

Cornell University
College of Architecture, Art, and Planning
Department of City and Regional Planning

CRP 8100: Seminar in Advanced Planning Theory



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Office Location: 204 West Sibley Hall

Office hours: Tuesdays, 1:00 – 3:00 and by appointment

Dates of Course: Class Dates: August 26, 2021 - December 7, 2021

Class Day and Time: Thursdays only - 2:40 pm – 5:10 pm, 3 credits

Class Location: Sibley Hall 142

Course Overview

This doctoral level seminar creates an academic space for in-depth inquiry into what work planning theories do and how they give shape and depth to advanced social sciences-based scholarship in planning and urban studies. The seminar focuses on critical exploration of intellectual traditions and debates in planning theory including the epistemological and ontological implications of an array of theories of knowledge, society, urban space, and rationality that serve as frameworks and undercurrents in urban studies and planning literature. The aim of this seminar is to help students gain an awareness of their own positionality relative to a wide spectrum of theories and to scaffold intellectual growth and increase the theoretical depth of their own scholarship.

Learning Objectives

This course incorporates the following learning objectives:

- Develop an understanding of and fluency in what have been considered the principal intellectual traditions and debates in planning theory.
- Develop an understanding of the epistemological foundations of prominent “schools” and theorists associated with social and urban theory and how they have shaped planning theory.
- Develop an appreciation for challenges in the development and application of planning theory and an understanding of new or emerging areas of theory.
- Develop the ability to communicate and teach planning theories.
- Develop practices to apply planning theory in one’s own research, pedagogy, planning practice, and in other forms of action.

Course Requirements

- You are expected to be present and participate in class. Unexcused absences will count against your participation grade. It may also impact your ability to learn and complete assignments.
- If you are sick, please don’t come to class. Stay at home, communicate about the reason for your absence, make up any missing work, seek out notes from classmates.
- Be on time. Coming in late disrupts the rest of the class.
- Laptops, Tablets, Cell phones – Use of electronic devices have been shown to distract from learning. **Use of laptops must be limited to note-taking and specific class exercises.** For further discussion, see: Dynarski, Susan (2017). Laptops Are Great. But Not During a Lecture or a Meeting. New York Times. <https://www.nytimes.com/2017/11/22/business/laptops-not-during-lecture-or-meeting.html>.
- Read all required texts.
- Complete assignments on time.
- Come to class prepared for discussion. Participate thoughtfully, respectfully, and equitably. Respect differences of opinion among classmates. You are encouraged to express enthusiasm and share information in class; however, a successful learning community requires sharing the floor and encouraging others to participate.

Academic Integrity

You are responsible for knowing and abiding by the Cornell University Code of Academic Integrity. This course represents both a collective and individual educational journey. You have a responsibility to yourself and your classmates to make sure that your contributions are your own and that you cite the sources for ideas, text, and images. Cornell’s policies are available here: <http://cuinfo.cornell.edu/Academic/AIC.html>.

You are encouraged to study together and to discuss information and concepts covered in lecture and the sections with other students. You can give ‘consulting’ help to or receive ‘consulting’ help from such students. However, this permissible cooperation should never involve one student having possession of a copy of all or part of work done by someone else, in the form of an e mail, an e-mail attachment file, or a hard copy.

Should copying occur, both the student who copied work from another student and the student who gave material to be copied will both automatically receive a zero for the assignment. Penalty for violation of this Code can also be extended to include failure of the course and University disciplinary action.

Please note that some assignments are submitted to Turnitin. Students agree that by taking this course, all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference

database solely for the purpose of detecting plagiarism of such papers. Use of the Turnitin.com service is subject to the Usage Policy posted on the Turnitin.com site.

Accommodations for students with disabilities

I invite you to set up a meeting with me to discuss needed accommodations in a confidential environment. If you have not done so already, I encourage you to meet with Student Disability Services for disability verification and determination of reasonable accommodations. If you have a disability-related need for reasonable academic adjustments in this course, please do provide me with an accommodation notification letter from Student Disability Services as soon as possible. Ideally, a notification letter should be provided within the first two weeks of the semester or from the occurrence of an injury or illness.

