



<b>Course Number</b>	PLAN 672.4 L01	<b>Classroom</b>	PF 3177
<b>Course Name</b>	Experiential Learning in Planning (Igniting Intelligent Communities)		
<b>Pre/Co-Requisites</b>	None		
<b>Instructor</b>	Dr. Thomas P. Keenan	<b>Office Hours/Location</b>	By appointment PF 4184
	keenan@ucalgary.ca	Phone: (403) 220-7437	
<b>Class Dates</b>	October 3-7, 2022 MoTuWeThFr 10:00AM - 2:40PM		
<b>Instructor Email Policy</b>	Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 24 hours.		
<b>Name and Email of Teaching Assistant(s)</b>	None		

## Course Description

**Thematic inquiry and design contextualized by experiential learning in planning.**

Intelligent Communities is the latest iteration of the “Smart Cities” concept which has been around for several decades. Both consider using technology to improve lives and improve community functions. However, the Intelligent Community approach also involves community engagement and thoughtful consideration of whether or not a technology is appropriate. As an example, a system that tracks people entering a building might be helpful in case of an evacuation emergency, but it can also invade the privacy of the occupants. This course will focus on how to actually launch Intelligent Community projects by determining the gaps (technology, educated workforce, vision, etc.) and seeking to address them. Successful case studies will be reviewed and students will tackle, in groups, real world Intelligent Community planning. The ethical aspects of implementing technology will also be discussed.

**Course Hours: 1.5 units**

## Course Learning Outcomes

Upon completion of this course, students will know and be able to:

1. Explain the concepts of Smart Cities and Intelligent Communities and the differences between them.
2. Describe the key success factors behind Intelligent Communities
3. Identify common roadblocks to the implementation of Intelligent Community ideas
4. Explain major deontological and consequentialist ethical frameworks and apply them to Intelligent Community development and design ethics
5. Effectively research relevant case studies and extract key “takeaway” concepts from them.

## Learning Resources

Required readings, textbooks and learning materials:

All learning materials are freely available through the University of Calgary library. Of course, you will need (electronic) access to the library and to know how to use it. You will also be using it (and other online resources) to complete in-class assignments and group presentations.

Because of the short timeframe of the course, ***you are strongly encouraged to read these three articles before the class begins.***

Kitchin R. 2016 The ethics of smart cities and urban science. Phil.Trans.R. Soc. A 374: 20160115. <http://dx.doi.org/10.1098/rsta.2016.0115>

Kroes, P., Vermaas, P.E., Light, A., Moore, S.A. (2008). Design in Engineering and Architecture: Towards an Integrated Philosophical Understanding. In: Philosophy and Design. Springer, Dordrecht.

[https://link-springer-com.ezproxy.lib.ucalgary.ca/chapter/10.1007/978-1-4020-6591-0\\_1](https://link-springer-com.ezproxy.lib.ucalgary.ca/chapter/10.1007/978-1-4020-6591-0_1)

Verbeek, PP. (2008). Morality in Design: Design Ethics and the Morality of Technological Artifacts. In: Philosophy and Design. Springer, Dordrecht. [https://doi.org/10.1007/978-1-4020-6591-0\\_7](https://doi.org/10.1007/978-1-4020-6591-0_7)

Note: Both the Verbeek article and the Kroes, et.al. chapter are part of a book that you can download, in full, for free, as a PDF from the University of Calgary Library after logging it with your credentials.

[Design in Engineering and Architecture: Towards an Integrated Philosophical Understanding](#)  
ISBN : 978-1-4020-6590-3 Peter Kroes, Pieter E. Vermaas, Andrew Light, Steven A. Moore

[https://link-springer-com.ezproxy.lib.ucalgary.ca/chapter/10.1007/978-1-4020-6591-0\\_1](https://link-springer-com.ezproxy.lib.ucalgary.ca/chapter/10.1007/978-1-4020-6591-0_1)

**Technology requirements (D2L etc.):** The course will be delivered in person, with D2L used for content distribution and administrative purposes such as project submission. Students should bring a laptop computer to class for use during research sessions.

**Workshop Safety Training Requirement**

Not applicable.

## Additional Classroom Conduct and Related Information

### Guidelines for Class Sessions

Students, employees, and academic staff are expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

### Assessment Components

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Daily in class group presentations	Five presentations in class (15% each)	75% total	All
Participation	Feedback and critique of other daily presentations (2.5% each day)	12.5% total	All
Short (3-5 page plus references) reflective paper on Intelligent Community Design Ethics	Due one week after final class	12.5%	4

### Assessment and Evaluation Information

#### Attendance and Participation Expectations:

Students are expected to attend and participate in all classes. Please contact instructor if you need to make arrangements in case of emergency.

Guidelines for Submitting Assignments: Via D2L dropbox

Final Examinations: None

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

Late Assignments: Because this is a block week course, late assignments are only accepted in special circumstances by arrangement with the instructor.

Criteria that must be met to pass: It is not necessary to pass any specific component to pass the course

## 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

*Include information relevant to the class schedule, such as weekly topics, readings, and assignment due dates. For online, remote or blended courses include whether course activities are synchronous (i.e., real-time/Zoom) and asynchronous (i.e., students complete on their own time such as discussion boards, watching videos, etc.). It is recommended that important dates including the first day of classes, holidays, term breaks and last day of classes also be included.*

Course Schedule Date	Topic	Assignments/Due Dates
Monday, October 3, 2022	Smart Cities and Intelligent Communities – How Are They Different? Effective Research Techniques and Sharing Resources.	Presentation #1 (in class) Feedback/critique (in class)
Tuesday, October 4, 2022	Factors that Encourage and Inhibit the Development of Intelligent Communities	Presentation #2 (in class) Feedback/critique (in class)
Wednesday, October 5, 2022	Ethical Theory and Design Ethics: Applications to Engineering, Architecture, Landscape Architecture and Planning	Presentation #3 (in class) Feedback/critique (in class)
Thursday, October 6, 2022	Success and Failure Case Studies: What Can We Learn from Them?	Presentation #4 (in class) Feedback/critique (in class)
Friday, October 7, 2022	Personal/Group vision of an Intelligent Community and Ways to Implement It.	Presentation #5 (in class) Feedback/critique (in class)
Friday, October 14, 2022	Reflective Short Paper – Individual Assignment	Submit to dropbox by 23:59

## Special Budgetary Requirements

None.

# 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/](http://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](http://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