University of Calgary / School of Architecture, Planning and Landscape
Planning and Public Engagement   **EVDP 632 • Fall 2019**
Fridays 9:00 – 12:30   **PF2165**

Dr. Noel Keough, nkeough@ucalgary.ca.
403 220-8588   PF 4176, hours by
appointment
Introduction

This course focuses on the theoretical underpinnings of public engagement in the planning profession. It serves as a platform for the practice of public engagement that will be a component of future studio work. The course provides students with an introduction to key social and political theories that inform participation and public engagement in the profession. Through a review of selected readings, in-class discussion, guest lecture presentations and case studies, students will have the opportunity to gain an understanding of the typologies, models, processes and theories of participation and public engagement.

Objectives

1. Students will be familiar with key theories supporting engagement and participation.
2. Students will be familiar with a variety of approaches to the design and execution of engagement processes employed in the public, private and civil society sectors.
3. Students will be able to apply social and political theory to the practical task of analysis, critique and design of public engagement processes.

Teaching Approach

I try to practice an engaging approach to teaching, employing participatory, popular education, and creative approaches; and providing students with a collegial, dialogue-centred, experiential educational environment. In this course we will explore the theoretical literature on participation and we will situate this theory within actual participatory processes ongoing and recently completed in various communities in Calgary and beyond.

Session 1: September 6	Course Introduction Typologies, Models and Processes of Participation
Session 2: September 13	TheorySharing (readings to be assigned) Case Study: Marlborough, A Matter of Trust
Session 3: September 20	TheorySharing (readings to be assigned) Case Study: Hillhurst Sunnyside, Bow to Bluff
Session 4: September 27	TheorySharing (readings to be assigned) Guest Speaker: Engage! City of Calgary

Session 5: October 4   Case Study Field Work/Presentations

Session 6: October 11   Case Study Field Work/Presentations

Means of Evaluation

There will be no final exam. To pass this course students must obtain a passing grade in all assignments.

Assignment 1: One-page Reading Responses (3) Due in-class on day reading is discussed.
    45%

Assignment 2. Case Study Group Presentation/Public Engagement Exercise   55%

Readings – Theory I

Young, Iris Marion (2011) Justice and The Politics of Difference. Chapters 1 and 2. Princeton University Press.

Keough, Noel; Phil Cox, Brenna Atnikov and Wayne Bobroski (2013) and Community Development Learning Framework. Community Development Learning Framework

Prusak, S. Yvonne; Ryan Walker and Robert Innes (2016) Toward Indigenous Planning? First Nation Community Planning in Saskatchewan, Canada. *Journal of Planning Education and Research*, Vol. 36(4) 440-450.

Legacy, Crystal (2017) Is there a crisis of participatory planning? *Planning Theory* Vol. 16(4) 425-442.

Houston, Donna; Jean Hillier, Diane MacCallum, Wendy Steels and Jason Byrne (2018) Make Kin, Not cities! Multi-Species Entanglements and 'becoming-world' in planning theory. *Planning Theory* Vol. 17(2) 190-212.

Kuyper, Jonathan (2018) The Instrumental Value of Deliberative Democracy – Or, do we have Good Reasons to be Deliberative Democrats? *Journal of Public Deliberation* V14(1) 1-33.

Barry, Janice et al (2018) Unsettling Planning Theory. *Planning Theory* Vol. 17(3) 418-438.
American Institute of Planners, 35:4, 216-224, DOI: 10.1080/01944366908977225

Readings – Theory II

Booher, David and Judith Innes (2004) Reframing Public Participation: Strategies for the 21st Century, *Planning Theory and Practice*, Vol.5, No. 4, pp. 419-436

Fischer, Frank and Herbert Gottweis 2014. The argumentative turn in public policy revisited: twenty years later. *Critical Policy Studies*, Vol. 7, No. 4, pp. 425-433.

Foley, Griff. 2001, Radical Education and Learning. International Journal of Lifelong Learning. Volume 20, No. 1/2.

Hysing, Eric 2014. Representative democracy, empowered experts, and citizen participation: visions of green governing. Environmental Politics, Vol. 22, No. 6, pp. 955-974.

Irwin and Stansbury. 2004. Citizen Participation in Decision Making: Is It Worth the Effort? Public Administration Review, Volume 64, No. 1, pp. 55-65.

Mendonca, Ricardo and Eleonora Cunha 2014. Can the claim to foster broad participation hinder deliberation? Critical Policy Studies, Vol. 8, No. 1, pp. 78-100.

