



**HGP 210**  
**Winter 2021**

# Introduction to Planning History and Practice

Monday/Wednesday/Friday (links on eClass) 9:00-9:50 (MST)

**Instructor:**

Neal LaMontagne  
[nlamonta@ualberta.ca](mailto:nlamonta@ualberta.ca)  
social: @nlamontagne  
604 720-7968

'office' hours: by appointment (<https://calendly.com/nlamontagne/office-visit>)

**TAs:** Fatimeh Fazeli: [ffazeli@ualberta.ca](mailto:ffazeli@ualberta.ca)  
Seghan MacDonald [segghan@ualberta.ca](mailto:segghan@ualberta.ca)

**Course Format**

Remote instruction. Asynchronous on Mondays and Fridays. Synchronous on Wednesdays.

---

To understand the contemporary city and its possibilities, it is valuable to to understand their evolution over time and their historical context. This course provides a broad and introductory overview of the history of cities and our collective efforts to shape them. From early settlements and classical principles to current debates and dynamics, this course will explore the ideas, practices, institutions and individuals that have collectively influenced contemporary city planning and cities. While broad in scope, this course also pays special attention to the profession and practice of city planning in the context of Canadian cities as well as the evolution of Western Canadian urbanism and urban development.

For this term, this course is being offered remotely, and through both synchronous and asynchronous activities. Throughout it all, the key to course success is the ongoing critical engagement of all students with the material and each other in an informed, open, and respectful intellectual dialogue.

**Course Objectives/Expected Learning Outcomes**

This course introduces students to major planning theories with the intent to build a foundational knowledge in planning thought and practice. It is expected that by the conclusion of the course, students will be able to:

- Be aware of the history of community planning;
- Have a basic understanding of community plans and the tools available to planners;
- Demonstrate basic skills in historical analysis as a research method;

- understand the major forces influencing city form and the interrelationship of these forces; and
- have an awareness of influential precedents and ideas in the evolution of cities.

### **Student Assessment**

This course is a large format lecture-centric course and although there will be opportunities for in-class participation, the primary means of assessment will be through individual assignments and quizzes. Student grades will be determined using the following breakdown:

1. **Site History (15 percent of total).** Choose a site of interest and document its historical evolution to its current state and its possibilities for its future. This will include research into prior development, development trends, and regulatory constraints/dictates. Document should be equivalent to approximately 5 pages including maps and other supportive graphic content.
2. **Reading reflections (15 percent of total).** Prepare a brief reflection on the week's readings for three weeks of your choice. There is no set format for the summaries (creativity is encouraged and rewarded) but a recommended format is to identify 3 key lessons and 3 questions you have in response to the reading. The reflections should NOT be a recitation of the readings (describing the author's argument but rather your response to the author).
3. **Quizzes (30 percent of total).** Four quizzes will be offered through the course with the top three grades for each student counting towards their total for the course. Quizzes cover all content (including readings) since the prior quiz.
4. **Individual Essay - 'The history of an idea' (30 percent of total).** Identify a planning 'idea' (i.e. a sustainable city, a healthy city, city beautiful, urban renewal) that interests you and document its evolution over time. Support your analysis with precedent and images. Document should be equivalent to approximately 5-10 pages including supportive graphic content. Creativity is encouraged and rewarded.
5. **Participation (10 percent).** Through the term there will be various short exercises. Meaningful participation in all of these will be rewarded with up to 10 percent of the total course grade.

### **Textbook/Readings**

There is no textbook for the course. A reading list with links will be available via eClass.

## **Course Schedule**

(readings provided via eclass)

### **Week 1 (Jan 11-15) - Introduction: the Evolving Planning Project**

A course overview and an introductory perspective on how planning has evolved as a practice with a focus on current practice in Alberta.

### **Week 2 (Jan 18-22) - Precedents: the Early, Classical, and Baroque City**

A look at key principles that shaped the classical city, influential precedents, and their application over time.

### **Week 3 (Jan 25-29) - The Capital City and the Colonial City**

A look at major design movements and principles shaping influential capitals and the application beyond, including in North America. **Quiz #1 (Jan 29)**

**Week 4 (Feb 1-5): The Industrial Revolution and the Suburban Response**

A look at how industrialization and densification shaped the city and provoked efforts to escape and reform it.

**Week 5 (Feb 8-12): Emergence of Planning as Profession and the Rational City**

Focused on the early 20th century North American city and the rise of professional planning institutions as well as ambitious efforts to reform it through big plans, regulation and rational application of scientific principles and decision-making.

**Feb 15-19 - No Class: Reading Break**

**Week 6 (Feb 22-26) - Post-War Suburban Expansion**

A look at the post WWII expansion of the North American city which includes rapid suburbanization and standardization as well as the adoption of the automobile as a major force shaping cities. **Quiz #2 (Feb 26)**

**Week 7 (Mar 1-5) - Edmonton 'Deep Dive'**

A closer look at the development of Edmonton from colonial occupation to current-day. Guest lecture scheduled.

**Week 8 (Mar 8-12) - The Public City**

Large scale urban expansion and renewal led, in part, to a widespread pushback and call for greater public participation in planning, which is the focus of this week.

**Week 9 (Mar 15-19) - Experience of Place**

Dissatisfaction with the post-war city not only provoked a response about who participates but also about the experiential quality of place. This week is a look at the emergence of urban design in the late 20th century city to today. **Quiz #3 (Mar 19)**

**Week 10 (Mar 22-26) - Smart Growth and the Sustainable City**

An overview of emergent and evolving ideas of how to balance the city and nature from growth management to sustainable city building and ecological urbanism.

