Unit Outline
URDE4001 Planning Theory
Semester 1, 2016

Unit study package code: URDE4001
Mode of study: Internal
Tuition pattern summary: Note: For any specific variations to this tuition pattern and for precise information refer to the Learning Activities section.
Lecture: 1 x 90 Minutes Weekly
Seminar: 1 x 90 Minutes Weekly
This unit does not have a fieldwork component.
Credit Value: 25.0
Pre-requisite units: Nil
Co-requisite units: Nil
Anti-requisite units: Nil
Result type: Grade/Mark
Approved incidental fees: Information about approved incidental fees can be obtained from our website. Visit fees.curtin.edu.au/incidental_fees.cfm for details.
Unit coordinator: Title: Associate Professor
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Location: Building: 201 - Room: 608
Teaching Staff: Name: Ashori Ashori
Email: Ashori.Ashori@curtin.edu.au
Location: Building: 201
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Phone: 9266 4023
Email: SoBE-TSO@curtin.edu.au
Location: Building: 201 - Room: 320
Learning Management System: Blackboard (lms.curtin.edu.au)
Acknowledgement of Country
We respectfully acknowledge the Indigenous Elders, custodians, their descendants and kin of this land past and present.

Syllabus
Develops an understanding of planning theories, critically examines past and present trends in planning theories and investigates the links between theory and practice. Explores the scope for new planning theories.

Introduction
Planning Theory unit seeks to develop an understanding of planning theories by critically examining past and present trends in planning theories and investigating the links between theory and practice. It also seeks to explore the scope for new planning theories.

The unit seeks to promote the concept that good planning practice should be informed by good planning theory. It covers selected major developments in the unique history of urbanisation over the past few centuries and deals with some of the major issues in the evolution of planning discipline and profession over this period. The unit seeks to provide students an introduction to key issues in planning thought and practice and their explanation through various theoretical perspectives.

The main purpose of the unit is to develop among students an appreciation of the usefulness of planning theory in understanding, interpreting and informing past and current planning practice. Hopefully, this will serve to raise awareness among students as to their professional orientation, obligations and career goals as planners.

This unit aims to develop an understanding of planning theories, seeking to answer basic questions such as: What is good planning? What are good planning outcomes? How should planning be carried out? What is the role of planning?

The underlying assumption of planning theory is that in order to improve planning practice, we need to understand the historical, political, economic, philosophical and ideological settings within which it is embedded. Also, to understand the context within which planning takes place, we need to account for planning’s role in reproducing and reshaping social relations.

The unit will encourage students to critically examine the planning practice to understand the theoretical, political and practical influences acting on planners and other key actors. It sets out to explore the ideas developed by key thinkers and how those ideas have shaped the planning profession over time by looking at past and present trends in planning theories. The unit looks at case studies to see the ideas in action, highlighting the links between theory and practice.

Unit Learning Outcomes
All graduates of Curtin University achieve a set of nine graduate attributes during their course of study. These tell an employer that, through your studies, you have acquired discipline knowledge and a range of other skills and attributes which employers say would be useful in a professional setting. Each unit in your course addresses the graduate attributes through a clearly identified set of learning outcomes. They form a vital part in the process referred to as assurance of learning. The learning outcomes tell you what you are expected to know, understand or be able to do in order to be successful in this unit. Each assessment for this unit is carefully designed to test your achievement of one or more of the unit learning outcomes. On successfully completing all of the assessments you will have achieved all of these learning outcomes.

Your course has been designed so that on graduating we can say you will have achieved all of Curtin’s Graduate Attributes through the assurance of learning process in each unit.

