

URBAN and REGIONAL PLANNING

COURSE OUTLINE

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Course Description:

Professional planning is all about the future and developing plans, policies and programs to move cities and regions towards specific goals. In Canada professional planners are also meant to serve the public interest. But publics are by definition diverse with varied and even conflicting interests. So planning is also political and professional planners have to make decisions about which goals they will pursue and which public interests they will serve.

This course will provide opportunities to learn about the professional skills of planning alongside the politics, history and ethics of the field. Finally this course will provide opportunities to apply and practice skills and ideas from the course.

To accomplish the learning outcomes students are expected to be active learners, this includes coming to lectures prepared, a willingness to take risks and participate in in-class activities, to listen with openness and care to different perspectives and ways of understanding and interpreting ideas. Asking questions when something is unclear. Approaching your work with honesty and integrity.

Additionally, take care of yourself and your health, because school is really important, but taking care of ourselves is more important! You should consult with Health and Counseling Services [carleton.ca/health] for specific physical or mental health support, and for preventative care and health promotion. Awards and Financial Aid provides support for unexpected expenses or economic hardship [carleton.ca/awards/other-assistance-2/]. Your circumstances, and particularly medical diagnosis, are your own stories to share, or not. But letting the teaching team know in general terms about circumstances that might impact your performance means that we can work with you around accommodations, adjustments, and alternatives that meet the requirements and learning goals the course.

Finally the course will be made stronger through the participation of students with a wide range of abilities, disabilities, identities, skills and experiences, and 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 particular accommodations or supports including or in addition to those listed below.

Prerequisites: NA

Learning outcomes:

Participation in this course provides an opportunity to...

1. be exposed to the variety of planning history, theory and practice;
2. apply your learning and practice essential urban and regional planning tools;
3. evaluate the values you see as key to practice;
4. reflect on your own learning and the field more broadly.

Texts:

Required:

Perry, Adele. 2016. Aqueduct: Colonialism, Resources, and the Histories We Remember. Winnipeg: ARP Books.

We will read most of this book for class discussions and it lays the groundwork for your first group assignment. Copies will be available in the Carleton bookstore and a copy is on reserve.

Additional required texts will be made available through cuLearn.

Recommended but not required:

Thomas, Ren. 2016. Planning Canada: A Case Study Approach. Don Mills: Oxford Press Canada

This is a strong general introduction to planning in Canada if you are interested in learning more.

The chapters we read for class discussion will be posted, additional chapters will be helpful for your individual case study presentations. A copy is on reserve.

Course calendar:

This course meets twice a week.

Mondays will focus on lectures to introduce a wide range of urban and regional planning topics.

Wednesdays will provide time to dig into three areas in more detail (environmental planning, housing and land use planning, and social planning). This will include time to practice specific skills and work on group projects.

WK1

September 4
course introduction

WK2

September 9
planning history

September 11
environmental planning
introduction

WK3

September 16
policy, law, governance +
Indigenous planning
practice

September 18
environmental planning
introductions + work week
planning history case presentations

WK4

September 23
policy, law, governance +
Indigenous planning
theory

September 25
environmental planning
work week
policy, law, governance
case presentations

WK5

September 30
policy, law, governance +
Indigenous planning
comparative practice

October 2
environmental planning
group presentations

October 5
environmental planning
portfolios due

WK6

October 7
urban design + transportation
practice

October 9
land use planning + housing
introduction
Indigenous planning
case presentations

WK7

October 14
no class

October 16
land use planning + housing
work week
urban design case presentations

FALL BREAK**WK8**

October 28
urban design + transportation
theory

October 30
land use planning + housing
transportation case presentations

WK9

November 4
urban design+ transportation
comparative

November 6
land use planning + housing
group presentations

November 8
land use planning +
housing
portfolios due

WK10

November 11
economic development
practice

November 13
social planning
introduction

WK11

November 18
economic development
theory

November 20
social planning
field trip (tentative)

WK12

November 25
food planning
practice + theory

November 27
social planning
work week
economic development
case presentations

WK13

December 2
historic preservation +
cultural planning
practice + theory

December 4
social planning
work week
food + historic preservation
case presentations

December 6
social planning
group presentations

FINALS WEEK

December 21 (saturday)
social planning
portfolio due

final self-evaluation due

Evaluation:

Case presentation + written response (Each student will make one presentation)	12%	ongoing
In class sketches and exercises	5%	ongoing
Environmental Planning Portfolio	25%	October 4
Group presentations	3%	October 2
Individual component	16%	
Group component	6%	
Land Use and Housing Portfolio	25%	November 8
Group presentations	3%	November 6
Individual component	14%	
Group component	8%	
Social Planning Portfolio	28%	December 21
Group presentations	3%	December 6
Individual component	10%	
Group component	15%	
Final self-evaluation	5%	December 21

Late assignments will be accepted, but points will be deducted based on the assignment type.

Students must complete all portfolios to receive a passing grade in the course.

Each assignment will be evaluated based on how well they respond to the detailed assignment prompts provided throughout the term.

Comments and evaluation will be returned online.

Also keep in mind:

"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 Grading Guidelines)

Academic and professional ethics:

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 and particularly point 1.

Responsibilities of Students, and point 10. Academic Integrity and Offenses of Conduct.

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

Requests for academic accommodations:

(source: Faculty of Arts and Social Science, Undergraduate Teaching Regulations and Procedures 2018-2019)

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 the professor 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 to the professor 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>

Accommodation for Student Activities: write to the professor 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/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

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 its 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/sexual-violence-support/wp-content/uploads/Sexual-Violence-Policy-December-1-2016.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 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).