

GEOG 4323A URBAN AND REGIONAL PLANNING

DRAFT COURSE OUTLINE

FALL 2023

Monday 2:35pm - 5:25pm

Instructor: Sneha Sumanth

snehasumanth@cmail.carleton.ca

Office hours: Wednesday 9-10am; by appointment

LEARNING OUTCOMES

- *Learn about a range of planning theories and practices, both historical and contemporary*
- *Explore relationships between the ideological and spatial aspects of planning*
- *Apply course concepts to specific places and case studies - with extra focus on our shared geography of Ottawa*
- *Apply theories through independent and group research*
- *Apply key skills and methods used in the field of planning*

COURSE DESCRIPTION

Planning is both a professional field and a layering of everyday activities that make and re-make urban conditions. Planning, as an effort of city-making, is often entangled with specific historical geographies and a varied range of political, economic, and social interests.

In its objective of serving diverse and differing public interests, the field of planning has to consider ideological questions (for example, what ideas about society should inform how cities are built) and material or spatial questions (for example, how to manage land and natural resources). In many cases, planning has yielded uneven geographies and perpetuated social inequalities through planned spatial conditions. And today, city-dwellers increasingly contend with uncertain futures, socio-economic precarity, and the implications of climate change.

As questions of spatial justice and equity grow prominent in urban discourse, how should planning (and planning-adjacent) praxis respond? In this course, we will explore the social and political undercurrents shaping prominent planning issues today. We will discuss how planning decisions tie into policy and government actions, legal systems, economic interests, and community needs. Most importantly, we will question how planning shapes people's lives and livelihoods.

PRECLUSIONS: None

COURSE FORMAT & APPROACH

Classes will move between short lectures, large and small group discussions, and workshops and activities.

- We will prioritize group discussions to collectively work through the readings and course topics.
- Short lectures will cover key themes, concepts and case studies, and include content to support assignments.
- We will make use of workshops and activities to learn about skills used in the planning field and reflect on ongoing planning issues
- We will occasionally have guest lecturers whose authored papers will be part of the required readings - this will be your chance to pose your questions directly to the author!
- One of our classes will be a field Ottawa's Zibi Development (scheduled for Oct 16th)

The class is weekly and runs for approximately three hours. Classes are scheduled to be in-person. The course does not support online or distance learning and does not have accommodations for attending lectures online. However, we will closely monitor and check in throughout the term - if there is a need to pivot because of Covid cases, we will do so.

LEARNING THROUGH DISCUSSION

A willingness to engage in discussion with integrity and openness is an important part of planning and related fields, and will be an important part of the course. Engaged discussion and active participation during class will enhance our experience and be a part of your evaluation. The expectation is that you attend class and contribute to our shared experience, as that is where a majority of learning happens. That being said, the pandemic has really taught us about self-care. If you are feeling unwell or need to stay home, please do so, and do your best to let me know.

COURSE MATERIALS

Required readings and learning materials will be shared via Brightspace for each week along with additional materials such as lecture slides, content for class and extra resources. Keep in mind that lecture slides will only provide a partial overview of the class and isn't an adequate replacement for attending class.

ASSIGNMENTS AND EVALUATION

ASSIGNMENT 1: Spatial Data & Mapping Exercise (15%) - Due Oct 6

Students will layer open source spatial data to examine and reflect on social planning issues. Submissions will include a compilation of maps and a short descriptive write-up.

ASSIGNMENT 2: A Planning Intervention: Written Op-Ed (individual submission - 10%) + Delegations (group presentations - 15%) (25% total) - Op-Eds Due Nov 9; Delegations presented in class Nov 20 & 27

Students will examine Ottawa's Zibi development as an exemplar planning case study and assess its contributions to community needs and spatial justice. Students will engage with assigned readings and supplementary material to write a reflective Op-ed piece (examples will be shared in class). Students will then work in groups and bring their reflections together to propose a 'planning intervention' to the current plan. Students will present their interventions in the format of a 15-minute public delegation.

ASSIGNMENT 3: Reading Discussants (10% - 5% each) - Due throughout

Students will sign-up as reading discussants for 2 out of the 12 weeks. Reading prompts and guidelines will be provided and students will be asked to contribute their reflections during class and support their peers' discussion.

ASSIGNMENT 4: Final Paper - Critical Reflection on Urban Planning Futures (30%) - Due Dec 8

More details will be provided during the term

CLASS PARTICIPATION: Attendance (10%) and Active Engagement (10%)

Based on attending class and actively engaging and participating in discussions and activities

DRAFT COURSE SCHEDULE

Below is an overview of our draft schedule. We will go over a final version in our first class and if I need to make any changes during the term to support learning, or for things like scheduling guest lectures or the field trip, I will make sure to communicate these in advance.