<table>
<thead>
<tr>
<th>On successful completion of this unit students can:</th>
<th>Graduate Attributes addressed</th>
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<tbody>
<tr>
<td>1 Critically discuss relations between theory and practice</td>
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<tr>
<td>2 Examine broad trends and apply specific theories in the planning arena</td>
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<td>3 Describe the role of the professional and of the other stakeholders in the planning process</td>
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<tr>
<td>4 Apply theory to analyse and resolve a planning problem /research project</td>
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Curtin’s Graduate Attributes

<table>
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<tr>
<th>Attribute</th>
<th>Description</th>
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<tbody>
<tr>
<td>Apply discipline knowledge</td>
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<tr>
<td>Thinking skills</td>
<td>(use analytical skills to solve problems)</td>
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<tr>
<td>Information skills</td>
<td>(confidence to investigate new ideas)</td>
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<tr>
<td>Communication skills</td>
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<tr>
<td>Technology skills</td>
<td></td>
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<tr>
<td>Learning how to learn</td>
<td>(apply principles learnt to new situations)</td>
</tr>
<tr>
<td>Professional Skills</td>
<td>(work independently and as a team)</td>
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<tr>
<td>International perspective</td>
<td>(value the perspectives of others)</td>
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<tr>
<td>Cultural understanding</td>
<td>(value the perspectives of others)</td>
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Find out more about Curtin’s Graduate attributes at the Office of Teaching & Learning website: [ctl.curtin.edu.au](http://ctl.curtin.edu.au)

Learning Activities

The unit will be structured around weekly lectures covering the main theories and debates in planning. This will be supported and complemented by seminars/tutorial sessions, which will have three main functions:

(a) provide in-depth and detailed discussion of some of the material presented in the lectures;
(b) develop a broad understanding of planning concepts, which would aid in understanding the settings for planning theories;
(c) provide a forum for presentations and feedback discussions of seminars and final papers.

Students are required to participate in all lectures and seminars. They will be asked to make oral presentations to the class on assigned topics and submit write-ups/summaries of assigned readings as rostered. Each student will also submit a term paper.

It is the responsibility of students to ensure that they have access to any study material that is made available during class.
Learning Resources

Essential texts

The required textbook(s) for this unit are:

- Fainstein, S. and Campbell, S. (eds) 2012, Readings in Planning Theory, 3rd edition, Wiley-Blackwell. [You do not have to purchase the book but you will need to refer to it - copies to be placed in closed reserve]

(ISBN/ISSN: 10: 1-4443-3080-2)

Other resources


Forester, J. 1989, Planning in the Face of Power, UC Press, Berkeley. (Chp 2)


George, H. 1884. ‘The Land for the People’ (available electronically)

Greed, C. Planning the Non-Sexist City: The European Initiative and Beyond. Gender and the Built Environment Database. (Available on internet at http://www.gendersite.org/pages/planning_the_nonsexist_city_the_eurofem_initiative_and_beyond.html)


Harvey, D. 1973. ‘Social Justice and the City’ (available electronically)


Le Corbusier, C. J. 1929. ‘A Contemporary City’ (available electronically)


Newman, P. 1990. ‘The Compact City’, The Built Environment (available electronically)


During the semester, you are expected to attend all lectures/seminar sessions, read assigned material included in this unit outline, and contribute to discussions in class. Attendance at lectures/seminars is expected.

You will also be required to work in small groups to analyse a specified theme/collection of readings and present the analysis to the class on a scheduled day. The week before presentation, each member of the group will be required to hand in a summary of an assigned reading to be made available to the class. The rest of the class is expected to read these summaries prior to attending the presentations and refer to them so that they can make intelligent contribution to the discussion.

Additionally, each student is required to submit a research proposal for a Term Paper, followed by the actual Term Paper.

This unit has three components of assessment – assignments as explained below. Please note that the final term paper (Assignment 3) will not be accepted (i.e. marked or returned) unless the proposal for the term paper (Assignment 1) has been completed to the satisfaction of the unit coordinator.

1. **Detailed information on assessment tasks**

   During the semester, you are expected to attend all lectures/seminar sessions, read assigned material included in this unit outline, and contribute to discussions in class. Attendance at lectures/seminars is expected.

   You will also be required to work in small groups to analyse a specified theme/collection of readings and present the analysis to the class on a scheduled day. The week before presentation, each member of the group will be required to hand in a summary of an assigned reading to be made available to the class. The rest of the class is expected to read these summaries prior to attending the presentations and refer to them so that they can make intelligent contribution to the discussion.

