

Regional Planning Studio;

EVDS 640 F(0-8)

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Fall 2017

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PFA 4185; hours by appointment

Introduction

An overview of the history and theory of regional planning and an overview of regional planning institutional frameworks and issues in a Canadian regional planning context. Understanding current regional planning issues and institutional, legislative and policy frameworks in a Canadian land use planning context related to growth management, resource extraction, infrastructure and services, transportation, strategic planning, water and airshed management. A review and examination of regional land use planning and policy tools and role of regional planners in inter-jurisdictional and transboundary government and public-private stakeholder engagement mechanisms. Preparation of a plan.

Large scale, high level, planning is the foundation on which robust local community planning is based. It is anticipated that this is the year that the Government of Alberta will begin tackling big picture planning issues through the proclamation of recent amendments to the *Municipal Government Act*. Once proclaimed, these amendments will introduce a Regional Growth Management Board to land use planning in the Calgary “region”, and mandatory growth management considerations in soon to be required Intermunicipal Development Plans (IDP’s). What does “growth management” really mean? Will we be defining the boundaries of hamlets, villages, towns and cities for the long term? What will happen on the edges, at the interface of our urban and rural land uses? Can we use the principles of form based codes and McHarg’s perspective on the conservation of natural areas to create attractive, iterative, functional transitions between uses? Alternatively, are we locked into the collision of land uses that mark and mar the boundaries of so many urban-rural interfaces?

The students of EVDS 640 will be taking part in the Pacific NW trip with the specific purpose of exploring the successes and failures of Oregon’s 40+ year old growth management legislation, with emphasis on the urban-rural interfaces of the cities that make up METRO Portland. Students in EVDS 640 will undertake field learning experiences at the urban-rural interface of METRO Portland and the Willamette Valley agriculture lands. As all aspects of community sustainability, resilience, and antifragility are linked to the big regional picture, it is imperative that we as planners learn to understand the regional context and apply its lessons to in our professional practice and the functional design of urban communities of all sizes, and in all contexts. The class’ Oregon experiences will provide the basis to conduct similar critical assessments and make interface land use policy / design solution recommendations for municipalities in the Calgary region.

Objectives

1. To acquire basic knowledge of traditional and non-traditional Canadian & North American approaches to regional planning;
2. To explore and gain an understanding of the principles of regional growth management as proposed in the *Modernized Municipal Act*;
3. To develop the skills and abilities necessary to assist urban and rural municipalities in defining and managing sustainable growth boundaries and their associated urban-rural interfaces;
4. To apply design thinking principles to the preparation of examples of robust, environmentally responsible urban-rural interfaces that could be applied by municipalities in the Calgary “region”.

Teaching Approach

As this is a studio course offering instruction will be a mixture of lecture, field inspection of relevant sites, and application of topic relevant analytical research and presentation techniques. Collaborative dialogue between the students, the instructor, guest lecturers and the staff of Calgary region municipalities will be an essential part of the learning experience. Several field trips will be key components of the course. The initial field trip will be the group trip to Portland, Oregon area to gain firsthand experience as to how 40 years of regional growth management regulations have impacted the development of urban and rural communities in the state of Oregon. Subsequent field trips will be to Calgary region municipalities to allow

the students to gain an understanding of the local environmental, social and economic context that have historically impacted the development of these communities. Course assignments will move progressively from the exploration of historical regional planning principles and practices to the identification of factors that will be essential to the evolution of well defined, robust, antifragile rural and urban municipalities. While effective “interdisciplinary” teamwork will be a key element of the course, the demonstration of each individual student’s understanding of regional planning principles and the application of those skills from a design thinking perspective is a core objective.

Content: Topic Areas & Class Schedule

Week 1: Introduction to rural and regional planning, sustainability at the regional level; Provincial legislation, regulations and the South Saskatchewan Regional Plan.

Week 2: Review of regional planning related analytical tools, traditional land use regulations and form-based codes and their role in defining land use boundaries and transitions.

Week 3: Pacific NW Field investigation & discussions with municipal and state staff; examination and evaluation of Oregon’s approach to sustainable growth management and the outcomes of 40+ years of implementation.

Week 4: Calgary “region” field investigation of various urban-rural interface sites to allow for the students’ comparative analysis of Calgary & Portland regions’: growth issues, regulatory tools, and perspectives on the creation and maintenance of urban-rural interfaces. Introduction to the Calgary Regional Partnership and to regional planning/growth management from the Partners’ perspective; review and discussion of the Calgary Metropolitan Plan.

Week 5: Block Week

Week 6: Introduction of individual urban and rural municipalities in the Calgary region. (*Class divided into project teams.*) Teams are assigned an urban or rural municipality for growth management policy analysis. Analysis begins with review of statutory planning documents to identify projected growth needs and projected future growth boundaries.

Week 7: Teams carry out field inspections of: 1) current urban-rural interface for their assigned municipality, graphically documenting interface characteristics, and 2) location of projected future interfaces, graphically documenting current landscape characteristics.

Weeks 8 & 9: Teams identify and acquire critical, open source development suitability data and use that data to prepare a development suitability mapping base using GIS and graphics software.

Week 10: Introduction of the practical application of form-based codes and Randall Arendt’s “Rural by Design” principles as means of creating design-based, growth management supporting, urban-rural interfaces.

Week 11: Teams prepare development suitability mapping to define recommended growth management boundaries, and then apply form-based code and Arendt’s design principles to develop municipal specific interface land use options.

Week 12: Presentation of draft growth management / urban–rural interface boundary concepts.

Week 13: Presentation of growth management / urban-rural interface concepts to the faculty, municipal representatives, members of the planning profession.

