

Environmental **DESIGN**

architecture + landscape architecture + planning

University of Calgary

EVDP 627 - Planning History and Theory

Course #: EVDP 627 H(3-0) Term: Fall 2018	Time: Friday, 9:10 am – 12:20 pm Location: PF 2160
Instructor: Rylan Graham, M.A., RPP, MCIP Sessional Instructor PhD Candidate Faculty of Environmental Design (Planning) rylan.graham@ucalgary.ca Office hours: by appointment Office: PF 3160	
Teaching Assistant: Fabio Coppola, B.A. MPlan Candidate Faculty of Environmental Design (Planning) fabio.coppola@ucalgary.ca Office hours: by appointment	

Introduction

This course presents an introduction to the history of the key planning theories and practices from the nineteenth century to present day. Topics will explore the theories, forces, and models that have shaped cities and regions within the Canadian context. The course presents a theoretical foundation of the discipline, and examines the relationship between theory and practice. This course explores the role of planners throughout the respective eras as well as the influence of economic, environmental, political, and social factors on the built form.

Objectives

At the end of this course students will:

- Understand the history of the discipline beginning with the late nineteenth century to present day
- Understand the relationship between theory and practice
- Recognize key planning theories, concepts, influential persons, and exercise a greater understanding of the planning lexicon
- Understand how the role of planners has evolved
- Understand the scope of planning practice and start to formulate your own areas of interest
- Develop your own leanings of what constitutes best practices
- Be able to confidently and effectively address the question “*What is urban planning?*”

Teaching Approach

The course material will trace the evolution of planning in Canada, from the late nineteenth century to present day.

Each class will be structured to include small group discussions, followed by a lecture from the instructor or guest speaker, and will end with group presentations (where scheduled).

Students are expected to be active and key contributors to all aspects of each class. You can best prepare yourself by having completed the week’s assigned readings.

Topics and Class Schedule

The topics that we will explore over 11 classes (plus our final class reserved for the final exam) will include the following topics:

Week	Date	Lecture
1	September 7, 2018	Introductions Class introductions; Overview of Syllabus;
2	September 14, 2018	Introduction to Planning What is Planning? Why do we plan? Who Plans?
3	September 21, 2018	Origins of Planning (1880s – 1920s)

		City Beautiful; Garden City/Suburb; Broadacre City; Parks Movement
4	September 28, 2018	Origins of Planning (1880s – 1940s) City Scientific; Civic Reform; Planning Institutions; Planning Tools; Modernism; Neighbourhood Unit; Radburn
5	October 5, 2018	Planning Post WWII (1940s – 1960s) Suburbanization; Decentralization
6	October 12, 2018	Planning Post WWII (1940s – 1960s) Urban Renewal; Housing Projects; Top- down Planning
7	October 19, 2018	EVDS Block Week - No class
8	October 26, 2018	Communicative Turn (1970s – 1980s) Citizen Activism; Grassroots Planning; Jane Jacobs Guest lecture: Mr. Harry Harker, RPP, FCIP
9	November 2, 2018	Rise of Neoliberalism (1980s – 1990s) Public-Private Partnerships; Growth Machine; Gentrification
10	November 9, 2018	Planning for Sustainability (1990s – 2000s) Smart Growth; New Urbanism
11	November 16, 2018	Block Week – No Class
12	November 23, 2018	Planning for Sustainability (1990s – 2000s) Climate Change; Healthy Communities; Complete Communities Future of Planning Emerging Issues; Role of Planners
13	November 30, 2018	Wrap-up and Review Course Wrap-Up; Exam Preparation
14	December 7, 2018	Final Exam

Assignments and Evaluation

Final course grades will be determined based on the evaluation of the following:

Assignment	Weight of Total Grade	Due Date
Group Presentation	20%	As per schedule
Term Paper Proposal	10%	October 19, 2018
Visual Histories Timeline	10%	November 2, 2018
Final Exam	30%	December 7, 2018
Final Term Paper	30%	December 12, 2018

Visual Histories Timeline (10%)

The Canadian Institute of Planners (CIP) is spearheading a *Visual Histories Timeline* to celebrate its 100th anniversary – led by the Centenary Committee. This timeline will highlight key events, persons, places, or plans throughout the history of Canadian planning.

Working individually, you will choose an event, person, place, or plan that you believe is significant to the history of Canadian planning and advocate for its inclusion in the *Visual Histories Timeline*.

Your submission will include a photograph that best represents your entry, relevant dates, and a description of approximately 100 words.

