

Urban and Regional Planning (LARC282)
School of Environmental Design and Rural Development
COURSE OUTLINE

Winter, 2013

UNIVERSITY OF GUELPH

Dr. W.J. Caldwell

General Information

Course Title: Urban and Regional Planning (LARC*2820)

Course Description:

Introduction to the evolution of Planning and its conceptual base. Selected contemporary issues. Planning styles and techniques. Emphasis on the Canadian scene and planning literature.

This course is meant to introduce the basics of planning and provide information on the multi-disciplinary requirements for planners. Information sessions from key informants involved in the Ontario planning environment will provide practical examples of current planning methods. Current planning issues will be analyzed, discussed and presented throughout the course.

Credit Weight: 0.5

Academic Department (or campus): School of Environmental Design and Rural Development

Campus: University of Guelph

Semester Offering: Winter 2013

Class Schedule and Location: Tuesday 7-10 p.m., LA 204

Instructor Information

Instructor Name: Wayne Caldwell, Ph.D., MCIP, RPP

Instructor Email: wcaldwel@uoguelph.ca

Office location and office hours: Room 101, Landscape Architecture Building (LA)
Monday to Friday (by appointment)

GTA Information

GTA Name: Simon Berge

GTA Email: sberge@uoguelph.ca

GTA office location and office hours: By appointment

GTA Name: Adam Wright

GTA Email: awrigh12@uoguelph.ca

GTA office location and office hours: By appointment

GTA Name: Alecia Boddie

GTA Email: aboddie@uoguelph.ca

GTA office location and office hours: By appointment

Course Content

Specific Learning Outcomes:

Upon completion of the course, participants will be able to:

- Appreciate the purpose and process of planning;
- Understand the legislative framework for planning in Ontario;
- Understand the role of various participants in the planning process;
- Appreciate planning practice through relevant examples;
- Describe the approach to land use planning commonly pursued in the Canadian context.
- Generally describe key planning tools (Official Plans and Zoning By-laws)
- Discuss at least one key planning issue in detail

Lecture Content and Course Schedule: See table below

Date	Lecture Tuesday 7:00 – 9:00 p.m.	Readings	Seminar Tues. 9 –10 p.m.	Assignments
Jan. 8	Introduction to Course - Instructor & GTAs - Course Outline - Assignments Introduction to Planning - What is planning - Why plan - Planning process - Players and interests	Hodge & Gordon - Chapters 1 & 2 Grant, J. “Rethinking the Public Interest as a Planning Concept” http://www.cip-icu.ca/_CMS/Files/PC45215.pdf	No seminar	Note the overlapping due dates. Students are encouraged to start assignments early.
Jan. 15	Tools of Planning - Planning Jurisdiction - Planning Administration Planning Policy - The Planning Act - Provincial Policy Statement - Official Plans	Hodge & Gordon - Chapter 6 Ontario Planning Act (on-line) - Sections 2, 3, 16 - Sections 17(1), (2), (15), (22), (31), (34), (36), (50) Provincial Policy Statement	Group A and B The Planners are Coming (Episode 1)	
Jan 22	John Turvey Policy Advisor - ENVIRONMENTAL AND LAND USE POLICY Paul Kraehling Planning in Guelph	- Provincial Policy Statement, - City of Guelph Planning Department Website and Official Plan.	Lab Group A Establish Groups and discuss group projects	Lab 1 DUE
Jan. 29	Tools of Planning- Regulation - Zoning By-laws - Legal Non-conforming Uses - Minor Variances - Site Plan Control	Hodge & Gordon - Chapter 7 Ontario Planning Act - Sections 34(1)-(5), (9), (10), (12), (18), (19), (26) - Sections 45(1), (2) - Sections 41(4), (7)	Lab Group B Establish Groups and discuss group projects1)	
Feb. 5	Development Patterns and New Urbanism www.dpz.com/research.aspx see Andres’ Writings: “The Traditional Neighbourhood and Suburban Sprawl” and “The Future Crisis of Asian Cities”	Hodge & Gordon - Chapter 8 Duany and Plater-Zyberk “The Second Coming of the American Small Town”	A & B New Urbanism Confirm groups with GTA.	Lab 2 DUE
Feb. 12	Tools of Planning - Regulation - Land Division (part lot control, subdivisions, condominiums, consents) The Decision Making Process - Process, Stakeholders - Ontario Municipal Board	Hodge & Gordon - Chapter 9 Ontario Planning Act - Sections 50(1), (3), (5), (9), 53(12) - Sections 51(5), (17), (24), (25)	Lab Group A Group Project	Group Project Proposal DUE
Feb. 19	READING WEEK			
Feb. 26	Rodney V. Northey Chair, Greenbelt Foundation	www.mah.gov.on.ca -Greenbelt Plan (http://www.mah.gov.on.ca/Page189.aspx)	Lab Group B Group Project	
Mar. 5	Natural Heritage Planning Pat Donnelly (invited) and Lesley Hayward Readings: chapters 1-3 - UTRCA Environmental Planning Policy Manual (2006): www.thamesriver.on.ca/Planning Permits and Maps/env_planning_policy_manual.htm		Lab Group A Group Project	Lab 3 DUE
Mar. 12	Rural Planning - W. Caldwell Urban Planning Paul Kraehling	Wayne Caldwell. 2005. “Rural Planning in Canada”. <i>Plan Canada</i> . Volume 45, No. 3, pp. 25-28.	Lab Group B Group Project	
Mar. 19	QUIZ - based on lectures, readings, seminars, and guest speakers		No Seminar	QUIZ
Mar. 26	Group Presentations	(you are excused from attendance if you are not presenting this week)	Group Presentations	Group Pres’ns/poster DUE
April 2	Group Presentations	(you are excused from attendance if you are not presenting this week)	Group Presentations	Group Pres’ns/poster DUE
April 5				Group Paper DUE

