# UNIVERSITY OF CALGARY
## SCHOOL OF ARCHITECTURE, PLANNING AND LANDSCAPE

# Fall 2022

| Course Number | PLAN620 | Classroom | PF2165 |
|---|---|---|---|
| **Course Name** | Planning and Public Engagement | | |
| **Pre/Co-Requisites** | | | |
| **Instructor** | Dr. Joseli Macedo | **Office Hours/Location** | PF4185 by appointment |
| | **Email:** joseli.macedo@ucalgary.ca | **Phone:** 403.220.8533 | |
| **Class Dates** | Fridays, Sept. 09 – Oct. 21, 10:00am to 1:00pm | | |
| **Instructor Email Policy** | Please note that all course communications must occur through your @ucalgary email. I will respond to emails sent via student's @ucalgary emails within 2 business days. | | |
| **Name and Email of Teaching Assistant(s)** | TBD | | |

## Course Description

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, which 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 planning 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 theories, models, typologies, and processes of participation and public engagement.

https://www.ucalgary.ca/pubs/calendar/grad/current/planning-plan.html#45208

**Course Hours:** 1.5 units; (3-0)

## Course Learning Outcomes

Upon completion of this course, students will know and be able to:
1. explore the range of ideas and theories related to engagement and participation;
2. explore current and enduring issues, ideas and debates in planning and public engagement and consider how planning practice is influenced;
3. become familiar with a variety of approaches to the design and execution of engagement processes employed in the public, private and civil society sectors;
4. gain an understanding of the values embedded in public engagement and planning practice by engaging in productive discussion with others;
5. explore issues related to the social and political contexts of planning;
6. be able to apply social and political theory to the practical task of analysis, critique and design of public engagement processes; and
7. practice analytical and communication skills.

# Course Format and Requirements

This course follows a seminar format. Students will share the responsibility with the instructor for developing questions central to the course, maintaining open and thoughtful dialogue, and contributing to the development of an engaged community of inquiry. Meaningful discussions will depend on careful preparation and active participation. Students contributions will be evaluated throughout the semester. Given that this is a graduate seminar, students are encouraged to be reflective and critical of the issues addressed in class and in reading materials.
Each meeting period may include:

- a presentation by the instructor or guest speaker, class discussion, and small group activities related to the topic and assigned readings; and
- seminar presentations by students followed by class discussion and activities related to the topic and assigned readings.

# Assessment and Evaluation Information

Attendance and Participation Expectations:
Students are expected to attend all classes, complete assignments, and contribute to class discussions. Because the course is structured as a seminar, student learning relies on readings, notes, intensive discussion in class and student presentations. Attendance is mandatory for all seminar presentations. Students are expected to present clear and concise arguments in plain English, respect the opinions of others, and participate actively in all class discussions.

Guidelines for Submitting Assignments:
Specific requirements for each assignment are outlined on the course site in D2L. Assignments should be submitted through the LMS following the specified format for each assignment. Students are expected to respect deadlines for papers and presentations. Students will be required to search relevant literature to complete the assignments. Assignments are intended to encourage critical thinking, reflection on the readings, and connections to the real world.

Expectations for Writing (https://www.ucalgary.ca/pubs/calendar/current/e-2.html):
Writing skills should cross all disciplines. The University believes that students should be taught how to write well throughout their University career, so that they will have strong writing abilities when they graduate, far above the minimal standards required at entrance. Hence, students are expected to write well in their University courses, which requires that instructors use writing and the grading thereof as a factor in the evaluation of student work.
Students needing to improve their writing skills beyond what a normal course requires or who feel they require further assistance, should use the services provided by the Writing Support, part of the Student Success Centre.

Weekly Assignments: Students will be assigned readings for each class session and are expected to read the material and prepare questions or comments related to the reading content prior to class. Synthesis of and response to weekly readings (Reaction Essay, up to 800 words) are due on Thursdays, uploaded to D2L by 8pm.
WA1. Participatory Initiatives and Strategies.
WA2. Public Engagement and Communication.
WA3. Governance and Public Engagement.

Case Study Assignment: Students will research one case study to be presented in class.
These readings are recommended in preparation for the case study assignment:

- Forester, John. 1993. "Learning from Practice Stories: The Priority of Practical Judgement." In The Argumentative Turn in Policy Analysis and Planning, edited by Frank Fischer and John Forester, 186-209. Durham and London: Duke University Press.
- Sandercock, Leonie. 2003. "Out of the Closet: The Importance of Stories." Planning Theory and Practice. 4 (1): 11-28.

CS1. Case study abstract (200 - 250 words) identifying the initiative, plan, or opportunity that will make a good story to be told in your case study. Provide enough information to allow instructor to assess the story's pertinence and potential for a solid case.
CS2. Case study paper (2,000 - 2,200 words) exploring a specific planning initiative or project and telling its story from both a theoretical and professional practice perspective.
CS3. Case study presentation (4 minutes) summarizing story to class.

Late Assignments:
Students having difficulty meeting the requirements of the course should communicate with the instructor as soon as possible.

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

## Assessment Components

| Assessment Method | Due Date | Weight | Aligned Course Learning Outcome |
|---|---|---|---|
| Weekly Assignment 1 | September 15 | 15 | 1 / 2 / 4 / 7 |
| Weekly Assignment 2 | September 22 | 15 | 1 / 2 / 4 / 7 |
| Weekly Assignment 3 | October 13 | 15 | 1 / 2 / 3 / 4 / 7 |
| Case Study Abstract | No later than September 22 | 5 | 6 / 7 |
| Case Study Paper | October 21 | 20 | 5 / 6 / 7 |
| Case Study Presentation | October 21 | 10 | 5 / 6 / 7 |
| Participation | Every class | 20 | 3 / 4 / 5 / 6 / 7 |

## 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 |

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|---|---|---|---|---|
| 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)

# Learning Resources

This course will make use of several features embedded in our Learning Management System (LMS), known as D2L. For additional information, please look at: https://elearn.ucalgary.ca/d2l-getting-started/

There is no required textbook for this class. All required readings can be accessed through the University's Libraries and a full reading list is presented in the course's site on D2L. Links for items electronically available will be provided in the LMS. Hard copies will be placed on reserve at the Taylor Library to be checked out by students at their convenience.

Key Journals
Critical Policy Studies
International Journal of Urban and Regional Research
International Planning Studies
Journal of the American Planning Association
Journal of Planning Education and Research
Journal of Planning Literature
Planning Theory
Planning Theory and Practice

**Technology requirements:** To successfully engage in their learning experiences at the University of Calgary, students are required to have reliable access to the following technology:
- A computer with a supported operating system, as well as the latest security 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

## Topic Areas & Detailed Class Schedule

| Date | Topic | Assignments |
|------|-------|-------------|
| Sept 09 | Course Introduction. Typologies, Models and Processes of Participatory Planning. | Reading Assignment |
| Sept 16 | Theory Sharing. Participatory Initiatives and Strategies. | Reading Response |
| Sept 23 | Theory Sharing. Public Engagement and Communication. | Reading Response |
| Sept 30 | National Day for Truth and Reconciliation | N.A. |
| Oct 3 - 7 | Fall Block Week | N.A. |
| Oct 14 | Theory Sharing. Governance and Public Engagement. | Reading Response |
| Oct 21 | Case Study | Paper and Presentations |

## 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](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](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