CITY7470 PROFESSIONAL PLANNING PRACTICE
University of Manitoba, Faculty of Architecture
Department of City Planning (0.0; 0.3) 3 Credit Hours
Winter 2014 – Course Outline [issued January 22nd, 2014]

Day/Time: Thursdays 5:30 pm – 8:20 pm (Unless otherwise specified)
Locations: Room 110 Arch 2 (and/or various off-campus locations when specified)
Co-Instructors: Paul McNeil – 204-943-3178 ext 3841 mcneilp@mmb.ca
[typical availability Monday to Friday, 10:00 a.m. to 5:00 p.m.]
Martin Sandhurst – 204-475-8648 martjn@shaw.ca
[typical availability Monday to Friday, 8:30 a.m. to 4:30 p.m.]

Course Context
A required second-year (M2) graduate course which aims to serve as a capstone for your MCP program, to be taken when you have completed almost all your coursework and, in particular, after all your studios and internship. It bookends the theory/practice stream which, in addition to CITY7030 Planning Theory (the program’s corner stone), also incorporates the internship module. The course is further valued:

i) as a comparatively rich opportunity for collaboration with the provincial CIP affiliate, the Manitoba Professional Planners Institute http://www.mppl.mb.ca, and its members; and

ii) as a particularly significant vehicle for addressing or reinforcing aspects of the program relevant to recognition of the MCP program by the Canadian Institute of Planners (professional accreditation) http://www.cip-icu.ca.

The course features potential connections with MPPI through its mentorship program, and with MCP program alumni engaged in planning practice, in the context of active mutual learning projects. There is an underlying interest in exercising the development of your own emerging planning praxis statement, integrating your theory studies and practice experiences in the program, coupled with your own evolving ethical values and belief-system (i.e. a personal mission statement encompassing your professional practice intentions; an exploration of what you hope to profess in your future work-life).

The general course focus, in terms of content, is an inquiry into professional planning practice (broadly defined) to develop the reflective capacity to ultimately practice planning—knowingly and skillfully, by deploying the full spectrum of essential literacies, and exercising the full range of sensibilities noted by Sandercock. The course is built around several active learning assignments: initiating a professional journal; presenting yourself as an emerging professional; relationship-building with mentors; interacting with other professionals in various settings; collaborating with a practitioner on original planning practice case study research – on some aspect of best-practice/cutting-edge planning of mutual interest; engaging in group tactical sessions with practitioners; and preparing a personal planning praxis statement, as well as attempting a collective ‘ethos’ statement by the class, as emerging planners, directed to representatives of the established profession of planning.

It is recommended that you approach the whole course not so much as a traditional seminar or lecture course but as a studio course – in professional self-design; the object and subject of the design activity is
your own professional self. As a professional self-design studio the guiding questions may be set as follows:

What is calling me? What is my calling? What am I being called to profess?
What do I want to make of myself, personally and professionally? What does the world want of me... to use me for?
What is my unique gift (or gifts) that I cannot not give? How do I plan to be of service in the world, to the world?

For the purposes of the course, the essence of planning is interpreted as the linking of knowledge and action, leading to a focus on how this linking role can be best performed in a professional practice context. It also values Leonie Sandercock's short-form notion of planning as ethical inquiry and action. The main interest is in addressing the active combination of knowledge and skills involved in, and necessary for, this linking—well-rendered initially by Sandercock (1998) in terms of a set of literacies, encompassing the qualities desired in post-modern planning program graduates (technical, analytical, multi-cultural, ecological, and design literacies). These literacies relate to a specifiable planning domain, articulated as a set of substantive and procedural planning specificities. Sandercock (2003) has supplemented the initial concern with literacies with a later focus on particular sensibilities or qualities (political, therapeutic, audacious, creative, and critical). All of these literacies and sensibilities refer to the nature of the linking that needs to be accomplished by today's and tomorrow's planning practitioners – they provide the overarching context for applying the knowledge and deploying the skills.

**Course Objectives**

The main purpose of the course is to expose you to, and to exercise you in, highly self-reflective inquiry into the many worlds of professional planning practice (especially as currently manifested in a number of local settings)—while engaged in a variety of practical exercises and assignments. Your course studies should be viewed as ultimately informing an initial drawing-out of your own design for your emerging professional self.

