



Planning History and Theory

Course Number	PLAN 604		
Instructor Name	Fabian Neuhaus	Instructor Email	fabian.neuhaus@ucalgary.ca
Office Location	PF 4182	Zoom ID 441 358 3882 password 4182 hours by appointment	
TA Name	TBD	TA Email	
Class Dates	Winter 2022, Monday		
Class Times	09:00am to 12:00am		
Class Location	hybrid		

Course Information / Description of the Course

This course introduces planning to be set in a broader 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. Why are we planning? The course provides a theoretical framework for discussions 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 indigenous planning to economic, environmental political and social aspects of occupying the land. We will shed light on how the debates around these topics have evolved and where they are 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?

Learning Resources

The Reading list is available 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.

- Ermine, W., 2007. The Ethical Space of Engagement. *Indigenous Law Journal* 6, no. 1. from <<https://jps.library.utoronto.ca/index.php/ilj/article/view/27669>>
- 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].
- Gleeson, B., 1998. The Disabling City. In: *Geographies of Disability*. Milton: Taylor & Francis Group. pp.137–143, 148–151. <<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/detail.action?docID=165264>> [Accessed 31 Aug. 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].
- Latour, B., 1996. On Actor-Network Theory: A Few Clarifications. *Soziale Welt*, 47(4), pp.369–381. https://www-istor-org.ezproxy.lib.ucalgary.ca/stable/40878163?seq=1#metadata_info_tab_contents (txt) <http://faculty.g.eorgetown.edu/irvinem/theory/Latour-clarifications.pdf> (img)
- Mitchell, W.J., 2002. from City of Bits: Space, Place and the Infobahn. In: G. Bridge and S. Watson, eds. *The Blackwell city reader*, Blackwell readers in geography. Malden, MA: Blackwell Pub. pp.52–59. <https://ucalgary-primo.hosted.exlibrisgroup.com/permalink/f/mtt0p8/01UCALG_ALMA51671833330004336> [Accessed 31 Aug. 2019].
- 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].
- Wilson, J.Q. and Kelling, G.L., 2011. Broken Windows. In: R.T. LeGates and F. Stout, eds. *The City Reader*, Routledge Urban Reader Series. [online] New York: Routledge. pp.263–273. Available at: <<https://ebookcentral-proquest-com.ezproxy.lib.ucalgary.ca/lib/ucalgary-ebooks/reader.action?docID=668293&ppg=310>> [Accessed 14 Jul. 2019].

Technology requirements (D2L etc.):

- D2L
- Zotero (suggested) or equivalent bibliography software
- Top Hat
- Zoom
- Miro

Course Learning Outcomes

At the end of this course, students will 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

Assessment Components

The course has three separate assignments designed as assessed to allow for more detailed exploration of a specific topic. While we will set up the task in class, the first two assignments are to be completed outside of class. The third assignment is an in-class writing response to set questions as a summary at the end of the course.

No	Assessment Method	Description	Weight	Aligned Course Learning Outcome
1	Participation	Weekly class and activity	20%	1-7
2	Writing	Individual writing of a short speculative piece on the conditions that lead to a particular outcome. Based on Italo Calvino's "Invisible Cities". Speculation on conditions, individual work, max. 900 words, one illustration.	20%	1-4
3	Writing	Group project exploring the concept of the Neighbourhood Unit based on Clarence Perry's paper "The Neighbourhood Unit" by dissecting the situation of an existing neighbourhood. Exploration of a case study, group work, max. 2500 words, two drawings/diagrams.	30%	1-7
4	Presentation	UrbanPlan group proposal for the city centre of York Town. This is a learning game where you will take on one of the roles as Financial Analyst, City Liaison, Site Planner, Marketing Director or Neighborhood Liaison and propose a development. You present to the City Council.	30%	4-7

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.

Assignments have to be submitted on the due date via D2L, before 22:00. There is no Final Examinations, all grades are based on the assignments.

Expectations for Writing (<https://www.ucalgary.ca/pubs/calendar/current/e-2.html>):

The assessments 1-3 are based on written assignments. The quality of the writing plays an important role. Students are expected to use proper formatting and referencing for all their writing.

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.

Topic Areas & Detailed Class Schedule

Class	Date	Lecture	Outline	Reading
1	2022-01-10	Canada and Calgary Planning	This class is an introduction to the PHT course with a lecture providing an overview of planning in Canada and Calgary in particular. The lecture will outline a short history of Canadian planning, 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.
2	2022-01-17	Indigenous Planning	A broadoverview of the past practice with a focus on the emerging discussion around dthe decolonialisation of the planning discipline with a special interest on Treaty 7 and the Tsuut'ina Nation in the Calgary context.	"Ermine, W., 2007. The Ethical Space of Engagement. <i>Indigenous Law Journal</i> 6. "
3	2022-01-24	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.
4	2022-01-31	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.	"Latour, B., 1996. On Actor-Network Theory: A Few Clarifications. <i>Soziale Welt</i> , 47(4), pp.369–381. Sherry R. Arnstein (1969) <i>A Ladder Of Citizen Participation</i> , <i>Journal of the American Institute of Planners</i> , 35:4."
5	2022-02-07	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. What About People in Regional Science? <i>Papers in Regional Science</i> , 24(1), pp.7–24.
6	2022-02-14	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	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.
7	2022-02-28	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. "	"Wilson, J.Q. and Kelling, G.L., 2011. <i>Broken Windows</i> . In: R.T. LeGates and F. Stout, eds. <i>The City Reader</i> , Routledge Urban Reader Series. [online] New York: Routledge.pp.263–273. 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."
8	2022-03-07	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.

9	2022-03-21	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.	"Mitchell, W.J., 2002. from City of Bits: Space, Place and the Infobahn. In: G. Bridge and S. Watson, eds. The Blackwell city reader, Blackwell readers in geography. Malden, MA: Blackwell Pub.pp.52–59. 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. "
10	2022-03-29	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. 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. Gleeson, B., 1998. The Disabling City. In: Geographies of Disability. Milton: Taylor & Francis Group.pp.137–143, 148–151. "
11	2022-04-04	Process and Planning Tools	This class introduces a timeline of changing planning tools and the resulting built environment. There will be a workshop on UrbanPlan in preparation of the final townhall presentation	
11	2022-04-12	UrbanPlan Review and Presentation		

Media and Recording in Learning Environments

Part 1

University Calendar: <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>

Recording of lectures (other than audio recordings that are pre-arranged as part of an authorized accommodation) is not permitted.

Students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor or authorization from Student Accessibility Services. For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed. Any use other than that described above constitutes academic misconduct and may result in suspension or expulsion.

Part 2

The instructor may use media recordings to capture the delivery of a lecture.

The instructor will notify all students and guests in the class that the event is being recorded. If a student or guest wants to take steps to protect privacy, and does not want to be recorded, the instructor will provide the individual (s) with an alternative means of participating and asking questions (e.g., passing written notes with questions). Students cannot be penalized for choosing not to be recorded in situations where participation is part of the course. Students must be offered other ways of earning participation credit that do not involve recording.

Any video-recording would be intended to only capture the instructor and the front of the classroom.

Students/other participants would not necessarily be visible on video recordings.

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>