

## **INTRODUCTION TO CONTEMPORARY PLANNING ISSUES**

School of Community and Regional Planning  
The University of British Columbia

PLAN425 (3.0), Section 001, Cat. No. 70023  
2009W, Term 1, W 0900-1200 WMAX Rm. 150

Co-Instructors: James White (jtwhite@interchange.ubc.ca)  
Ren Thomas (planningutopia@gmail.com)

Office Hours: Tuesdays 1400 – 1700, WMAX Rm. 135

### **Introduction**

Planning is emerging as a local, regional, national, and increasingly international tool. In the past, understanding planning was simpler; it was the land-use regulation tool of government. However, cities have become too multifarious to sustain such a narrow focus; economically and socially they now operate at a global level. The scale and complexity of the urban has changed dramatically. Our cities are becoming ever more culturally diverse, family dynamics are transforming, new concepts of community are emerging, and the methods used to design cities are rapidly developing. Moreover, the notion of a “sustainable future” leads nearly every contemporary planning debate in developed cities. As these definitions of the urban emerge ever-more complex and the threat of climate change takes political centre stage, debates surrounding the role of rural areas are becoming equally relevant. Critical planning questions arise. For example, how can urban and rural areas co-exist in harmony? How do we plan for rural communities as societies become increasingly urban? Should we consume only those resources produced locally?

### **Course Description**

*Introduction to Community and Regional Planning* offers an introduction to the complexities of contemporary planning. The course will open with a discourse on the diverse and sometimes conflicting definitions of planning. It will then proceed on a journey through the dynamic sub-discipline foci encompassed in planning theory and practice. The course content will draw from both practice and theory, bringing the two together by way of lectures, seminars, a field trip, guest speakers and varied assessment. This journey will conclude with a return to the fundamental questions raised at the start of course – that of the conflicting definitions of contemporary planning.

### **Course Aims**

The course will provide participants with a foundation in the dynamic and multifaceted themes of contemporary planning. It will engage participants in the various research and teaching concentrations at UBC's School of Community and Regional Planning. The aim is to present, share and develop instructive and stimulating experiences in contemporary planning theory and planning practice.

## Learning Objectives

Through lectures, discussions, reading and assessment, it is expected that by the end of the course you will be able to:

1. Think critically about the various perspectives of contemporary planning introduced through the course.
2. Reflect upon the linkages between planning “in theory” and planning “in practice”.
3. Examine and re-assess your own values and beliefs about contemporary planning.
4. Refine your analytical and evaluation skills of the planning of our cities and rural areas through communication, active listening, debate, writing and urban photography.
5. Be aware of and confident about the key readings, thinkers and important world-wide case studies that demonstrate exemplary planning.
6. Ultimately generate your own opinion of what contemporary planning is, and be able to reflect upon planning’s past, current, and future role.

## Course Texts

There are required readings for *Introduction to Community and Regional Planning* and there will be a course reader. All participants are required to purchase this as these readings will form a significant part of the course and assessment. It is available for purchase at the UBC Bookstore. The reader only includes items (=R on Reading List) not readily accessible through the UBC on-line library service. As with the course reader, listed on-line readings are required parts of the course and assessment.

## Assessment and Evaluation Methods

The assessment for this course will be balanced between participatory discussion, a practical planning exercise and a written assignment. The above learning objectives will be assessed through these assignments as follows:

Participation in Class Discussion	10%	[Learning Objectives: 1, 2, 3, 4, 5, 6]
Seminar Leadership	20%	[Learning Objectives: 1, 3, 4, 5]
Mid-term Assignment	30%	[Learning Objectives: 1, 2, 3, 4]
Final Paper	40%	[Learning Objectives: 1, 2, 3, 4, 5, 6]

## Participation in Class Discussion

Discussion is an essential part of learning; it will help you to think critically about the themes raised throughout the course. Class discussion will form an integral part of every session in this course. Participation in class discussion is an interdependent process; you have a responsibility to do the readings and participate in discussions. You will be expected to reflect upon your own experiences and evaluate linkages between practice and theory. Participation is valued as 10% of your final grade. Your participation will be assessed by the co-instructors using the following rubric.