The specific objectives of the course are for students to:

a) actively generate first-hand personal knowledge and understanding about professional planning practice by reading, hearing from, and working with planning practitioners (including mentors, alumni, and other CIP members) and others – the knowledge and understanding gained, and the literacies and sensibilities exercised, to be recorded and reflected upon in a journal format as the course progresses, and in other communications as appropriate.

b) collaboratively research – with a practitioner (i.e. a mentor or alumnus) – a generally significant case of best planning practice and/or cutting-edge practice, drawing on practitioner literature and commentary, the results of the research to be presented in the form of a case study within the framework of AICP’s *Practicing Planner* (formerly *Planners’ Casebook*). For the purposes of this course the assignment is now referred to as the MPPI “Case-in-Point” Project.

c) explore the *Professional Practice Manual* issued by CIP (authored by David Witty FCIP) including a testing of its attributes through dialogue with guest-presenters and mentors, for potential implementation in your projected personal planning practice (such learning and intentions to be generally recorded in the professional journal, and ultimately distilled in the personal planning praxis statement).
Course Materials
Required Texts
It is projected that the Manual will be explored primarily in the context of presentations by practicing planners, in conjunction with any practice opportunities that arise in the course (i.e. Tactical Sessions and Panel Discussions). A PDF copy is available on request, but you should purchase your own hard copy through CIP sooner than later; it will be invaluable in your transition from planning school to planning profession.

The outcome of a 2011 “Ethos-Making Workshop”, this workshop involved student / practitioner collaborations and represented a Professional Planning Practice course component.

In addition, practitioners will be providing (roughly one week in advance of the session) session briefs and context materials that will provide the foundation for the individual Tactical Sessions.

Supplementary Texts
Recommended but not required, for those wishing to go wider/deeper.

http://www.newsocociety.com/bookid/3690

Gail Hochachka, 2005 Developing Sustainability, Developing the Self: An Integral Approach to International and Community Development, Polis Project on Ecological Governance, University of Victoria; Drishti – Centre for Integral Action.
http://www.drishti.ca/


These are all recommended to inform classroom sessions and broaden perspectives on the individual and collective assignments. Furthermore, many of these readings are suggested as touch-stones for planning practitioners throughout their professional careers.

In terms of other recommended supplementary reading, particular reference should be made throughout the course to Plan Canada, the professional journal/magazine of the Canadian Institute of Planners. The July 1994 Special 75th Anniversary issue is especially recommended—not only for its profiles of the achievements of Canadian planners over the last 75 years, but particularly for the discussion of upcoming challenges for the profession. The May/June 1999 is also recommended, for its in-depth consideration of the theme of planning professionalism.

Other writing on Canadian planning practice by planning practitioners should also be specifically sought out, especially in the affiliate/institute journals, such as PIBC News (now Planning West); and the Ontario Planning Journal (OPPI). For a Western U.S. perspective, see also The Western Planner (Western
Planner Resources). Several years back copies of all these publications are available in the ARCH library. For a more international perspective, seek out the practitioner authors in the articles in the 'Interface' section of the journal, Planning Theory and Practice, sponsored by the Royal Town Planning Institute (and edited by Patsy Healey).

**Evaluation**

Your participation in the course will be evaluated on the following bases (with weightings in bold and bracketed).

1. **Tactical Session & Panel Discussion Contributions (30%)**: This course component gauges your contributions to the practitioner-led workshops and practitioner panel discussions that will occur throughout the term. The Tactical Sessions are intended to replicate common workplace scenarios, when the staff member assigned responsibility for a project gathers colleagues to determine or confirm the firm's project strategy moving forward. In class, practitioners will introduce the problem or project decision point—typically these will be real-world and real-time. Working in teams, the class will clarify the problem/decision point, examine alternative course of actions, and determine a collective team decision on how to resolve the problem or proceed with the project. These are expected to be extremely participatory sessions, with all class members contributing towards each session's problem resolution or situation decision.

The Panel Discussions will gather practitioners to discuss and debate typically cross- or inter-disciplinary aspects of planning work. These are expected to be candid interactions, with practitioners revealing some of the problems and rewards associated with multi-faceted city planning practices. Class members are expected to contribute to topic discussions and challenge the participating practitioners.

2. **Journal/Personal Praxis Statement/Collective Ethos Collaboration (30%)**: This assignment, in total, is intended to take the place of a major term paper and associated seminar presentation. The journal component should consist of periodic entries (generally one 200-300 word entry per week) reflecting on your learning about professional planning practice from: the various course experiences—be they in the formal sessions or during work on assignments; independent reading; visiting websites; participating on computer-mediated listservs; incidental ancillary experiences in another course; or in response to a media story; or whatever.

Journaling is an opportunity to develop the reflection-in-action characterization of the theory-practice interface suggested by Donald Schon. There will be three (approximately) end-of-month journal submissions, for timely feedback and interim evaluation purposes. These are to be submitted by email to the instructors (Due Dates: Thursday January 30th; Thursday March 6th; and Thursday March 27th).

Your personal planning praxis statement should be no more than 500 words (Due Date: Thursday April 10th). The statement is expected to be primarily a distillation of journal reflections organized as an outline of your evolving professional planning belief system, at this particular point in your life-work journey.

