

PLAN620 | PLANNING AND PUBLIC ENGAGEMENT

FALL 2021 | Fridays 10:00AM - 1:00PM | CBD Lab

Instructor: Joseli Macedo | joseli.macedo@ucalgary.ca | PF4185 | 403.220.8533

Teaching Assistant: Sandra Moses | sandra.moses1@ucalgary.ca

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.

Objectives and Learning Outcomes

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.

Course Schedule

SESSION	DATE	ACTIVITY
Session 1	September 10	Course Introduction. Typologies, Models and Processes of Participation
Session 2	September 17	Theory Sharing. Guest Speaker: Ana Paula Pimentel Walker. Taubman College. University of Michigan
Session 3	September 24	Theory Sharing. Guest Speaker: Teresa Goldstein. Manager. Community Planning. City of Calgary.
Session 4	October 1	Theory Sharing. Guest Speaker: Corey Hogan & Teri Balsler. University of Calgary.
Session 5	October 15	Theory Sharing. Guest Speaker: David Robertson. Mistri Consulting
Session 6	October 22	Case Study Presentations

Course Format

There is no textbook for this course. A list of readings will be distributed weekly. All readings are from journals or books available through the University of Calgary Libraries. Those readings that are not available in digital format will be placed on reserve and can be retrieved from the Taylor Library.

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.

Assignments and Evaluation

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

Assignment 1 – 40%

One-page Readings Response (4 essays in total). Due in-class on the day readings are discussed.
Purpose: To help develop writing, critical thinking, and communication skills.

Assignment 2 – 40%

Case Study illustrating any or several of the theories, ideas, and debates in planning and public engagement discussed in class and / or presented by lecturers. A case study can be about successes or failures; not all cases worth analyzing have a “happy ending”. This assignment will comprise a written paper and an in-class presentation on the last day of classes (Session 6).

Purpose: to explore a specific initiative or project grounded on public engagement from both a theoretical and professional practice perspective.

Participation – 20%

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.

Assignment details, reading lists, and grades will be posted to D2L.

General Evaluation Criteria for Written Assignments

- Justified and clear arguments (i.e., clearly articulated, evidence-based).
- Clarity and readability (i.e., clear structure, proper grammar and syntax).
- Full referencing of resource materials using a standard academic referencing style (APA or Chicago) is an essential component of all reports and presentations. The Chicago Manual of Style is available through UCalgary Libraries.

- Standard format (12-point font, 1.5 or 2.0 spacing, 1” margins, page numbers). If turned in as hardcopy, do not staple / fold—use a paper clip.
- The style, composition, organization, and presentation of written work may count for up to one-third of the grade for all assignments (see grading rubric for more specificity).

General Evaluation Criteria for Presentations

- Multi-media, including PowerPoint slides, should only be used if necessary to communicate idea / convey message.
- Quotes and images used should be appropriately referenced. In the case of PowerPoint slides, list of references for all images should be added to the last slide, not within each slide / below each image.

Grade	Grade Point Range	Graduate Description
A+	4.00	Outstanding performance
A	3.71 - 4.00	Excellent performance
A-	3.31 - 3.70	Very good performance
B+	3.01 - 3.30	Good performance
B	2.71 - 3.00	Satisfactory performance
B-	2.31 - 2.70	Minimum pass for students in the Faculty of Graduate Studies.
C+ / F	< 2.30	All grades of C+ or lower are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. Individual programs may require a higher passing grade.
I	0.00	Incomplete. Sufficient work has not been submitted for evaluation, unable to adequately assess. May also be used when a final exam is not submitted.
CR		Completed Requirements. Carries no weight in calculating the grade point average. This will be noted in the calendar description as “Not Included in GPA” where applicable.

Source: <https://www.ucalgary.ca/pubs/calendar/current/f-1-2.html>

Notes: Assignments will be evaluated by percentage grades with their letter grade equivalents as shown. Final grades will be reported as letter grades according to the ranges above.

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>