You will also include a brief discussion (not to exceed 500 words) arguing why you believe your chosen entry is important to the history of Canadian planning and why it should be included in the timeline.

Students should consider submitting their entry to the CIP Centenary Committee for inclusion into the timeline. Details on 'how to' submit will be presented in class.

Term Paper (40%)

The term paper is comprised of two deliverables. The first, due **October 19, 2018**, is the **Term Paper Proposal (10%)**. The second, due **December 12, 2018**, is the **Final Term Paper (30%)**.

Working individually or in pairs, students will select a topic of importance and significance to the planning discipline. This means selecting a planning theory, concept, or model to explore. Potential topics may include but are not limited to:

- New Urbanism
- Gated Communities
- Urban Renewal
- Gentrification
- Smart Growth
- Transit-Oriented-Development
- Tactical Urbanism

- Shrinking Cities

Your paper should, but is not limited to, trace the origins of the topic, rationale for its emergence, praises and/or criticisms, its impact on planning practice, and/or examples of its application in practice. This paper might be best described as a **literature review** – where you will explore the current literature on your chosen topic. This is not a **research paper**. This paper is an opportunity for students to familiarize themselves with a topic of their choosing but which is also of significance to the discipline. The expectation is that students will demonstrate a thorough understanding of their chosen topic.

The **Term Paper Proposal** should be approximately 1,000 words and:

- Identify a topic
- Present a preliminary outline/structure
- Start to formulate your ideas and discussion
- Identify preliminary sources

The **Final Term Paper** should build upon your proposal. The final paper should be approximately 5,000 words (excluding cover page, table of contents, references).

Group Presentation (20%)

Students will work in groups (of 3 or 4) to prepare a presentation (30 minutes in length) exploring a case study pertaining to the content of the respective week. The intent of the presentations is to ground the week's discussion through an example or case from the Canadian context. Students are encouraged to present the material in an engaging and compelling way.

Potential case studies are presented below, however students are encouraged to consider other possibilities.

<p>Origins of Planning (Presentation: September 28, 2018)</p> <ul style="list-style-type: none"> • Mawson Plan (Regina)
<p>Planning Post WWII (Presentation: October 5, 2018)</p> <ul style="list-style-type: none"> • Don Mills (Toronto)
<p>Planning Post WWII (Presentation: October 12, 2018)</p> <ul style="list-style-type: none"> • Jeanne-Mance (Montreal)
<p>Planning + Communicative Turn (Presentation: November 2 2018)</p> <ul style="list-style-type: none"> • Spadina Expressway (Toronto)

Rise of Neoliberalism (Presentation: November 2, 2018)
• Granville Island (Vancouver)
Planning for Sustainability (Presentation: November 9, 2018)
• Garrison Woods (Calgary)
Planning for Sustainability (Presentation: November 23, 2018)
• Vancouverism (Vancouver)

Groups should meet with the instructor and/or teaching assistant to discuss the topic of their choosing (at least two weeks prior to presenting).

Final Exam (30%)

Students will complete an in-class final exam. You will be tested on your knowledge of the course content covered during lectures as well as the assigned readings.

The exam will include a combination of short-answer and essay format questions. Students will not be permitted to bring any written materials into the examination room.

Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	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	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	

F	0.00	0-0.49	0-44.99	
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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.

Assignments will be evaluated using the grading scale above and are to be submitted on time as per the respective due date. Assignments are to be submitted electronically in PDF format by 11:59 pm of the same day to the relevant dropbox folder hosted on Desire2Learn. Late assignments will be subject to a penalty of 5% per day.

Group work will be evaluated collectively with each member receiving an equivalent grade. If problems arise with respect to group dynamics this should be discussed with the instructor and teaching assistant immediately. Where it has been identified that not all group members have contributed equally towards the work, students may be evaluated individually.

Readings

There is no required or assigned textbook for this course. A list of the assigned readings can be found on Desire2Learn. All readings will be hosted on Desire2Learn.

Notes:

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. Academic Accommodations. Students who require an accommodation in relation to their coursework or to fulfill requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the designated contact person in EVDS, Jennifer Taillefer (jtaillef@ucalgary.ca). Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/
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. Appeals: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty:
<http://www.ucalgary.ca/provost/students/ombuds/appeals>
5. 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
6. Emergency Evacuation/Assembly Points (<http://www.ucalgary.ca/emergencyplan/assemblypoints>)
7. Safewalk information (<http://www.ucalgary.ca/security/safewalk>)
8. Contact Info for: Student Union (<https://www.su.ucalgary.ca/contact/>); Graduate Student representative (<http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.ucalgary.ca/ombuds/>).