Course Number: PLAN 425
Course Credit(s): 3.0
Course Title: Urban Planning Issues and Concepts
Term: 2017-2018 – Winter Term 2
Day/Time: Tuesday 3:00 to 6:00pm

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Office Hours: t.b.d.

Short Course Description
Evolution, practice and future of urban planning and development, with emphasis on institutional arrangements, housing, transportation, urban design and development control. For third- and fourth-year undergraduate students interested in urban planning. This course is not eligible for Credit/D/Fail grading. [3-0]
Prerequisite: One of URST 200, COMM 306, GEOG 350 or permission of the instructor.

Course Format
The course is structured as a lecture course supplemented with facilitated discussion, group work, and presentations by students.

Course Overview, Content and Objectives
This course provides a general introduction to some of the main concepts, challenges, and debates in community and regional planning, both as a professional practice and as a process of social and political intervention in space. At its heart, planning is an action-oriented and problem-oriented activity. As a profession, planners use well-defined tools such as zoning by-laws, citizen engagement, and land-use policies to manage a wide range of issues, including transportation, housing, real estate development, community-building, and the allocation of social services, which affect our everyday lives in communities, cities, and regions. As a general practice by ordinary citizens, planning operates in complex social and political environments that are shaped by local, regional, national, and transnational forces. This course aims to critically engage students with the multiple meanings, practices, and tools that shape the field of community and regional planning. Some of the questions we will explore include:

What tools do planners use and what kinds of skills are important for planners to have?
What role does planning play (or ought to play) in relation to the forces that shape community, urban, and regional change?
Whose values and interests are represented in planning processes? Who is a planner?
How is planning understood and how does planning operate in different cultural, social, and political contexts?
How can different theoretical perspectives illuminate our understanding of planning practice?
The course will provide students with a foundation in the dynamic and multifaceted themes of contemporary planning. In particular, 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 that will help students to gain an initial understanding of contemporary planning issues and practices. At the same time, this course will aim to develop critical thinking skills and expose students to diverse cultural perspectives and positions around planning problems. Please note that this is an introductory course only; core elements of planning will be covered in order to introduce students to the breadth and complexity of the field. If you find you are particularly interested in some of these key elements, we encourage you to learn more about that area through additional coursework and/or field experience.

**Learning Outcomes**
It is expected that by the end of the course students will:

- Have a basic familiarity with some of the tools and techniques planners employ in their work.
- Have an understanding of the various approaches and theoretical perspectives of contemporary planning introduced throughout the course.
- Think critically about the aforementioned approaches and theoretical perspectives, and reflect on your own values and beliefs about contemporary planning.
- Work within small teams, collaborating with other students to produce a unified product.
- Refine your analytical and evaluation skills of the planning of urban and rural areas through questioning, active listening, debate, writing, and presentation.
- Ultimately, generate your own perspectives of the roles and responsibilities of contemporary planning, and be able to reflect upon planning’s past, present, and future roles.

**Additional Course Requirements**
The group assignment for the term will require that students engage in local field studies in one or another neighbourhood within Metro Vancouver.

**Attendance**
Attendance is required in all classes at UBC and in group work with other students.

**Evaluation Criteria and Grading**
Your final grade will be determined according to 3 assignments and your participation in class. More detailed outlines of the three assignments will be available for download on the course’s ‘Connect’ site.

<table>
<thead>
<tr>
<th>Item</th>
<th>Description</th>
<th>% of your final grade</th>
<th>Due date</th>
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<tbody>
<tr>
<td>Class participation</td>
<td>How often you participate in class discussions; whether you demonstrate that you read the weekly readings.</td>
<td>5%</td>
<td>N/A</td>
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<tr>
<td>Two reflection pieces about the readings</td>
<td>You will have to write two reflection pieces over the course of the semester. You can choose from any of the weekly modules that have been covered until the date of the assignment. You should answer the following</td>
<td>30%</td>
<td>Due in Class in Week 4 and Week 8; don’t leave them to the last minute.</td>
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questions in no more than 1,000 words in total: What are the main points the authors are trying to make? Do you agree/disagree with the argument(s) put forward by the authors and why? Can you think of any real-life example that supports or challenges the authors argument? We will discuss detailed expectations from these pieces

| Community planning poster | In teams of 3 or 4, you will research a Metro Vancouver community or neighbourhood, presenting the planning issues facing that community during an in-class poster session. | 35% | In class at the final class meeting. |
| Final paper | Write a 4,000-wordpaper examining a planning case/process/problem of your choosing, integrating your analysis with one or more of the theoretical frameworks we explored during the term. | 30% | April 17th or before. |

**Assignment Deadlines**
Unless a valid excuse is provided and emailed to all 3 instructors, for every 24 hours past an assignment deadline, we will subtract 10% from your final assignment mark. For example, if you received a mark of 86% on your final paper but submitted it two days late, you will receive a final mark of 66%. If you exceed 3 days without providing us with notice of a valid reason, we will be forced to give you a mark of zero for that assignment.

**Grading Guidelines**
We will use the following grading system to assess your work in all assignments.

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. 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. 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. 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. 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. 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. 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%)

Required Readings
Much of the class will be structured around discussions and reflections on two articles each week. You are expected to have read these before the start of each class, and to participate in class discussions and other in-class activities.


Potts, Deborah, 2011: Shanties, Slums, Breeze Blocks and Bricks: (Mis)understandings about informal housing demolitions in Zimbabwe: City, 15: 6: 709 - 721


the urban environment. Springer, New York.


Course Schedule
The thematic structure of the course is as follows:

Week 1: What is Planning?
Week 2: A Brief History of Cities & Planning
Week 3: The Restless Landscapes of Planning
Week 4: Urban Design and Mobility
Week 5: Economic Change, Urban Theory and City Planning
Week 6: The Gendered City
Week 7: Participatory and Collaborative Planning
Week 8: Migration, Settlement and Planning
Week 9: Indigenous Planning
Week 10: Introduction to Land Use Planning: Rules and Tools
Week 11: Environmental Sustainability
Week 12: Planning in the Non-Western World
Week 13: Community Poster Presentations

Special Needs
Please inform the course instructor as soon as possible if you have special needs and require accommodation of any kind. Please visit http://www.students.ubc.ca/access/ for more information on campus resources.
Academic Integrity
The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President’s Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences.
A more detailed description of academic integrity, including the University’s policies and procedures, may be found in the Academic Calendar at http://calendar.ubc.ca/vancouver/index.cfm?tree=3,54,111,0.