WK 1 Sept 11	Introductions Thomas, "An Introduction to Canadian Planning" in <i>Planning Canada</i>	Complete pre-course survey by Sept 8
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Unit 1: Land

WK 2 Sept 18	The Right to the City: Planning for People or Profit? Stein, "Introduction" and "The Rise of the Real Estate State" in <i>Capital City</i> Hervey, "The Right to the City"	Workshop on publicly available spatial data - (prep for asgmt 1)
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WK 3 Sept 25	City-Building and State-Making: Constructing Urban Settler Space Picton, "Rubble and Ruin: Hugill, "What is a Settler Colonial City?"	Guest Talk by Prof. David Hugill
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WK 4 Oct 2	The Entrepreneurial Arc of Global Cities: Uneven Geographies Weber, "Extracting Value from the City" Hulchanski, "The Three Cities Within Toronto"	Assignment 1 due on Friday Oct 6
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..... No Class Monday Oct 9 - Thanksgiving

WK 5 Oct 16	Land as Property or Land as Social Relation? Crosby, "(Re)mapping Akikodjiwan Dorries, "Making "A Waterfront for the World" Simpson, "Land as Pedagogy" (video) Horn, "Unsettling Settler Colonialism's Spatialities"	Field Trip to Zibi development
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..... No Class Monday Oct 23 - Reading Week Oct 23-27

Unit 2: Housing

WK 6 Oct 30	The Residential is Political: Housing as a Commodity Madden and Marcuse, Chapter from <i>In Defense of Housing</i> Rolnik, Chapter from <i>Urban Warfare</i>	Watch 'PUSH' the documentary in class
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WK 7 Nov 6	Tenant Resistance as Planning Interventions Tranjan, Excerpts from The Tenant Class Taylor, "Who is for Tenants?" Fields, "Unwilling Subjects of Financialization"	Guest talk by Josh Hawley Asgmt 2 Op-Eds due on Thursday Nov 9
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WK 8 Nov 13	Planning and Racialized Dispossession Roy, "Dispossessive Collectivism" Nethercote, "Racialized Geographies of Home"	Work in groups on Asgmt 2 Delegations
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Unit 3: Cities and Everyday Life

WK 9 Nov 20	Planning for Social Reproduction Katz, "Bad Elements": Katrina and the Soured Landscape of Social Reproduction" Ghosh, "Everyday Lives in Vertical Neighbourhoods"	Class presentations for assignment 2 - part 1
WK 10 Nov 27	Radical Planning and Practices of Refusal Gelbard, "'Did you hear?' Mavericks is Closing!" Punk Refusal of Gentrified Endings Turesky and Crisman, "50 Years of Pride: Queer Spatial Joy as Radical Planning Praxis"	Guest lecture - Sarah Gelbard Class presentations for assignment 2 - part 2
WK 11 Dec 4	Feminist Planning Hayden, "What Would a Non-Sexist City be Like?" Federici, "Women, Land Struggles and Globalization"	One-on-one meetings for final paper (outside of class time)
WK 12 Dec 8	Envisioning Just Cities No readings	Final class activity & farewell Final paper due Dec 8

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." See [Teaching Regulations and Procedures for FASS and FPA](#)

GRADES

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59	F = < 50
A = 85-89	B = 73-76	C = 63-66	D = 53-56	
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52	

ABS = student absent from the final exam; DEF = Deferred; FND = failed, not deferred; GNA = grade not available; WDN = withdrawn from the course. 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 professor may be subject to revision. No grades are final until they have been approved by the Dean.

ACADEMIC AND PROFESSIONAL ETHICS AND INTEGRITY

Professional planning requires the highest standards of ethics to maintain the trust and integrity. 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. Refer to <http://calendar.carleton.ca/undergrad/regulations/academicregulationsoftheuniversity/>.

NOTE ON PLAGIARISM

The University Academic Integrity Policy defines plagiarism as "presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own." This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers,

literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations. Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course. The key to avoiding plagiarism is to learn how to do research and how to cite sources properly. The following web site provides advice: www.library.carleton.ca/help/avoid-plagiarism.

ACADEMIC ACCOMMODATION

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 to me 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 accommodation regarding a formally-scheduled final exam, you must complete the Pregnancy Accommodation Form.

Religious obligation: write to me 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.

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 me 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 me 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/sexualassault-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 will be provided to students who compete or perform at the national or international level. Write to me 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/wpcontent/uploads/Accommodation-for-Student-Activities-1.pdf>