



# AG2109 Planning Theory, Advanced Course 7.5 credits

## Planning Theory, Advanced Course

This is a translation of the Swedish, legally binding, course syllabus.

## Establishment

Course syllabus for AG2109 valid from Spring 2009

## Grading scale

A, B, C, D, E, FX, F

## Education cycle

Second cycle

## Main field of study

## Specific prerequisites

3 years of university studies within the field of Planning, Architecture, Engineering or Social Science.

## Language of instruction

The language of instruction is specified in the course offering information in the course catalogue.

# Intended learning outcomes

After completing the course, the student shall:

- Be familiar with the main lines in contemporary planning theory.
- Be able to identify actors and various interests and arguments in planning processes.
- Have the ability to reflect upon and theoretically analyse planning and policy processes.
- Have a capacity to reflect critically upon the different roles of the actors in the process and the role and responsibility of the planner.
- Be able to suggest suitable methods for communication in situations characterised by expected conflicts, power imbalances and differing expertise knowledge in various settings.

Present a written report where a planning or policy process is analysed.

## Course contents

Urban planning takes place in a complex context involving a number of actors, usually with conflicting interests and differing perspectives. The process is characterised by diverging competencies, interests and arguments. Readings in contemporary planning theory constitute an important point of departure for discussing, analysing and critically reflecting upon planning and the role of the planner. In the course both practical and theoretical knowledge is presented. Examples are given from different countries illustrating the relationship between private and public interests in spatial planning, including citizen participation. Theoretical core-concepts are conflict, consensus, power, democracy, deliberation, discourse and communication. Theoretical knowledge about these concepts is used as a point of departure for illuminating delicate aims and aspects of the planning process. The course also directs its focus towards the role of the planner and on sustainable development as a challenging task in planning

## Disposition

Throughout the course, theoretical lectures and readings are complemented with practical cases in urban planning. The core-issues of the course are further discussed, analysed and critically reflected upon in a number of seminars where different methods for discussions are used. The project work is an assignment where the students will deepen their knowledge by applying theoretical perspectives upon a concrete empirical planning case.

## Course literature

Forester, J (1999) **The Deliberative Practitioner. Encouraging Participatory Planning Processes.** MIT Press.

Selected texts, presented at the course introduction.

## Examination

- SEM1 - Seminars, 3.0 credits, grading scale: P, F
- PRO1 - Project Work, 4.5 credits, grading scale: A, B, C, D, E, FX, F

Based on recommendation from KTH's coordinator for disabilities, the examiner will decide how to adapt an examination for students with documented disability.

The examiner may apply another examination format when re-examining individual students.

If the course is discontinued, students may request to be examined during the following two academic years.

## Other requirements for final grade

Project work, (PRO1; 4,5 cr), Seminars, (SEM1; 3 cr)

## Ethical approach

- All members of a group are responsible for the group's work.
- In any assessment, every student shall honestly disclose any help received and sources used.
- In an oral assessment, every student shall be able to present and answer questions about the entire assignment and solution.