

Pacific NW & Southern Alberta Regional Planning Studio; EVDS 623 F (0-6)

Fall 2016 Monday, Tuesday, Wednesday & Friday 14:00 – 17:50

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Introduction

Large scale, high level, big area planning is the foundation on which sustainable local, boots in the dirt, community planning is based. This year the Government of Alberta will be tackling big picture planning issues through the introduction of Regional Growth Management Boards for the major cities of Province. What does “growth management” really mean? Will it be enforced? And will it work?

The best way to begin to answer these questions is by investigating the effectiveness of growth management in a similar jurisdiction. This Fall the students of EVDS 623 will be taking part in the Pacific NW trip with the specific purpose of exploring the successes and failures of Oregon’s 40+ year old growth management legislation, with particular emphasis on the region surrounding the City of Portland. Students in EVDS 623 will share some experiences and learning opportunities with their architecture and urban design colleagues, but will also undertake separate field learning experiences the Willamette River wine country. As all aspects of community sustainability and resilience are linked to the big regional picture, it is imperative that we as planners learn to understand the regional context and apply its lessons to in our professional practice. The class will undertake a regional planning project in the Calgary region, using lessons learned from the Oregon “experiment”, to assist a rural municipality in determining how it will implement development in “managed growth” era.

Objectives

1. To explore the scope of regional growth management proposed for Alberta’s municipalities;
2. To explore 40 years of successes and failures of regional growth management in the state of Oregon;
3. To identify data that is critical to preparing regional plans to implement growth management objectives and the methods of applying this data in professional practice;
4. To gather required data and apply it to the growth management program in a rural municipality in the Calgary Region, with site specific application to an identified development project.

Teaching Approach

As this is a studio course offering instruction will be a mixture of lecture, field inspection of relevant sites and hands on application of planning tools, researched data and sustainable development principles to identify solution options for a real sub-regional planning issue. Collaborative dialogue between the students, the instructor, guest lecturers and the staff of the rural municipality will be an essential part of the learning experience. Two short, intense field trips will be a key component of the course. The initial field trip will be to Portland, Oregon area to first hand experience as to how regional growth management regulations have impacted rural/sub-regional planning in Oregon. The second field trip will be to a local project site to provide the “boots in the dirt” grounding that will allow the students to gain the necessary understanding of an exploration of the local environmental, social and economic context. Course assignments will move progressively from the exploration of regional planning principles and practices to the identification of key factors in regional sustainability, to investigation of land conservation regulatory tools and finally to the creation of a conservation strategy for a rural municipality. Effective “interdisciplinary” teamwork will be a key element of the course.

Content: Topic Areas & Class Schedule

Weeks 1: Introduction to rural and regional planning, sustainability at the regional level; Provincial legislation and regulations, planning tools;

Week 2: Pacific NW Field investigation & discussions with municipal and state staff; examination and evaluation of Oregon's approach to sustainable growth management and the outcomes of 40+ years of implementation.

Weeks 3 & 4: Calgary project field investigation, comparative analysis of Calgary & Portland regions growth issues; workshop with project sponsor's planning staff on potential growth management / regional planning objectives, overview of the project sponsor land base, local policy documents and available data..

Week 5: Block Week

Week 6 & 7: *Class is divided into project teams, number and size determined by enrollment.* Identification of other jurisdiction's approaches to regional planning/growth management; each team selects a jurisdiction to examine in detail regarding: selected jurisdiction's regulatory planning tools for growth management, and critical analysis of the effectiveness of those tools and the applicability of the tools in the Alberta context, potential for tools to effectively implement the Province's Growth Management and Regional Planning legislation in the project area.

Week 8 & 9: Each team prepares development suitability / growth management mapping to frame workshop identified growth management objectives using digital mapping software and municipality supplied data; identification of growth, conservation and sustainability targets for project sponsoring municipality.

Week 10 & 11: Each team selects and applies growth management/conservation/sustainability focused planning tools to identified project site(s) to create implementable municipal strategy; evaluation of potential issues arising from chosen strategy.

Week 12: Teams refine their selected strategies and prepare a 30-minute digital presentation of their findings, recommendations and expected outcomes.

Week 13: Presentation to the client organization, municipal and provincial agency representatives, members of the planning profession.

Graphics and Computer Skills

Students should have some previous background with the following:

- image editing software, such as Photoshop
- vector drawing software, such as Illustrator, AutoCAD, Rhino
- 3D modeling software, such as SketchUp, Rhino
- desktop publishing software, such as InDesign
- presentation software, such as PowerPoint, Keynote
- digital mapping software, such as ArcGIS

Means of Evaluation

Evaluation will be based on the elements listed below. There will be no final examination. Assessment will be done on the basis of day-to-day performance as well as on the quality of work presented at reviews.

While the *product* of studio work is important, equally important is the student's ability to develop a practical, appropriate and coherent planning and design *process*. Students are expected to be in attendance for the entirety of each studio period.