Course Assignments and Tests:

Course Requirements	Weight (%)	Due Dates
Lab 1 (website)	5	January 22
Lab 2 (Guelph analysis)	15	February 5
Lab 3 (planning– Individual issue analysis)	15	March 5
Group Project – Practical	40 - as follows:	
- Proposal (workplan)	2	February 12
- Presentation/poster	10	March 26 / April 2
- Paper	28	April 5
Final Quiz	25	March 19
Total	100	

Assignments

NOTE: Students are to be familiar with the University of Guelph policy on Plagiarism found at: <http://www.academicintegrity.uoguelph.ca/plagiarism.cfm>

Evaluation: Assignments will be evaluated based on understanding (use of course content), clarity of thought (insightfulness – application of content to current planning issues) and quality of writing (presentation – logically presented, concise and clearly stated conclusion).

Late work will be penalized 10% of the value of the assignment per day.

When working in groups or pairs, generally a single mark will be assigned, however, the instructor reserves the right to adjust the grade for any individual member who does not make an appropriate contribution.

Lab 1 – Website Review (Individual lab) (TA Leader: Alecia)

This lab is intended as an exploratory assignment. Students provide a personal reflection (personal views) and constructive criticism (positive and negative comments) based on research into current events. Presentation of multiple stakeholder views with a conclusion stating your personal reflection on the current topic as presented in the planning website is required.

- Choose a Municipal Website (any county, city or region) and review the Planning Department component of the site (Suggestion: review more than one to ensure you have good content to choose from).
- Review the site from the perspective of what Planners and Planning Departments do. Is it comprehensive, clear, easy to navigate, what planning issues does it highlight, etc....
- Identify and review at least one current issue from 2011 or 2012 covered by the website.
- Based on your review of the website, at the end of your summary, identify in one sentence a potential topic for Lab 3 – Planning Reflection (Individual Lab) (this is intended to simply get you thinking about topics at an early stage in the term).

The maximum length is 500 words (12 point font, 1.5 line spacing).

Lab 2 – Guelph Analysis (TA Leader: Adam)

Land use analysis and relationship to planning within Guelph. The purpose of this exercise is to critically look at land uses along one transect within the City of Guelph and to develop an appreciation for how these uses are regulated through the planning documents for the city.