**Participation Rubric**

*Low ----- Average ----- High*

Appropriately and accurately articulates key constructs and themes (readings, etc.)

*1 ----- 5 ----- 10*

Reveals an attempt to synthesize knowledge or uses personal narrative to ground knowledge in field (readings, etc.). Theorizes and uses examples to ground theory

*1 ----- 5 ----- 10*

Demonstrates professionalism and advances collective knowledge and consciousness by engaging with authors, peers, instructors in seminar conversation and presentation

*1 ----- 5 ----- 10*

**TOTAL: .../10**

(From Hubball, 2008)

**Seminar Leadership**

Each participant will be asked to contribute to seminar discussions by providing four questions to launch a small-group discussion (readings will be assigned to participants on a week-by-week basis). The four key questions must be sent to the co-instructors by email by 6:00pm on the Monday *before* the seminar. As a seminar leader, you must demonstrate your analytical and evaluation skills and your ability to think critically. You will be asked to lead a small-group discussion, moderate, monitor and bring closure to the discussion. Your seminar leadership will be assessed by the co-instructors using the following rubric.

**Seminar Leadership Rubric**

*Low ----- Average ----- High*

Addresses key concept(s) in readings

*1 ----- 5 ----- 10*

Synthesizes theory and practice and uses examples and personal experience

*1 ----- 5 ----- 10*

Discussion and time are managed and relevant

*1 ----- 5 ----- 10*

**TOTAL: .../20**

(Adpated from Hubball, 2008)

### **Mid-term Assignment**

**(DUE BY 9:00AM ON WEDNESDAY OCTOBER 21<sup>ST</sup> 2009 IN CLASS)**

The mid-term assignment is designed to get you think and reflect about the city and region you live in. Take a ride on either the King George Skytrain Line from Waterfront Station to Surrey Central Station, or the new Canada Line from Waterfront Station to Richmond Centre.

Carefully observe the changes in the built form, land uses, characteristics of the pedestrians, significant natural and man-made features that join or separate areas and the boundaries that identify communities. Describe the relationships between and among the above listed elements, and discuss briefly the planning issues that you think are related to these elements. There are no correct or incorrect answers. This is an exercise that focuses on understanding, observing and commenting on the environment you explore. As you undertake the field research be sure to make multiple stops. Get off and walk around; record your observations as notes, diagrams and photographs.

How you communicate your observations and the comprehensiveness of your coverage of the data will be significant elements of your assessment. The assignment should be presented as a poster. However, the style of presentation is up to you. You may choose to use MS Powerpoint, MS Publisher or experiment with programmes such as Adobe Illustrator or Adobe InDesign; you may also complete the assignment by hand. Posters should include a mixture of text and photographs, an annotated photographic montage, or an annotated map. The poster should be completed three sides on 11" x 17" (in a way that they can be read/observed as a whole). Academic referencing of cited text, photographs and diagrams is required, but can be on a separate sheet of paper (i.e. not part of the poster). We will be pinning these posters up in class and discussing them.

### **Final Paper**

**(DUE BY 4.30PM ON WEDNESDAY DECEMBER 2<sup>ND</sup> 2009 AT SCARP OFFICE)**

The final paper should be presented in the form of a scholarly academic essay. It is designed to allow you to reflect on one of the themes of contemporary planning introduced and discussed throughout the course and highlight your awareness of key themes and thinkers. You should begin thinking about a topic for your paper early on in the course. A proposal should be submitted to the co-instructors by October 28<sup>th</sup> (a prompt sheet will be provided in class). The co-instructors will arrange a short meeting with each participant during the first and second weeks of November to discuss their term paper proposal. You will be asked to choose from one of the following topic areas:

- Urban Design
- Physical Planning, Urban Development and the Planning System
- Transportation Planning
- Community Development and Social Planning
- Ecological and Natural Resource Planning

The Mid-term Assignment and the Final Paper will both be marked using the following grading guidelines.

