



SEMESTER LEARNING PLAN

DEPARTMENT: URBAN AND REGIONAL PLANNING

FACULTY: CIVIL, PLANNING, AND EARTH

COURSES NAME	PLANNING THEORY					
COURSES CODE	DK184805					
SEMESTER	VIII					
CREDITS	2/ 3,20					
LECTURER	Adjie Pamungkas (AP)					
	Siti Nurlaela (SN)					
COURSE METHODOLOGY	BK55	BK56	BK16	BK43	BK57	BK58
	Ideological Planning	Planning Approach	Social Phenomenon	Economic Phenomenon	Decision Making Formulation	Evaluation and synthesis of decision making
PROGRAM LEARNING OUTCOME (PLO)						
SPEIFIC KNOWLEDGE	1.1	Able to understand and apply the theoretical concept of urban and regional planning in the aspects of urban studies, regional studies, spatial science, data science & computer application, socio-political, environmental management, built environment design, infrastructure and transportation system, coastal studies, management, economics				
	1.3	Able to apply the methods of spatial planning/aspatial in decision making				
GENERAL ATTITUDE	3.2	Able to demonstrate the positive attitudes necessary to be beneficial to the society including devoted to the One Almighty God, accountability, social and environment responsibility, and uphold the value of humanity based on moral and ethics				
	3.3	To internalize cultural diversities, local wisdom, values/norms in urban and regional planning process				
MAP OF PLO – CLO	CPMK-1. Have general knowledge about the theories that form the scientific basis of Urban and Regional Planning	1				
	CPMK-2. Understand the process of scientific development of regional and urban planning			1		
	CPMK-3. Able to explain planning theory in Indonesian context					1
	CPMK-4. Understand Planning Typology and recent developments in planning theory					

MODULE		Course Methodology			
1	Ideological Planning	Ideological Planning			
2	Debates and Shifts in Planning Theory	Planning Approach	Social Phenomenon	Economic Phenomenon	
3	Planning Approach	Planning Approach	Decision Making Formulation		
4	From Knowledge to Action	Planning Approach	Decision Making Formulation	Evaluation and synthesis of decision making	
5	Planning Practice in Indonesia	Planning Approach	Social Phenomenon	Economic Phenomenon	Decision Making Formulation
6	Ethics and the role of planner	Decision Making Formulation	Evaluation and synthesis of decision making		
7	Case Studies	Evaluation and synthesis of decision making			

**PLANNING THEORY COURSE LEARNING PLAN
EVEN SEMESTER OF ACADEMIC YEAR 2021–2022**

WEEK	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	SCORE	
1	2	3	4	5	6	7	8	9	10	11	
Week 1		Students are able to articulate the principle and philosophy of planning in understanding the problem of urban and regional planning in the context of planning as a public domain	Ideological Planning	Students are able to understanding the essence of planning	Planning Definition, and why (ontology, epistemology, axiology of planning)	W1	100	Lecture, Discussion	Individual Liveness	5%	
					Contract Explanation		60				
					Evaluation Explanation		60				
Week 2				Students are able to understanding the influence in practice of planning	Ideology of planning	W1	100	Lecture, Discussion	Individual Liveness		
		Students are able to understanding	Definition of public interest, planning in the	W1	60	Lecture, Discussion	Individual Liveness				
				the essence of the public interest and the purpose of planning in the public domain	public domain						

WEEK	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	SCORE
1	2	3	4	5	6	7	8	9	10	11
					Examples of implementation	W1	100	Group Discussion, Assignment	Individual Liveness	
Week 3		Students are able to implement the theoretical aspects of planning according to the context and social, economic, and political phenomena in solving urban and regional problems based of shifts and debates in theory of planning	Debates and Shifts in Planning Theory	Students are able to understanding the classification of planning theories	A general theory of planning	W1	100	Lecture, Discussion	Individual Liveness	
Week 4				Students are able to understanding development,	Developing and shifting planning theories, social	W1	100	Lecture, Discussion	Individual Liveness	

WEEK	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	SCORE
1	2	3	4	5	6	7	8	9	10	11
				shifting, and debate in planning theories and their relation with context or social phenomenon, economic, and political in a country or society	context, political and economic planning, planning debate : traditional tradition					
					Group discussion/Case Studies	W1, W3	180	Group Discussion, Assignment, Presentation	Presentation	15%
Week 5				Students are able to understand development, shifting, and debate in planning theories and their relation with context or social phenomenon,	Developing and shifting planning theories, social context, political and economic planning, planning debate : modernism tradition	W1, W3	100	Lecture, Discussion	Individual Liveness	

