



Winter 2024

Course Number	PLAN 604	Classroom	PF2140 + online
Course Name	Planning History and Theory 604		
Pre/Co-Requisites			
Instructor	Dr Fabian Neuhaus	Office Hours/Location	by appointment
	Email: fabian.neuhaus@ucalgary.ca	Phone: 403.210.3857	
Class Dates	In-person Monday 09:00 – 12:00 Asynchronous online		
Instructor Email Policy	Please note that all course communications must occur through your @ucalgary email, and we will respond within 48 hours.		
Contact TA	Ryan Lebell, ryan.lebell1@ucalgary.ca		

Course Description:

This course introduces the planning discipline and locates it in a broader cultural context. We will approach planning history and theory from various angles including historically, by topic, academically, profession and location-based. Planning as a discipline is in the making and the transformation it has undergone since its formal institutionalization in the late 19th century is ongoing today. A portion is dedicated to the discussion about decolonizing the disciplines history in the Canadian context. Students will take part in SAPL's reconciliation workshops taking place over the course of the term (see schedule for dates). Why are we planning? The course provides a theoretical framework for discussion and practice. We will explore and evaluate the different theories, models, perspectives, technologies, forces and cultures that have and continue to shape the discipline. What does it mean to be a planner? The program is designed to address a range of aspects from modernist planning to economic, environmental, political and social planning aspects of occupying the land. We will shed light on how the debates around these topics have evolved and where they are situated today. Where does planning need to go? This course will provide a foundation for students to understand the theoretical and ethical frameworks and recognize the drivers behind the wider-ranging and multitude of roles for planners today. The starting point is the understanding that planning is a culturally defined role that operates at the dialectic intersection of society and space. As such, the course aims to elaborate on precisely those responsibilities that come with such a position. Is there space beyond planning?

https://sapl.ucalgary.ca/evds_info/courses/w23/PLAN604?destination=courses%2Fw23

Course Hours: 3 units

Online Delivery

This course will take place both in-person and **online** via Desire2Learn (D2L), Miro, and Zoom. Students are required to participate in asynchronous learning tasks using the D2L learning environment and the class Miro Board. If unable to participate live due to unforeseen circumstances, inform the instructor in advance to work out an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up online discussion).

Course Learning Outcomes:

Upon completion of this course, students will know and be able to:

1. understand the history of the discipline in a broader context
2. understand the relationship between theory and practice
3. recognize key planning theories, concepts, critiques, and individual contributions to the discipline
4. be able to explain the influences of contextual events on the discipline
5. understand the interconnectedness of the discipline with trends and other areas/fields
6. start to formulate their disciplinary area of interest and develop an individual critical position

Learning Resources:

The Reading list is available on D2L and in [Zotero](#) to use them in your writings.

- Alexander, C., 1966. A City Is Not a Tree. *Design*, London: Council of Industrial Design(206), pp.58–62. <https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=1180994&ppg=173>
- Arnstein, S. R., (1969) A Ladder Of Citizen Participation, *Journal of the American Institute of Planners*, 35:4. <<https://www-tandfonline-com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/01944366908977225>> [Accessed 09 Jan. 2021]
- Calvino, I., 1997. *Invisible Cities*. New Ed ed. London: Vintage. Download from <<https://designopendata.wordpress.com/portfolio/invisible-cities-1972-italo-calvino/>> [Accessed 31 Aug. 2019]
- Ermine, W., 2007. The Ethical Space of Engagement. *Indigenous Law Journal* 6. <<https://jps.library.utoronto.ca/index.php/ilj/article/view/27669>> [Accessed 04 Jan. 2023]
- Forester, J., 2011. Planning in the Face of Conflict. In: R.T. LeGates and F. Stout, eds. *The City Reader*, Routledge Urban Reader Series. [online] New York: Routledge.pp.421–434. Available at: <<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=668293&ppg=478>> [Accessed 14 Jul. 2019].
- Hägerstrand, T., 1970. What About People in Regional Science? *Papers in Regional Science*, 24(1), pp.7–24. <https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/1p0s7n7/TN_wj10.1111/j.1435-5597.1970.tb01464.x> [Accessed 31 Aug. 2019].
- Hall, P., 2011. The City of Theory. In: R.T. LeGates and F. Stout, eds. *The City Reader*, Routledge Urban Reader Series. [online] New York: Routledge. pp.373–385. Available at: <<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=668293&ppg=478>>

com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=668293&pgg=430> [Accessed 14 Jul. 2019].

- Hulchanski, J. D., 1981. The Origins of Urban Land Use Planning in Alberta, 1900-1945. Research Paper no 119, Centre for Urban and Community Studies, University of Toronto. <
<https://www.proquest.com/docview/303059193?parentSessionId=5JWnjobodHt0grBFbrvXIt0MPbO4zAgpRp9Hvmq3Mvk%3D&pq-origsite=primo&accountid=9838>> [Accessed 06 Jan, 2022]
- Perry, C., 2011. The Neighborhood Unit. In: R.T. LeGates and F. Stout, eds. *The City Reader*, Routledge Urban Reader Series, 5th ed (orig. txt 1929). [online] New York: Routledge. pp.486–498. Available at: <
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=668293&pgg=543>> [Accessed 14 Jul. 2019].
- Wheeler, S., 2011. Urban Planning and Global Climate Change. In: R.T. LeGates and F. Stout, eds. *The City Reader*, Routledge Urban Reader Series. [online] New York: Routledge. pp.458–467. Available at: <
<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=668293&pgg=515>> [Accessed 14 Jul. 2019].