- Working in pairs (you may work individually if you prefer), travel the bus route along Gordon Street from Claire Rd to the Downtown.
- In advance of your excursion have a look at the Official Plan and Zoning by-law for this area.
- Make at least 4 stops along the route (*include pictures with date and time stamp from each of these stops- pictures downloaded from websites will not be accepted*).
- Be sure to include at least 1 commercial and 1 residential stop and include a stop in the downtown.
- At each stop observe the respective land uses in proximity.
- Consider questions such as the following: What land uses are evident? Are there conflicting or potentially conflicting land uses? Are there planning applications being considered in the area (if so there will be a sign advising of a potential land use change). How is the area at each stop treated in the Official Plan and Zoning by-law? How do these documents influence what can happen on-site? How is residential integrity protected? Are there issues associated with density or sprawl that you noticed? ETC! (feel free to consider / discuss related planning topics that you identify at each stop).

The maximum length is 1250 words (excluding references photos, maps etc.) (12 point font, 1.5 line spacing) (Suggestion: 1 page per stop, plus photos and 1 page summary reflections at the end).

Lab 3 – Planning Reflection/Editorial (Individual Lab) (TA Leader: Simon)

This lab constitutes a thoughtful editorial based on a limited amount of research (you might look to a sample editorial from the Globe and Mail). The editorial should present multiple view points, but conclude with a researched conclusion. Editorials present both sides of a story outlining the strengths and weakness of each. The conclusion of an editorial can be a stated personal belief, but it must be backed-up with some researched facts. This assignment is meant to assist in the development of the presentation of multiple view points on a single topic (as an option you could consider relating this to your larger group project).

- Identify a planning topic which is either a substantive issue (e.g., farmland preservation, urban density, viable downtowns, big box retail development, etc.) or a planning process (e.g., site plan control, public participation, strategic planning, etc.).
- Describe the issue or process, its characteristics or trends, its implications for community or regional planning, and how it relates to the practice of planning.
- Offer your informed opinions concerning the selected issue.
- Extensive research is not required, but at least three references must be cited (one may be the course text book).

The maximum length is 750 words (excluding references) (12 point font, 1.5 line spacing).

Planning Project Development – Group Project

Overview:

The purpose of this assignment is to develop a firsthand experience in the review of planning documents, the evaluation of alternatives and the development of an overall planning scheme. Assume that you have been retained by the Property Owner to conduct an analysis and develop a proposal. While you will bring your skills from your respective backgrounds to the project, remember – **this is a planning project.**

The class will be divided into Lab Group A and Lab Group B. Each Lab group will work with individual GTA's as defined in class. Know your GTA and consult with them about your project.

Self-selected working groups of 4 to 6 students will be established- A mix of students from different disciplines is strongly encouraged. Each self-selected group must confirm the group members with their assigned GTA prior to submitting the initial proposal (email a list of group members to your GTA).

The self-selected groups will select a specific property within Guelph (an alternate location outside of Guelph may be selected with the Instructor/TA approval). The self-selected group will review appropriate documents and develop a proposal for the property. You may choose any potential development scheme ranging from non-development to full build-out (this should be a fun exercise but should also be based in reality).

Your work must be independent from work completed in other classes. If you are uncertain that your proposal is or is not independent from other class work; please consult your GTA before proceeding.

The project will include:

- Proposal – 1 page summary of the project outlining key planning issue, site and development proposal,
- written report – detailed 15 – 20 page report, and
- poster/presentation.

You will review and develop a proposal for the site. Include an in-depth analysis related to at least 1 key planning concept (such as neo-traditional design, intensification, brownfield development, watershed planning etc.). The key planning concepts must be clearly identified, outlined (defined) and discussed within the written report.

Proposal: A one page proposal will be prepared and approved by the TA/instructor. It should state the key planning issue, your approach to the project (site development concept, major issues to be dealt with, and initial solution to the issue) and allocate responsibility among group members (work plan).

