CONTEMPORARY APPROACHES TO UNDERSTANDING PLANNING CONFLICTS

Teacher: Dr. Jürgen Kufner

Room: EB 222

Friday 28.04.  10:00 – 17:30
Friday 19.05.  10:00 – 17:30
Friday 02.06.  10:00 – 17:30
Friday 30.06.  10:00 – 17:30
Friday 14.07.  10:00 – 17:30

PROGRAMME

This seminar aims to provide insight into important contemporary theories that seek to explain and/or resolve planning conflicts. The analytical strength and weaknesses of the approaches as well as their potentials for the analysis of empirical data are evaluated and discussed. Students are required to apply the knowledge gained in an analysis of a planning conflict in Berlin of their choosing.

The seminar is organized in five blocks (28.04.; 19.05.; 02.06.; 30.06.; 14.07.). Each block takes place on a Friday starting at 10:00 and finishing at 17:30. There is a break for lunch (12:00-13:00) and in between the afternoon sessions (15:00-15:30).

Each block starts with a brief lecture that introduces the topic of the block. The majority of the seminar time is devoted to the discussion (colloquia) of selected texts. The late afternoon hours of the seminar are reserved for discussions of seminar requirements and the group presentations of case studies (see schedule below).

The language of the course is English.

Schedule and Literature

Friday 28.04.
Block 1: Introduction to planning conflicts and conflictual urban politics

Introductory lecture to the seminar

Introduction to the seminar structure and the requirements

Topic 1: What is planning conflict?

Topic 2: Conflict in a post-political context?
Literature: Swyngedouw (2014); Legacy (2015)

Discussion of the choice of case studies, the expected group-presentation, and the 5000 word report.
Friday 19.05.
Block 2: Collaboration vs Agonism
Introductory lecture: collaborative and agonistic planning approaches

Topic 1: Collaborative planning as a solution or oppression?
Literature: Brand and Gaffikin (2007); Purcell (2009)

Topic 2: Agonism as revitalizing contestation?
Literature: Bond (2011); Mäntysalo et al (2011)

Student initial group-presentation of chosen case studies: Each group will conduct a five minute presentation of their chosen case study. This is mandatory for all student groups. Groups will then choose the time slots (blocks 3, 4, 5) in which they will present the results of their case studies in coordination with the teacher.

Friday 02.06.
Block 3: Rationality vs Emotion
Introductory lecture: Rational and emotive approaches to planning conflict

Topic 1: Rationality and strategy
Literature: Raiffa (1982 ch. 1); Schelling (1960 ch.1 No.2)

Topic 2: Emotion in policy making and conflict
Literature: Verloo (2015); Durnova (2015)

Student group-presentations of case studies; Cohort 1

Friday 30.06.
Block 4: Social movements, frame conflicts, and narrative analysis
Introductory lecture to social movements and consensus building

Topic 1: Social movements
Literature: Leitner et al (2008); Melucci (1996 ch.1)

Topic 2: Frame conflicts and narrative analysis
Literature: Rein and Schön (1993); Roe (1994 ch.3)

Student group-presentations of case studies; Cohort 2

Friday 14.07.
Block 5: Analyzing planning conflicts – Methods for analysis and writing
Introductory lecture to analyzing and writing up a report of a planning conflict

Topic 1: Analyzing: divergent approaches to conflict in planning
Literature: Susskind et al (1999); A second text will be added prior to this block!

Topic 2: Writing the report
Literature: Oosterlynck, Swyngedouw (2010); Becker, (1967)

Student group-presentations of case studies; Cohort 3
**Literature**

**Seminar textbooks:**


**Suggested readings:**


**Reader:**


**Structure and requirements of the seminar**

**Topic**
The seminar introduces and discusses key theories of understanding contemporary planning conflicts. Planning conflicts are conceived from an interdisciplinary perspective including political theory and sociology. The theories are discussed alongside case studies that serve as exemplary analyses of planning conflicts.

The primary aim is to achieve working knowledge of different approaches to understanding planning conflict. This provides the basis for completion of the assignment of a case study analysis of a planning conflict in Berlin.