Texts

- Phillip Allmendinger. (2017). *Planning theory* (3rd edition). Palgrave/Macmillan Education.
- Beauregard, Robert. (2020). *Advanced Introduction to Planning Theory*. Cheltenham, UK: Edward Elgar Publishing Limited.
- Flyvbjerg, Bent. (2002). *Making social science matter*. Cambridge, UK: Cambridge University Press.
- [Michael Gunder, Ali Madanipour, & Vanessa Watson. \(2018\). *The Routledge Handbook of Planning Theory*. Routledge](#) (optional)

These books have been ordered at the Cornell Bookstore and are also on reserve at the Library. The Gunder, et al. text is readily available as an e-book through the library.

Other texts are made available on Canvas or otherwise provided in class.

Evaluation

Work will be assessed and graded as follows:

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|---|-----|
| • Reflection journal entries (1-2 pages, every other week) | 20% |
| • Discussion Facilitation | 20% |
| • Book Review (written and shared in class) | 25% |
| • Final Reflection Paper describing your theory toolbox/atlas + Present | 25% |
| • Class Participation | 10% |

Tentative Course Schedule

The contents of this syllabus may shift throughout the semester to enhance class learning objectives and outcomes. If changes are made in the readings or assignments, this information will be communicated as early as possible.

Week 1 – Overview of Class

First class meeting - Thursday, August 26.

- Read the syllabus.
- Begin readings for next week.
- Sign up to facilitate class discussions.

Week 2 – Theory?

Principle Themes: What is ‘theory?’ What relevance does ‘theory’ have for planning practice?

What are the principal intellectual debates in planning theory?

How does urban theory relate to planning theory?

Read by Thursday, September 2:

- Fainstein, Susan S. and James DeFilippis. (2016) “Introduction: The Structure and Debates of Planning Theory.” In Susan S. Fainstein and James DeFilippis. (eds.), *Readings in Planning Theory, Fourth Edition*. ProQuest ebook Central.
- Philip Allmendinger. (2017) “What is theory?” Chapter 1 in *Planning Theory: Planning, Environment, Cities*. London: Palgrave MacMillan.
- John Friedmann. (1987) “Two Centuries of Planning Theory,” pp. 51-85 in *Planning in the Public Domain*. Princeton, NJ: Princeton University Press.
- John Friedmann. (2008) “The uses of planning theory: A bibliographic essay.” *Journal of Planning Education and Research* 28: 247-257.
- Ann Forsyth (2021) “Theories and Planning Theories.” *Journal of the American Planning Association*, 87:2, 155-158, DOI: 10.1080/01944363.2021.1885267

Other recommended readings:

- See other shared resources on Canvas.

Week 3 –Empiricism and Positivism; Systems Theory and Rational Planning; Ways of Knowing, Theories of Reality, and Cultures of Research

Guest Speaker: John Carruthers, Director of Graduate Studies, Regional Science

Read by Thursday, September 9:

- Allmendinger. (2017) Chapters 2-3 P. 35-80.
- H. W. Rittel & Webber M. M. (1973) Dilemmas in a general theory of planning. *Policy sciences*, 4(2), 155-169.
- Howell Baum. (2015) “Planning with Half a Mind: Why Planners Resist Emotion.” *Planning Theory & Practice* 16 (4): 498–516.
- Ann Forsyth. (2012) “Commentary: Alternative Cultures in Planning Research—From Extending Scientific Frontiers to Exploring Enduring Questions,” *Journal of Planning Education and Research*, 32, 2012, pp. 160-169.
- Leonie Sandercock. 2003. “Out of the closet: The importance of stories and storytelling in planning practice.” *Planning Theory and Practice* 4 (1): 11-28.

Optional, recommended readings in development of social science and planning:

- Readings from Paul Diesing. 1991. *How Does Social Science Work: Reflections on Practice*, Pittsburgh, University of Pittsburgh Press, 1991), pp. 3-54, 75-103. (Full text is available at Cornell Library.) Delve into the whole book to understand philosophical underpinnings of social sciences.
- Hall, Peter. (2014). *Cities of Tomorrow*. However, that text should not be read without also reading Sandercock, Leonie. (1998) *Towards Cosmopolis*.

- Lindblom, C. E. (2003) The Science of "Muddling Through". In S. Campbell, & S. F. Fainstein (Eds.), *Readings in Planning Theory* (pp. 196-209). Cambridge, MA: Blackwell Publishers.
- Simin Davoudi. (2015) "Planning as practice of knowing." *Planning Theory* 14 (3): 316–331.

