: From Knowledge to Action*, Princeton University Press, pp. 3-85.

Assignments:

- At home: read the readings and write *reflection* component of your Writing about the Reading (WATR) #1 (see p. 9)
- In class: write *understanding* component of WATR #1 (see p. 9)
- In class: Participation #2 (see p. 10)

WEEK 4

Tuesday, January 23

Topic: Planning Theory in Context

Readings:

- S. Fainstein and DeFilippis (2016) Introduction: The Structure and Debates of Planning Theory. *Readings in Planning Theory*. S. Campbell and S. Fainstein, Eds. Blackwell: 1-16.
- Klosterman, R. (2003 [1985]) Arguments for and against Planning. *Readings in Planning Theory*. S. Campbell and S. Fainstein, Eds. Blackwell: 86-101.
- Watson, V. (2016 [2009]) Seeing from the South: Refocusing Urban Planning on the Globe's Central Urban Issues. In S. Fainstein and J. DeFilippis, eds. *Readings in Planning Theory*. Wiley, pp. 540-560.

Assignments:

- At home: read the readings, write *reflection* component of WATR #2
- In class: write *understanding* component of WATR #2
- In class: Participation #3

WEEK 5

Tuesday, January 30

Topic: Rational/Systems/Comprehensive Planning?

Readings:

- Allmendinger, P. (2002) Systems and Rational Theories of Planning. Chapter 3 of *Planning Theory*, Palgrave, pp. 53-80.
- Faludi, A. (1973) *Planning Theory*, New York, Pergamon, pp. 1-53.
- Lindblom, C. (2003 [1959]) The Science of 'Muddling through'. *Readings in Planning Theory*. S. Campbell and S. Fainstein, Eds. Blackwell: 196-209.

Assignments:

- At home: read the readings, write *reflection* component of WATR #3
- In class: write *understanding* component of WATR #3
- In class: Participation #4

WEEK 6

Tuesday, February 6

Topic: Marxism and Feminism in Response to Rational Planning

Readings:

- Harvey, D. (1978) On Planning the Ideology of Planning. *Planning Theory in the 1980s*. R. Burchell and G. Sternlieb, Eds. Center for Urban Policy Research, Rutgers University: 213-233.
- Fogelson, R. (2003[1986]) Planning the Capitalist City. *Readings in Planning Theory*. S. Campbell and S. Fainstein, Eds. Blackwell: 102-107.
- Snyder, M. (1995) Feminist Theory and Planning Theory: Lessons from Feminist Epistemologies. *Berkeley Planning Journal* 10: 91-106.
- **Optional:** Allmendinger, P. (2002) Critical Theory and Marxism. *Planning Theory*, Palgrave, Chapter 4, pp. 81-104.
- **Optional:** Hayden, D. (1980) "What Would a Non-sexist City be Like?" *Signs* 5(3): pp. S170-S187.

Assignments:

- At home: read the readings, write *reflection* component of WATR #4
- In class: write *understanding* component of WATR #4
- In class: Participation #5

WEEK 7

Tuesday, February 13

Topic: Advocacy and Equity

Readings:

- Davidoff, P. (1965) Advocacy and Pluralism in Planning. *Journal of the American Institute of Planners* 31(4): 331-338.
- Davidoff, P. (1978) The Redistributive Function in Planning: Creating Greater Equity among Citizens of Communities. *Planning Theory in the 1980's*. R. Burchell and G. Sternlieb, Eds. The Center for Urban Policy Research, Rutgers University: 69-72.
- Krumholz, N. (1999) Equitable Approaches to Local Economic Development. *Policy Studies Journal* 27(1): 83-95.
- **Optional:** Allmendinger, P. (2002) Planners as Advocates. *Planning Theory*, Palgrave, Chapter 7, pp. 146-167.

Assignments:

- At home: read the readings, write *reflection* component of WATR #5
- In class: write *understanding* component of WATR #5
- In class: Participation #6

WEEK 8

Tuesday, February 20

Topic: Communicative/Collaborative/Consensus Planning

Readings:

- Harris, N. (2002) Collaborative Planning. *Planning Futures: New Directions for Planning Theory*. P. Allmendinger and M. Tewdwr-Jones, Eds. Routledge: 21-43.
- Forester, J. (1999) Dealing with Deep Value Differences. *The Consensus Building Handbook*. L. Susskind, S. McKearnan and J. Thomas-Larmer, Eds. Sage: 463-493.
- Innes, J. (1995) Planning Theory's Emerging Paradigm. *Journal of Planning Education and Research* 14(3): 183-189.
- **Optional:** Innes, J. (2004) Consensus Building: Clarifications for the Critics. *Planning Theory* 3(1): 5-20.