**Structure**
The seminar consists of:

- **introductory lectures** by the teacher framing the thematic planning theories of each block;

- **colloquia** in the form of students discussions of assigned texts moderated by the teacher;

- **assignment** consisting of group work (3-4 students)
  - Initial group presentations (ca 5 Minutes)
  - Group presentations (~ 20 Minutes) of the results (empirical findings and emerging hypotheses) of case studies. The presentations are discussed with the seminar.
  - Each group is required to produce a 7000-8000 word report of the case study (see assessment matrix below).
The programme, schedule, literature and/or materials for activities as well as the reader for the seminar are made available on the ISIS2 platform. Students participating in the seminar are required to enroll in the dedicated ISIS2 course at the start of the seminar.

- **Introductory lectures**
The teacher will conduct lectures at the start of each seminar block. Each lecture will provide an overview of the planning theories of conflict that are the topic of the block. The aim is to frame the theoretical context of the readings that are discussed in the colloquia.

- **Colloquia**
The conduct of colloquia will be explained and organized during the first meeting of the seminar.

The colloquia discussions are moderated by the teacher and are geared towards revealing the strength and weaknesses of thematic planning approaches. The readings and discussions provide the basis for students to choose an analytic approach for their case study.

- **Assignments**
Case studies have to be the result of group work (3-4 students).

  - An initial presentation of the case studies chosen will take place at the end of block 2.
  - Group-presentations of the case studies will be scheduled in blocks 3, 4, and 5 (see above) according to expressions of interest by students and coordination requirements by the teacher. Each group must prepare and distribute a handout summarizing their case study (max. 1-2 A4 pages) prior to the presentation. A powerpoint presentation is recommended, but it is not replacing the handout.
  - Each group must deliver a 7000 – 8000 word report by mid-September.

It is the students' responsibility to form groups and to propose a presentation in time for scheduling in one of the three time slots in blocks 3, 4, and 5. There will be up to four presentations in each block.

**Requirements and assessment**

Students are required to actively participate in the seminar colloquia. This represents a condition for passing the seminar. Students have to prepare the readings for each class. They should be able to ask questions and make comments on the readings.

Activities of the seminar are assessed as part of the portfolio-examination of Module M4 (see description of Module M4 and annexes). Individual assessment can take place only after all the following requirements are fulfilled by each student:

Required activities as a basis for assessment:
- colloquia (weighting: 30%)
- presentation of case study and written report (weighting: 70%)

The case study report will be assessed by using the following assessment matrix. I would like to stress that your own line of argumentation and critical voice should constitute a significant part of the report.

<table>
<thead>
<tr>
<th>Specific criteria</th>
<th>1</th>
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<tr>
<td>Does the report have a precise, meaningful, independent and relevant question, structure and upshot?</td>
<td>Yes</td>
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<td>No</td>
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<td>Are the arguments/conclusions developed precise and coherent?</td>
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<td>Are important concepts explicated?</td>
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<td>Are the empirical data sufficient for the arguments/conclusions drawn?</td>
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</table>
Does the report critically engage with the scientific literature?

Is there an indication for adequate comprehension of the relevant literature (e.g. position conclusions relative to the literature)?

Is the report mentioning relevant references and does it conform to the standards of academic writing?

The teacher reserves the right to ask students for an oral consultation in view of the final assessment.

Language

The language of the course is English, including scripts as well as most of the suggested literature. Student assignments have to be completed in English as well. Upon individual agreement, assignments can also be completed in German.

Deadlines:

- Block 1, formation of student groups (3-4 students)
- Block 2, 19.05.2017: initial (~ 5 Min.) presentation of the case studies chosen by all students’ groups;
- Blocks 3, 4 and 5: student group presentations (~ 20 Min.) of case studies
- 15.09.2017: submission of the groups case study reports (hard copy + digital copy) to Ms Andrea Bluhm. Please note that there will be no exceptions regarding these deadlines.

Office hours:

I will be available for one hour prior to the start of each seminar block. The room for consultations will be announced.

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