DEPARTMENT OF CITY + METROPOLITAN PLANNING

CMP 6240: ADVANCED PLANNING THEORY
SPRING 2020

Wednesdays, 9:00 AM-12:00 PM
M LIB 1140

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OFFICE HOURS: By appointment

COURSE DESCRIPTION & LEARNING OBJECTIVES:
Theory is the foundation of practice: it informs what we do, how we do it, and importantly, why we do it. It provides the compass we use to take practice where we want to, and sometimes to understand where it has arrived. Theorization, however, is not a static enterprise. Theories evolve over time, just as human consciousness, dialogue and reflection expands to accommodate the invisible, the new and the visionary. Therefore, the first objective of this course is to introduce participants to the evolution of theoretical perspectives in planning, providing a launching pad for our own critical thought.

A ‘Doctorate in Philosophy’ necessitates some level of philosophizing. So, the second objective of this course is to help you find the philosophical ‘home’ for your own dissertation research. As they say, science ‘stands on the shoulders of giants.’ Through this course, you will learn to identify which shoulders (and giants) your work stands upon and to what effect.

How well you do this will depend on how well you can collate, synthesize and articulate various types of knowledges. Therefore, the third and last objective of this course is to hone your skills to read literature, to cogitate or reflect on it, and then articulate these reflections both, accurately and persuasively. You did not arrive at the level of a PhD program without having some level of reading, critical thought and expression, of course. Start there and build what you need. Your success in this class depends on your doing the following:

1. **Read.** This is a seminar course for which you must read everything presented to you before you arrive in class. Beware, last-minute effort will not work for this course. The material is involved, heavy and requires time to absorb and reflect. Start early in the week, make notes, and keep a dictionary (and the internet) handy.

2. **Discuss.** While your professor may introduce new ideas, angles and concepts occasionally, this is not a lecture class. Seminar courses are built on robust dialogue and exchange of ideas emerging from the reading material. Bring your well-informed thoughts, questions, conundrums, and visions to the
table. Be prepared to listen, consider and respond thoughtfully. Challenge yourself before you challenge others. Be respectful- you could be wrong!

3. **Write:** Writing is a yet another means to externalize your reflections. While conversations are more fluid and dynamic, writing is more manifest. In this course, you will not only write to express, but write to persuade. It is an art that requires diligent practice, of course, and so be prepared to write a lot!

Together these skills make for a critical, reflective and reflexive thinker who is keenly aware of their own limitations. They will also set you on a course towards a theoretically sound, situated and significant dissertation.

**COURSE TEXTS**

There are two required textbooks for this class, one of which is available in the Marriott Library as an eBook and the other has been placed as course reserve in the library. You may choose to purchase both if you like. All other reading material will be provided through Canvas or other online sources.


**COURSE EVALUATION**

Your final grade will be based on your performance in the following activities:

1. **Discussion lead (15%):** You will sign up to lead at least one class discussion over the semester. For this, you will begin with a 5-minute overview of the readings that day (give a broad description of each piece including the gist and any interesting concepts you wish to highlight). Then you will pose thoughtful questions to the group in order to engage them. You should use the discussion itself to seed new questions or directions and manage the conversation when it veers off. Discussion questions can be specific to one or two readings: “On this page, X says … which makes me wonder … what do you think?” or two readings: “There seems to be a debate between authors X and Y on this topic … which side do you fall on?” Other discussion questions can span across all the readings: “This week’s articles seem to be making Argument 1 … do you think this is realistic/useful/different from/transformative/etc.?”. The aim here is to ask questions that will generate more than just one-line responses.

2. **Class participation (10%):** Come prepared to talk about the materials you have read as well as all the questions posed by the lead discussant. This means you must be familiar with the material before you come to class. It does not mean you have to have all the “answers”. You just need to be able to engage in the conversation in an informed manner (“I think they mean that…”, “But also..”,
“This was confusing to me because...”, etc.). You should also find moments to ask your own questions about the readings. A good discussion adds depth and dimension to the readings.

Your lack of preparation will show and directly affect quality of participation. So come prepared.

While all topics are welcome, the aim of class discussion is to primarily reflect on the readings you have done. Make sure to keep that focus through discussion.

