

SH 157 2:00-5:00pm Fridays**Tom Harper****harper@ucalgary.ca 403-697-9542****PFB 2102 office hours by appointment****Fall 2012****Mary-Ellen Tyler****tyler@ucalgary.ca 403-804-9252****PFB 3170 office hours by appointment****Introduction**

This course provides an overview of the history of contemporary regional planning concepts and practices in a Canadian and Alberta context. The focus of regional planning is inter-municipal and deals with issues related to municipal and provincial policy and planning. The 'region' in regional planning refers to a landscape scale specific to the issues and inter-municipal nature of the region as a geographic place. The purpose of regional planning is to assist in coordinating inter-municipal actions and policy solutions to trans-boundary and multi-jurisdictional responses required to address large scale and cumulative effects related to infrastructure services and costs, environmental amenity and quality, land use (urban and rural gradients), transportation and strategies to deal with urban growth and resource use.

Objectives

These should be stated in terms of the learning objectives of the course (i.e. in terms of knowledge, skills and, where relevant, attitudes.)

1. To understand the historical function and evolution of contemporary regional planning approaches.
2. To understand the differences between government and governance role and functions in a regional planning context.
3. To develop skills and knowledge related regional planning practice through a demonstration project with a regional agency partnership.
4. To develop skills and knowledge through the project experience to integrate the following three dimensions of regional issues:
 - Governance and Policy
 - Technical Knowledge and Communication
 - Social and Planning Processes

Teaching Approach

A mixture of lectures and class discussion will be used in the early part of the course to deliver theoretical and historical frameworks for understanding the role of regional planning. The latter half of the course will utilize demonstration project work with a regional agency client group to enable experiential learning to reinforce the conceptual frameworks introduced earlier in the course. This task based and group process component of the course will enable students to simulate regional planning 'practice' in a bounded and issue based exercise. Throughout both the lecture, discussion and 'practice' components guests representing different facets of regional planning agencies and governance partnerships will be involved.

Content: Topic Areas & Detailed Class Schedule

Please Note: The sequence and content of this schedule may change due to unforeseen circumstances.

WEEK 1: September 14, 2012 (2:00-5:00pm)

TOPICS:

- Course Overview (Lecture Themes, Assignments Project Introduction) TH & MET
- The Rise of Regional Planning - an international perspective –MET
- Social dimensions of planning and communication challenges (TH & MET)

WEEK 2: September 21, 2012

TOPICS:

- The Calgary Metropolitan Plan – (GUEST)
- The Calgary Regional Airshed Zone (GUEST)

WEEK 3: September 28, 2012

TOPICS:

- History of Regional Planning in Canada – TH
- The Public Interest, regulatory capture and clientelism – TH

WEEK 4: October 5, 2012

TOPICS:

- Legal, Regulatory and Admin Structures – TH
- Spatial planning and incentive-based tools (GUEST)

WEEK 5: October 12, 2012 – NO CLASSES – EVDS BLOCK WEEK

WEEK 6: October 19, 2012

TOPICS:

- A Practice Perspective on Public Engagement and Communication (GUEST)
- Group Project Task Group Organization and Task Scheduling

WEEK 7: October 26, 2012

TOPICS:

- Use of science and knowledge in regional land use planning in Southern Alberta (GUEST)
- Collaborative planning and public engagement strategies (CG)

WEEK 8: November 2, 2012

TOPICS:

- Professional roles of the planner (TH)
- Group Task Tutorials

WEEK 9: November 9, 2012

- Group Task Tutorials

WEEK 10: November 16, 2012

- Class Check-In #1 (Synthesis & Integration)
- Group Task Tutorials

WEEK 11: November 23 2012

- Group Task Tutorials

WEEK 12: November 30, 2012

- Class Check-In #2 (Story Board Thinking)

WEEK 13: December 7, 2012 LAST DAY OF CLASS – Final Presentations Dec 12*

- FINAL Group Task Tutorial

***DECEMBER 12 (12noon-4:00): TENTATIVE DATE FOR FINAL GROUP PRESENTATIONS**
SUBJECT TO CONFIRMATION: LOCATION TBA

NOTE: Presentations will be 20 minute max Power Point presentations (25-28 slides max)

Means of Evaluation

There will be three assignments that will be used for final grade evaluation:

- Written mid-term examination of theoretical and institutional regional planning frameworks **40% of final grade**
 - Three page individual paper at end of term to connect key theory concepts to demonstration project experience and implementation. **20% of final grade**
 - Presentation based evaluation of Task specific group work in the context of the demonstration project **40% of final grade**
- Total 100% of final grade**

Please Note: the final group project presentations will be scheduled during the week following the end of classes (last day of class is December 7). Also, please note that students will be in receipt of their academic progress/status in the course at least one week before the course withdrawal deadline as stated in the Calendar.