### Course Grading Guidelines

#### **A level - Good to Excellent Work**

- A+ (90-100%) A very high level of quality throughout every aspect of the work. It shows the individual (or group) has gone well beyond what has been provided and has extended the usual ways of thinking and/or performing. Outstanding comprehension of subject matter and use of existing literature and research, including 15 or more articles/readings of significance. Consistently integrates critical and creative perspectives in relation to the subject material. The work shows a very high degree of engagement with the topic.
- A (85-89%) Generally a high quality throughout the work. No problems of any significance, and evidence of attention given to each and every detail. Very good comprehension of subject and use of existing literature and research, including 13 articles/readings of significance. For the most part, integrates critical and creative perspectives in relation to the subject material. Shows a high degree of engagement with the topic.
- A- (80-84%) Generally a good quality throughout the work. A few problems of minor significance. Good comprehension of subject matter and use of existing literature and research, including 12 or more articles/readings of significance. Work demonstrates an ability to integrate critical and creative perspectives on most occasions. The work demonstrates a reasonable degree of engagement with the topic.

#### **B level - Adequate Work**

- B+ (76-79%) Some aspects of good quality to the work. Some problems of minor significance. There are examples of integrating critical and creative perspectives in relation to the subject material, including 10 or more articles/readings of significance. A degree of engagement with the topic.
- B (72-75%) Adequate quality. A number of problems of some significance. Difficulty evident in the comprehension of the subject material and use of existing literature and research, with fewer than ten articles/readings of significance referenced. Only a few examples of integrating critical and creative perspectives in relation to the subject material, no more than 9 articles/readings of significance. Some engagement with the topic.
- B- (68-71%) Barely adequate work. A number of problems of major significance. Clear lack of understanding of the subject matter and very limited use of existing literature and research, less than 8 articles/readings of significance. No real evidence of integrating critical and creative perspectives in relation to the subject matter.

#### **C level - Seriously Flawed Work**

- C (55-67%) Serious flaws in understanding of the subject *material*. Minimal integration of critical and creative perspectives in relation to the subject material. Inadequate engagement with the topic. Inadequate work.

#### **D level**

- D (50-54%)

#### **F level - Failing Work**

- F (0-49%)

(From Hubball, 2008)

**Assignment Deadlines**

There are penalties for lateness. Two percent of the final course grade will be subtracted for every 24 hours (including weekends and holidays) that any of the course assignments are late. For example, this means that if you turn in your short review, mid-term assignment or final paper in four days late without a valid excuse, you will lose eight percent of the final course grade. The co-instructors will be strict in applying such penalties. They will only be waived with the submission of a note from a physician or from Arts Advising in the event of an emotional trauma. In the latter case, please go to Arts Advising prior to asking for late assignments to be accepted without penalty.

**Referencing and Plagiarism**

References and bibliography must follow the model of the American Psychological Association (APA). Poor and/or inconsistent referencing will be reflected in your marks, therefore, please pay very careful attention to these guidelines: <http://www.library.ubc.ca/pubs/apastyle.pdf>.

Students must cite ALL references and are alerted to UBC's plagiarism warning and guidelines: <http://www.library.ubc.ca/home/plagiarism/>.

**Structure and Organization**

The class will meet once each week for a three-hour session. The session will normally begin with a 60-minute interactive lecture or guest presentation. Following a 15-minute break, the class will split into two student-led seminar groups to discuss the week's readings. To end, the whole class will come together to discuss the readings and disseminate the key themes raised during the session.

A field trip to downtown Vancouver is planned for October 7th. This will be led by a local city planner and will help you to think about how to observe and analyse the city. In this regard, it will inform how you carry out the fieldwork for your mid-term assignment.

## Course Calendar

Date	Session
September 9	<b>What is Planning?</b> (RT/JW) <i>This class will be held in WMAX240</i>
September 16	<b>Urban Design</b> (JW)
September 23	<b>Approaches to Land-Use Planning</b> (JW)
September 30	<b>Physical Planning</b> (RT) [Guest Lecture]
October 7	<b>Urban Regeneration</b> (JW/RT) [Guest Lecture] <i>Field trip to Downtown Vancouver</i>
October 14	<b>Community Development &amp; Social Planning</b> (RT)
October 21	<b>Ecological and Natural Resource Planning</b> (JW) [Guest Lecture] <i>Mid-term assignment due by 9:00am: Bring to class for a discussion</i>
October 28	<b>Transportation and Infrastructure Planning</b> (RT)
November 4	<b>City and Regional Development Planning</b> (JW/RT) <i>Role Play Exercise</i>
November 11	<b><u>UNIVERSITY CLOSED</u></b>
November 18	<b>Urban Form and the Healthy City</b> (RT)
November 25	<b>Planning and Politics</b> (JW) & <b>Plenary Lecture</b> (RT/JW)
December 2	<i>Final paper due by 4:30pm at SCARP Office, 4<sup>th</sup> Floor Lasserre Building</i>