Graphics and Computer Skills

Students should have some previous background with the following:

- image editing software, such as Photoshop

- vector drawing software, such as Illustrator, AutoCAD, Rhino
- 3D modeling software, such as SketchUp, Rhino
- desktop publishing software, such as InDesign
- presentation software, such as PowerPoint, Keynote
- digital mapping software, such as ArcGIS
- use of workshop tools/equipment of cut a variety of materials to produce physical models of landscapes and structures.

Means of Evaluation

Evaluation will be based on the elements listed below. There will be no final examination. Assessment will be done on the basis of day-to-day performance as well as on the quality of work presented at reviews. While the *product* of studio work is important, equally important is the student's ability to develop and demonstrate a practical, appropriate and coherent understanding of the planning and design processes. Each course assignment with a weighting of greater than 20% with a must be completed with a passing grade (i.e. minimum B-, or the 4-point or percentage equivalent) in order to pass the course as a whole. Because the studio work is evaluated during the interim and final reviews, all work must be completed on time, and all students must take part in the presentations and reviews. Students will generally receive a common grade for work done in a group or team, the instructor, however, reserves the right to grade a group/team member individually if it appears that their participation has been limited. Attendance and engagement are expected as a requirement for progress in design, and is characterized by active involvement in the work and discussions.

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

Students are referred to the University of Calgary and Graduate Calendars Academic Regulations regarding grade reappraisals and appeals if there is a concern about either an assignment grade or the final course grade.

Regular & Active Participation in Studio Sessions & Class Discussions		10%
Individual Assignment – The Critical Review of the <i>Modernized Municipal Government Act</i> , the South Saskatchewan Regional Plan and the Calgary Metropolitan Plan; Growth Management Directions	(Due 22 Sept)	10%
Individual Assignment – Urban Growth Boundary Interface Land Uses; METRO	(Due 6 Oct)	10%
Individual Assignment – Municipal Interface Land Uses; Calgary Region	(Due 31 Oct)	15%
Partners Assignment – Municipal Development Suitability Map(s)	(Due 17 Nov)	25%
Partners Assignment - Growth Management / Urban-Rural Interface Boundary Concepts	(Due 13 Dec)	30%
Total		100%

Special Budgetary Considerations

Required base maps and air photos will be provided, or will be available from on-line, and any additional information and associated costs will be at the discretion of the student. Students should have basic drawing tools (pencils, a small selection of markers, scales, rolls of trace paper, other paper, a small cutting mat, knife, and drafting tape, and a small selection of pencil crayons will be useful). Some costs for plotting and printing should be anticipated, as per the typical studio practice.

EVDS Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - as 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	

Required Readings

Week 1:

MacKaye, Benton (1940) "Regional Planning and Ecology", *Ecological Monographs*, pp 66-71
 In Ndubisis, Foster O. The Ecological Design and Planning Reader 2014 Washington, DC, Island Press

Calthorpe, Peter (1994) "The Region, The New Urbanism: Toward the Architecture of Community" pp 506-514 in Ndubisis, Foster O. The Ecological Design and Planning Reader 2014 Washington, DC, Island Press

Yaro, Robert D. "Chapter 19: Regional Context for Growth Management" pp 308-312 in Arendt, Randall Rural by Design, 1994 Chicago: American Planning Association

Province of Alberta 2017 Municipal Government Act, Revised Statutes of Alberta 2000, M-26 Edmonton, Alberta Queens Printer

Province of Alberta, Environment and Parks 2017 South Saskatchewan Regional Plan 2014-2014, Edmonton, Alberta Queens Printer

Week 2:

Calgary Regional Partnership, 2014 Calgary Metropolitan Plan Calgary, CRP

Climenhaga, David J. 1997 The Death and Life of Regional Planning in the Calgary Area, Thesis of Masters of Journalism, School of Journalism and Communications, Carleton University, Ottawa,

McHarg, Ian L. 1969 "A Response to Values", pp 79-93, Design with Nature, New York, Wiley & Sons

Week 3:

Arendt, Randall "Part 2: Illustrated Design Principles", Planning Advisory Service Report 487/488 Crossroads, Hamlet, Village, Town: Design Characteristics of Traditional Neighbourhoods, Old and New 1999 Chicago, American Planning Association

Seltzer, Ethan 2012 "Land Use Planning in Oregon: The Quilt and the Struggle for Scale" Invited Paper and Presentation at "Planning for States and Nation/States: A TransAtlantic Exploration" in Dublin, Ireland, October 2012, printed in Lincoln Institute of Land Policy in 2013.

Seltzer, Ethan 2009 "Maintaining the Working Landscape: The Portland Metro Urban Growth Boundary" in van der Valk, A.J.J. and T. van Dijk Out in the Open: Limitations to Markets and Governments for Preserving Open Space Routledge, UK

Week 4:

Arendt, Randall Chapters 1-4, 7 Rural by Design, 1994 Chicago: American Planning Association.

Week 8

Arendt, Randall Chapters 11,12,14,15 Rural by Design, 1994 Chicago: American Planning Association.

Marsh, Wm. M. (2010) "Framing the Land Use Plan: A Systems Approach" *Landscape Planning: Environmental Applications* pp. 398-403 in Ndubisi, Foster O. The Ecological Design and Planning Reader 2014 Washington, DC, Island Press

Week10:

(Form-Based Code Reference Pending)

2017/2018 Mandatory Supplementary Course Fees

The University has approved supplemental fees for the following courses:

EVDS 640 – Regional Planning Studio	\$90.00
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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 (jtaillefer@ucalgary.ca). Students who require 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. 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.ucalgary.ca/ombuds/>).