Participation is also required in a late course exercise (on March 27th), based partly on the shared journal entries, to develop a collective class ethos submission to the profession at large—to be presented at the Taking the Pulse of Practice 2014 event on Thursday April 3rd.
3. Taking the Pulse of Practice (40%). In collaboration with a planning practitioner (ideally, but not necessarily, a MCP alumnus who is also a member of CIP), and drawing on a survey of practitioner literature or commentary, you are required to undertake a case study that attempts to take the pulse of a field of planning practice of personal interest to you and one or more practitioners. The case study should be approached and documented on the model of the (former) AICP Casebook, or AICP’s new Practicing Planner initiative, suitable for publication initially on the Department of City Planning website and subsequently on the MPPI website.

The assignment has the following components [and Due Dates]:

i) Preliminary Ideas: Topic + Potential Collaborator/s [due by no later than February 27th]
ii) Working Title/Sub-title + Collaborator/s Identification + Proposed Abstract [due by no later than March 27th]
iii) Preliminary Overview/Cover Page Presentation Exhibit [due April 3rd]
iv) Final Case-in-Point Documentation [due by April 10th]

A PDF version of the final case-in-point submission will be automatically entered into the MPPI 2014 Case-in-Point Excellence Awards, to be announced and awarded at the November 2014 World Town Planning Day event organised by MPPI. For information on previous award-winners, please visit: http://www.mppl.mb.ca/planningIssuesAwards.asp (scroll to ‘MPPI Student Case-in-Point Excellence Awards’).

Schedule

January 9th — Introduction to course outline: personal assignments, readings, collective assignments [session instructor – MS]

January 16th — Tactical session [session instructor – MS]

January 23rd — Professional presentation—“Marketing yourself as a Professional planner” ; Case-in-point assignment launch [session instructor – PM]

January 30th — MPPI mentorship event (tentatively scheduled to occur at the APEGM offices, 870 Pembina Highway) [session instructor – PM; MS]

February 6th — CAPS conference [no session]

February 13th — Tactical session [session instructor – MS]

February 20th — Reading week [no session]

February 27th — Manitoba planning conference [no session]

March 6th — Tactical session [session instructor – MS]

March 13th — Tactical session [session instructor – MS]

*** March 19th — Last date for Voluntary Withdrawal

March 20th — Panel discussion; Case-in-Point template design [session instructor – PM]
March 27th – Collective statement to the profession development (circle process?) [session instructor – PM]

April 3rd – Taking the pulse of practice; Case-in-point overviews; Collective statement to the profession [session instructor – PM; MS]

April 10th – Final course session; debrief [session instructors – PM; MS]

[Case-in point documentation and personal/professional journal due within one week of final class]

University Regulations Information

Attendance Required
A sign-in sheet may be used. University of Manitoba General Academic Regulations and Policy allow debarment from classes and examinations for persistent non-attendance. Students must attend all lectures, laboratories and studios in accordance with the sections assigned on the University of Manitoba website. Students who attend the wrong section or course will receive a grade F or F/NP. Students must also attend and participate in all final studio reviews.

Regular attendance is expected of all students in all courses. The Department Head/Program Chair may initiate, at the request of an instructor, procedures to bar a student from attending classes, studios and final examinations, and/or from receiving credit where unexcused absences exceed 20% of the scheduled classes. Students so barred will have failed the course.

Style Guide
Publication Manual of the American Psychological Association [faculty decision].

Weighting for Final Grades

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C is a failure for pre-master’s and master’s students, but passing for undergraduate students
D is a failure for undergraduate students in this faculty.

Voluntary Withdrawal
Winter Term – Wednesday March 19, 2014

Students should refer to the General Calendar for the procedures involved. Students are advised to seek an appointment with the course instructor to discuss their individual performance in the course prior to the withdrawal date if they are concerned or are considering withdrawal. Written Evaluative feedback must be given to students before the final date for voluntary withdrawal.
Late Submissions
Students must speak to the Instructor and provide a medical note to the instructor and to the General Office for the student’s file. Requests for deferrals are to be submitted to the General Office, Architecture 2 Building, for circulation to the Course Instructor.

Incomplete Status
Students are reminded that it is their responsibility to initiate an application for Incomplete Status in the course. Approval of an incomplete grade classification is not automatic and will depend on the assessment of the circumstances by the Course Instructor. Work must be handed in on due dates regardless of the state of completion or for compassionate grounds at the discretion of the Course Instructor. An Incomplete Grade form must be submitted by the instructor with the grade register or the incomplete will not be recorded.