Richardson, Sherman and Gismondi. 1992. Confronting Expert Knowledge in a Public Hearing Process: Local Knowledge and Environmental Assessment of a Pulp Mill in Alberta, Canada. Proceedings of Learned Societies Annual Meeting, Charlottetown, Canada.

Sandercock, Leonie. 2003. Out of the Closet: The Importance of Stories. Planning Theory and Practice, Vol. 4, No. 1, pp. 11-28.

Readings – Theory III

Schlosberg, David 2014. Reconceiving Environmental Justice: Global Movements and Political Theories. Environmental Politics, Vol 13, No. 3, pp. 517-540.

Sullivan and Lloyd. 2006. The Forum Theatre of Augusto Boal: A Dramatic Model for Dialogue and Community-Based Environmental Science, Local Environment, Vol. 11, No. 6, pp. 627-646.

Torgerson, Douglas 2014. Policy as a matter of opinion. Critical Policy Studies, Vol. 7, No. 4, pp. 449-454

Taylor, Kathleen. 2006. Brain Function and Adult Learning: Implications for Practice. New Directions of Adult and Continuing Education. No. 110, Summer 2006, p. 71-85.

Van der Arend, Sonja and Jelle Behagel 2014. What Participants do. A practice-based approach to public participation in two policy fields. Critical Policy Studies, Vol. 5, No. 2, pp. 169-186.

Warren, Mark 2014. Goverance-driven democratization. Critical Policy Studies, Vol. 3, No. 1, pp. 3-13.

Ferreira, António (2018): Towards an Integrative Perspective: Bringing Ken Wilber's Philosophy to Planning Theory and Practice, Planning Theory & Practice, DOI: 10.1080/14649357.2018.1496270

William J. V. Neill (2017) Beyond the Balm of Communicative Planning: Can Actor -Network Theory Insights and a More Agonistic Practice Help Unlock Creative 'Post-Conflict' Potential?: Towards a Renewed Research Horizon in Northern Ireland, Planning Practice & Research, 32:3, 319-332, DOI: 10.1080/02697459.2017.1356609

Supplementary Readings

Arnstein, S. R. 1969. A Ladder of Citizen Participation", American Institute of Planners Journal, 35(4): 216-224.

Arias Maldonado, Manuel. 2000. The Democratization of Sustainability: The Search for a Green Democratic Model. Environmental Politics, Vol. 9, No. 4,pp. 43-58.

Boud, David. 2001. Using Journal Writing to Enhance Reflective Practice. In English and Gillen. 2001. Special Issue: Promoting Journal Writing in Adult Education. New Directions in Adult and Continuing Education. Volume 2001, Issue 90, p. 9-18.

Chambers, Robert. 1997. Learning To Learn, Chapter Six, in Whose Reality Counts? Putting the First Last, Intermediate Technology Publications, London

Diers, Jim. Neighbourhood Power: Building Community The Seattle Way

Dryzek, John and Caroline Hendricks (2014) Part i: Deliberative Policy Argumentation and Public Participation in Fischer, F. and H. Gottweis, (2012) The Argumentative Turn Revisited: Public Policy as Communicative Practice, Introduction, Durham, NC. Duke University Press. pp.1-26.

English, l. and M. Gillen. 2001. Special Issue: Promoting Journal Writing in Adult Education. New Directions in Adult and Continuing Education. Volume 2001, Issue 90.

Fischer, F. and J. Forester, (1993) The Argumentative Turn in Policy Analysis and Planning, Durham, NC. Duke University Press.

Fischer, F. and H. Gottweis, (2014) The Argumentative Turn Revisited: Public Policy as Communicative Practice, Introduction, Durham, NC. Duke University Press. pp.1-26.

Friedman John. 1987. Planning in the Public Domain: From Knowledge to Action, Princeton University Press, Princeton, New Jersey.

Fuad-Luke, Alastair. Design Activism: beautiful strangeness in a sustainable world.

Green, Mary (2018) socio-technical Transitions and Dynamics in Everyday Consumption Practices. Global Environmental Change, 52, pp. 1-9

Harper and Stein. 2006. A Dialogical Planning Approach. Chapter 8 in Dialogical Planning in a Fragmented Society.

