Course Description & Objectives
Planning is usually conflated with collective action, collective choice, communication, centralisation and coordination. It is also common to conflate planning theory with urban theory. In this course, we explore how these concepts inform planning. However, they are neither necessary for plans, nor the issues they raise are ameliorated by planning. The point of the course is to provide concepts and reasonings that will help you make sense of planning practice. We will explore various normative as well as positive theories of plans, institutions, ethics and governance at sufficient depth to provide grounds for understanding the nature and dilemmas of urban planning.

To sum up, the question we will attempt to answer in this course is, “What are good plans, planning practices and planners?” “What is a good place and a good society?” is left for other courses.

Prerequisites & Preparation
There are no prerequisites for this class. However, this class will quickly cover ground and use concepts that you may not be familiar with. It is your responsibility to seek out additional background material to keep up. You will read many classic readings from various fields as well as some case studies in planning. Thus, you may encounter novelties in both style and substance. Most of the readings have generated a lengthy trail of secondary literature. Use the resources on the World Wide Web as well as the library for secondary literature. It is your responsibility to seek clarifications for unfamiliar concepts and ideas.

Course Policies
The following set of course policies is not meant as an exhaustive list. If in doubt, ask for permission and clarification.

Class Mode
I intend to run this class as a seminar rather than a lecture. Hence in person attendance and participation is crucial and the class is offered in-person only. If and when necessary, we may move the class on-line via Zoom. I intend to minimise such moves and disruptions. Please get vaccinated, if you are not already, help me with this cause.
Student Responsibilities

This is a graduate class and, therefore, I won’t belabour the proper in-class and out-of-class etiquette and academic integrity. You are expected to be aware of these issues. If in doubt, please refer to university policies and ask for permission, rather than forgiveness.

This course forces students to think through various arguments, question, affirm or change deeply held beliefs and ideas. Such thinking requires discipline as well as openness to critiques and challenges. This class is set up so that you will learn much more from your peers than from lectures. Therefore, vigorous participation is not only encouraged, but also required. Initiative and creativity in articulating the main points are especially prized. You should bring in materials, concepts and cases from your professional experience and other classes.

I use slides sparingly, so please be prepared to take notes.

Grading

I will follow Specification Grading for this course. The grading is based on the following requirements.

- Class participation
- Discussion Lead
- Reading Responses
- Pop Quizzes
- Assignments

All of the above is graded on a Satisfactory (S)/Unsatisfactory(U) scale. Satisfactory grade is equivalent to a B+ letter grade. The focus of these assignments is on learning outcomes such as mastery of the material, engaging your peers and making innovative connections in the material.

The following table sets out the minimum number of Satisfactory grades that needs to be achieved in all of the different assessment types to get a corresponding grade in different scales (graduate H/P/L, undergraduate A/B/C/D/F).

<table>
<thead>
<tr>
<th>Assessment Type/Grade</th>
<th>L/C</th>
<th>P/B</th>
<th>H/A</th>
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</thead>
<tbody>
<tr>
<td>Weekly participation</td>
<td>7</td>
<td>9</td>
<td>11</td>
</tr>
<tr>
<td>Assignments</td>
<td>3</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Reading Responses</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
<tr>
<td>Discussion Lead</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
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Failure to meet the minimum requirements in any of the categories will result in a lower grade, e.g. failure to meet all of the minimum requirements for L grade will result in a failing grade. Reach out to me in a timely fashion for remedial action, if you are struggling in the course.

Pop Quizzes

Students are responsible for keeping up with the material this course covers. On random days, there will be a pop quiz in the class. These pop quizzes are not graded for points, but will be used to clarify material and discuss ideas.
Attendance
Since you will learn by participating in class and engaging with one another, it would be helpful if you are present (literally and figuratively). I acknowledge that ongoing COVID-19 pandemic may make this challenging. Infrequent and intermittent absences for whatever reason do not need prior permission. Extended absences that necessitate remedial work will be discussed on a case-by-case basis. Please reach out early to discuss options, if you are experiencing physical or mental distress that necessitate these absences.