Written report: *As a minimum the report should include:*

- Description of the site, neighbouring land uses, and related issues.
- Issues, opportunities and obstacles.
- The nature of your proposal (with justification considering social, environmental and economic issues)
- Issues that might accompany the proposal and strategies to address these issues (considering potential public and private interest in the site)
- Relationship to the City of Guelph Planning Documents (it is essential that you consider the official plan and zoning by-law); does your proposal comply and what changes would be required to these documents (complete appropriate application forms)
- Feasibility of your proposal – finances, timing, maintenance, life expectancy....
- A map/ site plan
- Planning Documents: Who would be involved directly or indirectly if changes to planning documents are contemplated and how would these changes be accomplished?
- Analysis concerning the nature of your proposal's fit with the Provincial, Regional and Community's overall development plan for the City.

Professionalism of your report and poster is essential.

The paper will be in a report format (APA style). It is expected that the paper will be 15 – 20 pages (12 point font, 1.5 line spacing), including tables, photos etc....

The paper will be evaluated based on understanding (use of course content), clarity of thought (insightfulness – application of content to current planning issues) and quality of writing (presentation – logically presented, concise and clearly stated conclusion).

Presentation: Various forms of presentation may be used such as: group debate, role playing, formal presentation, video creation, slide show, poster, etc.

A poster is a required part of the presentation. Presentations will not exceed 15 minutes plus 5 minutes for questions.

Group Work: Working in groups can be an exercise in frustration or it can be a rewarding learning experience. Each group is assigned one mark; therefore, it is up to each group to divide the work load evenly and to manage the project equitably.

The instructor reserves the right, however, to adjust the grade of an individual member of the group who does not make an appropriate contribution.

Participation: Attendance is required for all presentations from your classmates and questions **expected** after each presentation from the class. Presentations will be during the last two classes of the term.

Multiple classrooms will be used at the same time to reduce the total time required to review presentations (i.e., Groups will present to their GTAs reducing the number of presentations to a manageable number).

Course Resources

Required Texts:

Hodge, G., and Gordon, D. 2008. Planning Canadian Communities: An Introduction to the Principles, Practice and Participants Fifth Edition, Toronto: Nelson.

- **Text can be found in library reserve**

Recommended Texts:

Additional readings may be assigned during class and will be on reserve (Guest speakers have been invited to identify additional relevant readings).

Websites:

www.waynecaldwell.ca. Links to additional relevant websites.

Canadian Institute of Planners www.cip-icu.ca

Ontario Professional Planners Institute www.ontarioplanners.on.ca

Ontario Legislation www.elaws.gov.on.ca

Ontario Municipal Board www.omb.gov.on.ca

Canadian Mortgage and Housing Corporation www.cmhc-schl.gc.ca

Ministry of Municipal Affairs and Housing www.mmah.gov.on.ca

Ministry of Agriculture, Food and Rural Affairs www.omafra.gov.on.ca

American Planning Association www.planning.org

City of Guelph: www.city.guelph.on.ca

Other Useful Texts

- Arendt, Randall. 1999. Growing Greener. Island Press. Washington.
- Caldwell, Wayne J., S. Hiltz, B. Wilton. 2007. Farmland Preservation: Land for Future Generations. Volumes Publishing, Kitchener, Ontario.
- Cullingworth, Barry and R. Caves. 2009. Planning in the USA. Routledge Publishers. London.
- Dandekar, Hemalata. 2003. The Planner's Use of Information. Chicago: American Planners Association.
- Daniels, Tom. 1999. When City and Country Collide. Island Press. Washington, D.C.
- Grant, Jill. 2006. A Reader in Canadian Planning: Linking Theory and Practice. Nelson Publishers.
- Leung, H.K. 2003. Land Use Planning Made Plain. Publishers: University of Toronto Press, Toronto.