Megan Horst, Nathan McClintock & Lesli Hoey (2017) The Intersection of Planning, Urban Agriculture, and Food Justice: A Review of the Literature, Journal of the American Planning Association, 83:3, 277-295, DOI: 10.1080/01944363.2017.1322914

Ludwig, Donald. 2001. The Era of Management is Over. Ecosystems, Vol. 4, pp. 758-764.

Keough, Noel.   2005. Transformational Learning, Chapter Five, Dissertation
                2005. Sustainable Governance, Adaptive Management and Deliberative Policy-Making, Chapter Nine, Section 4, Dissertation.

Keough, Noel. 1998. "Participatory development principles and practice: Reflections of a western development worker", Community Development Journal 33:187-196

Keough, Noel. 1997. "The Ecological Dimension of Freire's Conscientization", Social Development Issues, Vol. 19(2/3), pp. 157-168.

Kingwell, Mark. 2000. Right and Duties, Chapter 2 in The World We Want: Vice, Virtue and the Good Citizen. Penguin Books, Toronto.

Korten, David. 1981. The Management of Social Transformation, in Public Administration Review, Vol 41, No. 6, pp. 609-618.

Krivy, Maros (2018) Towards a critique of cybernetic urbanism: The Smart City and the Society of Control. Planning Theory, 17(1), 8-30.

Jason F. Kovacs & Jeff Biggar (2018) Embedding Artists within Planning: Calgary's Watershed+ Initiative, Planning Practice & Research, 33:1, 51-69, DOI: 10.1080/02697459.2017.1378975

Mosse, David, 1994. Authority, Gender and Knowledge: Theoretical Reflections on the Practice of Participatory Rural Appraisal, Development and Change, Volume 25, No. 3, pp. 497 – 526.

Primož Medved (2018) Exploring the 'Just City principles' within two European sustainable neighbourhoods, Journal of Urban Design, 23:3, 414-431, DOI: 10.1080/13574809.2017.1369870

Sandercock, Leonie. 2000. When Strangers Become Neighbours. Planning Theory and Practice, Vol. 1, No. 1, pp. 13-20.

Smith, Graham. 2003. Chapter 3: Deliberative Democracy and Green Political Theory in Deliberative Democracy And The Environment, Routledge, New York.

Taylor, Edward. 2001. Transformative Learning Theory: a neurobiological perspective of the role of emotions and unconscious ways of knowing. International Journal of Lifelong Learning, Volume 20, No. 3, pp. 218-236.

Tomaselli, Matilde; Susan Kutz, Craig Gerlach, Sylvia Checkley (2018) Local Knowledge to enhance Wildlife Population Health Surveillance: Conserving Muscoxen and Caribou in the Canadian Artic. Biological Conservation, 217, pp. 337-348.

Key Journals

Environmental Politics Journal
Critical Policy Studies
International Journal of Lifelong Learning
Planning Theory and Practice
Journal of Planning Education and Research
Planning Theory
Journal of Public Deliberation

Journal of the American Planning Association
Journal of Planning Literature
Australian Planning Journal

Grading Scale

Grade	Grade Point	4-Point Range	Percent	Description
A+	4.00	4.00	92.5-100	Outstanding - evaluated by instru
A	4.00	3.85-4.00	85-92.49	Excellent - superior performance showing comprehensive understanding of the subject matt
A-	3.70	3.50-3.84	80-84.99	Very good performance
B+	3.30	3.15-3.49	76-79.99	Good performance
B	3.00	2.85-3.14	73-75.99	Satisfactory performance
B-	2.70	2.50-2.84	70-72.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	66-69.99	All final grades below B- are indic of failure at the graduate level and cannot be counted toward Faculty Graduate Studies course requiren
C	2.00	1.85-2.14	63-65.99	
C-	1.70	1.50-1.84	60-62.99	
D+	1.30	1.15-1.49	56-59.99	
D	1.00	0.50-1.14	50-55.99	
F	0.00	0-0.49	0-49.99	

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.
- Final grades will be reported as letter grades, with the final grade calculated according to a 4-point range.
- Assignments will be evaluated by percentage grades with their letter grade equivalents as shown.

University of Calgary Policies and Supports

ACADEMIC ACCOMMODATION

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; 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/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

ACADEMIC MISCONDUCT

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, (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. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.
For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

COPYRIGHT LEGISLATION:
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) 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.

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.

UNIVERSITY STUDENT APPEALS OFFICE: 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. https://ucalgary.ca/student-appeals/

More student support and resources (e.g. safety and wellness) can be found here: https://www.ucalgary.ca/registrar/registration/course-outlines