

Instructor

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Office Hours: Thursday, all day, by appointment only.
Lecture Room & Time: Tory 3-58, Fridays 1:00-3:50 PM

Calendar Description

Technical and theoretical aspects of Park Planning focusing on the interpretation of legislation, policies, plans, zoning, and bylaws, and the structure and function of municipal governments and application in the delivery of a major park system.

Course Objectives and Expected Learning Outcomes

Elective courses like Park Planning provide students an opportunity to develop more in-depth knowledge and appreciation of specific aspects of urban planning. Specific objectives of this course include:

- To build knowledge of leisure, social, psychological, urban design theories *that impact* park/leisure lands assembly, design, animation, programming and maintenance, including a discussion of the benefits of recreation and parks.
- To build an appreciation of the complexity and tensions of land use planning processes (i.e., legislation, policies, legal agreements, stakeholders, roles and responsibilities, internal and external politics, role of the planner) related to parkland assembly. We will also critically analyze the planning process in Alberta by asking basic, fundamental questions and challenge assumptions about the roles of government, the private sector and non-governmental organizations.
- To build knowledge of the business side of parks (i.e., the cost to acquire, design, construct, maintain and redevelop parkland).
- Discuss contemporary park planning issues. Potential topics are listed below in the class schedule. The intent is to provide discussion of park issues that arise in the day to day life of a parks planner due to temporal issues, changing social and environmental circumstances, changing demographics, political interventions, competing policy applications, evolving public perspectives, etc.
- To enhance research, oral, graphic and presentation skills necessary for planning practice.

Municipal park planning will be discussed for a range of urban municipal parks types from small (e.g. pocket parks) to large (e.g., district parks, river valley park system) plus planning for school facilities and recreational facilities (e.g., pools, arenas, etc). While this course will have a specific Edmonton focus, the intent is to allow planners employed in other jurisdictions a conceptual understanding for application in those settings. The course will have three interlinked

areas of focus; theory, application and operations, and contemporary park issues. Some fieldwork is required.

The theory portion will explore may include, but not be limited to, the following; leisure theory and benefits (e.g., leisure constraints, leisure needs, place and space concepts, Lefebvre's spatial triad), social justice, neoliberalism, planning decision making (e.g., planning episode), systems planning and recreation trends.

The application knowledge area will focus on policy and land use processes specific to Edmonton. It will follow the municipal land use planning park planning process from greenfields to plan approvals of all kinds, including roles and responsibilities of stakeholders. Particular attention will be paid to how subsequent park implementation activities (i.e. park construction, animation, maintenance, park redevelopment) impact the up front planning processes, and visa versa. The temporal aspects of the planning process, the roles of expertise, stakeholders and the functionality of parks will be foregrounded.

Finally, contemporary park issues will be discussed. The roots of the issues will be linked back to the planning, design and construction processes. Topics may include dog off leash parks, civil dis-obedience (e.g. Occupy Movement), top of bank land planning, etc. Other areas to be explored are shown in the lecture summary, and may be augmented by student interest in topics of their choice.

A series of external content based experts will be invited to discuss specific topics throughout the course. It is anticipated each will provide a 15-20 minute presentation, followed by a 10 minute Q and A session, and a short summary of key points students can later use as reference material in their future planning work.

The course will be delivered from the perspective of a park planner employed in a parks operating department responsible for park system acquisition, design, construction and operation. The park planner lens is intended to provide land use file process planners an appreciation of the impacts of their decisions on planning application files on park system design, development and operation. Upon completion, students will be able to ask timely knowledgeable questions in land use planning application processes involving parkland, and assist in responding to park related inquiries generated by the general public, other administrators or politicians. I will also be adopting a critical perspective throughout the course challenging existing norms and practices.

This class meets once a week, Fridays, from 1-350PM. Lectures will be delivered by the primary instructor, and content expert guest speakers.

Finally please note that while this syllabus represents the intention of the instructor, the availability of guest speakers, the interest of the students and the issues of the day may cause minor changes to course specifics.

Assignments

The assignments and grading are intended to *engage* the students in the literature, in planning practice issues, in field observation, and exposure and discussion of day-to-day park planning challenges typical of a municipal planning environment.

