

Urban Planning with Resident Participation

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Division of International Studies
Korea University
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Course: Urban Planning with Resident Participation

Course Number: ARC681
Lecture: Thursdays 9:00–11:45am
Location: 113 미래융합

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1 Introduction

The engineering origins of urban planning have led the field to focus on top-down, expert-driven solutions to urban problems. This approach, however, is not only anti-democratic but also inefficient. Ground-level citizen participation has proven its ability to provide innovative design solutions, to supply information inaccessible to self-identified experts, and oftentimes to reduce project implementation time. As Korean planners are beginning to reconsider their role in urban development, this course examines the development of planning approaches in the US, where citizen participation has become more central. While the class will focus primarily on the development of the concepts underlying planning, it will also draw on concrete case studies to examine these theoretical approaches.

2 Objectives

By the end of this course, students will be knowledgeable on:

1. The history of planning theory in the United States.
2. The strengths and weaknesses of theories underlying calls for increased citizen participation in planning.
3. A selection of practical techniques for increasing citizen participation and resolving conflicts among stakeholders.

3 Course Requirements

- Great consideration has been given to what readings are assigned. As such, you are expected to have completed all the readings assigned prior to our class meetings. Do not expect that you can complete the readings assigned in one night simply because there are only two chapters or a few articles to read. The readings can be dense and take time to get through. Some class time will also be dedicated to discussions of current news, group activities, and multi-media presentations.

- A one-page Reaction Paper (RP) is due electronically (<http://www.cuzproduces.com>) by 9am WEDNESDAY morning each week for 7 out of the 9 weeks for which there are readings. This allows you to choose which weeks to write a reflection paper. The papers will not be graded with a letter grade, but will be allocated from zero to three points depending on how actively your paper engages the material. The paper should usually be 350–500 words (about one page single-spaced). These brief papers are intended to facilitate class discussion in seminar. You can use the Reaction Paper (RP) to ask for clarification about any aspect of the readings you did not fully understand and/or to express an opinion about one or more of the readings. In general, I would advise you to focus the RP on only one of the readings assigned for each week. RPs should be clearly written, spell-checked, stylistically polished, and grammatically correct.
- In addition to writing your own RP, you are expected to read and reflect on those of all other seminar participants prior to our class meeting. This will enable you to think about your classmates' reactions to the readings in advance of our collective discussion.
- Class attendance is not mandatory, but each absence will deduct two points from your final grade. Beyond this, class participation is strongly encouraged. I would grade on the basis of participation, but I do not wish to penalize students who are naturally reticent. However, you should expect to have your opinions solicited if you do not offer them freely... and nobody enjoys that.
- An individual research paper written in English will be required. You are free to choose any topic related to the course material. However, you must consult with me during midterms to get your topic approved. Additionally, you must explicitly draw on the assigned readings and class discussions. The paper must be 3,000–4,000 words long (not including cover pages and bibliographies). Note that the paper is due at the beginning of class on December 1. Late papers will lose ten points (one letter grade) per day.
- You will also make a twenty-minute presentation based on your paper to the class. The presentation grade will be based on content, clarity, and organization. My assessment will be weighted by that of your classmates.
- There will no examinations.

4 Grading

Weights

21%	Article summaries
9%	Class presentation
20%	Class attendance
50%	Paper

5 Plagiarism

Plagiarism is unacceptable. If plagiarism is detected, you will receive a zero for the given assignment. Please note that plagiarism is much broader than many students realize. You are encouraged to look at this excellent summary of plagiarism from Indiana University (<http://www.indiana.edu/~wts/pamphlets/plagiarism.shtml>), and you will be held to its standards.

6 Required texts

This course will draw intensively on two books:

- John Friedmann. *Planning in the Public Domain: From Knowledge to Action*. Princeton University Press, Princeton, New Jersey, 1987.
- Patsy Healey. *Collaborative planning : shaping places in fragmented societies*. UBC Press, Vancouver, 1997.

Both books are available at 공문회사.

7 Schedule of Topics and Reading

Module 1: Planning theory to 1987

Week 1 (Sept. 1): Introduction

Week 2 (Sept. 8): Concepts and traditions

1. John Friedmann. *Planning in the Public Domain: From Knowledge to Action*. Princeton University Press, Princeton, New Jersey, 1987, introduction and chapters 1 and 2.

Week 3 (Sept. 15): Planning as social reform and policy analysis

1. John Friedmann. *Planning in the Public Domain: From Knowledge to Action*. Princeton University Press, Princeton, New Jersey, 1987, chapters 3 and 4.

Week 4 (Sept. 22): Planning as social learning

1. John Friedmann. *Planning in the Public Domain: From Knowledge to Action*. Princeton University Press, Princeton, New Jersey, 1987, chapter 5.

Week 5 (Sept. 29): Planning as social mobilization

1. John Friedmann. *Planning in the Public Domain: From Knowledge to Action*. Princeton University Press, Princeton, New Jersey, 1987, chapter 6.

Week 6 (Oct. 6): 1980s

1. John Friedmann. *Planning in the Public Domain: From Knowledge to Action*. Princeton University Press, Princeton, New Jersey, 1987, chapter 7 and epilogue.

Week 7 (Oct. 13): No class.

Module 2: Deliberative democracy and planning

Week 8 (Oct. 20): Power

1. Steven Lukes, editor. *Power*. Readings in Social and Political Theory. New York University Press, New York, 1986, chapters 2, 4, and 5.

Week 9 (Oct. 27): Collaborative planning I

1. Patsy Healey. *Collaborative planning : shaping places in fragmented societies*. UBC Press, Vancouver, 1997, introduction and chapters 1 to 3.

Week 10 (Nov. 3): Collaborative planning II

1. Patsy Healey. *Collaborative planning : shaping places in fragmented societies*. UBC Press, Vancouver, 1997, pages 199–314.

Week 11 (Nov. 10): Critique of collaborative planning

1. Mark Purcell. Resisting neoliberalization: Communicative planning or counter-hegemonic movements? *Planning Theory*, 8(2):140–165, 2009.
2. Iris Marion Young. Activist challenges to deliberative democracy. *Political Theory*, 29(5):670–690, 2001.
3. Susan Fainstein. New directions in planning theory. *Urban Affairs Review*, 35(4):451–478, 2000.

Week 12 (Nov. 17): Overcoming value differences

1. John Forester. *Dealing with Differences: Dramas of Mediating Public Disputes*. Oxford University Press, New York, 2009, chapters 6 and 7.

Week 13 (Nov. 24): Street knowledge

1. Jason Corburn. *Street Science: Community Knowledge and Environmental Health Justice*. MIT Press, Cambridge, 2005, chapters 1, 2, and 6.

Week 14 (Dec. 1): Class presentations. Final paper due before class.

Week 15 (Dec. 8): Class presentations

Week 16 (Dec. 15): Class presentations