

**SCHOOL OF ARCHITECTURE AND PLANNING**

**COURSE OUTLINE: UrbPlan 704 2018 Semester 1**

**1.0 GENERAL COURSE INFORMATION**

* Course Code: UrbPlan 704
* Course Title: People Communities and Planning
* Points Value: 15
* Prerequisites: None
* Restrictions: None
* Course coordinator / teaching staff:

Co-ordinator and teaching: Professor Dory Reeves.

Office Hour: WEDNESDAY 3-4PM. 411, 26 Symonds Street. No appointment necessary. Part time students may need to make an appointment outside this office hour time.

**2.0 CLASS CONTACT HOURS**

Both sessions are in: Planning 619/421E-619

|  |  |  |  |
| --- | --- | --- | --- |
| Monday Friday | 3:00pm – 4pm 2.00pm – 4pm |  |  |

**3.0 COURSE PRESCRIPTION (as per the UoA Calendar)**

‘A critical analysis of urban social issues and relevant planning responses.’

**4.0 TEACHING AIMS**

The aims of this course are to: provide an introduction to the social aspects of planning, to ensure that students understand the issues affecting different groups of people and how planning may respond. The two assignments have been carefully designed to enable students to demonstrate the learning outcomes/ objectives. This course will use the public realm to tackle the learning outcomes. Other courses will focus on housing, the environment and transport.

**5.0 LEARNING OUTCOME OBJECTIVES**

On the successful completion of this course, students will be able to:

1. Demonstrate an understanding of the social issues affecting individuals, families and communities in urban areas, including the provision of social infrastructure*,* with a focus on the public realm/open spaces.
2. Demonstrate an understanding of relevant current urban planning and urban design responses and the global context.
3. Formulate policies, plans and urban design responses for a more inclusive and sustainable urbanism*.*
4. Demonstrate an understanding of cultural competency and have the ability to apply the concepts within a range of cultural contexts*.*
5. Demonstrate an understanding of qualitative research methods.
6. Demonstrate Academic Literacy Skills of literature searching and using Refworks.

**How the Learning Outcome Objectives are achieved**

|  |  |  |
| --- | --- | --- |
| **Learning Outcome Objectives** | **How they relate to Part 1 and Assignment 1** | **How they relate to Part 2 and Assignment 2**  |
| Demonstrate an understanding of the social issues affecting individuals, families and communities in urban areas, including the provision of social infrastructure with a focus on the public realm/open spaces. | By carrying out and completing an assessment of social needs for public space through desk research and direct contact with community representatives. | Building on assignment 1, by undertaking a review of research and producing a report, which sets out the lived experiences, issues, needs and priorities of individuals and families with seniors and young people. |
| Demonstrate an understanding of relevant current urban planning and urban design responses and the global context for a more inclusive and sustainable urbanism*.* | Through an investigation of public open space policy in Auckland. | Through an investigation of the relevant sections of the Auckland unitary plan and city centre plan. |
| Formulate policies, plans and urban design responses for a more inclusive and sustainable urbanism. | By suggesting how open spaces might be improved to meet the needs of inner city users and community representatives from Splice. | By suggesting how the spaces can be improved based on the literature search.  |
| Demonstrate an understanding of cultural competency and have the ability to apply the concepts within a range of cultural contexts | By carrying out and completing a cultural competency exercise to see how the way we categorise people affects the decisions we make as planners | By reflecting on and applying the cultural competence tool introduced for Assignment 1 and your perception of particular groups of people. |
| Demonstrate an understanding of qualitative research methods  | By meeting with community representatives and undertaking a qualitative assessment of spaces; documenting meetings and image analysis | Through the literature search capturing story and narrative based research. |
| Demonstrate Academic Literacy of literature searching and using Refworks.  | By using Refworks to manage and share bibliographies. Sharing information on Dropbox | By using Refworks to manage bibliographies.Sharing information on Dropbox |