WEEK	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	SCORE
1	2	3	4	5	6	7	8	9	10	11
				economic, and politic in a country or society						
					Group discussion/Case Studies	W1, W3	180	Group Discussion, Assignment, Presentation	Presentati on	15%
Week 6				Students are able to understanding development, shifting, and debate in planning theories and therelation with context or social phenomenon, economic, and politic in a country or society	Developing and shifting planning theories, social context, politic and economic planning, planning debate : post-modernism tradition	W1, W3	100	Lecture, Discussion	Individual Liveness	
					Group discussion/Cas e Studies	W1, W3	180	Group Discussion,	Presentati on	15%

WEEK	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	SCORE
1	2	3	4	5	6	7	8	9	10	11
								Assignment, Presentation		
					Critical Review Collection	W1, W3	500	Critical review paper	Paper	20%
Week 7		Students are able to apply the model typology and planning approach in the process of public decision making	Planning Approach	Students are able to understanding the model typology and planning approach in the process of public decision making	Planning models, decision making process : advocacy, participatory	W1, W3	100	Lecture, Discussion, Case Studies	Individual Liveness	
					Group discussion/weekly presentation	W1, W3	180			
Week 8				Students are able to understanding the model typology and planning approach in the process of public decision making	Planning models, decision making process : communicative , collaborative	W1, W3	100			

WEEK	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	SCORE
1	2	3	4	5	6	7	8	9	10	11
					Group discussion/weekly presentation	W1, W3	180			
Week 9		Students are able to simulate the process of making decision in the public arena based on tradition of planning science	From Knowledge to Action		Preview of planning tradition: design, policy, empowerment	W1	100	Lecture, Discussion, Case Studies	Individual Liveness	
					Case study	W1, W3	60	Lecture, Discussion, Case Studies	Individual Liveness	
Week 10 - 11					Role play/debate in planning theory	W1, W2, W3, W4	600	Case Studies, Debate	Role play (Debate)	20%
Week 12			Planning Practice in Indonesia	Students are able to understanding planning system in Indonesia	Planning System	W1	100	Lecture, Discussion		
				Students are able to understanding planning institution in	Planning Institution	W1	60	Lecture, Discussion		

WEEK	Course Learning Outcome	Module Learning Outcome	MODULE	Learning Outcome	Scope	Learning Methods	Course Duration	Modes of Delivery	Grading Policy	SCORE
1	2	3	4	5	6	7	8	9	10	11
				Indonesia						
				Students are able doing reflection to planning practice in Indonesia	Planning Practice : lesson learned	W1, W3	160	Lecture, Discussion, Case Studies		
Week 13			Ethics and the role of planner	Students are able to understanding ethical standards and the profession	Planning ethics: Profesional Standards	W1, W3	100	Lecture, Discussion, Case Studies		
				Students are able to understanding planner role and planner idealism	Planning idealism	W1, W3	60	Lecture, Discussion, Case Studies		
				Students are able to understanding planner role and planner idealism	Planner Role	W1, W3	160	Lecture, Discussion, Case Studies		
Week 14 - 15			Case Studies	Students are able doing reflection to planner role and planner idealism	Case Studies/Presentation/Group Assignment	W1, W2, W3, W4	500	Group Discussion, Assignment, Presentation	Presentation	10%

Suggested Course Material

Diktat Teori Perencanaan

Branch, Melville, C (1983). "Comprehensive Planning. General Theory and Principles. Palisades Publisher. California. USA.

