

URBAN AND REGIONAL
PLANNING

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GEOG 4323 - Fall 2021

Department of Geography and Environmental Studies
Tuesday + Thursday 8:35-9:55
Blended Online

Instructor: Sheryl-Ann Simpson
Office: A329 Loeb
Email: sheryl-ann.simpson@carleton.ca
Office Hours: TBA

Course Description

Planning is a field focused on imagining the future at the same time as managing conditions in the present. It is a professional practice and something we all do as we engage with the places where we live, work, worship, learn and play.

Planning is also political, concerned with public interests, values and ethics, and the distribution of scarce resources.

In this course we will use housing as our lens to explore the diversity of planning theory and practice, connecting law and policy, spatial and environmental, economic and social planning.

Prerequisites

none

Learning Outcomes

Participation in the course provides opportunities to...

1. be exposed to the variety of planning history, theory and practice;
2. explore the relationships between the physical and socio-political aspects of planning;
3. practice goal setting and self-direction in your own work;
4. apply theory through independent research, and using essential urban and regional planning skills;
5. reflect on your own learning in the context of the field of planning broadly.

Active Learning, Care and Accessibility:

So here we are again in a term that is still not normal! This means that more than ever to get the most out of the course you will need to be an active learner.

Some of what it means to be an active learner in this course includes participating in course activities and listening with openness and care to different perspectives and ways of interpreting and understanding ideas.

Approaching your work with honesty and integrity and asking questions when something is unclear. Also a willingness to take risks including trying something new, not getting everything right the first time, sharing what you know with us all.

Another part of active learning is taking care of yourself, your family and community especially right now while we're all still navigating this ongoing pandemic and the related social, economic, political and emotional outcomes.

Your circumstances, and particularly medical diagnosis, are your own stories to share, or not.

Course Activities, Evaluation and Calendar:

This is a blended online course with an emphasis on learning through doing, participation and knowledge exchange. Which means there will be opportunities to work together synchronously and asynchronously.

Each week we'll focus on a different area of planning using the lens of housing.

Topics:

1. Introductions
2. Tenure + Demographics
3. Financing
4. Land Use
5. Environment
6. Mobility + Employment
7. Design + Construction
8. Law + Policy
9. Social Reproduction
10. Accessibility
11. Evaluation

But letting the teaching team know in general terms about anything that might be impeding your learning means we can work together on accommodations, adjustments, and alternatives that meet the course learning goals.

Finally the course will be made stronger through the participation of students with a wide range of abilities, disabilities, identities, skills and experiences, and so the hope is to make the course as accessible as possible for all students.

So please do not hesitate to approach me if you require specific accommodations or supports including or in addition to those listed below.

Health and Counselling Services

[carleton.ca/health]

provides physical and mental illness supports as well as support for preventative care and health promotion.

Awards and Financial Aid

[carleton.ca/awards/other-assistance-2/]

provides support for unexpected expenses or economic hardship

Text + Readings:

There is no textbook for the course, instead all required texts will be available through Brightspace.

Each week there will be a set of readings that provide theory, practice and cases related to the week's topic. You are expected to complete readings before participating in other course activities.

Lectures:

Each Thursday we will meet synchronously on Zoom for lectures that will cover additional theory, context and cases related to the reading topics for the week. Lectures will also cover the skills you will use in course assignments and general planning skills.

Lectures will also involve interactive components.

Collaborative Discussions (15 points):

Each Tuesday* we will work collaboratively using discussion boards to complete discussion tasks to strengthen our knowledge and comprehension of the course readings, as well as beginning to apply and analyze their content.

Points will be assigned based on the quality of participation. Criteria for participation will be outlined on Brightspace. Points will only be assigned for participation during the 24 hour period between Tuesdays 8:35a (eastern) and Wednesdays 8:25a (eastern) each week.

Housing Today (15 points):

Detailed instructions will be presented in class. This is an opportunity to get to know the current state of the housing system.

[due September 27, 8:35a on Brightspace]

Independent Proposal/Research (40 points):

Detailed instructions will be presented in class. This is an opportunity to dive deeper into a specific question related to housing or propose a solution for a specific context and condition.

Needs Assessment/Question
[due October 4, 8:30a on Brightspace]

Precedents/Literature Review
[due October 18, 8:30a on Brightspace]

Brief/Methods
[due November 8, 8:30a on Brightspace]

Final Submission
[due December 23, 11:59p on Brightspace]

25% Presentation (6 points):

Everyone will give one presentation about their work in progress for the Independent Proposal/Research
[October 21, November 2 + 4 synchronous on Zoom]

25% Reflection (6 points):

This is an opportunity for you to reflect on your process and learning in the Independent Proposal/Research and course so far.
[due November 8, 8:30a on Brightspace]

75% Presentation (6 points):

Everyone will give one presentation about their work in progress for the Independent Proposal/Research.
[December 2, 7 + 9 synchronous on Zoom]

Final Reflection (6 points):

This is an opportunity for you to reflect on your process and learning throughout the term, and how you will apply your learning moving forward.
[due December 23, 11:59p on Brightspace]

Peer Review (6 points):

You will have the opportunity to provide feedback to your peers on their works in progress.
[due ongoing]

Final grades will be determined through the percent of points accumulated.

Remember that: "Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean." (source: Faculty of Arts and Social Science, Undergraduate Teaching Regulations and Procedures 2019-2020, 18)

Academic and Professional Ethics and Integrity:

Professional planning requires the highest standards of ethics to maintain the trust and integrity of the work.

Similarly you are expected to maintain high standards of ethics and integrity in your work as a student at Carleton.

Please familiarize yourself with the Academic Regulations of the University. Pay special attention to point 1. Responsibilities of Students, and point 10. Academic Integrity and Offenses of Conduct.

[<http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>]

Academic Accommodations:

(source: FASS Undergraduate Teaching Regulation and Procedures 2020-2021, p19-20)

You may need special arrangements to meet your academic obligations during the term. For an accommodation request the processes are as follows:

Pregnancy obligation: write [...] with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see:
<https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Religious obligation: write [...] with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details see:
<https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Academic Accommodations for Students with Disabilities: The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or pmc@carleton.ca for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with [instructor] to ensure accommodation arrangements are made. Please consult the PMC website for the deadline to request accommodations for the formally-scheduled exam (if applicable).

Survivors of Sexual Violence: As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit:
<https://carleton.ca/equity/sexual-assault-support-services>

Accommodation for Student Activities: Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Write with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

[But also for real, just come talk to me if things come up]