



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 2023-01-23 and 2023-02-13		
Instructor Email Policy	Please note that all course communications must occur through your @ucalgary email, and we will respond within 48 hours.		
Teaching Assistant	Talia Mimura, talia.mimura@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

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 contribution 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
7. 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]
- Certeau, M. de, 1984. Walking in the City. In: *The Practice of Everyday Life*. Berkeley, CA: University of California Press. pp.91–103.
- 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=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&ppg=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&ppg=515>> [Accessed 14 Jul. 2019].

Technology requirements

We'll be utilizing the online space including:

- D2L
- Zotero (suggested) or equivalent bibliography software
- Top Hat: Join Code: 877070
- 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
- Student IT Resources

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
Writing Due 2023-01-31	Individual writing of a short speculative piece on the conditions that lead to a particular outcome. max. 900 words, one illustration.	20%	1-4
Writing Due 2023-04-01	Group project exploring the concept of the Neighbourhood Unit based on Clarence Perry's paper "The Neighbourhood Unit" by analysing and discussing one existing Calgary community. Exploration of a case study, group work, max. 2500 words, two drawings/diagrams.	30%	4-7
Writing 2023-04-03	An in-class written essay. You will be asked to respond in writing to a set of questions related to the 4 of the 10 class topics.	30%	1-7
Writing weekly	Individual weekly reflection and group feedback on discussed topic (online)	20%	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.

Final Examinations:

Will be conducted during class time on April 11.

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/salp-3-3.html>)

Topic Areas & Detailed Class Schedule

Class	Date	Lecture	Outline	Reading
1	2023-01-09	Urban History and Early Settlement	This class focuses on an overview of planning from the origin of settlements through to late 19th century. The lecture is intended as an introduction and to create a platform for referencing the specific topics discussed later on in the course. The "timeline" activity recaps the material discussed and expands on the content with a research component.	Certeau, M. de, 1984. <i>Walking in the City</i> . In: <i>The Practice of Everyday Life</i> . Berkeley, CA: University of California Press. pp.91–103.
2	2023-01-16	Space Concepts	This class develops the various notions around concepts of space. The lecture gives an overview of the various concepts that were put forward. In a practical setting different formalizations of space are being experimented with.	Hägerstrand, T., 1970. <i>What About People in Regional Science?</i> <i>Papers in Regional Science</i> , 24(1), pp.7–24.
x	2023-01-16 afternoon	SAPL reconciliation Workshop		
3	2023-01-23 asynchronous	Elements and Morphology	This class discusses the various different elements that make up a city and they role they play and how they come together as the morphology. The lecture details a range of different aspects using case studies. The activity focuses on the role of individual elements and possible resulting morphologies.	Alexander, C., 1966. <i>A City Is Not a Tree</i> . Design, London: Council of Industrial Design(206), pp.58–62.
4	2023-01-30	Canada Planning	This class is providing an overview of planning in Canada over the past 100+ years. We discuss the concept of colonisation and the role planning played in settling the land. The focus is on moving West, establishment of spatial structures and policies as well as infrastructure.	Hulchanski, J. D., 1981. <i>The Origins of Urban Land Use Planning in Alberta, 1900-1945</i> . Research Paper no 119, Center for Urban and Community Studies, University of Toronto.
5	2023-02-06	Stakeholder and Participation	This class focuses on the wider field and how planning interacts with various stakeholders. The lecture introduces both key stakeholder groups and methods of collaboration. The process and simple tools are explored collaboratively in experimental game designs.	Sherry R. Arnstein (1969) <i>A Ladder Of Citizen Participation</i> , <i>Journal of the American Institute of Planners</i> , 35:4. (link https://www.tandfonline.com.ezproxy.lib.ucalgary.ca/doi/abs/10.1080/01944366908977225)
6	2023-02-13 asynchronous	Growing and Shrinking	This class focuses on changes in size over time. The lecture will challenge the presumptuous believe in growth and develops the reality of shrinking and damage.	Perry, C., 2011. <i>The Neighborhood Unit</i> . In: R.T. LeGates and F. Stout, eds. <i>The City Reader</i> , Routledge Urban Reader Series, 5th ed (orig. txt 1929). [online] New York: Routledge. pp.486–498.
	2023-02-20	<i>Term Break</i>		
7	2023-02-27	Technology, Complexity and Sustainability	This class is developing the role of technology in the context of sustainable planning. The lecture provides an overview of the historic development and current trends. We then explore individual developments or discoveries and their individual impact on planning and city building.	Wheeler, S., 2011. <i>Urban Planning and Global Climate Change</i> . In: R.T. LeGates and F. Stout, eds. <i>The City Reader</i> , Routledge Urban Reader Series. [online] New York: Routledge. pp.458–467.
8	2023-03-06	Rules and Form	This class focuses on the interconnectedness of rules and form. The lecture develops an overview of examples and aspects of this rule-form relationship. On the level of the community the various implications are then tested	Forester, J., 2011. <i>Planning in the Face of Conflict</i> . In: R.T. LeGates and F. Stout, eds. <i>The City Reader</i> , Routledge Urban Reader Series. [online] New York: Routledge. pp.421–434.
	2023-03-13	<i>SAPL Block Week</i>		

9	2023-03-20	Planning Calgary	This class is an introduction to the PHT course with a lecture providing an overview of planning as a discipline in Canada introducing professional bodies, terminologies and topics. The guest lecture will outline a short history of Calgary's planning history over the past 50 years, touching on the important milestones and discuss the key developments in theory and practice.	Calvino, I., 1997. <i>Invisible Cities</i> . New Ed ed. London: Vintage.
x	2023-03-21 afternoon	SAPL reconciliation Workshop		
10	2023-03-27	Vision and Critique	This class develops an overview of the ideas and visions for planning that were put forward, often never realized. We discuss these as examples of a discipline that is not just practical but very much theoretical. Ideas, visioning and values are as important as responding to trends and changing circumstances.	Hall, P., 2011. <i>The City of Theory</i> . In: R.T. LeGates and F. Stout, eds. <i>The City Reader</i> , Routledge Urban Reader Series. [online] New York: Routledge.pp.373–385.
11	2023-04-03	Reflection	Written in-class exam.	
	2022-04-11	<i>Easter Monday</i>		
x	2022-04-18 afternoon	SAPL reconciliation Workshop - conclusion		

Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom or other video conferencing sessions (such as MS Teams), you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities.

Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit:

<https://elearn.ucalgary.ca/guidelines-for-zoom/>

If you are unable to attend a Zoom session, please contact your instructor in advance to arrange an alternative activity for the missed session (e.g., to review the recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

University of Calgary Policies and Supports

COVID-19 PROCEDURE FOR SICK STUDENTS: <https://www.ucalgary.ca/risk/covid-19-procedure-for-sick-students>

UNIVERSITY OF CALGARY COVID-19 UPDATES: <https://www.ucalgary.ca/risk/emergency-management/covid-19-response>

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/university-policies-procedures/accommodation-students-disabilities-procedure>

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://ucalgary.ca/policies/files/policies/student-academic-misconduct-policy.pdf>
<https://ucalgary.ca/policies/files/policies/student-academic-misconduct-procedure.pdf>
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 (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 (<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 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/policies/files/policies/sexual-violence-policy.pdf>

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