Reading Response
A short response (4-5 paragraphs) to the module’s reading material is required and is due by 5 PM two days before the student led discussion. The discussion dates as well as the reading response dates will be posted on the calendar. You are required to post in the Sakai forums for the particular module. This response is about making a compelling argument about what is important in the readings, what is engaging, what you disagree with and how to connect it with other topics discussed in the course and or in other courses. The point of these responses is to engage with your peers asynchronously and help the discussion leads to tailor the discussions.

Discussion Leads
A randomly chosen group of students will lead the discussion section for each module. The discussion leads are expected to come prepared to discuss the main points of the modules readings, supplement them with particular case studies and activities in which rest of the students can participate. Skills for leading the discussion are similar to skills you will need to manage a meeting, frame the agenda, solicit and encourage participation and persuasively present different but illuminating view points. The discussions are evaluated as part of the in-class participation. Discussion leads will be posted on the wiki, once the roster stabilises. I strongly urge the leads to meet with me and/or the teaching assistant, to get some guidance and clarification on the real and hypothetical cases that might be used in the discussion.

Assignments
Five major assignments are part of the course. The point of the assignments is to demonstrate your mastery of the material discussed in the class and proper application of the concepts. You are welcome to disagree with the authors and/or extend their arguments but you should engage with the course material.

Three assignments are individual submissions and two are group submissions. You are welcome to pick your team members for the group (no more than 3 members per group), however, the composition of teams are different for the two assignments.

Final papers for the assignments are submitted via Sakai using the Assignment tool.

All written assignment submissions are argumentative essays. “The argumentative essay is a genre of writing that requires the student to investigate a topic; collect, generate, and evaluate evidence; and establish a position on the topic in a concise manner. . . . Regardless of the amount or type of research involved, argumentative essays must establish a clear thesis and follow sound reasoning”

Writing well is a necessary skill to develop. Your papers will be graded, not merely on their substantive merits, but also on style. You should take advantage of the excellent resources at UNC writing center. Please refer to the grading rubric handout as a guide.
All verbatim text and illustrations from other sources appearing in the assignments and weekly analyses are to be properly cited and documented. All help from websites, individuals, and other materials should be properly acknowledged. There is no penalty for collaborative endeavours; however, severe penalties are imposed for non-attribution.

All citations should follow the guidelines set forth by the *Chicago Manual of Style*. A quick and ready guide is available at this page. Use the *author-date* format of the Chicago style. The course library webpage has information on citation formats. You will be penalized for not following these formatting instructions.

Page limits mentioned in the assignments are guides, and are not binding.

Double spacing is an anachronism. Presumably, you have moved on from the fixed font era of typewriters.

**Assigned Readings**

The following textbook is required for this class:

  
  henceforth, LDH

The textbook should be available at the Student Stores and is on reserve at the Undergraduate library. The library should also have access to the online version of the book. Other readings are posted on Sakai as links.

**E-mail & Calendar**

Sakai messaging system is the preferred way to communicate with me. If you insist on sending messages using your email client, please use “PLAN 704” in the subject line, so that it is not trapped by the aggressive spam filtering, I implement. I will do the same, in my emails to you.

The class has a group email list. Please be considerate to your colleagues.

The course calendar should list the most up to date information about topics, guest lectures, field trips, due date etc. Please pay attention to it and subscribe in your calendaring software. The schedule described in this document is very tentative.

You can set up an appointment on my calendar.

**Course Corrections**

Because of the ongoing pandemic, unusual nature of the delivery and the content of the class, we may need to change direction at various points in the semester, based on student learning outcomes. This may include changes in course policies, pace of the material, depth of coverage, deadlines etc. I strongly recommend that you engage with me when course corrections are needed or desired. I reserve the right to change the material as and when I see fit. As such, Sakai Lessons and Calendar will be updated, rather than this document.
Schedule (Tentative)

Preliminaries & Background

Jan 10 (Mon): Introduction  This class will be used to introduce the syllabus and set the stage and expectations.


