

# HGP 210

## Planning Theory and Practice



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**Instructor:** Nola Kilmartin  
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**Office hours:** By appointment  
**Website:** eClass  
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Winter 2013

**Lecture:** SAB 436 MWF 9:00 – 9:50 am

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### **CALENDAR DESCRIPTION**

An introduction to planning theory and practice focusing on rural, urban and environmental topics.

*Prerequisite:* HGP 100 or EAS 192.

### **COURSE OBJECTIVES**

The course is a broad overview of some of the key aspects of community planning. *By the end of the course students should:*

- Be aware of the basic history of community planning
- Have a basic understanding of planning law and planning ethics
- Understand community plans and the tools available to planners
- Be familiar with many of the contemporary challenges of community planning in North America including issues of sustainability, design, and livability
- Understand the process through which plans are developed and instituted

### **COURSE TOPICS**

The following is a basic breakdown of the course topics. All topics are covered at an introductory level that assumes no prior knowledge of planning or geography. A detailed course schedule will be made available to students through eClass. Some topics will be covered in greater depth than others:

- History of Community Development and Planning
- Planning Law and Planning Instruments
- Planning Movements and Influential Planners
- Approaches to Planning (Rational, Pragmatic, etc).
- Public Involvement in Planning
- Contemporary Challenges in Community Development and Planning
- Urban Sprawl
- Neighbourhood Design
- Urban Design
- Smart Growth and New Urbanism
- Transit Oriented Development
- Planning Ethics
- Regional Planning

### **LECTURE STRUCTURE**

This is a fairly large lecture class and will often follow the 'traditional' expository lecture format. However, there will be a number of guest lectures and possibly some videos. Throughout the lectures video clips and other forms of media will be employed where possible. Students will be asked to do some in class discussion at times.

## GRADING

Student grades will be determined using the following breakdown

1. Reading Quizzes.....	12%
2. Planning Assignment (Due Feb 15 <sup>th</sup> ).....	7%
3. Mid Term (Mar 4 <sup>th</sup> ).....	30%
4. Seminar Sessions (Jan 30, March 6th, and Apr 10th).....	6%
5. Final Examination (See University Exam Schedule).....	45%

### *Reading Quizzes (12%)*

The reading quizzes consist of six quizzes that are given randomly throughout the course and that are based upon recent class readings. Each student quiz mark will be made up of their **top four marks** on these six quizzes. This means that **the lowest two marks that the student receives on a quiz will be discarded. There will be no make up quizzes.** The quizzes will be very straightforward, meaning that if students have done the reading, they should do well on the quizzes. I employ this approach because it encourages and rewards students to keep up with the readings throughout the lecture schedule. Quizzes are random and may be given **on any day that a reading is due**. Readings are due on the day noted on the course website. Approximately one half of all classes will have a reading due. Reading quizzes cover the content of all readings due since the last reading quiz.

### *Mid-Term Exam (30%)*

The mid-term exam will consist of multiple choice and short answer questions. The mid-term exam will focus primarily upon the material covered in lectures, though some broad material may be drawn from the readings. The mid-term exam must be taken on the day specified in the syllabus. No excuses for absence from the mid-term exam or the final exam will be accepted other than those specified in Section 23.5.6 of the *University of Alberta Calendar*. In such cases, the student will have the weight of the mid-term exam added to their final exam grade. Example exam questions will be posted online for students by February 8<sup>th</sup>. This material will present the types of questions used on both the mid-term and the final exam.

### *Planning Assignment (7%)*

The course involves one take home assignment that requires students to gather and interpret planning information from planning bylaws, maps, and other sources. The assignment will focus on technical aspects of planning. The assignment will be given out on February 1<sup>st</sup> and will be due on February 15<sup>th</sup>. Students should plan to spend about 6-10 hours on the assignment during this period of time.

Late assignments will be assigned a penalty of -1 mark (out of 5 total) each weekday (Monday through Friday) and assignments later than 5 workdays late will not be accepted and the student will receive a zero.

### *Seminar Sessions (6%) (Jan 30, March 6<sup>th</sup>, and Apr 10<sup>th</sup>)*

The course will involve three seminar sessions. In these sessions students will be given specific topics to discuss in a group format (groups of 4-6 people). Marks are based upon attendance and the submission of a short group document at the end of each session. Students who are unable to attend the sessions due to illness or other unavoidable circumstances will have the value of these marks transferred to the final exam. In such cases students **must** make the instructor aware of their absence and the reason for the absence prior to or as soon as possible after the missed session. This can be done by email or phone.

### *Final Exam (45%)*

The date, location and time of the final examination is set by the Office of the Registrar. The final exam period is April 15<sup>th</sup> to 27<sup>th</sup> 2013. The final exam will cover material from the course as a whole. It will consist of multiple choice questions, short answer questions and medium length written answer questions. Sample questions will be provided to students prior to March 15<sup>th</sup>.

### *Final Grades*

All assignments and examinations in this course will be given a numerical score. A cumulative course mark will be calculated from those scores, weighted as tabulated above. A final letter grade will be assigned based upon your cumulative mark and my analysis of the class's cumulative mark distribution. Where possible, natural breaks in the cumulative mark distribution will be used in assigning grades, but no pre-determined distribution of grades will be imposed on the class. Your grade will reflect a combination of your absolute achievement and relative standing in the class. Any grade above 50% will be assigned a passing grade (a

letter grade of D or better). Final grades will remain unofficial until approved by the Faculty Council or its designate (i.e. the departmental chair).