Each component of the course must be completed, and a passing grade (i.e. minimum B-, or the 4-point or percentage equivalent) achieved, in order to pass the course as a whole. Because the studio work is evaluated during the interim and final reviews, all work must be completed on time, and all students must take part in the presentations and reviews. Late pinning up/submission of material to be presented in studio reviews is not acceptable (grades will be deducted for work pinned up or submitted later than the deadline specified in the course/project brief or as discussed in class). Some work will be completed individually with some completed in groups. Students will receive a common grade for work done in groups. Attendance and engagement are expected as a requirement for progress in design, and is characterized by active involvement in the work and discussions.

Regular & Active Participation in Studio Sessions & Class Discussions		15%
Individual Assignment – Regional Planning in Oregon, Successes & Failures	(Due 5 Oct)	15%
Individual Assignment – The Critical Review of the South Saskatchewan Regional Plan and the Calgary Metropolitan Plan	(Due 24 Oct)	15%
Project Teams Assignment – Conceptual Growth Management & Land Conservation Plan for Client Organization's Land with Topographic model	(Due 14 Nov)	20%
Project Teams Presentation of Growth Management / Land Conservation Program with Financing Options to Stakeholder Panel	(5 or 7 Dec)	35%
Total		100%

A Note on Critical Review: Critical review of student work is vital to design projects. This is part of feedback for learning purposes. Such reviews must not be misunderstood as indicators of standards and they are different from assessment. Students have a responsibility to attend critical reviews at the appointed time as part of the learning process. Review panels are composed of internal and external members for the appointed times and cannot be re-composed to consider late submissions. Consequently, late work will not receive a critical review, though it will be assessed with marks.

- **Critical Review:** May take place during the development phases of a project as well as at the time of the final submission. Its purpose is to identify strengths and weaknesses in the work and to offer suggestions to generally encourage the student. An encouraging critical review does not necessarily mean a good assessment result.
- **Assessment:** May take place at a stage in a project or on final submission (or both). Its purpose is to value the work in terms of the objectives stated in the Syllabus and project brief and to express this as a grade.

Special Budgetary Considerations

Required base maps and air photos will be provided, or will be available from on-line, and any additional information and associated costs will be at the discretion of the student. Students should have basic drawing tools (pencils, a small selection of markers, scales, sketch rolls, other paper, a small cutting mat, knife, and drafting tape, and a small selection of pencil crayons will be useful). Some costs for plotting and printing should be anticipated, as per the typical studio practice.

EVDS Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - as evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements.
C	2.00	1.85-2.14	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

Readings

Required readings:

Seltzer, Ethan 2012 "Land Use Planning in Oregon: The Quilt and the Struggle for Scale" Invited Paper and Presentation at "Planning for States and Nation/States: A TransAtlantic Exploration" in Dublin, Ireland, October 14-16, 2012. Paper to appeared in an edited volume published by the Lincoln Institute of Land Policy in 2013.

Seltzer, Ethan 2009 "Maintaining the Working Landscape: The Portland Metro Urban Growth Boundary" in van der Valk, A.J.J. and T. van Dijk Out in the Open: Limitations to Markets and Governments for Preserving Open Space Routledge, UK

Climenhaga, David J. 1997 The Death and Life of Regional Planning in the Calgary Area, Thesis of Masters of Journalism, School of Journalism and Communications, Carleton University, Ottawa, Ontario

Recommended reference texts are:

Arendt, Randall Rural by Design, 1994 Chicago: American Planning Association.

McHarg, Ian L. Design with Nature, 1992 Toronto: Wiley & Sons.

Gertler, Len. G. Regional Planning in Canada: A Planner's Testament, 1972 Montreal: Harvest House

2016/2017 Mandatory Supplementary Course Fees

The University has approved supplemental fees for the following courses:

EVDS 623 – Regional Planning Studio	\$90.00
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Notes:

1. Written work, term assignments and other course related work may only be submitted by e-mail if prior permission to do so has been obtained from the course instructor. Submissions must come from an official University of Calgary (ucalgary) email account.
2. Academic Accommodations. Students who require an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to their Instructor or the designated contact person in EVDS, Jennifer Taillefer (jtaillef@ucalgary.ca). Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/
3. Plagiarism - Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an examination or test),(b) parts of the work are taken from another source without reference to the original author,(c) the whole work (e.g., an essay) is copied from another source, and/or,(d) a student submits or presents work in one course which has also been submitted in another course(although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.
4. Information regarding the Freedom of Information and Protection of Privacy Act (<http://www.ucalgary.ca/secretariat/privacy>) and how this impacts the receipt and delivery of course material
5. Emergency Evacuation/Assembly Points (<http://www.ucalgary.ca/emergencyplan/assemblypoints>)
6. Safewalk information (<http://www.ucalgary.ca/security/safewalk>)
7. Contact Info for: Student Union (<https://www.su.ucalgary.ca/contact/>); Graduate Student representative (<http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.ucalgary.ca/ombuds/>).