Assignments:

- At home: read the readings, write *reflection* component of WATR #6
- In class: write *understanding* component of WATR #6
- In class: Participation #7

WEEK 9

Tuesday, February 27

Topic: Critics of Communicative and/or Radical Planning

Reading:

- Sandercock, L. (1998) The Death of Modernist Planning: Radical Praxis for a Postmodern Age. *Cities for Citizens: Planning and the Rise of Civil Society in a Global Age*. M. Douglass and J. Friedmann, eds. Wiley, pp. 163-184.
- Flyvbjerg, B. (1998) Empowering Civil Society: Habermas, Foucault and the Question of Conflict. *Cities for Citizens: Planning and the Rise of Civil Society in a Global Age*. M. Douglass and J. Friedmann, Eds. Wiley: 185-211.
- Purcell, M. (2016) For Democracy: Planning and Publics without the State. *Planning Theory* 15(4): 386-401.

Assignments:

- At home: read the readings, write *reflection* component of WATR #7
- In class: write *understanding* component of WATR #7
- In class: Participation #8

WEEK 10

Tuesday, March 5

Topic: Colonialism, Indigeneity, Race, Racism, and ... ?

Readings:

- Porter, L. (2010) Chapter 3 of *Unlearning the Colonial Cultures of Planning*. Ashgate.
- Williams, R. (2020) From Racial to Reparative Planning: Confronting the White Side of Planning. *Journal of Planning Education and Research*. DOI: 10.1177/0739456X2094641.

Assignments:

- At home: read the readings, write *reflection* component of WATR #8
- In class: write *understanding* component of WATR #8
- In class: Participation #9

EXAM WEEK

Thursday, March 14, 4:30-6:20pm

Topics:

- Retrospective

Reading:

- none

Assignments:

- In class: Participation #10

Final Paper is due on Friday, March 15 at noon.

Writing about the Reading

Overview

Each week you will do some writing whose purpose is to help you develop your critical understanding of the readings. This writing will help you process the ideas in the readings so you are better prepared to discuss them in class. There are two elements to each weekly writing assignment:

1. Reflection: outside class, after you have done the readings, you will write your reaction to the readings as a whole for that week. Your reflection can be a critique of the arguments, a deconstruction of them, a reflection on an idea in the readings you are excited about, an application of the ideas to a particular case... there are a range of appropriate ways to reflect on the reading. You can reflect on all the readings together, or focus on one you were most compelled by. Use this exercise to do something useful for you and your work as it intersects with the readings. The optional maximum word count for the reflection is 300 words. The reflection should be typed and single-spaced and brought to class so you can have it available to you during discussion.

2. Understanding: in class, in the first 15 minutes, you will write an answer to a specific question (or questions) I pose about the readings. The question(s) I ask will be specific to that week's readings. In general, your answer to the question(s) does not need to be more than 200 words. You are welcome to consult the readings – and *only* the readings – as you formulate your answer. You will write your answer using a pen of normal color on a standard-sized piece of paper, which you will need to bring to class.

Just to give you an idea of what the question might look like, here is an example question from my undergraduate ethics class last quarter:

Q: For Hume, when you are making a moral judgment/determination, what role does sentiment play? What role does reason play?

A: Hume argues that reason can inform us of matters of fact and relations of cause and effect, but it is entirely incapable of making moral judgments. Morality is a matter of action, he says, and reason cannot inspire us to action. For Hume, the only faculty we have that is able to judge morally is our sentiment. Sentiment is also what inspires us to take action that is in line with our moral judgment.

Grading

In grading your *reflection*, I will be looking for you to engage the reading in a way that feels true to your own intellectual project.

In grading your *understanding*, I will be looking for you to effectively and succinctly communicate a solid understanding of the readings based on your close examination of them.

The entire assignment – reflection and understanding together – will be graded on a scale of 1 (lowest) to 10 (highest). All of it should be entirely your own work.

Participation

Participation makes up 33% of your course grade. It is important. And there is no way around participating. In a discussion format, especially at the Ph.D. level, each of you has a *responsibility* to others in the class to share your ideas and insights. The way this happens is by you speaking during class. If you do not share your questions and ideas with everyone, they can't benefit from what you have to offer. Each of you has important questions and ideas to share that we can all learn from. Therefore, since you all have something important to contribute, you all have a responsibility to contribute it. The intellectual value of this class (and any seminar) depends on the active and engaged participation of its members. Such participation depends on a sincere desire to learn more, and a desire to learn from others. Hence the quality of class discussions rests on how well everyone meets their responsibility to participate.

