

Module Title	Planning, Politics and Theory
Course Title	PG Dip Town and Country Planning MA Town and Country Planning MA Urban Design and Planning PG Dip Chartered Town Planner MA Chartered Town Planner MA Chartered Town Planner (Urban Design)
School	<input type="checkbox"/> ASC <input type="checkbox"/> ACI <input type="checkbox"/> BEA <input type="checkbox"/> BUS <input type="checkbox"/> ENG <input type="checkbox"/> HSC <input checked="" type="checkbox"/> LSS
Division	UELS
Parent Course (if applicable)	MA Town and Country Planning
Level	7
Module Code (showing level)	UEL_7_PPT
JACS Code (completed by the QA)	
Credit Value	20 credit points
Student Study Hours	Contact hours: 36 Student managed learning hours: 164
Pre-requisite Learning	None
Co-requisites	None
Excluded combinations	None
Module co-ordinator	Name: Email:
Short Description (max. 100 words)	This module provides a critical understanding of theories and ideas that have been used to justify spatial planning practice historically and in the current era. The political nature of spatial planning is a key focus.
Aims	The aim of this module is to provide students with a critical understanding and knowledge of the history of spatial planning and the theoretical, philosophical and economic ideas that have been, and continue to be used, to inform practice and interventions into the built and social environment. The module also discusses the ethics of spatial planning practice.
Learning Outcomes (4 to 6 outcomes)	At the end of the module students will be able to: <ol style="list-style-type: none"> 1. Critically analyse the theories and concepts developed and used by planners to justify their actions. 2. Critically assess the contrasting theoretical and conceptual ideas developed in academia to interpret the nature of spatial planning

	<p>and its forms across state-led, private sector and local communities.</p> <ol style="list-style-type: none"> 3. Evaluate the political nature of spatial planning and the impact of contrasting political ideologies on planning practice. 4. Critically analyse the ethical dimensions and implications of spatial planning interventions into the social, built and natural environment.
Employability	<p>This module provides invaluable insight into how planning has been understood both in terms of its substance and its procedures. Employers value greatly planners' ability to think critically and constructively about the purposes of planning and provide coherent rationales for planning interventions. How such rationales relate to legislation and community needs and aspirations is a key component of this module and a vital attribute in planners, recognised by all planning organisations and employers. The ability to draw sensibly and effectively on past legislative, institutional and professional experience is a vital attribute in planners, recognised by all planning organisations and employers.</p>
Teaching and learning pattern	<p>Contact hours includes the following: (please click on the checkboxes as appropriate)</p> <p><input checked="" type="checkbox"/> Lectures <input type="checkbox"/> Group Work <input checked="" type="checkbox"/> Seminars <input type="checkbox"/> Tutorial <input type="checkbox"/> Laboratory <input type="checkbox"/> Workshops <input type="checkbox"/> Fieldwork <input type="checkbox"/> Practical <input checked="" type="checkbox"/> VLE Activities</p>
Indicative content	<p>The module combines an historical focus with exploration of contemporary themes and issues. Theory for, in and of planning. The political nature of spatial planning; Ethical debates and spatial planning; Philanthropic and government responses to the ills of the modern industrial British city. Garden and high rise cities. Contemporary and historical roles of the planner: as public health engineer, urban designer, technocrat, advocate, corporate strategist, political activist. Problematizing urban regeneration and renewal. Planning and community/neighbourhood participation. The shift to spatial planning. Current issues in planning theory. Theoretical critiques of planning practice.</p>
Assessment method (Please give details – of components, weightings, sequence of components, final component)	<p>Formative Assessment Feedback on seminar discussions</p> <p>Summative Assessment: Students will write a 5,000 word essay (100%) which presents a critical and reflective engagement with the key themes raised by the module, including theoretical, practical and ethical issues concerning economic viability.</p>

Indicative Sources <i>(Reading lists)</i>	<p>Allmendinger, P (2009) <i>Planning Theory</i> (2nd edition), Basingstoke: Palgrave</p> <p>Fainstein and Defilippis (eds) (2015) <i>Readings in Planning Theory</i>, Oxford: Wiley Blackwell</p> <p>Taylor, N (1998) <i>Urban Planning Theory</i>, London: Sage Publications</p> <p>Ward, S V (2004) <i>Planning and Urban Change</i>, London: Sage</p> <p>Hall, P (2014) <i>Cities of Tomorrow</i> Oxford: Wiley</p> <p>Sandercock, L (2003) <i>Mongrel Cities: Cosmopolis II</i>, Continuum, London</p>
Other Learning Resources	<p>The University's Moodle Virtual learning Environment (VLE) is a key portal for on-line access to additional resources and tutor dialogue.</p>