Week 4 –Critical Theory, Neo-Marxism, Neoliberalism, Right to the City

Read by Thursday, September 16:

- Allmendinger (2017) Chapters 4-5. Marxism and Neoliberalism. p. 81-126.
- Nancy Folbre. (1994) "Feminist Theory and Political Economy," in *Who Pays for the Children, NY: Routledge*, pp. 15-50.
- David Harvey. (2008) The Right to the City. *New Left Review* 53. Pages 23-40.
- Peter Marcuse. (2014) Reading the Right to the City, *City* 18:1, 4-9.
- Guy Baeten. (2019) Neoliberal Planning. In M. Gunder, A. Madanipour, & V. Watson (Eds.), *The Routledge handbook of planning theory* (pp. 105–117). Routledge.

Week 5 – Pragmatism / Collaborative Rationality, Communicative Action Theory / Complexity

Guest Speaker: Elizabeth Walsh, Planning Scholar Practitioner

Read by Thursday, September 23:

- Phillip Allmendinger (2017) Chapter 6-7, 11. P 127-145.
- Charles Hoch. (2018) "Neo-pragmatist Planning Theory." In M. Gunder, A. Madanipour, & V. Watson (Eds.), *The Routledge handbook of planning theory* (pp. 118-129).
- John Forester. (1989) *Planning in the Face of Power*, UC Press, Ch. 3-4 pp. 27-64.
- Bolton, Roger. (2005) "Habermas' theory of communicative action and the theory of social capital." Paper read at meeting of Association of American Geographers, Denver, Colorado, April.
- de Roo, G. (2019) Spatial Planning and the Complexity of Turbulent, Open Environments. In M. Gunder, A. Madanipour, & V. Watson (Eds.), *The Routledge handbook of planning theory* (pp. 314–325). Routledge.
- Judith Innes and David Booher. 2015. "A turning point for planning theory? Overcoming dividing discourses." *Planning Theory*, 14 (2), pp. 195–213.

Optional, Supplemental: Forester, J. (2013). On the theory and practice of critical pragmatism: Deliberative practice and creative negotiations. *Planning Theory*, 12(1), 5–22.

<https://doi.org/10.1177/1473095212448750>

Week 6 – Post Modernism / Phronesis and the "Dark Side of Planning"

Read by Thursday, September 30:

- Phillip Allmendinger (2017) Chapter 8. "After Modernity" pages 168-190.
- Leonie Sandercock. (1998) "Exploring Planning's Knowledges" *Towards Cosmopolis*. Pages 57-83.

- Karen Umemoto (2001) "Walking in another's shoes: Epistemological challenges in participatory planning," *Journal of Planning Education and Research*, vol. 17; no. 31, pp-17-31.
- Oren Yiftachel. (1998) Planning and Social Control: Exploring the Dark Side. *Journal of Planning Literature* 12(4), 395-406.
- Excerpts from Bent Flyvbjerg. (2001). *Making Social Science Matter* (1st ed.). Cambridge University Press.
- Virginia Eubanks. (2012) "Feminist Phronesis and Technologies of Citizenship." In Flyvbjerg, B., Landman, Todd, and Schram, Sanford. (Ed.). *Real social science: Applied phronesis* (1. publ). Cambridge University Press. Pages 228-245.

Optional, recommended:

- Andy Inch. (2019). 'Cultural Work' and the Remaking of Planning's Apparatus of Truth. In M. Gunder, A. Madanipour, & V. Watson (Eds.), *The Routledge handbook of planning theory* (pp. 194–206). Routledge.

Week 7 –The Just City, Insurgent Planning

Read by Thursday, October 7:

- Phillip Allmendinger (2017) Chapter 12. Planning: Post-Colonialism, Insurgency, and Informality. Pages 267-290.
- Jason Reece. (2018) "In Pursuit of a Twenty-first Century Just City: The Evolution of Equity Planning Theory and Practice," *Journal of Planning Literature*, pp. 1-11.
- Barry Checkoway and others. (1994) "Paul Davidoff and Advocacy Planning in Retrospect," *Journal of the American Planning Association*, Spring. Pages 139-143
- Norman Krumholz. (1982). "A Retrospective View of Equity Planning in Cleveland, 1969-79," *Journal of the American Planning Association*, 48:2, pp. 163-174.
- Susan Fainstein. (2009). "Planning and the Just City" in Marcuse, Peter et al. (eds.), *Searching for the Just City: Debates in Urban Theory and Practice*. Routledge. pp. 19-39.
- Faranouk MirafTAB. "Insurgent Practices and Decolonization of Future(s)" in Gunder, et al. pages 276-288.

