Objective

Da Vinci was believed to have said, “He who loves practice without theory is like the sailor who boards ship without a rudder and compass and never knows where he may cast.” The objective of this course is, therefore, to equip ourselves with the concepts and arguments that might take us somewhere in our practice. Or at the very least, know where we are, when we get there. In this course, we are not really concerned with what constitutes a theory or a body of knowledge, but how the accepted body of knowledge can be brought to bear on planning questions. And how planning questions can advance those bodies of knowledge. To this end we will consider classic readings from multiple fields such as philosophy, political science, sociology, economics and others. Despite the denigration of theory in favour of practice in the planning profession, the adopted theoretical lens is singularly important, if invidious. We will cover a large number of theories and apply them to situations planners face. We examine their strengths, weaknesses and limitations of these theories along with the distortions they project onto the world.

Student Responsibilities

Being a required course for Ph.D. Planning program, this course will be move quickly to cover a lot of ground. You are expected to read and digest large number of classic readings and talk about them intelligently in class. There is a significant workload in this class and you are expected to budget your time accordingly.

By virtue of being a small class, this class will be structured exclusively as a seminar. This essentially means that there are no lectures, only discussions that draw upon the readings of the week, the interests of the participants and their experiences.

Each student is responsible all readings each week. You are to provide a response to the readings every week, except two of your own choosing. This summary is due by Monday. These are posted on the 'blogs' on the Sakai website. The responses are relatively polished short articles (∼1000 words), complete with references. The references are formatted according to the Chicago Manual of Style.

Every student is expected to come prepared for the class, to ask pointed questions for clarification as well as for discussion that results in synthesis of material. As you will see the readings for each week are extensive. Despite this, we barely scratch the surface of various debates.

This format of seminar organisation is new and, therefore, is subject to tweaking. You are expected to contribute to the structure of the organisation, by suggesting changes, strengthening what works, modifying what does not, throughout the semester. It is your class.
A key skill to develop to negotiate the course, is to read effectively large volumes of literature to grasp main ideas. You will find that readings assigned for each week are both voluminous and dense. I strongly urge you to meet outside the class and discuss the readings. Research is not a solitary pursuit, but an ongoing conversation with fellow scholars.

By the end of the semester, you should have an annotated bibliography that you could use for your planning theory portion of the comprehensive examination. You should be able to defend and justify why this bibliography is suitable for the research questions you are interested in.

There are a number of other topics that are appropriate for planning theory that could not be included for the lack of time. They include, but not limited to, Organisational decision making, Bureaucracy, Collective action, Marxist critiques and Modernity and Post-modernity. You are welcome to suggest readings in these or any related topics and we will make space to discuss them at appropriate junctures.

My calendar is available at http://meetme.so/nikhilkaza. You can schedule a meeting at time that is open and convenient to both, directly on the website.

All email concerning the class should have ‘PLAN 805’ in the subject line for easy filtering. A email group will be created as soon as the roster stabilises and this email group will be used for communication outside the classroom. You can initiate discussion and ask for clarifications. No polemics, please.

**Grading and Assignments**

Grading will be based on in class participation (30%), weekly responses (30%) an annotated bibliography (10%) and a well argued paper (30%).

Each week, you are expected to write a short critical summary (no more than 2 pgs) of the materials that are assigned to you. These should be posted on the blogs on Sakai by Monday evening.

A well crafted paper that applies the concepts you have learned during the course of the semester, is due at the end of the semester. This paper is of length and quality of a journal article. You are welcome to choose a topic, a question that interests you and examine it critically and bring to bear arguments and concepts that clarify (or muddle) positions. You will introduce your topic to the class by Oct 10. We will discuss a draft of these papers on Nov 19 and critique them. Chicago Manual of Style will be the style guide for the paper, including references. Final papers are due COB on Dec 6.

Concurrently, you will also develop an annotated bibliography. A draft of the annotated bibliography is due on Oct 29. You are expected to develop this annotated bibliography within a bibliography software, such as Zotero, EndNote, BibTeX, Mendeley and RefWorks. You may as well develop good academic habits now. Final annotated bibliography, which will serve as a starting point for your comprehensive exam reading list, is also due COB on Dec 6.

Speaking of academic habits, Mark Twain once said, “. . . substantially all ideas are second-hand, consciously and unconsciously drawn from a million outside sources, and daily used by the garnerer with a pride and satisfaction born of the superstition that he originated them. . .” However, as academics we deal in the currency of ideas. While you may appropriate and build on others’ ideas, please make every effort to give their progenitor, a small satisfaction of recognition.
Textbooks and Readings

Many of the book chapters and articles are linked in the Sakai website. Books that are required to be purchased/acquired individually are marked with an (∗). Recommended, though not required books are marked with a (∗∗). It is not necessary for everyone to purchase all the required books. You may also use communal strategies that planners advocate in analogous situations. I expect that you will organise yourself collectively.

Schedule (Subject to revision)

Aug 20th

Introduction and Preliminaries
What is planning? Who is it for? How is it justified? Who does it? Who should plan?


Aug 27th

Theory, Theories, Evidence, and Competing Explanations
What is a theory? What counts as a right explanation? Who decides? What is the nature of evidence?

Sep 3rd

**Domain of Planning Theory**
What positive and normative aspects should the theory of planning cover?


Sep 10th

**Plans & Planners**
Who plans? What are plans? What do planners do?


Sep 17th

**Plans & Planners (contd.)**
Who plans? What are plans? What do planners do?

- John F. Forrester. *The Deliberative Practitioner: Encouraging Participatory Planning Processes.* The MIT Press, October 1999 (Chapters 1, 2 & 5) (**)
Sep 24th

**Property Rights & Planning**

Why are planning and property rights so intimately intertwined?


Oct 1st

**Political Justice**

- Steven Lukes. *The Curious Enlightenment of Professor Caritat.* Verso, November 1996 (*)

Oct 8th

**Political Justice (contd.)**


Oct 15th

**No Class – Fall Break**
Urban Institutions


Power


Rationality

Nov 12th

Cities & Citizenship

Why do current citizens get to decide the future of a place?


Nov 19th

Discussion on drafts of the papers

Nov 26th

No Class – Thanksgiving

Dec 3rd

Communicative Planning

How do we produce knowledge that is defensible? How does that form a basis for individual and collective action?