Wayne State University  Urban Studies and Planning
UP 7010 – Planning and Decision Theory (Ref #14050)  Fall 2020
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:


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.

Briggs, X. D. 2008. Democracy as Problem-Solving: Civic Capacity in Communities Across the

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 (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:**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic and Assigned Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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)
• **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*).


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

III. Power and politics

W6, 10/7 Encountering the “other” in planning: The Just City, 1
• Thomas, June M. 2008. The minority race planner in the quest for the just city. *Planning Theory*, 7:227


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

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


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


IV. Communicative action: Facilitating Dialogue to Mediating Conflict

W10, 11/4 Communicative action in planning


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


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

- Hoch, Chapter 7: Negotiation and the bottom line

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

Planning. New Brunswick, NJ: Rutgers, CUPR.


**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)


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