

**Synchronous online** (with up to 4 in person meetings if and as permitted, location TBD).

**Time: Wednesdays, 5:30 to 8:00 PM. First class meets September 2**

**Instructor: Dr. Kami Pothukuchi, k.pothukuchi@wayne.edu**

**Office Hours: By appointment**

E-mail is best to reach me; I will respond to e-mails, including meeting requests, within 24 hours, and can chat in person, or by phone or video (with WSU’s Microsoft Teams).

**Course Overview and Objectives**

This graduate seminar will introduce you to the political, ethical, and professional dimensions of planning. Professional planners—regardless of the public, private, and nonprofit sectors in which they work—regularly encounter situations, problems, and decisions whose resolutions require planners to rely on more than their customary collection of technical skills and expert knowledge. Among the fundamental, non-technical questions that all planners must address are *why do we plan? for whom do we plan? how do, and should, we plan?* In their practice, planners assume a wide variety of professional roles and employ numerous frameworks for defining and justifying their professional actions. The course is designed to highlight US planning contexts, but is open to discussing issues in a global and comparative frame.

**Learning Outcomes**

At the end of this course, you will be able to:

- Communicate the key rationales for planning
- Describe and compare different approaches to planning, and discuss especially the significance of communicative and collaborative approaches
- Assess the sources and implications of power in planning contexts and processes
- Analyze the ethical dimensions of planning problems, processes, and decisions
- Discuss elements of professional identity and the strengths and limits of professionalization of planning

Additionally, we will discuss how the course’s concepts might be affected by the circumstances created by Covid-19 and Black Lives Matter protests following the killing of George Floyd by Minneapolis police.

**Course Materials**

There is one required text for the course:

Fisher, Roger and William Ury. 2011 (revised). *Getting to Yes*. New York: Penguin.

Additionally, strongly recommended for purchase is: Rothstein, Richard. 2017. *The Color of Law*. New York: Liveright.

All other required readings are available on the course website, including selections from some of the books listed below (indicated with \*). You may wish to consider assembling them for a professional planning bookshelf.

Benveniste, G. 1989. *Mastering the Politics of Planning*. San Francisco: Jossey-Bass.  
Briggs, X. D. 2008. *Democracy as Problem-Solving: Civic Capacity in Communities Across the*

- Globe*. Cambridge, MA: MIT Press.
- Brooks, M. P. 2002. *Planning Theory for Practitioners*. Chicago: Planners Press.
- Campbell, S and S Fainstein. 2003. *Readings in Planning Theory*. Boston: Blackwell.
- Cullingworth, J B. 1993. *The Political Culture of Planning: American land use planning in comparative perspective*. New York : Routledge, 1993.
- Fainstein, S., and L. Servon (eds), *Gender and Planning: A Reader*. New Brunswick, NJ: Rutgers University Press.
- Forester, J. 2000 (2<sup>nd</sup> Edition). *The Deliberative Practitioner*. Cambridge, Mass: MIT Press.
- Friedmann, J. 2011. *Insurgencies: Essays in Planning Theory*. New York: Routledge.
- Friedmann, J. 1987. *Planning in the Public Domain*. Princeton: Princeton University Press.
- Hendler, S. (Ed). 1995. *Planning Ethics: A reader in planning theory, practice, and education*. New Brunswick, NJ: Rutgers University Center for Urban Policy Research.
- Hillier, J. 2002. *Shadows of Power: An allegory of prudence in land use planning*. London: Routledge.
- Hoch, Charles. 2019. *Pragmatic Spatial Planning: Practical theory for professionals*. New York: Routledge
- \*Hoch, Charles. 1994. *What Planners Do: Power, Politics, and Persuasion*. Chicago: American Planning Association.
- \*Howe, E. 1994. *Acting on Ethics in City Planning*. New Brunswick, NJ: Center for Urban Policy Research.
- \*Innes, J. and D. Booher. 2010. *Planning with Complexity: An introduction to collaborative rationality for public policy*. New York: Routledge.
- Krumholz, N. and Forester, J. 1990. *Making Equity Planning Work*. Philadelphia: Temple University Press.
- \*Mandelbaum, S J, L Mazza, and R W Burchell. 1996. *Explorations in Planning Theory*. New Brunswick, NJ: Rutgers University Center for Urban Policy Research.
- McClendon, B.W. and Quay, R. 1988. *Mastering Change: Winning Strategies for Effective City Planning*. Chicago: American Planning Association.
- \*Rothstein, R. 2018. *The Color of Law*. New York: Liveright.
- Sager, T. 2012. *Reviving Critical Planning Theory*. New York: Taylor and Francis.
- \*Stein, Jay. 1995. *Classic Readings in Urban Planning*. New York: McGraw-Hill.
- Willson, Richard. 2020 (in print). *How planners practice: A reflective approach to theory and action*.

## **Grading**

You will be evaluated on weekly reading logs, a final synthesis paper, and class participation. Participation includes preparing questions to co-facilitate the discussion of readings on designated day/s.