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### Proposal for Term Paper (20%) 

A formally drafted proposal for your term paper along with a bibliography is due in week 4 (at start of tute, March 24). The proposal should include a description and justification of your choice of the case, the scope of matter to be covered and the aspects to be focused on, a list of potential sources of information, an annotated bibliography sketching the relevant theoretical literature likely to be used, and a proposed paper structure.

Total length of the write-up should be no more than 1000 words. You may be asked to make a brief presentation of your proposal to the class.

Further details will be provided separately.

2. **Seminar activities - Group work (40%)**

   **(2 a) Presentation and Follow-on Discussion/Workshop (20%)**:

   Students, working in groups, will make a short presentation on a key theme relevant to urban and planning theories. Each student will individually prepare a summary of an assigned reading. The
The group will then collectively prepare and present an analytical discussion on a theme drawn from the readings (with reference to possible sub-themes or additional related themes not covered in the assigned readings). The analysis and discussion is to be presented in both written and oral forms.

The analysis should define the concepts and issues covered in the readings, identify the various streams of thoughts and debates referred to (and any others that could be included), briefly explain how the individual readings relate/support/complement/negate each other, and discuss the relevance of the debate to planning, that is, the shaping of cities, regions and spaces in general and to the corresponding Lecture topic in particular.

Each group will hand in a write-up of around 2,000 words, make a 10-15 minutes audio-visual presentation of their work in class, and then lead a discussion/workshop with the class, highlighting specific issues/aspects of their presentation.

Summaries of assigned readings need to be completed two weeks before the presentation date (as per roster) so that all group members can refer to it in their discussions to select themes/sub-themes. The group also needs to meet the lecturer/tutor to discuss and finalise their themes for the group presentation and follow-on workshop the week prior to their presentation.

Further details will be provided separately.

(2 b) Review Exercise (20%):

Each group will be required to complete an in-class exercise (consisting of a quiz and an interview) in Week 13 to review of the matters covered in lectures AND presentations made by student groups during the semester. The purpose of the exercise is to ensure that students have understood the various theories and concepts referred to during class activities throughout the semester.

3. Term Paper (40%)

Each student will write a 3,000 – 3,500 word analytical paper, analyzing a planning case study (process, event, plan, locality, region or conceptual controversy), from a theoretical perspective.

You will build on the research proposal handed in as part of Assessment 1. Depending on the nature of your selected case, you will need to take up empirical research for this assignment – review the literature, talk to key players associated with the case, review any media coverage, etc.

You are asked to analyze the topic/case from the perspectives of theories determined as most appropriate to your topic/case. It is expected that you will draw on 7-8 scholarly references in your analysis.

This assignment is due in Week 12 (5 June).

Further details will be provided separately.

Some examples of possible topics include (but are not limited to):

- LGA amalgamation
- River front development
- Perth City Link Project
- Super Towns – Pilbara
- Roe 8 Highway Extension

Pass requirements
To pass this unit you must satisfactorily complete all three assessable components listed above and obtain an aggregate mark of 50 per cent or more for the unit.

Group Work: Please note that each member of a group will need to clearly state the extent of his/her contribution to the group work. Individuals within a group may be penalized by the award of mark lower than the group’s overall mark where there is reason to believe that an individual may not have contributed the fair share of effort.
**Fair assessment through moderation**

Moderation describes a quality assurance process to ensure that assessments are appropriate to the learning outcomes, and that student work is evaluated consistently by assessors. Minimum standards for the moderation of assessment are described in the Assessment and Student Progression Manual, available from policies.curtin.edu.au/policies/teachingandlearning.cfm

**Late assessment policy**

This ensures that the requirements for submission of assignments and other work to be assessed are fair, transparent, equitable, and that penalties are consistently applied.

1. All assessments students are required to submit will have a due date and time specified on this Unit Outline.
2. Students will be penalised by a deduction of ten percent per calendar day for a late assessment submission (e.g. a mark equivalent to 10% of the total allocated for the assessment will be deducted from the marked value for every day that the assessment is late). This means that an assessment worth 20 marks will have two marks deducted per calendar day late. Hence if it was handed in three calendar days late and given a mark of 16/20, the student would receive 10/20. An assessment more than seven calendar days overdue will not be marked and will receive a mark of 0.