Responsibilities of Academic Staff with Regard to Students
Students should refer to the current General Calendar for The University of Manitoba Policy on the Responsibilities of Academic Staff with Regard to Students, Sexual Harassment Policy, and responsibility of the Office of Student Advocacy.

Regulations on Appeals
Term Work Appeals
Students may formally appeal a grade received for term work, provided that the matter has been discussed with the instructor or Department Head in the first instance in an attempt to resolve the issue without the need of formal appeal. Term work grades normally may be appealed up to ten working days after the grades for the term work have been made available to the student. Students may obtain the form “Application for Appealing a Grade Given for Term Work” from the general office.

Final Grade Appeals
Final grades may be appealed up to 21 days after final grades have been released. Grade Appeal forms are available from the Registrar’s Office. Again, every effort must be made to discuss the matter with the instructor in an attempt to resolve the issue before resorting to the appeal process. For both the Appeal for Term Work and Final Grade Appeals, there is a charge per appeal, which is refundable if the grade is raised. No grade may be lowered as a result of filing an appeal.

Rules and Regulations
Students are encouraged to seek out the Course Instructor if they feel in any way uncomfortable with the class procedures or if they feel that they need additional feedback on their progress or on issues like course content, procedures or any other aspect of the course work.

All assignments must credit the sources of all materials (visual, verbal and written) that are not the student’s own and a style guide must be given (this will be a department decision). All illustrations, tables and diagrams should have captions that identify what they are and explain what relevance they have to the text.

All students must conduct themselves according to the essential standards of academic integrity. They should refer to the current General Calendar for the University’s General Academic Regulations and Policy governing, inter alia, Attendance, plagiarism and cheating, Debarment, Incompletes, deferred Examinations, Appeals Probation and Academic Suspension, Voluntary Withdrawal from Programs and Courses, and Hold Status.
It is strongly advised that students keep copies of course outlines provided by Instructors. Course Calendar descriptions of outlines are available on the Web and the Registrar’s office can provide official copies at a fee. If students request the extended version of outlines from the Faculty, they will be charged $25.00 per course outline.

**Plagiarism and Cheating**

The University of Manitoba General Calendar states that Plagiarism or any other form of cheating in examinations, term tests or academic work is subject to serious academic penalty (e.g. suspension or expulsion from the faculty or university). Cheating in examinations or tests may take the form of copying from another student or bringing unauthorized materials into the exam room (e.g. crib notes, pagers or cell phones). Exam cheating can also include exam impersonation. (Please see General Academic Regulations and Requirements of the University of Manitoba General Calendar on Exam Impersonation). A student found guilty of contributing to cheating in examinations or term assignments is also subject to serious academic penalty. The following website provides additional information on Plagiarism [http://umanitoba.ca/student/student_guide.html](http://umanitoba.ca/student/student_guide.html). In addition, the University of Manitoba Learning Assistance Centre ([http://umanitoba.ca/student/u1/la/](http://umanitoba.ca/student/u1/la/)) has handouts and workshops available on research, writing essays, and on referencing, citing, and paraphrasing.

To plagiarize is to take ideas or words of another person and pass them off as one’s own. In short, it is stealing something intangible rather than an object. Plagiarism applies to any written work, in traditional or electronic format, design studio and graphic communication work, as well as orally or verbally presented work. Obviously, it is not necessary to state the source of well-known or easily verifiable facts, but students are expected to appropriately acknowledge the sources of ideas and expressions they use in their written work, whether quoted directly or paraphrased. This applies to diagrams, statistical tables and the like, as well as to written material, and materials or information from Internet sources.

To provide adequate and correct documentation is not only an indication of academic honesty but is also a courtesy, which enables the reader to consult these sources with ease. Failure to provide appropriate citations constitutes plagiarism. It will also be considered plagiarism and/or cheating if a student submits a term paper written in whole or in part by someone other than him/herself, or copies the answer or answers of another student in any test, examination, or take-home assignment. Working with other students on assignments, laboratory work, take-home tests, or on-line tests, when this is not permitted by the instructor, can constitute Inappropriate Collaboration and may be subject to penalty under the Student Discipline By-Law. An assignment that is prepared and submitted for one course must not be used for a different course. This is called “duplicate submission” and represents a form of cheating because course requirements are expected to be fulfilled through original work for each course.

When in doubt about any practice, ask your professor or instructor. Student Advocacy Office, 519 University Centre, 204-474-7423, is a valuable resource available to students dealing with Academic Integrity matters. Students should refer to the current General Calendar for the University of Manitoba, Faculty of Architecture’s Regulations and Coursework Requirements.

**Vandalism**

Vandalism to personal and University property, including library materials, is punishable under the University Student Discipline Bylaw and the Criminal Code. Students are reminded that punishment can include expulsion from the University.