

## REGIONAL PLANNING AND LAND USE MANAGEMENT

EVDP 623 H(3-0)

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Fall 2013

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PFB 2102, hours by appointment

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### Introduction

This course provides an overview of the history of contemporary regional planning concepts and practices in a Canadian and Alberta context. The focus of regional planning is inter-municipal and deals with issues related to municipal and provincial policy and planning. The 'region' in regional planning refers to a landscape scale, which is specific to the issues and inter-municipal nature of the region as a geographic place. The purpose of regional planning is to assist in coordinating inter-municipal actions and policy solutions to trans-boundary and multi-jurisdictional responses required to address large scale and cumulative effects related to infrastructure services and costs, environmental amenity and quality, land use (urban and rural gradients), transportation and to develop strategies to deal with urban growth and resource use.

### Objectives

1. To understand the historical function and evolution of contemporary regional planning approaches.
2. To understand the differences between government and governance with regard to roles and functions in a regional planning context.
3. To develop skills and knowledge related to regional planning practice.
4. To develop skills and knowledge to integrate the following three dimensions of regional issues:
  - Governance and Policy
  - Technical Knowledge and Communication
  - Social and Planning Processes

### Teaching Approach

A mixture of lectures and class discussion will be used to deliver theoretical and historical frameworks for understanding the role of regional planning. Project work enable experiential learning to reinforce the conceptual frameworks introduced This task based and group process component will enable students to simulate some aspects of regional planning 'practice' in a bounded exercise. Throughout course, guests representing different facets of regional planning practice partnerships will be involved.

### Content: Topic Areas & Detailed Class Schedule

Please Note: The sequence and content of this schedule may change due to unforeseen circumstances.

**WEEK 1: September 13, 2013 (2:00-5:00pm)**

TOPICS:

- Course Overview (Lecture Themes, Assignments Project Introduction, request of a 1 page CV to help form groups; TH & PP)
- Government, governance & public planning (TH)

**WEEK 2: September 20, 2013**

TOPICS:

- Regions and regional planning: historical part 1 (TH)
- Integrative framework for regional planning (~30 minutes and 15 minutes questions, DO)
- Assignment 1 out (& form groups)

**WEEK 3: September 27, 2013**

TOPICS:

- Regions and regional planning: historical part 2 (TH)
- Planning the city region: Calgary Metropolitan Plan (Bob Miller, professional planner)

**WEEK 4: October 4, 2013**

TOPICS:

- Assignment 1 presentation (~10-15 min with questions and discussion as submitted 48 hours earlier; DO, PP, TH)
- Assignment 2 out (~15 min)

**October 11, 2013 –NO CLASSES – EVDS BLOCK WEEK**

**WEEK 5: October 18, 2013**

TOPICS:

- Regions and regional planning: contemporary (TH)
- Integrated framework for regional planning (~30 minutes and 15 minutes questions, DO)
- Assignment 2 discussion (questions and answers, DO, PP, TH,)

**WEEK 6: October 25, 2013**

TOPICS:

- Assignment 2 milestone 1 presentation: table of contents (~30 min including questions and discussion; TH, DO, PP)

**WEEK 7: November 1, 2013**

TOPICS:

- Political, legal, regulatory institutions (TH)
- Land use patterns and drivers (Cormack Gates, TH)
- Theory exam: out

**WEEK 8: November 8, 2013**

- Alberta legislative planning framework: Instruments and processes (TH)
- Public engagement in land use planning (Richard Roberts, Praxis)

**WEEK 9: November 15, 2013**

- Landscape ecology fundamentals (PP)
- Public interest and planner's role (TH)
- Theory exam: due

**WEEK 10: November 22 2013**

- Science and technology in regional planning (Heather Sinton)
- Assignment 2 milestone 2: framework discussion with each group (each of the 6 groups meets separately with instructors for 15 minutes to have feedback on the framework as submitted 48 hours earlier; TH, DO, PP)

**WEEK 11: November 29, 2013**

- Biodiversity, ecological services and conservation (PP)
- Collaborative planning and stakeholder engagement (Cormack Gates)

**WEEK 12: December 6, 2013 LAST DAY OF CLASS – Final Presentations Dec 10\***

- Geo-design (~45 minutes and 15 minutes questions, DO)
- Assignment 2 milestone 3: full document draft due
- Implementing CEMS (guest tba)