- *Overall Class Engagement (20%)* – quality of contribution to dialogues, critical questions assignments (for assigned readings provided on ECLASS).
- *Indoor Recreation Facility Sensory Study and Presentation (20%)*
- *Mid Term Exam - Theory and Trends (20%)*: leisure need, theory & trends, planning episode, social justice, spatial triad, neoliberalism, critical inquiry, place attachment, place making, etc
- *Leisure Systems Essay (paper- 20%)* – 10-15 pages max, excluding references
- *Final Exam: Applied Theory/Process To Park Planning Concepts and Contemporary Park Issues (20%)*

Marking rubrics will be discussed on January 8 and made available on ECLASS.

Draft Class Schedule and Themes

Date	Class Description	Evaluation/ Assignments Due
January 8	Park Planning Overview and History Topics may include: Course overview/approach/evaluation, parks defined, park planning basics, Edmonton context, park planning history, Edmonton park planning history	
January 15	Leisure All Day Topics may include: Leisure needs and trends*, leisure benefits, Leisure Constraints, Henri Lefebvre’s spatial triad, Canadian National Recreation Strategy*,	
January 22	Place Speak** Topics may include: Place attachment theory (people, place and process), place making *, art in parks*,	
January 29, 2016	Socially Inclined** Topics may include: Social constructivism, social justice, Right to the City, municipal libertarianism, critical inquiry, plus Student Presentations (Sensory Study)	Indoor Recreation Sensory Study and presentation due this day

Date	Class Description	Evaluation/ Assignments Due
February 5, 2016	Planner Life Land use economics*, neoliberalism, planning episodes, public engagement, planning for the “Commons”, land management, mid term exam preparation review	
February 12, 2016	Mid Term Exam	
February 19, 2016	Reading Week/Bob’s Marking Week (mid terms and sensory study)	
February 26, 2016	Systems Planning MGA, COE policy framework, policy documents, Table Land Park Land Use Planning Overall Process Elements (MDP, ASP, NSP, Land Use Bylaw, Plan of Subdivision, Engineering Drawings, Servicing Agreements), Process Timing, Systems Planning, Natural Connections Strategy*, Exam and Sensory Study Debrief	
March 1	Sub System Planning River Valley Parks Planning*, COE Recreation Facility Planning*, School Site Planning*, Field Sport Planning*	
March 8, 2016	Physical place making Park Design*, Capital Budgeting, Construction Standards, Construction Process*, Construction approvals (CCC, FAC), Expertise	
March 15, 2016	We got a park, now what? Park animation, park maintenance*, operating budgets, partnerships, park redevelopment processes, budgeting, construction, roles and responsibilities, funding, expertise	
March 22, 2016	“Now I Interrupt Your Day I”: Contemporary Park Issues Topics may include: Dog parks*, Pesticide Use, Day-lighting of Streams, Surplus Schools, Civil Dis-obedience*, River Valley Bylaw, accessibility, smoking in parks, storm ponds on parkland, signage and park naming (topics and guest speakers to be determined)	
March 29, 2016	“Now I Interrupt Your Day II”: Contemporary Park Issues Topics may include: Park safety, cost shared park development program*, community gardens, top of bank planning*, water parks, skate parks, advertising in parks, religion and parks, 4 season parks, Festivals (topics and guest speakers to be	

Date	Class Description	Evaluation/ Assignments Due
	determined)	
April 8	Its Almost Over...Exam Review (no guest speakers)	Leisure System Study due this day
April 15	Final Exam 2PM ...to be confirmed	

- Guest speakers. The order of the material may evolve somewhat to accommodate guest speakers.
- **Lectures Place Speak and Socially Inclined may be combined depending on the number of students

Required Readings

No textbook is required for purchase. All readings and other materials will be provided on ECLASS.

Required Materials

None

Late assignment:

Late assignments will be penalized at the rate of *10% per day (including weekends)*. Extensions may be granted in extenuating circumstances. Please be aware that ***no work will be accepted for evaluation after the last day of classes***. Be aware that unexcused absences will result in partial or total loss of grade for the participation component of the course, as well as for any assignments that are not handed-in or completed as a result.