**Course content - Activities**

|  |  |  |
| --- | --- | --- |
| **Week /** **date** | **Monday (1 hour)** | **Friday (2 hours)**  |
| **Wk 1** **Starts** **Monday** **Feb 26th**  | Introductions; Aims, Learning outcome objectives, activities and assessment. Feedback from 2017 and changesSelf-assessment: experience of Planning (in NZ or elsewhere)Refworks; Easy Read, See readings for FridayNOTE YOU WILL NEED TO BRING A LAP TOP IN ON WEEK 3. IF YOU WANT YOU CAN BOOK ONE ON LEVEL 5. GIVE YOURSELF TIME TO.  | Part 1: An introduction to contemporary social issues; the global as well as the local context. Brodie Johnston from the Department of Internal Affairs will be present at this session to provide input from his perspective at DIA.Take away activity for Tues week 2: The Erin Meyers cultural mapping.http://erinmeyer.com/tools/self-assessment-questionnaire-2/ |
| **Wk 2** **Starts** **Monday****March 5th** | Confirming understanding of learning Outcome objectives and assignmentWay of assessing places and spaces. How to assess and document spaces.Place based, Issues based and People basedapproaches; Text based tools; image based tools, maps, social media.  | Meeting at 2pm with Community Group representative Mik Smellie from SPLICEto understand their need and roles. confirmedVenue: Ellen Melville Centre 1 Freyberg Place, Auckland Central 1000 (TBC) |
| **Wk 3** **Starts** **Monday** **March 12th** | Follow on from Friday’s session.  | Library search session planning the search for material for Assignment 1 on relevant examples from elsewhere. Using key word and citation searching; google searching. With Lynette Leong, Architecture and Planning Library. PLEASE BRING YOU LAPTOP ALONG OR HIRE ONE FROM LEVEL 5.Library search session continued; Sharing your Refworks folder |
| **Wk 4** **Starts** **Monday** **March 19thth** | Easy Read summaries; why produce them and what theyneed | Reporting on your site assessments.  |
| **Wk 5** **Starts** **Monday** **March 26th** | Meeting with SPLICE to present the results of the field - work and literature search. **Assignment 1 to be submitted by** **5pm on Thursday March 29th.** | MID SEMESTER STUDY BREAK and EASTERFriday March 30th until Saturday April 14th  |
| **Part 2**  |  |  |
| **Wk 6** **Starts** **Monday** **April 16th** | Assignment 2; Activities and Programme. Reflection and feedback and learning on the Assignment 1  | An introduction to different approaches to analysing the needs of users of cities: with a focus on the issue of the age friendly city and the application of intersectionality.Activity to identify the lived experiencesof the 704 class. |
| **Wk 7** **Starts** **Monday** **April 23rd**  | Advanced library search for Assignment 2 to identify experiencesissues and needs with regard to people from different socio economic backgrounds  | An introduction to the equity gap.Activity to identify the issues, needs and priorities of the 704 class. |
| **Wk 8** **Starts** **Monday** **April 30th** | Understanding the statutory duties in NZ and the processes. How does policy get or doesn’t get translated to action? | The role of Local Boards and a Local Board Plan |
| **Wk 9** **Starts****Monday** **May 7th** | How the Council gets advice?The Advisory Panels Greg Morgan fromAuckland Council TBC | Accessible spaces Led by the ‘Be accessible’ team |
| **Wk 10** **Starts** **Monday****May 14th** | Producing an excellent literature review  | Class presentation of the results of the literature search and review focussing on the lived experiencesIssues and needs of seniors and younger people with regard to open space. |
| **Week 11** **Starts****Monday** **May 21st** **Week 12** | Working in community based planning. What are the opportunities and how to best prepare yourself**Assignment 2 hand in Monday****June 12th** 5pm | The content and format of this session will be discussed with the class in advance anddepends on the needs of the Assignment 2. |

**Study Hours**

A standard 15 point course represents 150 hours of study. You will need to allocate your time between the following:

* Face to face teaching and learning sessions
* General reading
* Assignment specific reading
* Literature search and review
* Observations
* Reflection

**Learning resources: see Canvas which will link to Talis, the online reading list.**

**Also: Auckland Council runs a public series of talks called ‘Auckland Conversations’ Register your interest with Auckland Council** [**http://conversations.aucklandcouncil.govt.nz/**](http://conversations.aucklandcouncil.govt.nz/) **and they will send you reminders and advise of future Conversations.**

**Inclusive Learning:**

Students are urged to discuss privately any impairment-related requirements face-to-face and/or in writing with the course convenor/lecturer and/or tutor.

**Student feedback**

Each year student feedback is used to improve the course and this will be explained in week 1. Students are encouraged to give feedback throughout the course. The course co-ordinator will respond and do their best to address the issues raised.

*We are required to include the University statement detailed below on our course outlines. It does not preclude group work and collaboration.*

***Academic Integrity***

*The University of Auckland will not tolerate cheating, or assisting others to cheat, and views cheating in coursework as a serious academic offence. The work that a student submits for grading must be the student's own work, reflecting his or her learning. Where work from other sources is used, it must be properly acknowledged and referenced. This requirement also applies to sources on the world-wide web. A student's assessed work may be reviewed against electronic source material using computerised detection mechanisms. Upon reasonable request, students may be required to provide an electronic version of their work for computerised review.*

**Assignment 1**

**Background**

In 2016 we started to work with an inner city community group called SPLICE. Their aim is to build community and connectedness in Auckland City Centre. They acknowledge the traditional Kaitiaki and Mana Whenua of Tamaki Makaurau. One of the issues they continue to be concerned about and which overlap with planning is the design and location of open spaces. A survey of 30 small public open spaces was undertaken by students in 2016 as part of this course. In 2017 the class undertook archive research to investigate the resource consents to find out what access the public should expect.

A compilation of student assignments from 2016 was made available: <https://cdn.auckland.ac.nz/assets/creative/schools-programmes-centres/architecture-and> planning/An%20assessment%20of%20bonus%20floor%20spaces%20in%20Auckland%202016%20.pdf

A compilation of material from the 2017 assignments has been pulled together and will be available on Canvas.

**Assignment 1 2017**

Assignment 1 continues the collaboration with SPLICE into 2018 and will build on the work that has been completed to date. The aim of this assignment is to introduce you to the process of understanding a city from both an individual and community perspective.

Based on the example of the Auckland Inner city Shortland Street, select 1 other street and document the types of spaces which exist, how they connect with one another, the cultural references that exist and evaluate the street spaces using the PPS tool adapted to the street scale.

The assignment requires each person to submit a 15 page report (excluding the list of references) containing the following:

* Contents page
* Easy read executive summary
* Introduction setting out the purpose of the report
* Literature review: of interesting better practice examples Auckland might learn from building on the examples identified in 2017 and <http://www.aucklandcouncil.govt.nz/EN/newseventsculture/communityfundingsupport/Documents/communitiesshapingtheirplaces.pdf>
* Annotated map of the chosen street showing spaces, activities, cultural references and links to other parts of the city along with evidence of engagement with social media eg TWITTER, Facebook or INSTAGRAM
* Well labelled photos and map(s) with cultural references.
* Conclusion
* Bibliography

The assignment must be written in formal language using correct spelling and grammar. All information sources used are appropriately referenced using the APA style, both within the text and in the bibliography.

**Criteria and Marking Rubric for Assignment 1**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment 1 Marking criteria** | **A** | **B** | **C** | **FAIL** |
| Degree to which the report is well structured with all components including title and contents pages (not in 15 pages), easy read summary (2 pages), clear introduction including an outline of the approach plus a considered conclusion outlining the ramifications of the report; suggestions for follow on work and bibliography which is not in page count. **(15 Marks)** | 15 page report that is of a professional standard of writing and presentation suitable to be submitted to your manager.Natural link between sections containing all components with a well-reasoned conclusion. Easy Read summary clearly explains report.  | 15 page report that is of a good to very good standard containing all components.Obvious links between sections with a clear conclusion. Easy Read summary explains the report. | A report covering main points although not in detail and in need of improvement with regards to structure and / or presentation.Easy Read summary not fully developed | A report that lacks structure and does not address the required issues. No Easy Read summary provided. |
| Literature search resource sheet setting out the strategy for the search and a rationale for the review of the selected items (1 page template) **(10 Marks)**  | Literature search resource sheet provided clearly showing the strategy for the search. Provides a detailed explanation of the rational for selection of items. | Literature search resource sheet provided describing the strategy for the search. Provides an adequate explanation of the rationale for selection of items. | Literature search resource sheet provided listing the strategy for the search. Limited explanation of the rationale for selection of items. | No formal literature search resource sheet provided Unclear how strategy for search was developed and no, or vague, explanation regarding selection of items**.** |
| Review of relevant literature highlighting international examples of street based approaches to spaces - which should include 10 scholarly research items (in the region of 5-6 pages) **(25 Marks)** | Highly professional and accessible standard of writing, providing a synthesised and themed summary of 10 scholarly items supplemented with soft literature and noting any evidence of collaboration. | Good to very good professional standard. Synthesised summary of 8 scholarly items with some supporting soft literature | Literature review partially complete with 6 scholarly items. No, or vague, links to soft literature. | Less than 6 scholarly items and no, or vague links to soft literature.Reviews of a poor standard with vague and / or general summary |
| Analysis of the chosen street; documenting the types of spaces which exist and the cultural elements and providing maps and well labelled photos with an evaluation using the Project for Public Spaces (PPS) tool as a basis. (4 pages) **(25 Marks)** | Explanation for the choice of street, detailed analysis and excellent evaluation based on the development of the PPS tool highlighting cultural elements. Excellent map and photos. | Good to very good analysis and evaluation of the street spaces and the cultural elements. Good map and photos. | Limited explanation of the chosen street and the cultural elements; limited adaptation of the PPS tool.  | Poor analysis with little explanation and no adaptation of the PPS tool to Aotearoa NZ. Poor map and photos. |
| References shared on Refworks **(5 Marks)** | Comprehensive list of references on Refworks  | Detailed list of references on Refworks  | Limited use of Refworks.  | Not using or understanding Refworks |
| Conclusions explaining the implications of the study (for example for the Auckland Urban Design Guide) (2 pages)**(20 marks)** | Well explained examples of how a street based approach to public spaces could be improved; also outlining complimentary policy response needed | Good to very good consideration of how a street based approach to public spaces could be improved through policy response | Discussion of examples of how a street based approach to spaces could be improved but with only minimal reference to planning and urban design policies | General comments without any examples and no reference to planning and urban design policies. |

**Assignment 2**

Assignment 2 will also build on Assignment 1. This time we will be taking a much more disaggregated look at the community to investigate the complexity of needs, how these are moderated by intersectionality and what this means for the planning and design of the city. You will be taking other courses focusing on housing, the environment and transport, so in this course we will continue to look at the public realm. The principles can be applied elsewhere.

Based on desk based research, prepare a 15 page report (excluding references). The report needs to be highly accessible and based on a rigorous review of a well-executed literature search and review of qualitative research. The report will set out the lived experiences, needs and priorities facing seniors and younger people in Auckland from different socio economic backgrounds along with examples of how the planning and design of the city’s open spaces could be improved. When researching you are required to demonstrate awareness of and acknowledge the impact of intersectionality when it comes in particular to: culture, ethnicity, gender and sexual orientation and disability. This report will involve primarily desk based research

EXAMPLE

Transport / public space

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | MeTransport | Me Public space | Teenagers | Parents with young children |
| Lived experiences  | I use a bus each day to get to work.  | I like to walk around areas which are green |  |  |
| Issues / needs  | Need bus which arrives on time; which is clean and safe; affordable, air conditioned; Wifi; accessible, kneeling.  | I need spaces where you can find a seat which is in a good state of repair, a space which is safe; nearby public toilets |  |  |
| Priorities  | My priority is reliability otherwise I’ll be late for class | Seating |  |  |
|  |  |  |  |  |

**Rubric for Assignment 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Assignment 2 Marking criteria** | **A** | **B** | **C** | **FAIL** |
| Degree to which the report is well structured with all components including title and contents pages (not in 15 pages), easy read summary (2 pages), clear introduction including an outline of the approach plus a considered conclusion outlining the ramifications of the report; suggestions for follow on work. (Overall in the region of 3 pages not including the title and contents pages) **(15 Marks)** | 15 page report that is of a professional standard of writing and presentation suitable to be handed to manager. Natural link between sections containing all components with a well-reasoned conclusion. Easy Read summary clearly explains report.  | 15 page report that is of a good to very good standard containing all components. Obvious links between sections with a clear conclusion. Easy Read summary explains the report. | A report covering main points although not in detail and in need of improvement with regards to structure and / or presentation.Easy Read summary not fully developed. | A report that lacks structure and does not address the required issues. No Easy Read summary provided. |
| Literature search resource sheet setting out the strategy for the search and a rational for the review of the selected items (1 page) **(10 Marks)**  | Literature search resource sheet provided clearly showing the strategy for the search. Provides a detailed explanation of the rational for selection of items. | Literature search resource sheet provided describing the strategy for the search. Provides an adequate explanation of the rational for selection of items. | Literature search resource sheet provided listing the strategy for the search. Limited explanation of the rational for selection of items. | No formal literature search resource sheet provided. Unclear how strategy for search was developed and no, or vague, explanation regarding selection of items**.** |
| Review of relevant literature which should include 10 scholarly research items (in the region of 7 pages) **(35 Marks)** | Highly professional and accessible standard of writing, providing a synthesised and themed summary of 10 scholarly items supplemented with soft literature and noting any evidence of collaboration. | Good to very good professional standard. Synthesised summary of 8 scholarly items with some supporting soft literature | Literature review partially complete with 6 scholarly items. No, or vague, links to soft literature. | Less than 6 scholarly items and no, or vague links to soft literature.Reviews of a poor standard with vague and / or general summary |
| References on Refworks **(5 Marks)** | Comprehensive list of references on Refworks  | Detailed list of references on Refworks  | Limited use of Refworks.  | Not using or understanding Refworks |
| Implications for Auckland Plans; with examples of how the planning and design of the city’s open spaces could be improved for seniors and young people with suggestions for the Urban Design Manual or a Local Board Plan.  **(35 Marks)** | Well explained examples of how public spaces could be improved; also outlining complimentary policy response needed | Good to very good consideration of how public spaces could be improved through policy response | Discussion of examples of how spaces could be improved but with only minimal reference to planning policies | General comments without any examples and no reference to planning policies. |

**Literature search resource template**

This working sheet will be used for the class based activity and will be included in the submitted reports as an appendix. It is important as it helps demonstrate a rigorous and systematic approach to the search and the choice of material to be reviewed.

**Question 1**In 2-3 sentences describe your understanding of the assignment. This will help you search for relevant readings and information.

**What is the assignment asking me to do?**

**Question 2**What are the key ideas, phrases and terms in the topic? These may not necessarily be explicitly stated in the question - think about synonyms, related terms and wider context. *Tip: You can use these words to search for and find relevant literature and information on your assignment topic.*

**Keywords and phrases for my topic are:**

**Question 3**Name the library search tools you are planning to use to find information and readings

**The tools I will use to search for readings are:**

**Question 4**

Using APA referencing style, list 10 items that you will use in your report (cite, reference).

**My 10 references are:**

**Question 5**

Describe in 150 to 200 words (max) why you have selected these 10 references.

**How does each reading support my assignment questions? Why are they relevant? How do they approach the topic?**