Week 8 – Decolonization, Cultural Humility, and Postcolonial Planning Theory

Guest speaker: Sophie Oldfield, Incoming Chair of Department of City and Regional Planning, Cornell Univ.

Read by Thursday, October 14:

- Libby Porter. (2018) "Postcolonial Consequences and New Meanings" in Gunder, et al. p. 167 – 179.
- Magdalena Ugarte. (2014). Ethics, Discourse, or Rights? A Discussion about a Decolonizing Project in Planning. *Journal of Planning Literature*, 29(4), 403–414. <https://doi.org/10.1177/0885412214549421>
- Elizabeth Sweet. (2018). Cultural Humility: An Open Door for Planners to Locate Themselves and Decolonize Planning Theory, Education, and Practice.

- Eve Tuck and K. Wayne Yang, “Decolonization is not a metaphor,” *Decolonization: Indigeneity, Education & Society* Vol. 1, No. 1, 2012, pp. 1-40.
- Alaska Native organizations to the National Science Foundation. Letter dated March 19, 2020.
- Eve Tuck and Monique Guishard. (2013) “Racialized Scientism, Settler Coloniality, and an Ethical Framework of Decolonial Participatory Action Research.” In *Challenging Status Quo Retrenchment*, pages 3-27.

Optional:

- Garba, T., & Sorentino, S. (2020). Slavery is a Metaphor: A Critical Commentary on Eve Tuck and K. Wayne Yang’s “Decolonization is Not a Metaphor.” *Antipode*, 52(3), 764–782.
<https://doi.org/10.1111/anti.12615>
- Barry, J., Horst, M., Inch, A., Legacy, C., Rishi, S., Rivero, J. J., Taufen, A., Zanotto, J. M., & Zitcer, A. (2018). Unsettling planning theory. *Planning Theory*, 17(3), 418–438.
<https://doi.org/10.1177/1473095218763842>

Week 9 – Synthesis, Review

Read by Thursday, October 21:

- Robert Beauregard. (2020). *Advanced Introduction to Planning Theory*. Cheltenham, UK: Edward Elgar Publishing Limited.

Week 10 – Feminisms, Whiteness, and Reparative Planning

Read by Thursday, October 28:

- Suzanne Speak and Ashok Kumar. (2018) The Dilemmas of Diversity: Gender, Race, and Ethnicity in *Planning Theory*. in Gunder, et al. pages 155-166.
- Fayola Jacobs. (2019). Black feminism and radical planning: New directions for disaster planning research. *Planning Theory*, 18(1), 24–39.
- Heather Dorries and Laura Harjo (2020) Beyond Safety: Refusing Colonial Violence Through Indigenous Feminist Planning. *Journal of Planning Education and Research*. Vol. 40(2) 210 –219.
- Goetz, E. G., Williams, R. A., & Damiano, A. (2020). Whiteness and Urban Planning. *Journal of the American Planning Association*, 86(2), 142–156.
- Rashad Akeem Williams (2020) From Racial to Reparative Planning: Confronting the White Side of Planning. *Journal of Planning Education and Research*. Pages 1-11.

Week 11 – Actor-Network Theory, Assemblage theories

Read by Thursday, November 4:

- Farías, I. and Blok, A. (2016). STS in the City. In Felt, U., Fouché, R., Miller, C. and Smith-Doerr, L. (Eds.), *The Handbook of Science and Technology Studies* (pp. 555-581).
- Excerpts from Beauregard, R. A. (2015). *Planning matter: Acting with things*. The University of Chicago Press.