Missed Mid-term or Assignment

A student who cannot complete one of the course assignments due to incapacitating illness, severe domestic affliction, or other compelling reason should contact the instructor via e-mail as soon as possible. In the case of the midterm, students should contact the instructor within 2 days (48 hours). Deferral of term work is a privilege and not a right; there is no guarantee that a deferral will be granted. Misrepresentation of Facts to gain a referral is a serious breach of the *Code of Student Behaviour*. In the case of a missed midterm, the 30% value will be added to the final exam.

Deferred Final Examination

A student who cannot write the final examination due to incapacitating illness, severe domestic affliction or other compelling reasons can apply for a deferred final examination. Such an application must be made to the student's Faculty office within 48 hours of the missed

examination and must be supported by a Statutory Declaration (in lieu of a medical statement form) or other appropriate documentation (Calendar Section 23.5.6). Deferred examinations are a privilege and not a right; there is no guarantee that a deferred examination will be granted. Misrepresentation of Facts to gain a deferred examination is a serious breach of the *Code of Student Behaviour*.

Deferred Final Exams will take place at a date and time to be determined.

Grade Evaluation

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. The mean grade this year will be based on my judgment of the overall calibre of this class relative to past cohorts.

We will use the following conversion for % to a letter grade.

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
62-65	C	2.0
58-61	C-	1.7
54-57	D+	1.3
50-53	D	1.0
0-49	F	0.0

Student Responsibilities:

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 (online at <http://www.governance.ualberta.ca/>) 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 forms of dishonesty are unacceptable at the University. Any offence will be reported to the Senior Associate Dean of Science who will determine the disciplinary action to be taken. Cheating, plagiarism and misrepresentation of facts are serious offences. Anyone who engages in these practices will receive at minimum a grade of zero for the exam or paper in question and no opportunity will be given to replace the grade or redistribute the weights. As well, in the Faculty of Science the sanction for **cheating** on any examination will include **a disciplinary failing grade** (no exceptions) and senior students should expect a period of suspension or expulsion from the University of Alberta.

Plagiarism and Cheating: “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. Students involved in language courses and translation courses should be aware that on-line “translation engines” produce very dubious and unreliable “translations.” Students in language courses should be aware that, while seeking the advice of native or expert speakers is often helpful, excessive editorial and creative help in assignments is considered a form of “cheating” that violates the code of student conduct with dire consequences. 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. Before unpleasantness occurs consult <http://www.uofaweb.ualberta.ca/TIE/>; also discuss this matter with any tutor(s) and with your instructor.”

Recording of Lectures: “Audio or video recording of lectures, labs, seminars or any other teaching environment by students is allowed only with the prior written consent of the instructor or as a part of an approved accommodation plan. Recorded material is to be used solely for personal study, and is not to be used or distributed for any other purpose without prior written consent from the instructor. It should be assumed at the outset that recording of lectures is not permitted.”

Cell Phones: Cell phones are to be turned off during lectures. Cell phones are not to be brought to exams.

Students with disabilities: Students who require accommodation in this course due to a disability are advised to discuss their needs with Specialized Support & Disability Services (2-800 Students’ Union Building).

Academic Support Centre: Students who require additional help in developing strategies for better time management, study skills or examination skills should contact the Student Success Centre (2-300 Students’ Union Building).

Policy about course outlines can be found in section 23.4(2) of the University Calendar.

PROFESSIONAL PLANNING ACCREDITATION REQUIREMENTS

HGP 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
- History and Principles of Community Planning Processes and Practices
- Legislative, Legal, Political & Administrative Aspects of Planning & Policy Implementation
- Methods of Policy Implementation and Planning
- Roles and Responsibilities of Planners

(ii) Skills Components & Criteria:

- Problem Identification, Research Skills, Data Gathering
- Analytical Skills
- Written, Oral and Communication Skills
- Collaborative Problem Solving Skills

Disclaimer: Any typographical errors in this Course Outline are subject to change and will be announced in class. The date of the final examination is set by the Registrar and takes precedence over the final examination date reported in this syllabus.

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