3. **Weekly discussion entry (55%, 11 entries, 5 points each):** The bulk of your grade is spread out over the semester in the form of a weekly writing exercise. This is a 800-1000 word synthesis of ideas you have read that week. A synthesis presents themes and ideas that run through different pieces of literature (“together, these articles are talking about Theme 1”) discusses the various aspects of these themes from the same literature (“X and Y considering it through Dimension 1 while A and B are thinking through Dimension 2”). A good synthesis puts ideas at the core, not the authors.

A synthesis is not a summary or an annotated bibliography. Remember, we can simply read the original article to know what the author said. Your synthesis has to go beyond that.

4. **Final essay (20%):** You are required to write a 5000-words literature review that answers this question: which planning theories inform your dissertation research and how? For this, you will pick one or two theoretical approaches to planning that you have read about in this or other classes, and then: (1) describe their basic framework and their epistemological roots (i.e., what social theories and concepts have they emerged from); and (2) describe how these theoretical approaches will inform your own dissertation topic and/or method (i.e. what implications would it have for your dissertation). Consider this essay to be part of your eventual dissertation literature review chapter in which you will have to describe the theoretical foundation of your work as well as its “world view”.

You should focus on theoretical approaches you have read here but you can also use additional literature to support your arguments. A preliminary 1-2 page draft of the essay must be approved by the instructor by April 16th (you can do this as early as you like). The essay is due on the day of the finals as listed in the schedule.

All your written work should be in your “voice”, so do not over-quote the material you read! Practice paraphrasing: [https://owl.english.purdue.edu/owl/resource/619/2/](https://owl.english.purdue.edu/owl/resource/619/2/). If you are quoting any material, follow the American Psychological Association (APA) Style of Reference and Citation: [http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx](http://www.apastyle.org/learn/tutorials/basics-tutorial.aspx).

**GRADING CRITERIA AND RUBRIC**

Your writing and essay will be graded based on the following: i) the grammar and quality of your writing; ii) the accuracy of your descriptions; and (iii) the coherency of your arguments. Your participation in class will be reflected through
The final scores will be converted to a letter-grade using the following structure:
A ≥ 93.3%; A- ≥ 90.0%; B+ ≥ 86.6%; B ≥ 83.3%; B- ≥ 80.0%; C+ ≥ 76.6%; C ≥ 73.3%; C- ≥ 70.0%; D+ ≥ 66.6%; D ≥ 63.3%; D- ≥ 60.0%.

UNIVERSITY & INSTRUCTOR POLICIES
i) *The Americans with Disabilities Act*: The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability Services, 162 Olpin Union Building, 581-5020 (V/TDD). CDS will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability Services.

ii) *Addressing Sexual Misconduct*: Title IX of the federal Education Amendments of 1972 states, in part: “No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving federal financial assistance.” Under this law, violence and harassment based on sex and gender (which includes sexual orientation and gender identity/expression) is a civil rights offense subject to the same kinds of accountability and the same kinds of support applied to offenses against other protected categories such as race, national origin, color, religion, age, status as a person with a disability, veteran’s status or genetic information. If you or someone you know has been harassed or assaulted, you are encouraged to report it to the Title IX Coordinator in the Office of Equal Opportunity and Affirmative Action, 332 South 1400 East, Room 112 (Bldg. 73), 801-581-8365, or the Office of the Dean of Students, 270 Union Building, 801-581-7066. For support and confidential consultation, contact the Center for Student Wellness, 328 Student Services Building (SSB), 801-581-7779. To report to the police, contact the Department of Public Safety, 801-585-2677(COPS)

iii) *Academic misconduct*: While teamwork, open discussion and dialogue encouraged because they provide critical learning and peer experience, each participant must submit their own original work in order to be graded. Academic misconduct includes cheating, plagiarizing, research misconduct, misrepresenting one’s work, and inappropriately collaborating. Definitions of these and other terms can be found in the Student Code at [http://www.regulations.utah.edu/academics/6-400.html](http://www.regulations.utah.edu/academics/6-400.html). By the second class session we will assume that each of you has read the Code and is willing to abide by its requirements.