- Latour, Bruno. (2005). "On the Difficulty of Being an ANT" in *Reassembling the Social*. Oxford and New York: Oxford University Press. Pages 141-156.
- Laura E. Tate. (2013). Growth-management implementation in Metropolitan Vancouver: lessons from actor-network theory. *Environment & Planning B: Planning & Design*, 40(5), 783–800.
- Wezemaal, Joris Van. "Assemblage Thinking in Planning Theory" and "Lines of Becoming" in Gunder, et al. pages 326-350.

Recommended:

- Bruno Latour. (2015). *Science in action: How to follow scientists and engineers through society* (Nachdr.). Harvard University Press. (Originally published in 1987).
- Bruno Latour. (2004). *Politics of Nature: How to Bring the Sciences into Democracy* (illustrated edition). Harvard University Press.
- James Macmillen and Trevor Pinch (2018) "Saving Schools: Vacancy, Ruin, and Adaptive Reuse in Detroit" in Monika Kurath, Marko Marskamp, Julio Paulos, Jean Ruegg (eds). [*Relational Planning*](#). Cham, Switzerland: Palgrave MacMillan. Pages 283-314.

Week 12 –Natures, Sustainabilities, Anthropocene, Posthumanism

Read by Thursday, November 11

- Scott Campbell. (1996) "Green Cities, Growing Cities? Ecology, Economics and the Contradictions of Urban Planning," *Journal of the American Planning Association*, Summer, pp 296-312
- Scott D. Campbell. (2016) "The Planner's Triangle Revisited: Sustainability and the Evolution of a Planning Ideal That Can't Stand Still," *Journal of the American Planning Association*, vol. 82, no.4, pp 388-397.
- Ihnji Jon. (2020). Deciphering posthumanism: Why and how it matters to urban planning in the Anthropocene. *Planning Theory*, 19(4), 392–420.
- Houston, D., Hillier, J., MacCallum, D., Steele, W., & Byrne, J. (2018). Make kin, not cities! Multispecies entanglements and 'becoming-world' in planning theory. *Planning Theory*, 17(2), 190–212.

Optional:

- Sonia A. Hirt. (2016) The City Sustainable: Three Thoughts on 'Green Cities, Growing Cities, Just Cities', *Journal of the American Planning Association*, 82:4, 383-384.
- Erik Swyngeodouw. "Trouble with Nature: 'Ecology as the New Opium of the Masses'" In Ashgate Research Companion. Pages 299-318.

Week 13 – Visit by John Forester / Space, Place and Theory / Spatial Imaginaries / Lacanian Entanglement with Planning Theory

Read by Thursday, November 18:

Preparation for Prof. Forester's talk

- John Forester. (2012). On the theory and practice of critical pragmatism: Deliberative practice and creative negotiations. *Planning Theory*. Pages 1-18.
- AICP Code of Ethics and Professional Conduct <https://www.planning.org/ethics/ethicscode.htm>
- Ethical Principles in Planning <https://www.planning.org/ethics/ethicalprinciples.htm>

Preparation for Readings Discussion

- Davoudi, Simin. (2018). "Spatial Planning" in M. Gunder, A. Madanipour, & V. Watson (Eds.), *The Routledge handbook of planning theory*. (pp. 15-27).
- Allemendinger (2017). P. 218-240.
- Agyeman, Julian. (2013) "Space and Place" in *Introducing Just Sustainabilities: Policy, Planning and Practice*. London and New York: Zed Books.
- Bates, Lisa K., Sharita A. Towne, Christopher Paul Jordan, Kitso Lynn Lelliott, Monique S. Johnson, Bev Wilson, Tanja Winkler, et al. 2018. "Race and Spatial Imaginary: Planning Otherwise/Introduction..." *Planning Theory & Practice* 19 (2): 254–88.
- Excerpts from Michael Gunder and Jean Hillier (2009) *Planning in Ten Words or Less: A Lacanian Entanglement with Spatial Planning*.

Week 14 - November break (no class)

Nov 30, end of day: Book review should be uploaded to Canvas.

Week 15– Last Class meeting - Final discussion/synthesis

December 2- Share book reviews and also present your Theoretical Toolbox, Theory Road Map or Atlas, Comprehensive Theoretical Plan, or whatever the appropriate metaphor for your culminating paper. See instructions on Canvas.

December 15, end of day. Turn in final paper.

Thank you! Many thanks to all who have directed assisted, supported, or inspired the development of this class.

Version Date: 11/8/2021