Relevant Legislation and Policy

The Ontario Planning Act - [http://www.e-](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90p13_e.htm)

[laws.gov.on.ca/html/statutes/english/elaws_statutes_90p13_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90p13_e.htm)

The Environmental Assessment Act – (Federal) <http://laws-lois.justice.gc.ca/eng/acts/C-15.2/>
(Provincial) -

http://www.ene.gov.on.ca/environment/en/legislation/environment_assessment_act/index.htm

Provincial Policy Statement (2005) - <http://www.mah.gov.on.ca/Page1485.aspx>

The Greenbelt Act - <http://www.mah.gov.on.ca/Page195.aspx>

Places to Grow -

https://www.placestogrow.ca/index.php?option=com_content&task=view&id=4&Itemid=9

Relevant Journals (in library):

Plan Canada- The Journal of the Canadian Institute of Planners.

Ontario Planning Journal- The Journal of the Ontario Professional Planners Institute
Journal of the American Planning Association

The following readings are identified because of their currency in a Canadian context. They might help to stimulate ideas for Lab 3 (Individual Issue Analysis):

- Planning for Diverse Populations- the Special Issue of Plan Canada, 2009 includes numerous articles on planning for multicultural and diverse communities.
- Planning for Food and Food Security – The summer, 2009 issue of Plan Canada Vol 49 (2) includes numerous articles on planning for Food and Food Security.
- Greenbelt discussions: Numerous articles are included in the Ontario Planning Journal (starting in 2004). Also see the Ontario Ministry of Municipal Affairs website (linked through www.waynecaldwell.ca)
- *Planning in Mid Size Cities*: the autumn, 2004 issue of Plan Canada is devoted to planning in mid-sized cities.
- *Mega-Events Planning*. the summer, 2005 issue of Plan Canada is devoted to planning for mega-events (Olympics etc.).
- New Urbanism. The Winter 2005 issue of the Journal of the American Planning Association includes a useful review of new urbanism in the Canadian context (author David Gordon)
- Chisholm, S. *Protecting Urban Green Space*. Plan Canada. September, 2002.
- Mehak, Mary. *New Urbanism and Aging*. Plan Canada. March, 2002.

Course Policies

Grading Policies

NOTE: *Students are to be familiar with the University of Guelph policy on Plagiarism found at: <http://www.academicintegrity.uoguelph.ca/plagiarism.cfm>*

Evaluation: Assignments will be evaluated based on understanding (use of course content), clarity of thought (insightfulness – application of content to current planning issues) and quality of writing (presentation – logically presented, concise and legible).

Late work will be penalized 10% of the value of the assignment per day.

Course Policy on Group Work:

It is the responsibility of the student to become a member of a group for group assignments. The student should ensure they are part of a group and if any difficulties arise they should consult with their designated GTA on or before February 5, 2013.

GtAs will be assigned in class for each group. It is the responsibility of the group to ensure they communicate with the GTA regarding all group assignment activities.

When working in groups or pairs, a single mark will be assigned, however, the instructor reserves the right to adjust the grade for any individual member who does not make an appropriate contribution.

Group assignments will be evaluated on the basis of understanding (effective use of course content), application (novel use of selected planning tools and policies), team-work (multi-disciplinary approach to the planning project – multiple views on a planning issue), communication (professional level presentation of planning issues), and writing (presentation – logically presented, concise and legible).

Course Policy regarding use of electronic devices and recording of lectures

The use of electronic devices for recording lectures is acceptable. During guest lectures recording devices are only allowed if students have received notification in advance of the lecture.

No electronic devices are allowed in the lecture hall during quizzes.

University Policies

Academic Consideration

When you find yourself unable to meet an in-course requirement because of illness or compassionate reasons, please advise the course instructor in writing, with your name, id#, and e-mail contact. See the academic calendar for information on regulations and procedures for

Academic Consideration:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-ac.shtml>

Academic Misconduct

The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community, faculty, staff, and students to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring.

University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor.

The Academic Misconduct Policy is detailed in the Undergraduate Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08...>

Accessibility

The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible.

For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: <http://www.csd.uoguelph.ca/csd/>

Drop date

The last date to drop one-semester courses, without academic penalty, is March 8, 2013. For regulations and procedures for Dropping Courses, see the Academic Calendar:

<http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08>