You will be graded on participation class-by-class. Effective participation is not measured by sheer amount. If you consistently share your ideas and questions and concerns in an honest effort to explore the material in the spirit of intellectual curiosity, you will receive a good grade for participation.

So, the strategy for participation is this: do not hesitate to share your thoughts. Do not think that they have to be fully formed and 100% defensible before you offer them. Do not think that they have to be brilliant or dazzling. Do not think that you can't contribute until you've read the book that intimidating guy in the corner referred to obliquely. Do not think you should remain quiet because you have different ideas about a topic than most others in the class. And do not think that you have to *know* before you speak. *Honest questions and true struggles within yourself that you have not yet resolved are a great way to contribute.*

Remember also that *listening* is as important as talking. Asking *genuine* questions (for which you have not already decided on an answer) is a good way to listen. If you ask a question that you do not already have an answer for, you will genuinely want to *hear* what others have to say. Be *curious* about what others have to say.

I understand that oral participation may be a struggle for some. I am willing to explore any and all ways to help you participate. If you feel uncomfortable with speaking in class, you should come see or e-mail me so we can think of ways to make it more comfortable. I stand ready to help you find ways to speak, but the responsibility for participating is yours. Again, the structure of the class means there is no way around participation. The quality of learning in the class depends on it, and a large portion of your grade depends on it.

Final Paper

The goal of the final paper is to bring your own work into sustained and productive engagement with the ideas of the course. I encourage you *not* to undertake any new research for this paper. Rather, it is better to draw on your existing or past research projects or professional practice, and to bring this existing work into dialogue with the ideas from the course.

The definition of this project is deliberately open because there are many ways this exercise can be carried out. It depends greatly on your work and how you choose to bring it into conversation with the course ideas. So, the way this works best is an iterative process where you come up with an idea for a paper, I give you feedback, you come up with a refined idea, I give you more feedback, etc. This process is sketched roughly below. You are not required to follow each of these steps strictly, but rather to follow an iterative process that you think will work best to design a paper that works for you.

Step 1: select a topic. Choose an element of your work and consider what course idea you will engage with (then get feedback, refine the topic, get more feedback, etc.)

Step 2: formulate a thesis about the relationship between your work and the course idea (then get feedback, refine the thesis, get more feedback, etc.)

Step 3: lay out a work plan. What kind of document will you produce, what work will you need to do to make your project work, etc. (then get feedback, refine the workplan, get more feedback, etc.)

Step 4: come up with an outline for the document (then get feedback, refine the outline, get more feedback, etc.)

Step 5: write the final document and turn it in

The paper should have *at least* 15 pages of text (assuming all the standard formatting—double-spaced, 1" margins, 12-point font). I am happy if this paper can become a potential working paper, conference paper, journal article, report, or other career-relevant product. The length of these products varies by format and subdiscipline, so let your vision for what the paper will become guide you as to length (with the minimum of 15 pages as a baseline).

You will submit your paper electronically on the course canvas site.

Grading

As I read your paper, my main focus will be how you engage with the planning-theory ideas we have examined in the course. I will also be paying attention to how you bring those ideas into conversation with your work. Of course you will need to describe that work effectively and in detail, but as you do don't forget this paper is for a planning theory course. The main point is to engage seriously with ideas in planning theory.

Appendix

Health Information: COVID-19

As you know, UW has now returned fully to in-person instruction. As a result, no remote learning accommodations will be offered. Of course, we want to be together in person as safely as possible. The UW has a plan for ensuring the safety of all students, faculty, and staff this quarter. The main hub for information about this plan is <https://www.washington.edu/coronavirus/>.

The primary points of this plan are:

- UW does not require **vaccinations** for either students or faculty. It does very highly encourage you to stay up to date on your vaccines.
- **Masks** are optional inside most UW buildings. The University asks that you respect individuals' choices regarding mask wearing.
- **Testing** is available on campus (<https://www.washington.edu/coronavirus/testing/>). You are encouraged to get tested if you have been exposed to COVID-19 or are experiencing symptoms.
- As with any infectious disease, you should not come to campus if you are experiencing symptoms of COVID-19.

Everyone in the class is expected to participate fully in this plan so that we can keep each other safe.

Religious Accommodation

Washington state law requires that UW develop a policy for accommodation of student absences or significant hardship due to reasons of faith or conscience, or for organized religious activities. The UW's policy, including more information about how to request an accommodation, is available at Religious Accommodations Policy (<https://registrar.washington.edu/staffandfaculty/religious-accommodations-policy/>). Accommodations must be requested within the first two weeks of this course using the Religious Accommodations Request Form (<https://registrar.washington.edu/students/religious-accommodations-request/>).