## Readings

Date	Session
<p><b>September 9</b> What is planning? (<i>JW and RT</i>)</p>	<p><b>No readings</b></p>
<p><b>September 16</b> Urban Design (<i>JW</i>)</p>	<p>Jacobs, J. (1960). <i>The Death and Life of Great American Cities</i>. New York: Vintage. Introduction (pp. 3-25) and Use of Sidewalks: Contact (pp. 55-73). <b>R</b></p> <p>Lynch, K. (1960). <i>The Image of the City</i>. Cambridge MA: MIT Press. The Image of the Environment and The City Image and Its Elements. In Larice, M. and MacDonald, E. (2007), <i>The Urban Design Reader</i>, Routledge: London. (pp.153-166) <b>R</b></p> <p>Punter, J. (2003). <i>The Vancouver Achievement</i>, Vancouver: UBC Press. “Megaprojects on the Waterfront, 1987-2000” (pp. 186-241) <b>R</b></p>
<p><b>September 23</b> Approaches to Land Use Planning (<i>JW</i>)</p>	<p>Hodge, G. (2003). Implementing the Community Plan by Land-Use Regulation (pp. 205-235). In <i>Planning Canadian Communities</i>, Scarborough, ON: Thompson Nelson. <b>R</b></p> <p>Booth, P. (1999), Discretion in Planning versus Zoning (pp. 31-44). In B. Cullingworth (ed.), <i>British Planning: 150 Years of Urban and Regional Policy</i>. <b>R</b></p> <p>Callies, D.L. (1999), An American Perspective on UK Planning (pp. 264-275). In B. Cullingworth (ed.), <i>British Planning: 150 Years of Urban and Regional Policy</i>. <b>R</b></p> <p>Hutton, T.A. (2004). Post-industrialism, Post-modernism and the Reproduction of Vancouver’s Central Area: Retheorising the 21<sup>st</sup>-century City. <i>Urban Studies</i> 41(10) 1954-1982.</p>
<p><b>September 30</b> Physical Planning (<i>RT</i>)</p>	<p>Frank, L.D., Engelke, P.O., Schmid, T.L. (2003). Public health and urban form in America. In <i>Health and Community Design</i> (pp. 11-37). Washington, D.C: Island Press. <b>R</b></p> <p>Ley, D. (1996). Introduction: Restructuring and Dislocations. <i>The New Middle Class and the Remaking of the Central City</i> (pp. 1-31). Oxford: Oxford Geographical and Environmental Studies. <b>R</b></p> <p>Perks, W.T. Urban and regional planning. <i>The Canadian Encyclopedia</i>. <a href="http://www.thecanadianencyclopedia.com">www.thecanadianencyclopedia.com</a></p> <p>Sewell, J. (1993). City building in the modern style. In <i>The Shape of the City</i> (pp.43-78). Toronto: University of Toronto Press. <b>R</b></p>