Grading Scale

Final grades will be reported as letter grades, with the final grade calculated according to the 4-point range."

Grade	Grade Point Value	4-Point Range	Description
A+	4.00	4.00	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	Very good performance
B+	3.30	3.15-3.49	Good performance
B	3.00	2.85-3.14	Satisfactory performance
B-	2.70	2.50-2.84	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	
C-	1.70	1.50-1.84	
D+	1.30	1.15-1.49	
D	1.00	0.50-1.14	
F	0.00	0-0.49	

Notes:

- A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a

failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.

Suggested Background Readings

The following are general interest readings suggested to provide some background in regional planning related thinking. Reading materials required for the course will be available on the course Blackboards site after the first day of class and throughout the term as required.

AlbertaLandUseFramework:<http://www.landuse.alberta.ca/AboutLanduseFramework/LanduseFrameworkProgress/documents/LanduseFramework-FINAL-Dec3-2008.pdf>

Burby, R. 2003. Making plans that matter: Citizen involvement and government action. *American Planning Association Journal* 61(1): 33-47.

Burkardt N. and P. Ponds. 2006. Using role analysis to plan for stakeholder involvement: A Wyoming case study. *Wildlife Society Bulletin* 35 (5): 1306-1313.

Daniels, T., and K. Daniels. 2003. *The environmental planning handbook for sustainable communities and regions*. Planners Press, American Planning Association, Chicago, Illinois. 524 pp.

Fainstein, S. 2000. New directions in planning theory. *Urban Affairs Review* 35 (4): 451-78.

Field D., P.R. Voss, T. Kuczenski, R. Hammer and V. Radeloff. 2003. Reaffirming landscape analysis in landscape ecology: A conceptual framework. *Society and Natural Resources* 16: 349-361.

Hansen, A. and D. Brown. 2005. Land-use change in rural America: rates drivers and consequences. *Ecological Applications* 15 (6): 1849-1850.

Hague, C., Wakely, P., Crespin, J., Jasko, J. 2006. *Making Planning Work*. Rugby: Warwickshire, UK: Practical Action Publishing.

Harper, T. and S. Stein. 2006. *Dialogical Planning*. CUPR, Rutgers University.

Levine, M. E. and Forrence, J. L. 1990. Regulatory capture, public interest, and the public agenda. Toward a synthesis. *Journal of Law Economics & Organization* 6: 167-198

Perks, W. 1985. Idealism, orchestration and science in early Canadian planning, *Environments* 17 (2): 1-28.

Polasky, S., E. Nelson, J. Camm, B. Csuti, P. Fackler, E. Lonsdorf, C. Montgomery, D. White, J. Arthur, B. Garber-Yonts, R. Haight, J. Kagan, A. Starfield and C. Toblaske. 2008. Where to put things? Spatial land management to sustain biodiversity and economic returns. *Biological Conservation* 141: 1505-1524.

Rayner, J. and M. Howlett. 2009. Implementing integrated land management in Western Canada: Policy reform and the resilience of clientelism. *Journal of Natural Resources Policy Research* 1 (4): 3

NOTES: Other Relevant Course Related Policies and Procedures

1. Written work, term assignments and other course related work may only be submitted by e-mail if prior permission to do so has been obtained from the course instructor. Submissions must come from an official University of Calgary (ucalgary) email account.
2. It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. (<http://www.ucalgary.ca/drc/node/46>) Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.
3. Plagiarism - Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),(b) parts of the work are taken from another source without reference to the original author,(c) the whole work (e.g., an essay) is copied from another source, and/or,(d) a student submits or presents work in one course which has also been submitted in another course(although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.
4. Information regarding the Freedom of Information and Protection of Privacy Act (<http://www.ucalgary.ca/secretariat/privacy>) and how this impacts the receipt and delivery of course material
5. Emergency Evacuation/Assembly Points (<http://www.ucalgary.ca/emergencyplan/assemblypoints>)
6. Safewalk information (<http://www.ucalgary.ca/security/safewalk>)
7. Contact Info for: Student Union (<http://www.su.ucalgary.ca/page/affordability-accessibility/contact>); Graduate Student representative(<http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.su.ucalgary.ca/page/quality-education/academic-services/student-rights>).