Bruton, M.J. (1984). "The Spirit and Purpose of Planning". Hutchinson. London.
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Campbell, Scott and Fainstein, Susan (2001). "Reading in Planning Theory". Blacwell Publishing. Maiden. USA

Woltjer, Johan (2000). "Concensus Planning. The Relevance of Communicative Planning Theory in Dutch Infrastructure Development". Ashgate Publishing Ltd. Hampshire. England.
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1st EVALUATION – CRITICAL REVIEW PAPER (20%)

Course name	DK184805 Planning Theory
Credits	3
Modul No. (Topics)	All modules (selected topic) <ul style="list-style-type: none"> - Module 1: Planning ideology - Module 2: debates and shifts in the planning theory - Module 3: planning approaches - Module 4: From knowledge to Action - Module 5: Planning practices in Indonesia - Module 6: Ethics and role of planners
Learning Goals CRITICAL REVIEW PAPER	<ul style="list-style-type: none"> ● Students are able to articulate the principle and philosophy of planning in understanding the problem of urban and regional planning in the context of planning as a public domain ● Students are able to implement the theoretical aspects of planning according to the context and social, economic, and political phenomena in solving urban and regional problems based on shifts and debates in the theory of planning ● Students are able to apply the model typologies in planning theory and approaches in the process of public decision making ● Students are able to simulate the process of making decision in the public arena based on tradition of planning science ● Students are able to understand the planning system in Indonesia ● Students are able to understand the ethics and the role of planner and make a stand on a certain situation or circumstances. ● Students are able to do reflection on the role of planner and the planner idealism.
Depth of Critical Review Assignment (C1 to C6)	C5
Details of Critical Review Paper	Explained below

A. AIM

1st Evaluation is conducted in a form of INDIVIDUAL ASSESSMENT in which students are asked to formulate a review on a journal article. The articles must be related with one of the module according to this study plan.

The aim of 1st evaluation:

- Students know the variety of issues in the planning area
- Students understand the issues in planning area in details
- Students are able to understand the role of planners in solving the issues.
- Students are able to formulate or create the concept of planning to solve the similar issue in the Indonesian context.

B. MATERIAL

Critical review paper tasks consist as follows:

- Make a description on main issues in planning area from literatures
- Theoretical or conceptual explanation from planning theory to explain those issues.
- Make a critical review on how planners can play a role to solve those issues.
- Lesson learned to be applied in Indonesian context.
- Lesson learned yang bisa diterapkan dalam konteks keindonesiaan.

C. ASSIGNMENT IMPLEMENTATION

- This task will complete on week 6. To review is not means to translate, but to make a concise and clear review or summary and describe it in your own plain language. The topic or article for this task should be consulted with your lectures.
- Students are encouraged to make a consultation with lecturer prior the task delivery.
- The paper is written in an A4 format, potrait layout and the maximum number: 10 pages.
- Softcopy of student files are collected in a CD in the "pdf" format and the source of journal article is attached (1 class for 1 DVD).The files are organized as follows: one folder for each students, naming it accordingly to students name and student ID number in an order.

D. ASSESSMENT CRITERIA (20% of assessment weight)

No	Aspect of evaluation	Very good	Good	Sufficient	Insufficient	Very insufficient	Score
1	The chosen topic or article is inline with the module topic	Inline, up to date, issues are formulated correctly.	Inline, not up to date, issues are formulated correctly.	Inline, up to date, issues are not formulated correctly.	The chosen topics not inline with the module, issues are not formulated correctly.	The topic is not suitable, no issues explained.	
2	A concise and clear summary representing ideas embodied in the paper/article	Very concise and clear summary with a comprehensive discussion or overview	Very concise and clear summary however partial discussion or overview	Concise and clear review	Unclear review	No summary provided	

3	The results of review is inline with the content of the journal paper.	Critical, being reviewed correctly, concise with an up to date references	being reviewed correctly, concise with an up to date references	being reviewed correctly, less concise with not up to date references	Unclear, the paper is not suitable	No criticalreview	
4	Discussion and lesson learned	Discussion is in a comprehensive and structure manner Lesson learned is in accordance with the issues being discussed and complete it with examples or best practices.	Discussion is in a comprehensive and structure manner Lesson learned is in accordance with the issues being discussed	No clear structure on discussion, partial, lesson learned is still provided.	No clear structure on discussion, partial, lesson learned is not provided.	No discussion provided	
5	The correctness in the conclusion and lesson learned	Concise and comprehensive, explained correctly	Concise and comprehensive	Concise and comprehensive with no or wrong lesson learned	Unclear conclusion	No conclusion or no lesson learned provided	
	Average scores						

2ND EVALUATION – GROUP PRESENTATION (20%)