<p><b>October 7</b> Field trip (JW and RT)</p>	<p><b><u>NO READINGS</u></b></p>
<p><b>October 14</b> Community Development and Social Planning</p>	<p>Moore, P.W. (1995). Cities as a social responsibility: planning and urban form. In D. Ley and L. Bourne (eds.) <i>The Changing Social Geography of Canadian Cities</i> (pp 326-342). Montreal and Kingston: McGill-Queen's University Press. <b>R</b></p> <p>Hayden, D. (1984). Public kitchens, social settlements, and the cooperative ideal. In <i>The Grand Domestic Revolution</i> (pp.151-179). Cambridge, Mass. And London, England: MIT Press. <b>R</b></p> <p>Sandercock, Leonie. (2003). Rewriting planning history. In <i>Cosmopolis II: Mongrel Cities of the 21<sup>st</sup> Century</i> (pp. 37-58). London and New York: Continuum. <b>R</b></p> <p>Scott, A. (1997). The cultural economy of cities. <i>International Journal of Urban and Regional Research</i> 21(2), pp. 323–339.</p>
<p><b>October 21</b> Ecological and Natural Resource Planning (JW and RT)</p>	<p>Tainter, J. (1995). Sustainability of complex societies. <i>Futures</i> 27(4) 397-407.</p> <p>Wackernagel, M. and Rees, B. (1997). Perceptual and structural barriers to investing in natural capital: Economics from an ecological footprint perspective. <i>Ecological Economics</i> 20(1) 3-24.</p> <p>Huhtala, K., Thomas, K., Hiley, J., and Kenney, E. (2001). Feeding the apartment dwellers. <i>Plan Canada</i> 41(4) 12-15.</p>
<p><b>October 28</b> Transportation and Infrastructure Planning (RT)</p>	<p>Frank, L.D., Engelke, P.O., Schmid, T.L. (2003). Transportation systems. In <i>Health and Community Design</i> (pp. 117-136). Washington, D.C: Island Press. <b>R</b></p> <p>Muller, P.O. (2004). Transportation and urban form: Stages in the spatial evolution of the American metropolis. In Hanson, S. and Giuliano, G. (eds.) <i>The Geography of Urban Transportation, 3<sup>rd</sup> ed.</i> (pp. 59-85). New York and London: The Guildford Press. <b>R</b></p> <p>Deka, D. (2004). Social and environmental justice issues in urban transportation. In Hanson, S. and Giuliano, G. (eds.) <i>The Geography of Urban Transportation, 3<sup>rd</sup> ed.</i> (pp.332-355). New York and London: The Guildford Press. <b>R</b></p>

<p><b>November 4</b> City and Regional Development Planning (JW/RT)</p>	<p>Tomalty, R. (2002). Growth management in the Vancouver region. <i>Local Environment</i> 7(4) 431-445.</p> <p>Roseland, M. (2005). <i>Towards Sustainable Communities: Resources for Citizens and their Governments</i> (Canada: New Society Publishers. Making community policy (pp. 31-42) and Mobilizing citizens and their governments (pp. 189-206). R</p> <p>Albrechts, L., Healey, P. and Kunzmann, K. (2003). Strategic Spatial Planning and Regional Governance in Europe, <i>Journal of the American Planning Association</i>. 69 (2), pp. 113-129.</p>
<p><b>November 11</b></p>	<p><b><u>NO READINGS: UNIVERSITY CLOSED</u></b></p>
<p><b>November 18</b> Urban Form and the Healthy City (RT)</p>	<p>Larsen K. and Gilliland, J. (2008). Mapping the evolution of 'food deserts' in a Canadian city: Supermarket accessibility in London, Ontario, 1961-2005. <i>International Journal Of Health Geographics</i>. 7(16).</p> <p>Whitzman, C. (2006). At the intersection of invisibilities: Canadian women, homelessness and health outside the 'big city'. <i>Gender, Place &amp; Culture: A Journal of Feminist Geography</i> 13(4), 383-399.</p> <p>Frank L.D., Schmid T.L., Sallis J.F., Chapman J., and Saelens B.E. (2005). Linking objectively measured physical activity with objectively measured urban form - Findings from SMARTRAQ. <i>American Journal Of Preventive Medicine</i> 28(2) 117-125.</p>
<p><b>November 25</b> Planning and politics (JW)</p>	<p>Friedmann, J. (1998). Planning theory revisited. <i>European Planning Studies</i>. 6 (3) pp. 245-253.</p> <p>Flyvbjerg, B. (2002). Bringing Power to Planning Research: One Researcher's Praxis Story. <i>Journal of Planning Education and Research</i>. 21, pp. 353-366.</p> <p>Forrester, J. (1999). <i>The Deliberative Practitioner: Encouraging Participatory Planning Processes</i>. Cambridge MA: MIT Press. Listen to Stories, Learn in Practice: The Priority of Practical Judgement (pp. 19-38) <b>R</b></p>