**Assessment extension**

A student unable to complete an assessment task by/on the original published date/time (e.g. examinations, tests) or due date/time (e.g. assignments) must apply for an assessment extension using the Assessment Extension form (available from the Forms page at students.curtin.edu.au/administration/) as prescribed by the Academic Registrar. It is the responsibility of the student to demonstrate and provide evidence for exceptional circumstances beyond the student’s control that prevent them from completing/submitting the assessment task.

The student will be expected to lodge the form and supporting documentation with the unit coordinator before the assessment date/time or due date/time. An application may be accepted up to five working days after the date or due date of the assessment task where the student is able to provide an acceptable explanation as to why he or she was not able to submit the application prior to the assessment date. An application for an assessment extension will not be accepted after the date of the Board of Examiners’ meeting.

**Deferred assessments**

If your results show that you have been granted a deferred assessment you should immediately check your OASIS email for details.

Deferred examinations/tests will be held from DD/MM/YY to DD/MM/YY. Notification to students will be made after the Board of Examiners’ meeting via the Official Communications Channel (OCC) in OASIS.

**Supplementary assessments**

Supplementary assessments are not available in this unit.

**Referencing style**

The referencing style for this unit is Chicago.

More information can be found on this style from the Library website:
http://libguides.library.curtin.edu.au/referencing

**Copyright**

© Curtin University. The course material for this unit is provided to you for your own research and study only. It is subject to copyright. It is a copyright infringement to make this material available on third party websites.

**Academic Integrity (including plagiarism and cheating)**
Any conduct by a student that is dishonest or unfair in connection with any academic work is considered to be academic misconduct. Plagiarism and cheating are serious offences that will be investigated and may result in penalties such as reduced or zero grades, annulled units or even termination from the course.

Plagiarism occurs when work or property of another person is presented as one’s own, without appropriate acknowledgement or referencing. Submitting work which has been produced by someone else (e.g. allowing or contracting another person to do the work for which you claim authorship) is also plagiarism. Submitted work is subjected to a plagiarism detection process, which may include the use of text matching systems or interviews with students to determine authorship.

Cheating includes (but is not limited to) asking or paying someone to complete an assessment task for you or any use of unauthorised materials or assistance during an examination or test.

From Semester 1, 2016, all incoming coursework students are required to complete Curtin’s Academic Integrity Program (AIP). If a student does not pass the program by the end of their first study period of enrolment at Curtin, their marks will be withheld until they pass. More information about the AIP can be found at: https://academicintegrity.curtin.edu.au/students/AIP.cfm

Refer to the Academic Integrity tab in Blackboard or academicintegrity.curtin.edu.au for more information, including student guidelines for avoiding plagiarism.

Information and Communications Technology (ICT) Expectations

Curtin students are expected to have reliable internet access in order to connect to OASIS email and learning systems such as Blackboard and Library Services.

You may also require a computer or mobile device for preparing and submitting your work.

For general ICT assistance, in the first instance please contact OASIS Student Support: oasisapps.curtin.edu.au/help/general/support.cfm

For specific assistance with any of the items listed below, please contact The Learning Centre: life.curtin.edu.au/learning-support/learning_centre.htm

- Using Blackboard, the I Drive and Back-Up files
- Introduction to PowerPoint, Word and Excel

Additional information

Enrolment

It is your responsibility to ensure that your enrolment is correct - you can check your enrolment through the eStudent option on OASIS, where you can also print an Enrolment Advice.

Student Rights and Responsibilities

It is the responsibility of every student to be aware of all relevant legislation, policies and procedures relating to their rights and responsibilities as a student. These include:

- the Student Charter
- the University’s Guiding Ethical Principles
- the University’s policy and statements on plagiarism and academic integrity
- copyright principles and responsibilities
- the University’s policies on appropriate use of software and computer facilities

Information on all these things is available through the University’s “Student Rights and Responsibilities” website at: students.curtin.edu.au/rights.
Student Equity

There are a number of factors that might disadvantage some students from participating in their studies or assessments to the best of their ability, under standard conditions. These factors may include a disability or medical condition (e.g. mental illness, chronic illness, physical or sensory disability, learning disability), significant family responsibilities, pregnancy, religious practices, living in a remote location or another reason. If you believe you may be unfairly disadvantaged on these or other grounds please contact Student Equity at eesi@curtin.edu.au or go to http://eesj.curtin.edu.au/student_equity/index.cfm for more information.