Course name	DK184805 Planning Theory
Credits	3
Modul No. (Topics)	All modules (selected topic)
	<ul style="list-style-type: none"> - Module 1: Planning ideology - Module 2: debates and shifts in the planning theory - Module 3: planning approaches - Module 4: From knowledge to Action - Module 5: Planning practices in Indonesia - Module 6: Ethics and role of planners
Learning Goals PRESENTATION	<ul style="list-style-type: none"> ● Students are able to articulate the principle and philosophy of planning in understanding the problem of urban and regional planning in the context of planning as a public domain ● Students are able to implement the theoretical aspects of planning according to the context and social, economic, and political phenomena in solving urban and regional problems based on shifts and debates in the theory of planning ● Students are able to apply the model typologies in planning theory and approaches in the process of public decision making ● Students are able to simulate the process of making decision in the public arena based on tradition of planning science ● Students are able to understand the planning system in Indonesia ● Students are able to understand the ethics and the role of planner and make a stand on a certain situation or circumstances. ● Students are able to do reflection on the role of planner and the planner idealism.
Depth of Presentation Assignment (C1 to C6)	C5
Details of presentation assignment	Explained below

A. AIM

2st Evaluation is conducted in a form of GROUP ASSIGNMENT/ASSESSMENT in which students are asked to understand, evaluate and formulate critiques from planning theory perspective. Students need to determine a case study of planning problem in urban, regional or coastal context. Students will use planning theory to evaluate a problem and propose a solution. Students choose a casestudy that represent or emphasize on one of the module for each group (one module one group).

B. MATERIAL

Presentation tasks consist as follows:

- Make a description on case study
- Theoretical or conceptual explanation how the module of planning theory is related with the case study.
- Make an evaluation or formulate critiques to discuss the case study according to the module content.
- Lesson learned to be applied in Indonesian context.

B. ASSESSMENT IMPLEMENTATION (20% of assessment weight)

- The assignment is performed by groups. The draft of the assignment is presented in form of a Roundtable Discussion, which will be facilitated by 1 lecturer. Each group is requested to provide copies of a printed version of the power point presentation (For the lecturer and other groups). Each student is expected to actively involved in the discussion.
- Students are recommended to consult the lecturers during writing the draft assignment and also during finalizing the assignment.
- One member of the presenting groups must be assigned to take notes during the discussion.
- After presentation, students write a paper in a form of A4 paper potrait, spacing 1 -1,5, at maximum 10 pages.
- Both PPT and paper files are collected in a pdf format and send to lecturers by email (sitnurrael0@gmail.com and adjie.difie@gmail.com). The files must be named using the following format (topic_groupnumber_planningtheory).

C. ASSESSMENT CRITERIA (20% of assessment weight)10% presentation:

Dimension	Very good	Good	Sufficient	Less sufficient	Inappropriate or incorrect	Score
Presentation skill	Presentation is well organised, presenting facts and examples that are suitable with the concept or topic being discussed.	Presentation is well organized, presenting facts to support the conclusion.	Presentation is focused on some aspects accompanied with facts or evidences to support the conclusion.	Presentation has no focus. Not enough facts or evidences in supporting conclusion.	No clear structure or no organisation of presentation. No facts or evidences provided.	

	86-100	76-85	66-75	56-65	0-55	
Substance	The quality of substance is intrigued and inspired other students. It qualified creativity or uniqueness.	The substance is correct and complete.	The substance is correct but incomplete.	The substance is incorrect.	The substance is incorrect and incomplete.	
	86-100	76-85	66-75	56-65	0-55	
Discussion	Arguments are corrects and contain strong evidences.	Arguments are corrects but weak evidences.	Arguments are corrects, no evidences.	Arguments are incorrect.	No arguments provided.	

10% paper:

Sub Bab	81-100	71-80	66-70	61-51	0-50
Introduction	Theoretical and empirical facts are sufficient, relevant, and urgent.	Theoretical and empirical facts are sufficient, relevant, but less urgent.	Theoretical and empirical facts are sufficient, but irrelevant, and less urgent.	Theoretical and empirical facts are insufficient, irrelevant, and not urgent.	No sufficient empirical and theoretical facts, issues or problems are not identified.
Literature review	Literature review is sufficient, referred to more than the assigned number of references, synthesizing processes are correct.	Literature review is sufficient, synthesizing processes are correct.	Literature review is less sufficient, synthesizing processes are weak.	Literature review is not sufficient, not suitable to the topic, synthesizing processes are incorrect.	Incomplete, irrelevant, synthesis is not provided.
Methodology	The methods are clearly explained. Explain all data needs, how to collect the data, using correct methods in analyzing data.	Explain all data needs, how to collect the data, data needs is sufficient but a flaw in methods of data analysis.	Data collection method is correct, but insufficient in data need and a flaw in data analysis.	Methods are explained but unclear or incorrect.	There is no clear explanation of the research methodology.
Data and	Completeness of data,	Completeness of data,	Completeness of data,	Only explaining the	Data is incorrect.