Reading logs--60% (At least 12 weekly logs submitted by deadline—out of 13 weeks of readings)

Final paper--25%

Class Participation--15% (attendance and participation in discussions, including co-facilitation)

## Reading logs

Thirteen of the 14 class sessions are associated with a set of required readings. You are expected to complete these readings prior to class and write your reflections in logs submitted via Canvas no later than 4 pm Wednesdays, that is, before they are discussed in class that day. Starting the second week, you are required to turn in at least 12 logs, each no more than 2 pages. Logs should contain (1) a summary of the key points raised by the readings for the week, (2) a discussion of similarities

and contrasts in the concepts or views presented, and (3) a brief reflection on the key issues from the perspective of the learning outcomes and your own professional/ community experiences. Because logs are designed to inform your contribution to class discussions, late logs will be significantly downgraded.

### Final synthesis paper

You are also required to write a final synthesis paper, due December 16, noon, on Canvas. Instructions on topic, length, and other requirements will be given in class. Late papers will be assessed a penalty proportionate to the degree of lateness.

### Classroom participation

Regular and timely attendance and active participation are course norms. More than one absence (with or without prior notification, including the first day of class) will result in a grade penalty of 5 points per absence, with exceptions considered on a case-by-case basis. You will be assigned specific weeks' readings to prepare questions, to co-lead with me the discussion in class, with details shared in class. To be fully present in the seminar, and out of respect for each other, please plan to arrive on time and observe other guidance for a smooth online conduct of the class.

### **Disability**

If you have a documented disability that requires accommodations, you will need to register with Student Disability Services for a coordination of your academic accommodations. The Student Disability Services (SDS) office is located at 1600 David Adamany Undergraduate Library in the Student Academic Services department. SDS telephone number is 313-577-1851 or 313-577-3365 (TTY). After your accommodations are in place, please contact me as soon as possible to discuss your special needs. I cannot make accommodations retroactively.

### **Questions, concerns, suggestions**

You are encouraged to contact me at [k.pothukuchi@wayne.edu](mailto:k.pothukuchi@wayne.edu) (preferred) or (313) 577-4296 if you have questions, concerns, or suggestions on readings, classroom dynamics, time management, or anything else related to the class or the MUP degree program.

## **Reading Schedule**

### **Required book:**

Fisher, Roger and William Ury. 2011. *Getting to Yes*. New York: Penguin.

### **Date                      Topic and Assigned Readings**

To avoid web-access problems later in the semester, download all the readings from the course website early on. To simplify your reading, pay attention to highlighted notes alongside particular references below.

#### *I. Planning Problems, Planning Models, Professional Practice*

#### W1, 9/2                      First day of class, introductions

Brief overview of course content, classroom discussion, discussion-co-lead assignment

#### W2, 9/9                      What is Planning? What are planning problems? (First log due)

- Rittel, Horst W J and Melvin M Webber. 1973. Dilemmas in a general theory of planning. In *Policy Sciences*, 4: 155-69.

- **Hoch**, Charles. 1994. What planners do: power, politics, and persuasion. Chicago: Planners Press. Chapter 1. (From here on, this book will be referred to simply as **Hoch**)
- Klosterman, Richard E. 2003. Arguments for and against planning. In Scott Campbell and Susan Fainstein (eds), *Readings in Planning Theory*. Cambridge, MA: Blackwell.

W3, 9/16      A brief history of planning; the dilemma of rationalism

- Schon, Donald. 1983. *The Reflective Practitioner*. New York: Basic Books. Part of chapter 6 and Chapter 7.
- **Hoch**, chapters 2 and 3

W4, 9/23      What planners do

- **Hoch**, chapters 4 (Research) 5 (Planmaking), 6 (Regulation).

W5, 9/30      How planners plan: Incrementalism, advocacy, equity planning

- Lindblom, Charles E. 1995 (original 1959). The science of ‘muddling through.’ In Jay Stein (ed), *Classic Readings in Urban Planning*. New York: McGraw Hill.
- Davidoff, Paul. 1995 (original 1965). Advocacy and pluralism in planning. In Jay Stein (ed), *Classic Readings in Urban Planning*. New York: McGraw Hill.
- Krumholz, Norman. 1996 (original 1982). A retrospective view of equity planning: Cleveland, 1969-79. In Scott Campbell and Susan Fainstein (eds), *Readings in Planning Theory*. Cambridge, MA: Blackwell.

*III. Power and politics*

W6, 10/7      Encountering the “other” in planning: The Just City, 1

- Rothstein, Richard. 2017. *The Color of Law, 17-76* (Chapter 2: Public Housing, Black Ghettos; Chapter 3: Racial Zoning; Chapter 12: Considering Fixes). New York: Liveright. Scan Chapters 2 and 3; pay special attention to roles of local planning and housing/urban policy in Chapter 12.
- Thomas, June M. 2008. The minority race planner in the quest for the just city. *Planning Theory*, 7:227

Optional (accompanying video documentary shown in class): Feld, Marcia M. 1989. The Yonkers Case and Its Implications for the Teaching and Practice of Planning. *Journal of Planning Education and Research*, 8: 169-175.

