

School of Planning
Faculty of Environment
University of Waterloo

PLAN 346
Advanced Planning Tools:
Public Participation, Negotiation and Mediation

Spring, 2019

Instructor:

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COURSE OUTLINE

Calendar Description:

A number of approaches and techniques such as Public Participation, Alternative Dispute Resolution and Mediation are used extensively in modern planning. This course addresses these techniques and critically explores their background, rationale, application, and use in contemporary community planning within a modern democratic society.

Prerequisite

Level at least 3B

INTRODUCTION

Planning is a process of decision-making about the future. While it does involve technical studies and regulatory frameworks, planning is first and foremost a process of gathering and negotiating multiple, and frequently competing, visions, interests and values. As conveners and facilitators of this process, planners must contend with varied understandings and interpretations of issues, as well as growing polarization and power imbalances amongst members of the public. Furthermore, planners are not neutral parties; they also hold their own values and beliefs about the most appropriate course of action. And, yet, they also have the professional responsibility to “practice in a manner that respects the diversity, needs, values and aspirations of the public and encourages discussion on these matters” (CIP 2016, section 1.1)

Planners must, therefore, hone their ability to analyze and empathize with the interests of different ‘publics’. They must also develop a comprehensive toolkit for soliciting input in both large and small group settings, while also learning to build consensus, negotiate solutions, and engage in “persuasive storytelling” about the possibilities for the future. This course seeks to develop these skills. It also introduces students to the many challenging issues that frame the theory and practice of public participation.

Course Objectives:

By the end of the course, you will be able to:

- Articulate your own perspective on the basic rationale for public participation and identify the challenges involved
- Identify the range of processes and techniques used to support public participation in planning
- Use one or more of these techniques
- Formulate and justify a community engagement plan
- Demonstrate familiarity with the basic principles of interest-based negotiation

The course also addresses several of the competencies identified by the Canadian Institute of Planners and the Professional Standards Board as being essential to professional planning practice. See Appendix B for a list of the professional competencies addressed in this course.

Learning Modes and Expectations

This class combines lectures and seminar-based discussion, with more interactive learning strategies. The lectures will introduce you to core concepts and theories, while the tutorials will give you the opportunity to put those ideas into practice through an extended simulation exercise and shorter in-class activities. With each of these learning modes, my goal is to introduce you to a range of theories and approaches that will inform your future practice and to provide you with ample opportunity for personal reflection and lively critical discussion.

I strive to attend to different learning styles and needs, while still maintaining a sense of fairness and equity in how I structure the different classroom activities and forms of assessment. I also work to uphold an inclusive and respectful learning environment that values diverse contributions and is free from all forms of discrimination and harassment.

I expect you to:

- Attend class regularly (not missing more than a week's worth of classes, unless there are exceptional circumstances) and to fully participate in all exercises and activities
- Do the assigned readings and use them in the development of your assignments
- Limit the use of laptops to note-taking and keep your cell phone out of sight during class
- Uphold the principles of academic integrity and honesty in all of your work
- Work to uphold an inclusive and respectful learning environment that values diverse contributions and is free from all forms of discrimination and harassment

Perhaps most importantly, I expect you to approach all of your work with a general sense of curiosity about the theories, methods, and contexts you are exploring. That is, don't just give obvious arguments and don't just demonstrate scholarly and/or professional proficiency (though that is incredibly important too!). Use your own sense of judgement and root your work in a felt question or passion about the topic. Make some intellectual gears turn and don't be afraid to challenge yourself and try something new!

SCHEDULES

Class Meetings

Classes take place in RCH 105 from 8:30 am to 9:50 am on Mondays. Lectures will start promptly at 8:30. Students are required to attend the entire class. Students will also be enrolled in one of the four mandatory tutorials:

TUT 101	08:30-09:50W	EV3 3408	Margaret Bakelaar
TUT 102	10:00-11:20W	EV3 3408	Margaret Bakelaar
TUT 103	01:00-02:20W	RCH 208	Isidora Gievski-Sidorovska
TUT 104	11:30-12:50W	RCH 208	Isidora Gievski-Sidorovska

Scheduled Office Hours or Consulting

Professor Barry's office hours are Mondays from 10:00 am to 12:00 am in room EV3 3312. Other appointments can be scheduled as needed. Teaching assistant office hours TBD.

Sequence of Course Topics & Readings

Students are responsible for all of the topics and readings listed below. Please note that slight adjustments may be made to this schedule. Students will be notified via *LEARN* of any changes.

All of the readings are available through the Electronic Course Reserves (linked through *LEARN*) or as a textbook that can be purchased through the bookstore.

PART 1: PARTICIPATORY PLANNING PROCESSES & TECHNIQUES			
Wk 1	May 6 & 8	<p>COURSE INTRODUCTION</p> <p>LECTURE: The Foundations of Participatory Planning: Democratic Practice, Conflicting Interests & Different Ways of Knowing <i>Discuss Assignments 1, 2 & 3</i></p>	<p>TUTORIAL: Building Your Facilitator's Toolkit</p>
Wk 2	May 13 & 15	<p>LECTURE: Designing Public Participation</p> <p>Readings: Bryson, J. M., Quick, K. S., Slotterback, C. S., & Crosby, B. C. (2013). Designing public participation processes. <i>Public administration review</i>, 73, 23-34. Shiple, R., & Utz, S. (2012). Making it count: A review of the value and techniques for public consultation. <i>Journal of Planning Literature</i>, 27, 22-42.</p>	<p>TUTORIAL: Creating a Community Engagement Plan</p>
Wk 3	May 22	<p>NO CLASS ON MONDAY DUE TO THE HOLIDAY</p>	<p>TUTORIAL: Analyzing & Reporting Back on Community Feedback</p>
Wk 4	May 27 & 29	<p>LECTURE: Working with Large & Small Groups: From Public Meetings to Focus Groups <i>Guest Speaker: Jennifer Ball, Conrad Grebel College, Peace and Conflict Studies</i></p> <p>Readings: Innes, J. E. & Booher, D. E. (2004). Reframing Public Participation: Strategies for the 21st Century. <i>Planning Theory & Practice</i> 5, 419-436. McComas, K. A. (2001). Theory and practice of public meetings. <i>Communication Theory</i>, 11, 36-55. Ball, J., Caldwell, W., & Pranis, K. (2007). Using Circles to Build Communication in Planning. <i>Plan Canada</i>, 47(1), 47-49.</p>	<p>TUTORIAL: Participatory Planning Techniques</p>

Wk 5	Jun 3 & 5	<p>LECTURE: Working with New Technologies <i>Guest Speaker: Morgan Boyco, Dillon Consulting</i></p> <p>Readings: Evans-Cowley, J. & Hollander, J. (2010). The New Generation of Public Participation: Internet-based Participation Tools. <i>Planning Practice & Research</i> 25, 397-408. Wilson, A., Tewdwr-Jones, M., & Comber, R. (2019). Urban planning, public participation and digital technology: App development as a method of generating citizen involvement in local planning processes. <i>Environment and Planning B: Urban Analytics and City Science</i>, 46, 286–302. Boyco, M., & Mazza, P. (2018). Planning for the Future: The New Reality. <i>Ontario Planning Journal</i> 33(2), 16-17.</p>	<p>TUTORIAL: Participatory Planning Techniques</p>
Wk 6	Jun 10 & 12	<p>LECTURE: Working on Specific Problems: Charrettes & Scenario Planning</p> <p>Readings: Girling, C. L. (2006). Informing Design Charrettes: tools for participation in neighbourhood-scale planning. <i>Integrated Assessment</i>, 6(4). Zapata, M. A., & Kaza, N. (2015). Radical uncertainty: scenario planning for futures. <i>Environment and Planning B: Planning and Design</i>, 42, 754-770.</p>	<p>TUTORIAL: Participatory Planning Techniques</p>
PART 2: ALTERNATIVE DISPUTE RESOLUTION PROCESSES & TECHNIQUES			
Wk 7	Jun 17 & 19	<p>LECTURE: Working with Key Stakeholders: Consensus-Building and Alternative Dispute Resolution</p> <p>Readings: Innes, J. E., & Booher, D. E. (1999). Consensus building and complex adaptive systems: A framework for evaluating collaborative planning. <i>Journal of the American planning association</i>, 65, 412-423. Susskind, L., & Ozawa, C. (1984). Mediated negotiation in the public sector: The planner as mediator. <i>Journal of Planning Education and Research</i>, 4, 5-15.</p>	<p>TUTORIAL: Participatory Planning Techniques</p>
Wk 8	Jun 24 & 26	<p>LECTURE: Interest-Based Negotiation: Understanding the Basics</p> <p>Readings: Fisher, R. & Ury, W. (1991). <i>Getting to Yes: Negotiating agreement without giving in</i> (2nd ed.). New York: Penguin.</p> <ul style="list-style-type: none"> • Chapter 1, Don't bargain over positions, pp. 3-15. • Chapter 2, Separate the people from the problem, pp. 19-42. • Chapter 3, Focus on interests, not positions, pp. 42-57. <p>Assignment 3 Due</p>	<p>TUTORIAL: Participatory Planning Techniques</p>

Wk 9	Jul 2 & 3	<p>LECTURE (on a Tuesday because of the holiday): Interest-Based Negotiation: Beyond the Basics</p> <p>Readings: Fisher, R. & Ury, W. (1991). <i>Getting to Yes: Negotiating agreement without giving in</i> (2nd ed.). New York: Penguin.</p> <ul style="list-style-type: none"> • Chapter 4, Invent options for mutual gain, pp. 58-81. • Chapter 5, Insist on using objective criteria, pp. 82-95. • Chapter 6, What if they are more powerful? (Develop your BATNA – Best Alternative to a Negotiated Agreement), pp. 99-108 <p>Discuss Assignment 4</p>	<p>TUTORIAL: Negotiation Simulation (creating your scenario)</p>
PART 3: ENDURING CHALLENGES & CONSIDERATIONS			
Wk 10	Jul 8 & 10	<p>LECTURE: Public Participation & Diverse Communities <i>Guest Speaker: Joelle McNeil, PhD Student, School of Planning</i></p> <p>Readings: Bernstein, A. G., & Norwood, R. S. (2008). Ethnic differences in public participation: The role of conflict communication styles and sense of community. <i>Journal of Intercultural Communication Research</i>, 37, 119-138. Dale, N. (1999). Cross-cultural community-based planning: Negotiating the Future of Haida Gwaii (BC). In Susskind, McKernan, and Thomas-Larmer (eds) <i>The Consensus Building Handbook</i>. Thousand Oaks, CA: Sage. Ortiz Escalante, S. & Gutiérrez Valdivia, B. (2015). Planning from below: using feminist participatory methods to increase women's participation in urban planning. <i>Gender & Development</i>, 23, 113-126.</p>	<p>TUTORIAL: Negotiation Simulation (clarifying interests)</p>
Wk 11	Jul 15 & 17	<p>LECTURE: Public Participation & Youth</p> <p>Readings: Frank, K. I. (2006). The potential of youth participation in planning. <i>Journal of Planning Literature</i>, 20, 351-371. Loebach, J., & Gilliland, J. (2010). Child-led tours to uncover children's perceptions and use of neighborhood environments. <i>Children Youth and Environments</i>, 20, 52-90.</p>	<p>TUTORIAL: Negotiation Simulation (creating criteria & inventing options)</p>
Wk 12	Jul 22 & 24	<p>LECTURE: Public Participation & Challenging 'Publics': NIMBYs and 'Ordinary Citizens'</p> <p>Readings: Schively, C. (2007). Understanding the NIMBY and LULU Phenomena: Reassessing Our Knowledge Base and Informing Future Research. <i>Journal of Planning Literature</i> 21, 255-266. Inch, A. (2015). Ordinary citizens and the political cultures of planning: In search of the subject of a new democratic ethos. <i>Planning Theory</i>, 14, 404-424.</p>	<p>TUTORIAL: Negotiation Simulation Wrap-Up & De-Brief</p>
Wk 13	Jul 29	<p>COURSE WRAP-UP Assignment 4 Due</p>	<p>NO TUTORIAL</p>

ASSIGNMENTS

The learning objectives will be evaluated through individual and group assignments and through in-class participation. Brief descriptions of the assignments are provided below. You will be given a detailed brief on each of the assignments at least three weeks before it is due. These briefs, which will be posted on *LEARN*, provide additional detail on my expectations and grading criteria.

Assignment 1 (15%): Reading Questions & Responses

To complete this assignment, you must post a series of discussion questions and responses that relate to the assigned readings. You do not need to do this every week, but you will sign-up to post three discussion questions and three responses to a question that has been posed by one of your classmates. You must do one of these tasks a total of six times over the course of the term. Each discussion question is worth 2% of your final grade and each response is worth 3% (3 questions x 2% = 6%; 3 responses x 3% = 9%; total = 15%).

DUE: questions due by 8:30 am on each Monday between Weeks 2 to 12; responses due by midnight on each Tuesday between Weeks 2 to 12

Assignment 2 (25%): Design and Facilitation of a Public Engagement Exercise

In this assignment, you will work with one or two of your classmates to design and facilitate a short public engagement exercise. You will be given a planning scenario that you need to gain public input on and all of the members of your tutorial group will role-play members of the public. You will need to create a community engagement plan and facilitator's guide ahead of time and then implement your plan in the tutorial. You will then reflect on your activity and come up with suggestions for improvement.

DUE: between May 29 & June 26, 2019; the community engagement plan and facilitator's guide are due at the beginning of your assigned tutorial; the reflections are due by midnight on the day before your next tutorial.

Assignment 3 (25%): Analysis of a Community Engagement Event/Platform

This assignment asks you to observe and analyze a community engagement event OR a call for community feedback through an official online platform (e.g. Ontario Environmental Registry, Engage Region of Waterloo). You must use the course materials and readings to analyze its strengths and weaknesses in terms of promoting effective community engagement, being careful to support all of your ideas with specific observations of/evidence from the event/platform.

DUE: June 24, 2019

Assignment 4 (25%): Interest-Based Negotiation Simulation

This assignment centres on an extended simulation of the principles and processes used in interest-based negotiation. You will work in groups of 5 to 6 people, each taking on the role of a different interest-group involved in a planning scenario that you create.

DUE: July 29, 2019

Tutorial Participation (10%)

This component of your grade will account for tutorial attendance and participation. Attendance will account for half the marks; the remainder will account for your level of engagement in tutorial activities and discussions. To receive full participation marks, you do not need to always be the one talking and/or leading the discussion. It is ok if you are not comfortable speaking in front of the whole group, but you do need to participate in all activities and give thoughtful feedback on how your peers have demonstrated a public participation technique.

STUDENT EVALUATION

To obtain a passing grade in the course, students are expected to achieve a pass in each graded component. When determining a student's final grade in the course, the professor will examine the record of each individual student's achievement; the final grade may be adjusted to account for the component passing requirement, extenuating and compassionate circumstances and the student's general pattern of achievement in the course.

Requirements, Grade Penalties, and Special Considerations:

Referencing / Citation: The School of Planning has adopted a single standard referencing system for all papers and assignments submitted in Planning courses. The format is the APA (American Psychological Association) style. The complete style outline can be found in the *Publication Manual of the American Psychological Association*, located in the reference section in Dana Porter Library, or on sale in the Book Store. You may also want to consult the following web resources:

- APA Frequently Asked Questions - <http://www.apastyle.org/learn/faqs/>
- Purdue University Online Writing Lab (OWL): <https://owl.english.purdue.edu>
- University of Wisconsin-Madison Writing Centre: <http://www.writing.wisc.edu>

Readability and Clarity: Students are expected to present well organized, and properly written work using a computer. Penalties of up to 25% may be applied in cases where readability and/or clarity are inadequate.

Lateness penalty: All assignments are due on the date set by the professor. Extensions are possible, but only when the instructor is contacted at least seven (7) days in advance of the due date and only when there is a clear reason for needing more time. Otherwise, a 5% penalty is incurred when the assignment is not submitted by the time indicated on the course outline and/or assignment brief. An extra 5% penalty is applied for each additional 24-hour period that the assignment is late. A student's assignment that is more than 4 days business days late will not be accepted and a grade of zero will be recorded.

Requests for exemptions or compassionate considerations: All requests are to be discussed with the professor in advance of the assignment due date or as soon as possible. Teaching assistants are not authorized to grant exemptions or extensions.

TEXTS

Required Texts: Available at the UofW book store and used extensively in this course:

Fisher, R., Ury, W. L., & Patton, B. (2011). *Getting to yes: Negotiating agreement without giving in*. Penguin.

APPENDIX A: IMPORTANT INFORMATION

Intellectual Property: Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Academic Integrity: In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. See the University's guiding principles on academic integrity: <http://uwaterloo.ca/academicintegrity>. See also the material provided by the university's Academic Integrity office specifically for students: <http://uwaterloo.ca/academicintegrity/Students/index.html>.

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need help in learning how to avoid offenses (e.g., **plagiarism**, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. Students may also complete the following tutorial: <https://uwaterloo.ca/library/get-assignment-andresearch-help/academic-integrity/academic-integrity-tutorial>.

When misconduct has occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71>. Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: <https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70>

Note for students with disabilities: AccessAbility Services, located in Needles Hall, Room 1401, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with AccessAbility Services at the beginning of each academic term.

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments/Schools consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.** Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services

<http://www.uwaterloo.ca/counselling-services> is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

Religious Observances: Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Grievance: A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. See Policy 70, Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

Appeals: A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm.

Unclaimed assignments: Unclaimed assignments will be retained until one month after term grades become official in Quest. After that time, they will be destroyed in compliance with UW's confidential shredding procedures.

Communications with Instructor and Teaching Assistants: All communication with students must be through either the student's University of Waterloo email account or via *LEARN*. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

Turnitin: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, and are subject to the USA PATRIOT ACT, 2001; therefore, students must be given an alternative (e.g., scaffolded assignment or annotated bibliography) if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin® in this course.

Research Ethics: The University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, then please contact the course instructor for guidance and see: <https://uwaterloo.ca/research/office-research-ethics>

Recording lectures: The use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

Co-op interviews and class attendance: Co-op students are encouraged to try and choose interview time slots that result in the least amount of disruption to class schedules. When this is challenging, or not possible, a student may miss a portion of a class meeting for an interview. Instructors are asked for leniency in these situations; but, a co-op interview does not relieve the student of any requirements associated with that class meeting. When a co-op interview conflicts with an in-class evaluation mechanism (e.g., test, quiz, presentation, critique), class attendance takes precedence and the onus is on the student to reschedule the interview. CECA provide an interview conflict procedure to manage these situations. Students will be

required to provide copies of their interview schedules (they may be printed from WaterlooWorks) should there be a need to verify class absence due to co-op interviews.

APPENDIX B: PROFESSIONAL PLANNING COMPETENCIES

The Canadian Institute of Planners (CIP) and Professional Standards Board for the Planning Profession in Canada (PSB) have identified the following “Functional” and “Enabling” Competencies for professional planners.

The following table illustrates how these competencies are addressed in this course. Each competency is scored as a 1, 0.5, or 0, according to the following legend:

- 1 This competency is explicitly covered in the course through a combination of lecture/tutorial content, as well as assignments, and/or exams
- 0.5 This competency is implicitly covered in the course by way of lecture/tutorial content (but not directly touched upon in assignments and/or exams)
- 0 This competency is not covered in this course.

FUNCTIONAL COMPETENCIES

Human Settlement		
Forms, scales and settings of human settlements	0	
Processes and factors of change in human settlements	0	
Plan & Policy Considerations		
Environmental, social and economic sustainability	0	
Equity, diversity and inclusiveness	1	These are core values of most, if not all, public participation initiatives that will be introduced in the first class and revisited over the course of the term. Students are encouraged to consider these values when completing Assignment 3, in particular.
Public finance and economics	0	
Land use, design and infrastructure	0	
History & Principles of Planning		
History of planning in Canada and other countries	0	
Planning theories, principles and practices	1	The entire course centres on the theories, principles and practices of public participation in planning decisions. All of the assignments touch on these theories, principles and practices in one way or another.
Planning ethics	0.5	Planning ethics are an implicit component of the entire course, as one democratization and the inclusion of diverse peoples and values are key principles of CIP's Code of Practice.
New developments in planning	0.5	New developments in planning are addressed through the

		lecture on new technologies and public participation.
Government Law & Policy		
Planning laws	0	
Political and institutional frameworks of planning	0	
Plan & Policy Making		
Visioning, goal-setting, and problem-framing	0.5	This course exposes students to a range of techniques and processes that can be used to engage in visioning, goal-setting and problem-framing in a participatory and engaging manner.
Information gathering and analysis	0.5	This course exposes students to a range of techniques and processes that can be used to gather community information in a participatory and engaging manner.
Public consultation and deliberation	1	The entire course is aimed at developing students' understanding and ability to design and implement effective public consultation. Students are also exposed to the theory and practice of deliberative processes. Assignment 2 also asks students to design and implement a short exercise that can be used in public consultation, while Assignment 3 asks them to observe and evaluate an example drawn from local planning practice.
Plan & Policy Implementation		
Regulatory tools	0	
Fiscal/financial tools	0	
Project management	0.5	The course introduces students to the idea of community engagement plan, which is often an essential element of project management.
Monitoring and evaluation	0	

ENABLING COMPETENCIES

Communication		
Written communication skills	1	This competency is addressed in Assignments 2, 3 and 4.
Oral communication skills	1	This competency is addressed in Assignment 2.
Graphic communication skills	0	
Use of information technology	0	
Professional & Ethical Behaviour		
Managing complexity, uncertainty, and change	0.5	The final section of the course introduces students to the complexity of public participation and possible ways of managing these challenges.
Ethical standards & handling ethical	0.5	The final section of the course introduces students to the

dilemmas		ethical dilemmas that arise during public participation and possible ways of managing these challenges.
Learning from practice	1	The readings and course materials include numerous practical examples. Assignment 3 specifically asks students to learn from practice by observing and analyzing a local public engagement process.
Leadership & Interpersonal Skills		
Mediation, facilitation, negotiation, and conflict resolution skills	1	The theories and practice of group facilitation are introduced in the first few weeks of the course. Assignment 2 gives students the opportunity to practice these skills by demonstrating and role-playing a facilitation exercise. Three weeks of the course are devoted to developing students' understanding of interest-based negotiation
Team work and team building skills	1	Assignments 2 & 4 are completed in groups and therefore develop students' competence with teamwork and teambuilding. Assignment 4 requires these skills to be practiced over a simulation exercise that lasts several weeks.
Effective inclusion of diverse people and values	1	The entire course centres on how planners can effectively include diverse peoples and values. All of the assignments, test students' knowledge of theory and practice of achieving these goals.
Relations to superiors, officials, and the public	1	The entire course centres on planners' relationships to the public. All of the assignments, in one way or another, touch on how these relationships are created and maintained.
Critical Thinking		
Gathering and analyzing quantitative and qualitative data	0	
Identifying patterns and trends	0	
Thinking at various geographic scales	0	
Designing scenarios and plans	0	