You can also contact Counselling and Disability services: http://www.disability.curtin.edu.au or the Multi-faith services: http://life.curtin.edu.au/health-and-wellbeing/about_multifaith_services.htm for further information.

It is important to note that the staff of the university may not be able to meet your needs if they are not informed of your individual circumstances so please get in touch with the appropriate service if you require assistance. For general wellbeing concerns or advice please contact Curtin's Student Wellbeing Advisory Service at: http://life.curtin.edu.au/health-and-wellbeing/student_wellbeing_service.htm

Recent unit changes

Students are encouraged to provide unit feedback through eVALUate, Curtin’s online student feedback system. For more information about eVALUate, please refer to evaluate.curtin.edu.au/info/.

To view previous student feedback about this unit, search for the Unit Summary Report at https://evaluate.curtin.edu.au/student/unit_search.cfm. See https://evaluate.curtin.edu.au/info/dates.cfm to find out when you can eVALUate this unit.

Recent changes to this unit include:

A group interview has been introduced to evaluate students' comprehension of material covered in the unit to lessen tension/performance anxiety.
### Program calendar

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<thead>
<tr>
<th>Week</th>
<th>Begin Date</th>
<th>Lecture/Seminar</th>
<th>Tutorial/Other</th>
<th>Assessment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Orientation</td>
<td>22 Feb</td>
<td>22 – 26 Feb - Orientation Week</td>
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</tbody>
</table>
| 1. | 29 Feb | Introduction to the Unit | • Unit structure  
• Group formation  
• Seminar topic allocation |  |
| 2. | 7 March | L1: Typology  
Typologies of planning theories | • Tutorial exercise:  
Definition of Planner  
Finalise  
Asgn1 topics |  |
| 3. | 14 March | L2: Justification for Planning - Modem/ Postmodern perspective | • Tutorial exercise:  
Typology |  |
| 4. | 21 March | L3: Urban Form Roots – Utopian, Anarchist, Legalist | Asgn 1  
Presentations/ Workshop | Assignment 1  
Submission  
(Fri – 25 March) |
| 5. | 28 March |  | Tuition Free Week |  |
| 6. | 4 April | L4: Procedural Rationality and its critics | Asgn 2a Pres’n - Group 1 | Assignment 2a |
| 7. | 11 April | L5: Urban Form Revival  
Justice, diversity, inclusiveness | Asgn 2a Pres’n - Group 2 | Assignment 2a |
| 8. | 18 April |  | Tuition Free Week |  |
| 9. | 25 April | ANZAC DAY  
No Lecture | Asgn 3 –  
Preparation Workshop |  |
| 10. | 2 May | L6: Radical Planning  
Advocacy, action planning | Asgn 2a Pres’n - Group 3 | Assignment 2a |
| 11. | 9 May | L7: Communicative Planning  
Communicative, deliberative | Asgn 2a Pres’n - Group 4 | Assignment 2a |
| 12. | 16 May | L8: Analytical 1  
Marxist critique and the free-market | Asgn 2a Pres’n - Group 5 | Assignment 2a |
| 13. | 23 May | L9: Analytical 2  
Social Control, Gender perspective | Asgn 2b – Review Exercise  
(preparation)  
Asgn 3 –  
Assignment 3 submission  
(Friday- May 27) |  |
<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
<th>Discussion/ Tips</th>
<th>Assignment 2b (In-class submission)</th>
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<tbody>
<tr>
<td>14.</td>
<td>30 May</td>
<td>L10: Universality of Planning Third world context</td>
<td>Asgn 2b - (in-class submission)</td>
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<td>Review Exercise</td>
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<td>Group Interviews</td>
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<td>Study Week</td>
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<td>Examinations</td>
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<tr>
<td>15.</td>
<td>6 June</td>
<td>Study Week</td>
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<td>16.</td>
<td>13 June</td>
<td>Examinations</td>
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<tr>
<td>17.</td>
<td>20 June</td>
<td>Examinations</td>
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