Technology requirements (D2L etc.):

We'll be utilizing the online space including:

D2L, Zotero (suggested) or equivalent bibliography software, Kritik, Zoom, Miro

In order to successfully engage in their learning experiences at the University of Calgary, students taking online, remote and blended courses are required to have reliable access to the following technology:

A computer with a supported operating system, as well as the latest security, and malware updates, a current and updated web browser, webcam (built-in or external), microphone and speaker (built-in or external), or headset with microphone, current antivirus and/or firewall software enabled, broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone

Additional Classroom Conduct and Related Information

Guidelines for Zoom Sessions in Online Classes

Students are expected to participate actively in all Zoom sessions and to turn on their webcam.

Assessment Components:

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Speculation Writing I Due 2023-02-05 17:00	Individual writing of a short speculative piece examining urban conditions and what lead this particular outcome. max. 900 words, one illustration.	20%	1-4
Comparison Due 2023-03-28 17:00	Group project based on Perry's Neighbourhood Unit analysing and discussing one existing Calgary community. Case study, group work, max. 2500 words, min. two drawings/diagrams.	30%	4-7

Reflection Writing II weekly Due 2023-04-08 17:00	Individual, writing of a paragraph connecting the weekly topic and reading to Writing I. clear referencing and discussion. Max. 300 words, one diagram. Weekly submission on D2L and final submission combining Writing I+II.	20%	1-4
Conclusion 2023-04-08 09:00-12:00	An in-class written summary essay. You will be asked to respond in writing to a set of questions related to the 4 of the 10 class topics.	15%	1-7
Q&A weekly	Individual weekly discussion and group reflection on reading (in-class).	15%	1-7

Assessment and Evaluation Information

Attendance and Participation Expectations:

All students in this course are expected to attend all lectures and actively participate in the various classroom activities. The course offers both synchronous and asynchronous modules.

Guidelines for Submitting Assignments:

Assignments have to be submitted on the due date via D2L, before 20:00 on the submission day. If we do asynchronous quizzes online they will have to be started within 20 min of the quiz/exam start time.

Expectations for Writing (<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>):

Late Assignments:

Late submission of assignment is not accepted

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	

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

The School of Architecture, Planning and Landscape will not permit the Flexible Grade Option (CG Grade) for any course offered by the School.

<https://www.ucalgary.ca/pubs/calendar/current/f-1-3.html>

Topic Areas & Detailed Class Schedule

Class	Date	Lecture	Reading	Assignment	
1	2024-01-08	Planning in Practice	Calvino, I., 1997. Invisible Cities. New Ed ed. London: Vintage.	Assignment 1 Speculation on conditions based on Italo Calvino's "Invisible Cities"	
2	2024-01-15	Planning and Canada	Alexander, C., 1966. A City Is Not a Tree. Design, London: Council of Industrial Design (206), pp.58–62.		
3	2024-01-22	Indigenous Planning	Ermine, W., 2007. The Ethical Space of Engagement. Indigenous Law Journal 6.		
4	2024-01-29	Stakeholder and Participation	Arnstein, S., 1969. A Ladder Of Citizen Participation. Journal of the American Institute of Planners, 35:4.		
5	2024-02-05	Elements and Morphology	Hulchanski, J. D., 1981. The Origins of Urban Land Use Planning in Alberta, 1900-1945. Research Paper no 119, Center for Urban and Community Studies, University of Toronto.		
	2024-02-12	<i>Block Week</i>			Submission deadline February 05, 17:00
	2024-02-19	<i>Term Break</i>			
6	2024-02-26	Growing and Shrinking	Perry, C., 2011. The Neighborhood Unit. In: R.T. LeGates and F. Stout, eds. The City Reader, Routledge Urban Reader Series, 5th ed (orig. txt 1929). [online] New York: Routledge.pp.486–498.		
7	2024-03-04	Technology, Complexity and Sustainability	Wheeler, S., 2011. Urban Planning and Global Climate Change. In: R.T. LeGates and F. Stout, eds. The City Reader, Routledge Urban Reader Series. [online] New York: Routledge.pp.458–467.		
8	2024-03-11	Rules and Form	Forester, J., 2011. Planning in the Face of Conflict. In: R.T. LeGates and F. Stout, eds. The City Reader, Routledge Urban Reader Series. [online] New York: Routledge.pp.421–434.		
9	2024-03-18	Space Concepts	Hägerstrand, T., 1970. What About People in Regional Science? Papers in Regional Science, 24(1), pp.7–24.		
10	2024-03-25	Vision and Critique	Hall, P., 2011. The City of Theory. In: R.T. LeGates and F. Stout, eds. The City Reader, Routledge Urban Reader Series. [online] New York: Routledge.pp.373–385.		
	2024-04-01	<i>Easter Monday</i>			
11	2024-04-08	Conclusion			
				A03 Conclusion 09:00 - 12:00 A04 Reflection, final submission 17:00	

University of Calgary Policies and Supports

ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>. Students needing an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor (contact information on first page above).

SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/.

ACADEMIC MISCONDUCT

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

COPYRIGHT LEGISLATION:

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy (<https://www.ucalgary.ca/pubs/calendar/current/k.html>).

INSTRUCTOR INTELLECTUAL PROPERTY

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

SEXUAL AND GENDER-BASED VIOLENCE POLICY

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy> .

UNIVERSITY STUDENT APPEALS OFFICE

If a student has a concern about a grade that they have received, they should refer to Section I of the Undergraduate Calendar (<https://www.ucalgary.ca/pubs/calendar/current/i-3.html>) which describes how to have a grade reappraised. In addition, the student should refer to the SAPL's Procedure for reappraisal of grades

OTHER IMPORTANT INFORMATION

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk