

RURAL PLANNING METHODS (9506280)
COURSE OUTLINE

Winter, 2006

UNIVERSITY OF GUELPH

W.J. Caldwell

Course Co-ordinator:

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I have a joint appointment between the University of Guelph and the County of Huron Planning Department. Generally, I am on campus Tuesday, Wednesday and Friday. If you need to reach me when I am not on campus I may be reached at the Huron County Planning Department (519-524-2188); or at home (519-529-7093). You are welcome to see me at any time when I am on campus, however, you may wish to schedule a meeting in advance. You are encouraged to pursue questions related to the content of seminars during and following each seminar.

Class Time:

Wednesday 1:30-4:30 p.m. (a couple of sessions will be scheduled at different times)
Landscape Architecture Building: Room 143

It is proposed that we reserve 2 days (Friday/Saturday) to be held off campus at Elora (meeting space has been booked at the Elora Municipal office for Friday Feb. 10 and Saturday, Feb 11). These will be interactive days focusing on Planning Act Tools. The general format will involve mini-lectures, discussion, field work, and consultation (in conjunction with one of the proposed assignments). It is recognized that some people may have weekend employment commitments and we will work to address any related concerns. In lieu of this we will cancel at least one Wednesday session (March 15).

A field trip to Wellesley Township is tentatively scheduled for Wednesday, March 22, 2006.

CALENDAR DESCRIPTION:

Basics of rural planning practice, including communications, graphics, group dynamics, interviews and community surveys, questionnaire design and role of citizen participation.

COURSE OBJECTIVE:

The basic objective of this course is to familiarize graduate students with professional planning practice. This will include a focus on those planning skills which are ubiquitous and shared by all planners.

This includes several related objectives:

- to use appropriate rural planning methods in leading the course

- a review of the "How To" of municipal planning. This will include a review of various procedures and processes in planning (Official Plans, Zoning By-laws, consents, subdivisions, various tools under the Planning Act (such as site plan control); related legislation (Municipal Act, Development Charges Act, etc.); the role and mandate of various government agencies; the role and mandate of the Ontario Municipal Board and other tribunals
- to review those communication skills which are fundamental to planning practice (Presentations, Public Participation, ADR, Negotiation)
- to expose students to planning practice in different settings
- to review the institutional and organizational context of planning and the role of the planner
- to review issues related to planning ethics
- to focus upon relevant current issues
- to consider a number of case studies

Although those portions of the course which focus on land use planning will have an Ontario focus - comments, projects, presentations and examples from other parts of the country are welcome.

While the course will at times have a land use planning focus the intent is to highlight methods/skills that are widely applicable. Moreover, students are encouraged to pursue their own area of interest/research.

LISTING OF SEMINAR TOPICS (with relative weight)

1. Introduction to the Course (1 session)

Review and discussion of course outline
 The approach to the course and seminars
 Review of student interests
 Identification of alternate/ additional topics

2. Planning: An Introduction (1 session)

Planning in different contexts (videos - Neotraditional and Urban/Environmental)
 Why "Rural Planning Methods"?
 Is there a "core" of rural planning methods?
 Rural Planning: The jurisdictional relationship
 Tools of rural planning: an introduction
 The development of policy- a practical introduction

3. Nuts and Bolts - The Planning Act (4.5 sessions equivalent)

The use of case studies and sample documents
 Provincial Policy and the relationship to local planning
 Official Plans

- upper and lower tier plans
- the development and approval of an official plan

 Zoning by-laws

- the relationship to the Planning Act and lower and upper tier plans
- by-law interpretation: the bane of the planner

 The land division process

- subdivisions and severance's
- principles of subdivision design

Other Planning Act Tools, such as: site plan control, temporary use by-laws, interim control by-laws, property standards, etc.

Provincial Guidelines and Regulations
 New Provincial Legislation- The Greenbelt and Places to Grow
 Ontario Municipal Board
 Non-Planning Act Tools, Legislation and Agencies

4. Nuts and Bolts - Communication Skills (Presentation Skills, Public Participation, Negotiation) (4.5 sessions)

Public Meetings, Running/ chairing a meeting, group leadership, public participation, negotiation, conflict resolution and mediation (alternative dispute resolution), presentation skills, preparing a planning report, facilitation.

5. Excursions/Other

Field excursion to Wellesley Township, Waterloo Region

The Planning Department for Wellesley Township has attempted to develop policies to deal with the specific needs of the Mennonite community (population growth, land shortages and a commitment to a certain lifestyle). A field trip has been arranged to Wellesley Township to review issues, and policy approaches.

TEXT BOOKS

Required:

Course Manual consisting of a number of required and supplementary reading materials.

David Witty. 2002. Professional Practice Manual. Canadian Institute of Planners. Ottawa (39.50).

Recommended:

The following text includes useful chapters on working with small groups, public involvement, verbal communications and written communications, among others. This is a new edition for which I have renewed enthusiasm. While the extent to which it is used will vary according to student interest, I believe it is a book with lasting utility:

Dandekar, Hemalata C. 2003. The Planner's Use of Information. American Planning Association. Chicago.

Website: course related

Course materials, lecture notes, special announcements etc. are posted at www.waynecaldwell.ca (additional planning related links are also given here).

Web Sites

- Canadian Institute of Planners - <http://www.cip-icu.ca>
- Ontario Professional Planners Institute - <http://www.interlog.com/-OPPI>
- CMHC - www.cmhc-schl.gc.ca
- American Planning Association/ Institute of Certified Planners - www.planning.org (attached to the list of references is "The Essential Planning Library- Classic Articles from the Journal of the American Planning Association- while decidedly American it is a useful listing of key literature).

Useful Texts:

Daniels, Thomas L.; John W. Keller with Mark B. Lapping. 1988. The Small Town Planning Handbook. American Planning Association. Chicago.

Hodge, Gerald. 2003. Planning Canadian Communities: An Introduction to the Principles, Practice and Participants. Nelson Canada. (introductory)

Leung, Hok Lin. 2003. Land Use Planning Made Plain. Ronald P Frye and Company, Kingston.

The following texts provide a useful American perspective:

Arendt, Randall. 1999. Growing Greener. Island Press. Washington.

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

Daniels, Tom and Deborah Bowers. 1997. Holding Our Ground - Protecting America's Farms and Farmland. Island Press (available in Canada through Broadview Press).

Daniels, Tom. 1999. When City and Country Collide. Island Press. Washington, D.C.

Ford, Kristina. 1990. Planning Small Town America. American Planning Association. Chicago.

Lapping, Mark B.; Daniels, Thomas L.; John W. Keller. 1989. Rural Planning and Development in the United States. The Guildford Press. New York.

Zuker, Paul. 1999. What Your Planning Professors Forgot to Tell You. American Planning Association. Chicago.

SUMMARY OF PROPOSED COURSE REQUIREMENTS

Proposed Evaluation	Weight (%)	Due Date
i) Video Review	10	Jan 25
ii) Group Planning Report	20	Feb. 15 (subject to Feb 10/11 workshop)
iii) A Day in the Life of a Planner	15	two weeks after your field excursion (no later than April 7)
iv) Term Paper- Proposal	--	March 2, 2006
Term Paper- Completion	45	April 7, 2006
v) Presentations/poster	10	To be scheduled

Individual Learning Contracts: For anyone who wishes to pursue course requirements different from those identified above, there is the opportunity to develop and review these with the Instructor. In particular students are encouraged to pursue an option leading to a published paper.

COURSE REQUIREMENTS (the class will be asked to help finalize due dates, weighting of projects and the actual selection of assignments)

i) Video Review: During the introduction to the course (week 2) we will watch two videos- i) "The Living City" narrated by David Suzuki and focusing on land use and ecological planning in Toronto and area and ii) a lecture given by Andres Duany on Neotraditional Design (focusing on the design of urban spaces). Both videos deal with two topical land use planning issues. From these videos you are requested to prepare two short summaries (maximum one page each) on your personal reaction to the films (as a suggestion you may wish to consider questions such as how did the content of the videos mesh with your views of planning, what did you agree with/disagree with, how do you think the planning profession is reacting to the issues presented, how did your fellow class mates react to the material, did anything make you angry etc. (please develop and follow your own format and be careful to not fall into the trap of simply summarizing the video material). (weight 10%).

ii) Group Planning Report - You are encouraged to work in groups of 3-4. This requirement is designed to complement our field work in Elora. You will be asked to review a specific development proposal and develop a corresponding planning report.

For this assignment you will be a consultant to a developer who has asked you to determine whether a given use can be expanded onto a specific property in Elora. You will be asked to determine the compliance of the proposal with the appropriate planning documents for Elora (official plan and zoning by-law), complete appropriate application forms, develop a preliminary site plan (reflecting the provisions of site plan control and zoning by-law) and prepare a report with a recommendation for the firm that has hired you. It is anticipated that much of this report will be completed during the 1-2 days of field work. A separate handout will be provided concerning this assignment. (weight- 20%)

iii) A Day in the Life of a Planner – Choose a municipality and shadow a planner for a day (municipal planners are preferred for this exercise although you could select a provincial planner or planning consultant). A listing of municipal planners who have agreed to host a student will be provided although you may, with the instructor’s approval, contact other planners. Please contact “your planner” to arrange for a mutually convenient day.

The goal of this exercise is to directly observe a planner in action and to discuss related planning applications, communications, specific issues and ethics. Think about what you observe from a theoretical perspective. Use this as an opportunity to reflect upon what you have learned in this and other courses. The host planners have been asked to treat this as a reasonably normal day. Some of you may spend your day with the planner looking at development proposals, others may be in attendance at meetings and others may be in meetings with the public.

This is intended as an experiential learning *exercise*. For purposes of evaluation it is suggested that you prepare a journal (probably 3-5 pages) of reflections on your day. Appropriate content could include, among other considerations, your reflections on related planning applications, communications, specific issues, ethics and perhaps theory. (weight 15%)

A 1.5 hour session will be set aside to discuss the results of your “excursions.”

There is the potential to connect this exercise to Option 3 (Term Paper).

v) Term Paper - You are required to complete one of the following two options (alternate formats or approaches may be used were the paper is developed with the intent of publishing):

Option 1 - (Independent Term Paper)

You are asked to prepare a paper on a relevant topic. This paper may reflect individual areas of interest. The paper shall have a central focus related to planning methods. Personal research/ interviews are encouraged. The topic of the paper shall first be reviewed with the instructor. Students are encouraged to prepare a brief written outline of the proposed paper (weight- 45%)

Option 2 - (Group Term Paper)

You may work in groups of 2-3 and prepare a paper on a relevant topic. The paper shall have a central focus related to planning methods. Personal research/ interviews are encouraged. In comparison to individual term papers the group paper should tackle a more specific practical issue and involve a stronger emphasis on field work. The topic of the paper shall first be approved by the instructor. Students are encouraged to prepare a brief written outline of the proposed paper. (weight- 45%)

Option 3 – Journaling Planning in a Selected Municipality

Prior to the end of January select a given municipality (ideally the same municipality selected for A Day in the Life of a Planner). The goal is to monitor planning activity in that municipality for the months of February and March. This will be recorded in the form of a journal of personal and professional reflections. You should attend planning meetings were possible, read local newspapers, communicate with planning staff etc. You might choose to focus on one significant issue or on planning activity in general. I would suggest that journal entries occur on at least a weekly basis. (weight- 45%)

vi) Presentations/ Poster Sessions

These Presentations/Poster sessions will reflect individual, group term papers or your journal. You will be given the option of a presentation or a poster session (in previous years the breakdown was approximately 50/50). Diverse approaches to presenting the material and group presentations involving 3-4 individuals with similar topics is encouraged. The grade will be awarded based on communication style; content and effectiveness (including time management). Students will be asked to comment on the presentations of fellow students. (weight- 10%).

Weekly Schedule of Topics

Week #	Topic	Assigned & Further Readings	Case Studies
Week 1 Jan. 11	Introduction / Review of Course Outline	Course outline Witty Chapter 1	
Week 2 Jan 18 Note: (12:30-4:00)	Rural (and not so rural) Planning: An Introduction Videos i) Andres Duany- Neotraditional Design ii) D. Suzuki- The Living City	course manual readings for Jan. 19	"The Living City" is narrated by David Suzuki and focuses on land use and ecological planning in the GTA. The second video is a lecture by Andres Duany on Neotraditional Design. Both videos deal with topical land use planning issues.
Week 3 Jan 25	Nuts and Bolts - Planning Act Tools i) <i>An Application Circulated</i> - <i>A planning review</i>	course manual Witty Section 2.5	<i>A planning review</i>
Week 4 Feb. 1	Nuts and Bolts - Planning Act Tools ii) <i>A Public Meeting</i>	course manual	- <i>A Public Meeting</i> - <i>Secondary Plan and By-law</i>
Week 5 Feb 8	Communication Skills Presentation Skills/ Public Participation	course manual Witty Section 2.4 (2003) Dandekar Chapter 5	
Feb. 10 & 11 Note: 2 days at "Elora"	Nuts and Bolts - Planning Act Tools iii) <i>An OMB Hearing</i>	course manual Plan / By-law- Elora	- <i>Elora</i> - <i>Official Plan /By-law</i> - <i>OMB Hearing</i>
Week 6 Feb 15	Planning Practice Communication Skills and Working with the Public	course manual Dandekar Ch. 6, 8, 9 OMAF Factsheets (handouts)	<i>Frank Watty (former OMB Chair)</i> <i>(confirmed)</i>
Feb 22	Winter Break		
Week 8 March 1	Communication Skills - The Planner as Facilitator/ Focus Groups	course manual Dandekar Chapter 5	- Community Action Kit
Week 9 Mar 8 Note: (1:00- 5:00)	Alternative Dispute Resolution (Professional Practice students may also attend this session)	course manual	Mike Toombs (Invited)
Week 10 Mar 15	No Wed. session in lieu of Elora weekend		
Week 11 March 22 (12:00- 5:00)	Field Trip- Wellesley Twp The Mennonite Community & Cluster Settlements	course manual Handouts	Susan Duke & Craig Hockaday (confirmed)
Week 12 Mar.29	Discuss Day in the Life of a Planner Other Loose Ends	course manual	
Week 13 April 5	Presentations / Poster Sessions	course manual	

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