

GEOG4323 Fall 2026

URBAN and REGIONAL PLANNING

Department of Geography and Environmental Studies

Course Outline

Instructor:

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See Brightspace for office hours

Course website:

brightspace.carleton.ca/dsl/home/450101

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 and power, values and ethics, and the relationships and the distribution of resources.

This year we will use case studies as our lens to explore the diversity of planning theory and practice, connection between everyday and material example, theory history and structure, and professional and community practice.

Preclusions: 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 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

This is a 4000-level course so to get the most out of the course the expectation is that you will 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, ways of interpreting and understanding ideas.

Approaching your work with honesty and integrity and asking questions when something is unclear.

A willingness to take risks including trying something new, learning from moments that don't go right the first time, sharing what you know, and learning together.

Another part of active learning is taking care of yourself, your family and community.

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

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

[carleton.ca/health]

Awards and Financial Aid provides support for unexpected expenses or economic hardship

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

Course Activities

One of the goals for the course is to focus on learning, skill building and learning together. So a lot our work will happen together in the class and you will have opportunities to make choices in the topics you explore.

Each week we will have case study presentations. lectures, skills workshops or work time.

We will also work on real world practices projects and there will be time from work, critiques and presentations for this project in class.

You are expected to arrive on time and be present for the whole class session.

Text + Readings:

All required texts will be available through Brighspace or Library Reserves.

(There are no additional fee to access any of the readings or other course materials)

Course Schedule:

wk1 Sept 11 Course Introductions
wk2 Sept 18 Planning History
wk3 Sept 25 Housing: Good Proposals
wk4 Oct 2 Housing: Progressive Proposals
wk5 Oct 9 Housing: Social Planning
wk6 Oct 16 Proposal Presentations
wk7 Oct 23 Work Week
Break Oct 30
wk8 Nov 6 Planning for Transition:
Mitigation + Adaptation 1
wk9 Nov 13 Planning for Transition:
Mitigation + Adaptation 2
wk10 Nov 20 Planning for Transition:
Transportation
wk11 Nov 27 Report Presentations
wk12 Dec 4 Planning for Transition: Repair

Assignments + Evaluation:

detailed prompts available throughout the term.
Final grades will be determined by the percent of points accumulated.

In-Class Activities (12 points)

due in class throughout term
We will complete review and reflection exercises regularly during the term. These will be evaluated as present/not-present and can only be submitted in class.

Case Study (20 points)

due ongoing throughout term
Each student will complete an independent case study on a planning topic. This will include an oral presentation in-class, and a written report due the Wednesday after your presentation.

Practice Proposal (30 points)

due October 23, 11:59p
Students will work in groups to outline their plan, the methods and data they will use to complete their practice research. Groups will be determined collaboratively.

Practice Research + Report (30 points)

due December 23, 11:59p
Each group will complete a report for their community-based practice research. There will also be individual parts of the work.

Final Reflection (8 points)

due December 23, 11:59p
An individual opportunity for you to reflect on your learning, and process of learning.

City-making events (+3 points)

last submission date December 4, 11:59p
Reporting on at least two events related to urban and regional planning.

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.

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

Carleton's Academic Integrity Policy states: "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 composi-

tions, 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, including the unauthorized use of generative AI tools (e.g., ChatGPT)
- 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
- failing to acknowledge sources with 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 follows a rigorous process for academic integrity allegations, including reviewing documents and interviewing the student, when an instructor suspects a viola-

tion has been committed. Penalties for violations may include a final grade of "F" for the course.

[<https://carleton.ca/FASS-FPA-teaching-regulations/>]

The materials in this course are shared under the Creative Commons License Attribution - Share Alike, which means no course material (including for example assignment prompts) can be used in any tool that will use that text to further train the tool, commercial or otherwise, unless the outcome of the training (ie additional code) attributes the contribution and is available to freely share and remix.

Carleton Policies (Final Grades, Mental Health and Accommodations)

“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”

“As students you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. For more information, please contact <https://wellness.carleton.ca/>”

“Carleton is committed to providing academic accessibility for all individuals. You may need special arrangements to meet your academic obligations during the term. The accommodation request process, including information about the *Academic Consideration Policy for Students in Medical and Other Extenuating Circumstances*, are outlined on the Academic Accountability website (students.carleton.ca/course-outline).”

[<https://carleton.ca/FASS-FPA-teaching-regulations/>]