Introduction

This course focuses on the theoretical underpinnings of public engagement in the planning profession. It serves as a platform for the practice of public engagement that will be a component of future studio work. The course provides students with an introduction to key social and political theories that inform participation and public engagement in the profession. Through a review of selected readings, in-class discussion, guest lecture presentations and case studies, students will have the opportunity to gain an understanding of the typologies, models, processes and theories of participation and public engagement.

Objectives

1. Students will be familiar with key theories supporting engagement and participation.
2. Students will be familiar with a variety of approaches to the design and execution of engagement processes employed in the public, private and civil society sectors.
3. Students will be able to apply social and political theory to the practical task of analysis, critique and design of public engagement processes.

Teaching Approach

I try to practice an engaging approach to teaching, employing participatory, popular education, and creative approaches; and providing students with a collegial, dialogue-centred, experiential educational environment. In this course we will explore the theoretical literature on participation and we will situate this theory within actual participatory processes ongoing and recently completed in various communities in Calgary and beyond.

Session 1: September 6
Course Introduction
Typologies, Models and Processes of Participation

Session 2: September 13
TheorySharing (readings to be assigned)
Case Study: Marlborough, A Matter of Trust

Session 3: September 20
TheorySharing (readings to be assigned)
Case Study: Hillhurst Sunnyside, Bow to Bluff

Session 4: September 27
TheorySharing (readings to be assigned)
Guest Speaker: Engage! City of Calgary
Means of Evaluation

There will be no final exam. To pass this course students must obtain a passing grade in all assignments.

Assignment 1: One-page Reading Responses (3) Due in-class on day reading is discussed. 45%

Assignment 2. Case Study Group Presentation/Public Engagement Exercise 55%

Readings – Theory I


Keough, Noel; Phil Cox, Brenna Atnikov and Wayne Bobroski (2013) and Community Development Learning Framework. Community Development Learning Framework


American Institute of Planners, 35:4, 216-224, DOI: 10.1080/01944366908977225
Readings – Theory II


Readings – Theory III


Supplementary Readings


Diers, Jim. Neighbourhood Power: Building Community The Seattle Way


Key Journals

Environmental Politics Journal
Critical Policy Studies
International Journal of Lifelong Learning
Planning Theory and Practice
Journal of Planning Education and Research
Planning Theory
Journal of Public Deliberation
Grading Scale

<table>
<thead>
<tr>
<th>Grade</th>
<th>Grade Point</th>
<th>4-Point Range</th>
<th>Percent</th>
<th>Description</th>
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<tbody>
<tr>
<td>A+</td>
<td>4.00</td>
<td>4.00</td>
<td>92.5-100</td>
<td>Outstanding - evaluated by instructor</td>
</tr>
<tr>
<td>A</td>
<td>4.00</td>
<td>3.85-4.00</td>
<td>85-92.49</td>
<td>Excellent - superior performance showing comprehensive understanding of the subject matter</td>
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<tr>
<td>A-</td>
<td>3.70</td>
<td>3.50-3.84</td>
<td>80-84.99</td>
<td>Very good performance</td>
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<td>B+</td>
<td>3.30</td>
<td>3.15-3.49</td>
<td>76-79.99</td>
<td>Good performance</td>
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<tr>
<td>B</td>
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<td>2.85-3.14</td>
<td>73-75.99</td>
<td>Satisfactory performance</td>
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<tr>
<td>B-</td>
<td>2.70</td>
<td>2.50-2.84</td>
<td>70-72.99</td>
<td>Minimum pass for students in the Faculty of Graduate Studies</td>
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<tr>
<td>C+</td>
<td>2.30</td>
<td>2.15-2.49</td>
<td>66-69.99</td>
<td>All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty Graduate Studies course requirement</td>
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<tr>
<td>C-</td>
<td>1.70</td>
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<td>D+</td>
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<td>56-59.99</td>
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Notes:
- A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.
- Final grades will be reported as letter grades, with the final grade calculated according to a 4-point range.
- Assignments will be evaluated by percentage grades with their letter grade equivalents as shown.

University of Calgary Policies and Supports

ACADEMIC ACCOMMODATION
Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/. Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf.

ACADEMIC MISCONDUCT
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, (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. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at http://www.ucalgary.ca/pubs/calendar/current/k.html

COPYRIGHT LEGISLATION:
All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf) and requirements of the copyright act (https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY
Student information will be collected in accordance with typical (or usual) classroom practice. Students’ assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

UNIVERSITY STUDENT APPEALS OFFICE: If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty.
https://ucalgary.ca/student-appeals/  

More student support and resources (e.g. safety and wellness) can be found here: https://www.ucalgary.ca/registrar/registration/course-outlines