

**UNIVERSITY OF CALGARY**  
**Faculty of Environmental Design**

**Planning & Public Engagement**

Monday: 9:30 to 12:20

**EVDP 631 H (3-0)**

Room: PF 2165

Instructor: Harry Harker, MSc, RPP, FCIP  
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403-336-1720 / 403-220-6764  
PF 4185; Office Hours by appointment  
Teaching Assistant: Asia Walker

Winter 2017

**COURSE OUTLINE**

**Introduction**

This course provides students with an overview of key principles and theories, and contemporary issues and tools of participation and public engagement as it applies to the practice of community planning and related disciplines. Beginning with an exploration of the role of participatory democracy in North American civil society, the class will then: delve into the theories of public engagement; examine public engagement methodologies and techniques; consider the role public relations and event management principles in the delivery of effective public engagement process; and will develop an effective public engagement process for local municipal project.

**Objectives**

- To explore of the history and evolution of public engagement in planning;
- To develop competency in the evaluation and application of the theories, methods, and strategies employed to engage the public in community planning/development projects; and
- To develop and participate in the implementation of a public engagement program for a local municipality, using a variety of methods and techniques.

**Teaching Approach**

The course will be delivered in part through a series of lectures and presentations relating to public engagement tools and techniques; and in part through applied “tools and techniques” practice workshops which include: student demonstrations of engagement tools & techniques, in the field observation and evaluation of public engagement practices in local communities.

**Content: Topic Areas & Class Schedule**

- Weeks 1: Introduction to the role of Participatory Democracy in Western “civil society”, and the introduction of the semester-long class engagement project(s); (Nalini/Ralph Klein Park)
- Week 2: Legal foundations for public engagement in Alberta; Public engagement process (Churyl)
- Week 3: The role of public relations, promotion and communication in public engagement (Jennifer Mortimer, WordsWithWeight)
- Week 4: Consulting with Aboriginal Communities and Informing the Public – Tools and techniques

- Week 5: Consulting with the Public – Tools and techniques
- Week 6: Designing an Effective, Implementable Engagement Process
- Week 7: *Block Week*
- Week 8: Involving the Public – Tools and techniques
- Week 9: Collaborating with the Public – Tools and techniques
- Week 10: Empowering the Public – Tools and techniques
- Week 11: Tools Workshop
- Week 12: Communications II – dealing with the media, angry citizens and politicians
- Week 13: Presentation of “draft” engagement strategies / programs & crits
- Week 14: Presentation of finalized engagement strategies / programs to the client municipal and members of the planning profession.

**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 in class, “tools in practice” workshops, and presentations of final engagement plans. Students are expected to be in attendance for the entirety of each class.

Each assignment of the course must be completed, and a passing grade (i.e. minimum B-, or the 4-point or percentage equivalent) achieved, in order to pass the course as a whole. All work must be completed on time, and all students must take part in the workshops and presentations. Late submission of assignments is not acceptable. Marks will be deducted for work submitted later than the deadline specified in the assignment. The majority of the assignments will be completed individually, while the “term-long” engagement project will be completed by assigned teams/groups. Students will receive a common grade for work done in teams/groups.

Regular & Active Participation in Class Discussions & Workshops	15%
Individual Assignment – Paper; Observations, Evaluation & Critique of a Municipal Engagement Session Critique <i>Due: February 15<sup>th</sup> @ 5PM; digital submission</i>	20%
Individual Assignment – Digital Presentation; Overview of a Consultation or Collaboration Tool/Technique (Pecha Kucha 10X20) <i>Presentations: March 27 in class</i>	25%
Team Assignment – Public Engagement Plan & Program <i>Presentations: April 10 or at date/time of client’s choosing</i>	40%
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Total	100%

## 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	

### 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.

### Required readings:

Arstein, S. (1969) "A Ladder of Citizen Participation", The Journal of the American Institute of Planners, Vol 35 (4) 216-224.

Checkoway, B (1981) "The Politics of Public Hearings", The Journal of Applied Behavioral Science, Vol 17 (4) 566-582.

Glass, J. (1979) "Citizen Participation in Planning: The Relationship Between Objectives and Techniques", The Journal of the American Institute of Planning, Vol 45 (2) 180-189.

Koontz, T. (2005) "We Finished the Plan. So Now What?" The Policy Studies Journal Vol 33 (3) 459-481.

Moore, Kelley D. (2012) Participatory Democracy and Land Development: ....., Thesis, University of Saskatchewan, Saskatoon, SK

**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 fulfil 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](mailto: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/](http://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.su.ucalgary.ca/page/quality-education/academic-services/student-rights>).