Analysis	correct analysis and explanation is comprehensive with a suitable interpretation of data results.	correct analysis and explanation is comprehensive but less or insufficient or no interpretation on the findings.	incorrect analysis.	data processing.	Analysis is incorrect or not explained.
Conclusion	Concise and clear conclusion, and the findings answered research questions.	Conclusion explained clearly but the findings are not well suited research questions.	Conclusion explained clearly but the findings are not answered research questions or research aims.	Unclear conclusion or ambiguity.	No conclusion provided.

3rd and 4th EVALUATION – DEBATE 1 AND 2 (20% EACH)

Course name	DK184805 Planning Theory
Credits	3
Module No. (Topics)	All modules (selected topic) <ul style="list-style-type: none"> - Module 1: Planning ideology - Module 2: debates and shifts in the planning theory - Module 3: planning approaches - Module 4: From knowledge to Action - Module 5: Planning practices in Indonesia - Module 6: Ethics and role of planners
Learning Goals PRESENTATION	<ul style="list-style-type: none"> ● Students are able to articulate the principle and philosophy of planning in understanding the problem of urban and regional planning in the context of planning as a public domain ● Students are able to implement the theoretical aspects of planning according to the context and social, economic, and political phenomena in solving urban and regional problems based on shifts and debates in the theory of planning ● Students are able to apply the model typologies in planning theory and approaches in the process of public decision making ● Students are able to simulate the process of making decision in the public arena based on tradition of planning science ● Students are able to understand the planning system in Indonesia ● Students are able to understand the ethics and the role of planner and make a stand on a certain situation or circumstances. ● Students are able to do reflection on the role of planner and the planner idealism.
Depth of Presentation Assignment (C1 to C6)	C5
Details of presentation assignment	Explained below

Course name	DK184805 Planning Theory
Credits	2
Module No. (Topics)	<ul style="list-style-type: none"> - Module 2: debates and shifts in the planning theory - Module 3: planning approaches - Module 4: From knowledge to Action
Learning GoalsOf modules	<ul style="list-style-type: none"> • Students are able to implement the theoretical aspects of planning according to the context and social, economic, and political phenomena in solving urban and regional problems based of shifts and debates in the theory of planning • Students are able to apply the model typologies in planning theory and approaches in the process of public decision making • Students are able to simulate the process of making decision in the public arena based on tradition of planning science
Learning goalsOf debate	<ul style="list-style-type: none"> • Students are able to apply planning theory in understanding urban/regional problems • Students are able to critically review the planning approaches and its shift that being used to discuss the phenomenaor case study for debate. • Students are able to take stand or position in the decision making according to the planning theory argumentstoward debate topics.
Tingkat kedalaman tugas debat (C1 sd C6)	C4 (application), C5 (evaluation)
Details of debate	Explained below

A. AIM

The task is a group mode in a form of DEBATE in which students are asked to learn, understand and criticize an urban/regional phenomena then to take a stand or position AGAINST OR FOR of the phenomena (policy/ideas/values/culture etc) being debated. Students need to apply planning theory perspectives, shift in the planning theory, and/or planning method/approaches in their reasoning/arguments to support their stand.

Topic is discussed in a presentation, statement of AGAINST OR FOR position, statements of arguments, discussion, and conclusion. Minutes meeting of debates is encouraged to be included in the report.

Debate will be held twice. The first one will discuss an Indonesian case and the second debate will discuss an International case. Students are to choose by themselves debate topic then form two groups of AGAINST OR FOR POSITION FOR EACH TOPIC.

B. TOPIC

- Debate 1: an Indonesian case
- Debate 2: an International case

C. ASSIGNMENT IMPLEMENTATION

- The task is conducted in a group for 'AGAINST stand' and a group for 'FOR stand' to discuss the selected topic.
- Each group should prepare their argument and presentation.
- Presentation session will be held for 15 minutes to explain the argumentation.
- The rebuttal of the other group in 10 minutes.
- The responds of the group to this refutation is held for 5 minutes.
- A volunteer that take notes on discussion is highly recommended and it can improve your marking.
- A presentation slide and discussion notes are collected as your report in week XVI.
- Once debate session finished, lecturer will discuss briefly the content of your arguments from each side and give an evaluation.

D. ASSESSMENT CRITERIA (20%)

Number	Evaluation types	Scores	Assessment criteria
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1.	Debate technique	5	Clearly explain the stand in the beginning of debate session
2.		15	Clearly explain the background of the topic in 3 mins that leads to the relevance of the group stand
3.		5	Punctuality
4.		5	Completeness of debate report
	Sub total score	30	
5.	Argument substances	40	The ability to clearly explain the standing arguments in 15 minutes that are supported by planning theory perspectives
		Sub total score	40
6.	Discussion	10	Ability to refute the opponent's argument and is supported by the planning theory perspectives.
7.		15	Ability to defend their arguments and is supported by the planning theory perspectives.
8.		5	Ability to clearly explain the conclusion
	Sub total score	30	
	TOTAL SCORE	100	

Dimension	Very good	Good	Sufficient	Less sufficient	Inappropriate or incorrect	Score
Debate techniques	<p>Presentation is well organised, presenting facts and examples that are suitable with the concept or topic being discussed.</p> <p>Presenters explain their stand position after describe the facts/background/examples that leads to strong</p>	<p>Presentation is well organized, presenting facts to support the conclusion.</p> <p>Presenters explain their stand but less supported by facts so then also less evidence to support arguments</p>	<p>Presentation is focused on some aspects accompanied with facts or evidences to support the conclusion. The background or facts are less convincing.</p>	<p>Presentation has no focus. Not enough facts or evidences in supporting conclusion.</p>	<p>No clear structure or no organisation of presentation. No facts or evidences provided.</p> <p>The stand arguments are not clear or not provided.</p>	

	arguments.					
Argument substances	86-100	76-85	66-75	56-65	0-55	
	The quality of substance is intrigued and inspired other students. It qualified creativity or uniqueness. Accompanied by the explanation of relevant planning theory containing the aspect of shifting in planning theory to understand the topic	The substance is correct and containing relevant planning theory however not mentioning the shift in planning theory to criticize the argument	The substance is correct but incomplete. Irrelevant planning theory, only opinion to support the argument.	The substance is incorrect	The substance is incorrect and incomplete.	
Discussion	86-100	76-85	66-75	56-65	0-55	
	Arguments are corrects and contain strong evidences.	Arguments are corrects but weak evidences.	Arguments are corrects, no evidences.	Arguments are incorrect.	No arguments provided.	

4th EVALUATION (FINAL EXAMINATION OR QUIZ – 20%)

Course name	DK 184805 PLANNING THEORY
Credits	2
Module	ALL MODULES

Module outcomes	<ul style="list-style-type: none"> • Students are able to articulate the principle and philosophy of planning in understanding the problem of urban and regional planning in the context of planning as a public domain • Students are able to implement the theoretical aspects of planning according to the context and social, economic, and political phenomena in solving urban and regional problems based of shifts and debates in the theory of planning • Students are able to apply the model typologies in planning theory and approaches in the process of public decision making • Students are able to simulate the process of making decision in the public arena based on tradition of planning science • Students are able to understand the planning system in Indonesia • Students are able to understand the ethics and the role of planner and make a stand on a certain situation or circumstances. • Students are able to do reflection on the role of planner and the planner idealism.
Final examination outcomes	<ul style="list-style-type: none"> • Students are able to articulate the principle and philosophy of planning in understanding the problem of urban and regional planning in the context of planning as a public domain • Students are able to implement the theoretical aspects of planning according to the context and social, economic, and political phenomena in solving urban and regional problems based of shifts and debates in the theory of planning • Students are able to apply the model typologies in planning theory and approaches in the process of public decision making • Students are able to simulate the process of making decision in the public arena based on tradition of planning science • Students are able to understand the planning system in Indonesia • Students are able to understand the ethics and the role of planner and make a stand on a certain situation or circumstances. • Students are able to do reflection on the role of planner and the planner idealism.
Tingkat kedalaman tugas debat (C1 sdC6)	C5 (evaluation) and C6 (creation)
Detail quiz	To be appointed later