This course has a ZERO TOLERANCE policy for academic misconduct. All incidents of misconduct will be reported to your department and will constitute full and sufficient grounds for immediate disciplinary action, including a Fail Grade in the assignment and/or the entire course. CA+P students who engage in academic misconduct more than once are subject to the policy of the College of Architecture + Planning that directs college and department administrators to seek the dismissal of offending students from their academic program.
iv) **Campus Safety:** The University of Utah values the safety of all campus community members. To report suspicious activity or to request a courtesy escort, call campus police at 801-585-COPS (801-585-2677). You will receive important emergency alerts and safety messages regarding campus safety via text message. For more information regarding safety and to view available training resources, including helpful videos, visit safeu.utah.edu.

v) **Canvas:** The course will employ Canvas software to share information about newsworthy events and articles, provide supplemental course readings, facilitate discussions outside of class, and give instant access to grades. You are responsible for checking the Canvas site regularly and to make sure you are up-to-date on latest announcements.

vi) **Changes/Modifications to syllabus:** This syllabus and its course schedule is meant to serve as an outline and guide for our course and are both subject to modification with reasonable notice to you. Any changes will be announced in class and posted on Canvas under Announcements.

vii) **Class Attendance and Student Travel**
You are expected to attend all sessions of this course although I will not be marking attendance. Your absence will reflect on your class discussion grade and your final essay, so it is in your own best interest to attend.

viii) **Electronic Devices:** Using tablets and laptops can aid the taking of notes and reference to materials without having to carry printed texts to class. Cell phone conversations, texting, and other use of electronic devices in a manner that does not relate to our classroom conversations is not acceptable. Please be courteous to me and your classmates by not misusing laptops, smart phones, and other devices in class.

ix) **ESL Resources:** If you are an English language learner, please be aware of several resources on campus that will support you with your language and writing development. These resources include: the Writing Center (http://writingcenter.utah.edu/); the Writing Program (http://writing-program.utah.edu/); the English Language Institute (http://continue.utah.edu/eli/). Please let me know if there is any additional support you would like to discuss for this class.

x) **Important registration dates:**
Last day to add, drop (delete), elect CR/NC, or audit classes  Friday, January 17
Last day to withdraw from classes  Friday, March 6
Last day to reverse CR/NC option  Friday, April 17

xi) **Late Work:** Students are responsible for submitting their assignments on time, electronically as indicated. Late assignments will be penalized at 25% points for each day past due date, such that they will earn zero points if late by 4 days. Late submissions will not be accepted for the final essay.
Late submissions owing to officially sanctioned University activities, or government obligations, or religious obligations may be excused. You must provide advance notice of such absences and some documentation as proof. If you miss a deadline for medical reasons, you must provide a doctor’s note as soon as possible. You should also try and inform the instructor as soon as possible via email or phone message.

All excusable late submissions should still be turned in within a reasonable time frame.

xii) **Preferred Names & Pronouns**: Class rosters are provided to the instructor with the student’s legal name as well as “Preferred first name” (if previously entered by you in the Student Profile section of your CIS account). While CIS refers to this as merely a preference, I will honor you by referring to you with the name and pronoun that feels best for you in class, on papers, exams, group projects, etc. Please advise me of any name or pronoun changes (and update CIS) so I can help create a learning environment in which you, your name, and your pronoun will be respected. If you need assistance getting your preferred name on your UID card, please visit the LGBT Resource Center Room 409 in the Olpin Union Building, or email bpeacock@sa.utah.edu to schedule a time to drop by. The LGBT Resource Center hours are M-F 8am-5pm, and 8am-6pm on Tuesdays.

xiii) **Wellness**: Personal concerns such as stress, anxiety, relationship difficulties, depression, cross-cultural differences, etc., can interfere with a student’s ability to succeed and thrive. For helpful resources contact the Center for Student Wellness at www.wellness.utah.edu or 801-581-7776. There are also helpful links on the Canvas website, on the Student Wellness Links page.

### COURSE SCHEDULE (SUBJECT TO CHANGE)

8-Jan  Introduction, learning objectives, syllabus.

15-Jan  What is planning? What is theory?


### 22-Jan  What is planning theory?


### 29-Jan  No Class

### 5-Feb  Planning as a positivist enterprise


### 12-Feb  Post-positivism and critiques of synoptic planning

- **Recommended but not required Chapters 1, 2 & 3 Available as eBook in Marriott Library**
19-Feb Global Capital and Neo-Marxism in the city


26-Feb UT APA Conference; No Class

4-Mar Post-modernism


11-Mar Spring Break

18-Mar Structuralism & Post-structuralism


25-Mar Communicative Action & Collaborative Planning


1-Apr **Ethics, power & justice**


8-Apr **Critical turns in planning theory**


15-Apr **Identity and the Politics of difference**


22-Apr **Final Essay Due at midnight (11:59 PM). No class.**