Module 1: Histories of Planning


Jan 12 (Wed): Planning Eras & Contested Histories


Jan 19 (Wed): Contested Histories of Planning


Jan 24 (Mon), Jan 26 (Wed): Watershed Moments in Planning (Short presentations by students)

Justifying Planning


Is planning a rational activity undertaken by organisations? Many do not think so, as rationality has fallen out of favour. In this module, we will examine whether or not there could be such a thing as irrational/non-rational planning. We will also examine, what kinds of entities engage in planning.
Jan 31 (Mon): Should We Plan?

- LDH (Chapter 1)

Feb 2 (Wed): Comprehensive Rational Planning Model


Feb 7 (Mon): Student Led Discussion

Module 3: Intentions, Plans & Actions

We will dissect the notions of rationality and how they inform our understanding of motivations of different organisations to act and plan. I will argue for planning as a method of thinking before acting. As such plans are made by various entities including private groups, to convince larger public. It is in this cacophony of intersecting plans and intentions and goals, that we must individually act.

Feb 9 (Wed), Feb 14 (Mon): Organisational Decision Making I & II

- LDH (Chapter 2, 4 & 7)


Feb 16 (Wed): Student Led Discussion

Module 4: What Kinds of Plans are Worth Making? When? What is a Good Plan?

“Plans are worthless, but planning is everything” - Anonymous quoted by Presidents Eisenhower & Nixon.

We want plans to be designs. Once plans are made, all that is left to do is to follow them to the hilt and implement them. These ideas form the core of angst about the efficacy of planning. In this module, I present an alternative view of plans and how they should be thought of, and why some vague plans that do not necessarily point to specific actions may indeed be useful.

Feb 21 (Mon): Making Plans

• LDH (Chapter 3 & 5)


Feb 23 (Wed): Implementing Plans


Feb 28 (Mon): Using Plans

• LDH (Chapter 9 & 10)


Mar 2 (Wed): Student Led Discussion
What is Worth Planning For?

Module 5: Untangling Planning, Regulation and Police Power

Central to many arguments about justification for planning, are that markets fail either because of externalities or because they cannot provide common goods and planning is meant to remedy them. I will dissect these notions and show that fallacy of conflating government with planning. I will also argue that planning is not limited to governments; firms, individuals and voluntary groups plan within markets and without. For markets to function, a well-defined, and an evolving system of property rights need to be established. I will argue for a social construction of bundles of rights that account for changing circumstances. Construction of de facto and de jure rights are contingent on transaction costs, peoples and historical practises and are backed by the police power of the state through regulations. Planning sometimes provide justifications for these regulations, but is neither sufficient nor necessary for them. Furthermore, planning is rarely exclusively about regulatory action.

Mar 7 (Mon): Planning & Markets: A False Dichotomy


Mar 9 (Wed): Rights and Regulation

- LDH (Chapter 6)

Mar 21 (Mon): Power & Police


Mar 23 (Wed): Student Led Discussion
Module 6: Managing the Commons

Hardin’s classic article on how common pool resources (CPR) are degraded when no well-defined system of property rights exists. However, as Ostrom forcefully argues private property rights are only one type of institutional response to CPRs and there could be many others. These rights are also negotiated over time and are in constant flux, contrary to popular perception. We will examine how planning might or might not be useful, necessary and sufficient to care for these CPRs.

Mar 28 (Mon): Common Pool Resources & Institutional Responses


Apr 4 (Mon): Groups, Identity & Commons


Apr 6 (Wed): Logic of Collective Action & Collective Choice

- LDH (Chapter 8)

Apr 11 (Mon): Student Led Discussion
Process vs. Outcomes

Module 7: Who to Plan with? Who to Plan for?

Planning from above, in the name of public interest has fallen out of favour and planning from below to discover collective will has been gaining momentum. In this module we dissect these different modes of planning and examine the justice claims and precedence of procedure over substance. We will also deal with the notions of solidarity, conflict, subversion and their proper place in planning practice.

Apr 13 (Wed): Substantive vs. Procedural Justice


Apr 18 (Mon): Race, Class & Gender


Apr 20 (Wed): Dissent, Agonism & Subversion


Apr 25 (Mon): Student Led Discussion & Wrapup