**\*DECEMBER 10 (12noon-4:30pm): TENTATIVE DATE FOR FINAL GROUP PRESENTATIONS**  
**SUBJECT TO CONFIRMATION: LOCATION TBA**

**NOTE: Presentations will be 20 minutes max Power Point presentations (25-28 slides max).**  
**\*\*All documents and Power Point presentation require to be handed 48 hours in advance**  
(Revised documents due 48 hours after presentations)

### Means of Evaluation

There will be three assignments that will be used for final grade evaluation:

•	Written mid-term examination of theoretical and institutional regional planning frameworks	<b><u>35% of final grade</u></b>
•	Group project. Assignment 1. Landscape stratification*	<b><u>15% of final grade</u></b>
•	Group project. Assignment 2. Request for proposal*	
○	Written evaluation	<b><u>25% of final grade</u></b>
○	<b><u>Milestones met</u></b>	<b><u>5% of final grade</u></b>
○	Oral presentation	<b><u>20% of final grade</u></b>
		<b><u>Total 100% of final grade</u></b>

**\* Final grades of assignments will be based on the average of the evaluations of the different tasks and responsibilities taken by individual group members.**

**Please Note:** the final group project presentations will be scheduled during the week following the end of classes (last day of class is December 6). Also, please note that students will be in receipt of their academic progress/status in the course at least one week before the course withdrawal deadline as stated in the Calendar.

### **Grading Scale**

Final grades will be reported as letter grades, with the final grade calculated according to the 4- point range.

<b>Grade</b>	<b>Grade Point Value</b>	<b>4-Point Range</b>	<b>Percent</b>	<b>Description</b>
A+	4.00	4.00	92.5-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	85-92.49	Excellent - superior performance showing comprehensive understanding of the subject matter
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 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	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.

### **Suggested Background Readings**

The following are general interest readings suggested to provide some background in regional planning related thinking. Reading materials required for the course will be available on the course Blackboards site after the first day of class and throughout the term as required.

Alberta Land Use Framework: <http://www.landuse.alberta.ca/AboutLanduseFramework/LanduseFrameworkProgress/documents/LanduseFramework-FINAL-Dec3-2008.pdf>

Burby, R. 2003. Making plans that matter: Citizen involvement and government action. *American Planning Association Journal* 61(1): 33-47.

Burkardt N. and P. Ponds. 2006. Using role analysis to plan for stakeholder involvement: A Wyoming case study. *Wildlife Society Bulletin* 35 (5): 1306-1313.

Daniels, T., and K. Daniels. 2003. *The environmental planning handbook for sustainable communities and regions*. Planners Press, American Planning Association, Chicago, Illinois. 524 pp.

Field D., P.R. Voss, T. Kuczynski, R. Hammer and V. Radeloff. 2003. Reaffirming landscape analysis in landscape ecology: A conceptual framework. *Society and Natural Resources* 16: 349-361.

Hansen, A. and D. Brown. 2005. Land-use change in rural America: rates drivers and consequences. *Ecological Applications* 15 (6): 1849-1850.

Hague, C., Wakely, P., Crespín, J., Jasko, J. 2006. *Making Planning Work*. Rugby: Warwickshire, UK: Practical Action Publishing.

Harper, T. and S. Stein. 2012 (orig 2006). *Dialogical Planning in a Fragmented Society*. Rutgers, NJ: Transactions Press.\*

Hodge, G. and D Gordon. 2007. *Planning Canadian Communities*, 5<sup>th</sup> ed. \*

Perks, W. 1985. Idealism, orchestration and science in early Canadian planning, *Environments* 17 (2): 1-28.

Polasky, S., E. Nelson, J. Camm, B. Csuti, P. Fackler, E. Lonsdorf, C. Montgomery, D. White, J. Arthur, B. Garber-Yonts, R. Haight, J. Kagan, A. Starfield and C. Toblaske. 2008. Where to put things? Spatial land management to sustain biodiversity and economic returns. *Biological Conservation* 141: 1505-1524.

Rayner, J. and M. Howlett. 2009. Implementing integrated land management in Western Canada: Policy reform and the resilience of clientelism. *Journal of Natural Resources Policy Research* 1 (4): 3

\* Recommended for purchase: will be useful for other courses as well.

### **NOTES: Other Relevant Course Related Policies and Procedures**

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. Email submissions will be considered to have met deadlines. In addition, please submit hard copies.
2. It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220- 8237. (<http://www.ucalgary.ca/drc/node/46>) Students who have not registered with the Disability Resource Centre are not

eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.

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>).