W7, 10/14      Encountering the “other” in planning: The Just City, 2

- Pader, Ellen-J. 1994. Spatial relations and housing policy: Regulations that discriminate against Mexican-origin households. *Journal of Planning Education and Research*, 13: 119-35.
- Micklow, Amanda, Elizabeth Kancilia, and Mildred Warner. 2015. *The need to plan for women*. Planning with a gender lens: Issue Brief. Ithaca, NY: Cornell Women’s Planning Forum and the Planning and Women’s Division of the American Planning Association.
- Bollens, Scott A. 2002. Urban planning and intergroup conflict: Confronting a fractured public interest. *Journal of the American Planning Association*, 68(1): 22-42.

W8, 10/21      Power, politics, and equity I

- Arnstein, Sherry R. 1995. A Ladder of Citizen Participation. In Jay Stein, ed, *Classic Readings in Planning Theory*. New York: McGraw-Hill

- Burby, Raymond J. 2003. Making plans that matter: Citizen involvement and government action. *Journal of the American Planning Association*, 69(1): 33-47.
- Fung, Archon. 2015. Putting the Public Back into Governance: The Challenges of Citizen Participation and Its Future. *Public Administration Review*, 75(4): 513-575.

#### W9, 10/28 Power, politics, and equity II

- Throgmorton, James A. 1996. Impeaching research: Planning as persuasive and constitutive discourse. In Mandelbaum, Seymour J, Luigi Mazza, and Robert W Burchell (eds). *Explorations in Planning Theory*. New Brunswick, NJ: Rutgers University Center for Urban Policy Research.
- Krumholz, Norman and John Forester. 1995. To be professionally effective, be politically articulate: Making equity planning work. In Jay Stein, ed, *Classic Readings in Planning Theory*. New York: McGraw-Hill.
- Forester, John. 1988. *Planning in the Face of Power*. Berkeley: University of California Press. Chapter3.

#### *IV. Communicative action: Facilitating Dialogue to Mediating Conflict*

#### W10, 11/4 Communicative action in planning

- Innes, Judith E. 1996. Group processes and the social construction of growth management. In Mandelbaum, Seymour J, Luigi Mazza, and Robert W Burchell (eds). *Explorations in Planning Theory*. New Brunswick, NJ: Rutgers University Center for Urban Policy Research.
- Dewar, Margaret, Christina Kelly, and Hunter Morrison. 2012. Planning for better, smaller places after population loss: Lessons from Youngstown and Flint. In M. Dewar and J. M. Thomas (eds). *City After Abandonment*. Philadelphia, PA: University of Pennsylvania Press, pp. 296-316.
- Innes Judith E. and David E. Booher. 2010. *Planning with Complexity* (Chapter 5). New York: Routledge.

#### W11, 11/11 Negotiation and conflict resolution --1

- Fisher, Roger and William Ury. 1991 (2011 Reissue). *Getting to Yes*. New York: Penguin.

#### W12, 11/18 Negotiation and conflict resolution --2

- **Hoch**, Chapter 7: Negotiation and the bottom line
- Dorius, Noah. 1993. Land use negotiation. *Journal of the American Planning Association*, 59(1): 101-6.
- Forester, John. 1987. Planning in the face of conflict: Negotiation and mediation strategies in local land use regulation. *Journal of the American Planning Association*. 53 (3): 303-314.

#### **11/25 No class, Thanksgiving Holiday**

#### *V. Planning Ethics*

**We will review the AICP Code of Ethics in class; no need to include in your reading log**

#### W13, 12/2 Planning Ethics

- Barrett, Carol D. 1989. Four perspectives on ethics. *Journal of the American Planning Association*, 55(4): 474-76.
- Howe, Elizabeth. 1994. Chapter 2: The nature of ethical issues. *Acting on Ethics in City*

*Planning*. New Brunswick, NJ: Rutgers, CUPR.

- Flyvbjerg, B, M Skamris-Holm, and S Buhl. 2002. Underestimating costs in public works projects. *Journal of the American Planning Association*. 68(3): 279-295.
- Fainstein, S. 2006. Planning and the just city. Paper presented at the Conference on Searching for the Just City, Columbia University, April 29.

VI. *Conclusion: the scope of planning revisited.*

W14, 12/9 Some final comments about planning goals, contexts, and outcomes (last log due, papers accepted any time this week)

- Myers, D. and T. Banerjee. 2005. Toward greater heights for planning: Reconciling the differences between the profession, practice, and academic field. *Journal of the American Planning Association*, 71(2): 121-29.
- Innes Judith E. and David E. Booher. 2010. *Planning with Complexity* (Chapter 8). New York: Routledge.
- Krumholz, N. 2015. An optimistic comment. *Journal of Planning Education and Research*, 35(3): 343-6.

W15, 12/16 No class: final papers due by uploading to Canvas, deadline 12 noon