**Week 11 (Mar 29-Apr 2) - The Entrepreneurial City and Contemporary Debates**

A look at the late 20th and early 21st city and neoliberal urbanism which has provoked experimentation and evolving intervention in contemporary city planning.

**Week 12 (Apr 7–12): Wild Card**

A final week set aside to address any outstanding or emerging topics of interest. This week may be swapped for any prior week if an interesting opportunity arises.

**Week 13 (April 14-16): Wrap-Up**

A final wrap-up. **Quiz #4 (April 16)**

---

## Course and School Policies

### Course Policies (Learning in a Pandemic)

This course is designed for full-time students with a significant expectation for reading, preparation and participation as well as academic and intellectual rigour. It is also taking place in an unprecedented time and manner, including a mix of improvisational synchronous and synchronous instructional methods. For all of us to successfully get through the term, please keep in mind the following:

1. **Your health is the top priority.** Do what you need to do to stay in good health and please let me know if I can help in any way. We need to support one another through this time.
2. **My health matters too!** I am happy to work with you to advance your learning ambitions and commit to be responsive to your questions, comments, and supportive of your needs. However, while I aim to be sympathetic to the challenges students face both inside and outside the classroom – I ask that you please also respect my time and acknowledge my own load of responsibilities. I cannot allow expectations for accommodation to compromise my own health.
3. **We need you to be present.** Timely and active attendance is required. However, life happens and the occasional absence is not a problem. If regular attendance becomes a challenge, reach out and we can work something out.
4. **Video is opt-in.** I would love to see you all during Zoom/online chats but don't feel that you have to turn your camera on and share your personal spaces. Do what works best for you!
5. **Check-in.** At any time through the term, I encourage you to check-in and schedule a virtual 'office visit'. This is an opportunity to ask questions or address issues, help to keep momentum going on major assignments or chat about anything on your mind
6. **Respect.** It is essential that this course is a respectful and inclusive space, especially as we work through complex and challenging issues. There will be no tolerance for disrespectful speech or actions. And if you find I am failing in my responsibility to be inclusive, respectful, and protective of all of you, please let me know! We are all, including me, still learning.

### Letter Grade Matrix

Percentage	Letter Grade	Grade Point Value
90-100	A+	4.0
86-89	A	4.0
82-85	A-	3.7
78-81	B+	3.3
74-77	B	3.0
70-73	B-	2.7
66-69	C+	2.3
0-49	Fail	0.0

## Academic Integrity

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](#) and avoid any behaviour that 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 Academic Integrity website](#). If you have any questions, ask your instructor.

An instructor or coordinator who is convinced that a student has handed in work that he or she could not possibly reproduce without outside assistance is obliged, out of consideration of fairness to other students, to report the case to the Associate Dean of the Faculty. See the [Academic Discipline Process](#).

## Recordings of Lectures/Synchronous Activities

Please note that class times for this course may be recorded. Recordings of this course will be used for the purposes of asynchronous learning and accommodation and will be disclosed to other students enrolled in this section of the class.

Students have the right to not participate in the recording and are advised to turn off their cameras and audio prior to recording; they can still participate through text-based chat. It is recommended that students remove all identifiable and personal belongings from the space in which they will be participating.

Recordings will be made available until end of term (April 16) and accessible by Google drive, etc. Please direct any questions about this collection to the instructor of this course.

---

## Student Resources

The best all-purpose website for student services is: <https://www.ualberta.ca/current-students>.

### **Accessibility Resources:** (1 – 80 SUB)

The University of Alberta is committed to creating work and learning communities that inspire and enable all people to reach their full potential. Accessibility Resources promotes an accessible, inclusive, and universally designed environment. For general information and to register for services visit the [Accessibility Resources](#) webpage.

### **The Academic Success Centre:** (1-80 SUB)

[The Academic Success Centre](#) offers a variety of workshops on effective study and exam strategies. There are in-person and online sessions available for a modest fee.

### **The Centre for Writers:** (1-42 Assiniboia Hall)

The [Centre for Writers](#) offers free one-on-one writing support to students, faculty, and staff. Students can request consultation for a writing project at any stage of development. Instructors can request class visits and presentations.

**Health and Wellness Support:** There are many health and community services available to current students. For more information visit the [Health and Wellness Support](#) webpage.

**Office of the Student Ombuds:**

The [Office of the Student Ombuds](#) offers confidential interviews, advice and support to students facing academic, discipline, interpersonal and financial difficulties.

**Learning and working environment:**

The Faculty of Science and the Faculty of Arts are 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.

It is the policy of the University of Alberta that sexual violence committed by any member of the University community is prohibited and constitutes misconduct. Resources and more information can be found at <https://www.ualberta.ca/campus-life/sexual-violence>

The University of Alberta acknowledges that we are located on Treaty 6 territory, and respects the histories, languages, and cultures of the First Nations, Métis, Inuit, and all First Peoples of Canada, whose presence continues to enrich our vibrant community.

Policy about course outlines can be found in the [Evaluation Procedures and Grading System](#) section of the University Calendar.

---

## Professional Competencies

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:

*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 the broad principles that guide the design and operation of infrastructure and services
- 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
- Methods of Policy Implementation and Planning
  - includes planning law, community development plans, zoning and other implementation techniques
  - understanding of concepts of community based development
- Roles and Responsibilities of Planners
  - understanding of the roles, relationships and responsibilities of planners within the broader society

Note that as a second year course, many other areas of planning are addressed at a cursory level preparing students for more advanced studies in their third and fourth year.

**Disclaimer**

*Any typographical errors in this syllabus are subject to change and will be announced in class and posted on eClass.*

**Copyright:** Neal LaMontagne, Faculty of Science, University of Alberta (2021)