### **TEXTBOOK/READINGS**

There is no textbook for the course. Readings will be available on-line or will be given out in class.

### **PROFESSIONAL PLANNING ACCREDITATION REQUIREMENTS**

HGP 210 is the primary comprehensive introductory course in our BA Major or BSc Specialization in Planning programs. For students enrolled in these programs, this course contributes to developing the knowledge, skills, and ethics identified by Canadian Institute of Planners (CIP) as necessary components for practice as a professional planner. This course provides an introduction to all of the components as identified by the CIP, however the following are emphasized:

#### ***(i) Knowledge Components & Criteria:***

- Structure and Function of Human Settlements
  - study of human settlement and its evolution and history, geography, economy, urban form, political and social structure
  - understanding of local government, finance and land use
- History and Principles of Community Planning Processes and Practices
  - knowledge of the theories, ideals and principles which have guided community planning
  - history of community planning and community planning practice
  - understanding of the historical evolution of community planning as a function of government, as a professional activity, and as a reform movement
  - an examination of planning as a decision making process within a political environment
  - understanding of the strengths, limitations and uncertainties associated with political, social, economic, environmental, & cultural nature of public interest and the roles of professional judgment, expertise & advice within these frameworks
- Legislative, Legal, Political & Administrative Aspects of Planning & Policy Implementation
  - understanding of the contexts in which planning takes place, focusing on enabling legislation, agencies conducting planning or employing planners
  - understanding of the processes by which plans are made and implemented
- Methods of Policy Implementation and Planning
  - planning law, community development plans, zoning and other implementation techniques
  - knowledge of, and familiarity with the role and methods of public consultation and involvement in decision making
  - understanding of concepts of community based development
- Environmental and Ecological Aspects of Planning
  - understanding of the relationship between ecological, social and economic factors in planning
  - understanding of the concepts of sustainable development
- Roles and Responsibilities of Planners
  - understanding of the roles, relationships and responsibilities of planners within the broader society

#### ***(ii) Skills Components & Criteria:***

- Problem Identification, Research Skills, Data Gathering
  - familiarity with information sources commonly used by planners

#### ***(iii) Ethics***

- the basis for students to become ethical practitioners aware of and responsible for the way that their activities affect and promote ethical values
- understanding of the importance and effects of the Statement of Values of the Canadian Institute of Planners
- understanding of the Code of Ethics of the Canadian Institute of Planners

### **COURSE POLICIES**

Learning in this course will take place largely in the lecture sessions, thus it is highly recommended that you attend regularly. It is highly unlikely that you will do well in this class without attending. Some class notes may be made available on-line to students, but these will not contain the full material covered or presented in class. If you miss a class you will need to obtain notes from another student. Regarding absences that may be excusable and procedures for addressing course components missed as a result, consult sections 23.4.2 and 23.4.3 of the University Calendar.

Please try to arrive in class on time, so as not to disrupt your colleagues. If you are running late, however, it is better to come to class late than to miss it entirely. And please keep the talking during class down to a minimum; even low voices can be quite disruptive to the students around you. Please turn your cell phones off during lectures and put them away.

### **LEARNING AND WORKING ENVIRONMENT**

The Faculty of Arts is committed to ensuring that all students, faculty and staff are able to work and study in an environment that is safe and free from discrimination and harassment. It does not tolerate behaviour that undermines that environment. The department urges anyone who feels that this policy is being violated to:

- Discuss the matter with the person whose behaviour is causing concern; or
- If that discussion is unsatisfactory, or there is concern that direct discussion is inappropriate or threatening, discuss it with the Chair of the Department.

For additional advice or assistance regarding this policy you may contact the student ombudservice: ([http://www.su.ualberta.ca/services\\_and\\_businesses/services/ombudservice](http://www.su.ualberta.ca/services_and_businesses/services/ombudservice)). Information about the University of Alberta Discrimination and Harassment Policy and Procedures can be found in the GFC Policy Manual, section 44 available at <http://www.ualberta.ca/~unisecr>.

### **RECORDING OF LECTURES:**

Recording is permitted only with the prior written consent of the professor or if recording is part of an approved accommodation plan.

### **STUDENTS WITH SPECIAL NEEDS**

Specialized Support and Disability Services (SSDS) provides assistance to University students whose disabilities involve any number of conditions affecting mobility, vision, hearing, learning or mental or physical health. Students who require accommodations in this course due to a disability affecting mobility, vision, hearing, learning, or mental or physical health are encouraged to discuss their needs with Specialized Support and Disability Services (2-800 Students' Union Building). And please feel free to talk to me about any matter related to Special Needs.

### **ACADEMIC HONESTY, PLAGIARISM AND CHEATING:**

"The University of Alberta is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect. Students are particularly urged to familiarize themselves with the provisions of the Code of Student Behaviour (online at [www.ualberta.ca/secretariat/appeals.htm](http://www.ualberta.ca/secretariat/appeals.htm)) and avoid any behaviour which could potentially result in suspicions of cheating, plagiarism, misrepresentation of facts and/or participation in an offence. Academic dishonesty is a serious offence and can result in suspension or expulsion from the University." All students should consult the "*Truth-In-Education*" handbook or Website (<http://www.uofaweb.ualberta.ca/TIE/>) regarding the definitions of plagiarism and its consequences when detected.

*Disclaimer: Any typographical errors in this Course Outline are subject to change and will be announced in class. Policy about Course Outlines can be found in 23.4 (2) of the University Calendar.*