



**School of Planning
Faculty of Architecture and Planning
Dalhousie University**

Course:	PLAN 1001
Prerequisites:	BCD Major or Minor
Term:	Fall 2018
Time:	Monday and Wednesday, 12:35pm-1:55pm
Credits:	3.0
Location:	HA 19 (Medjuck lower), D 410 (MacDonald 4th) for tutorials
Instructor:	Ren Thomas (ren.thomas@dal.ca, HB 18), Office Hours Thurs 11:00-12:30
Teaching Assistants:	Victoria Willes (vwilless@dal.ca), Bryanna Ross (br336894@dal.ca)

Course Description This course introduces community design by exploring the characteristics of human and natural communities, the connections between them, and the types of interventions designers and planners can make to help people create good living environments. Community design involves applying scientific and creative approaches to helping communities accommodate human needs while respecting the environment.

Objectives The objective of this course is to introduce students to the discipline of planning and community design. The course will cover a range of subdisciplines in the field: community development and social planning, urban form and public health, environmental planning, housing, urban design, urban redevelopment, and transportation planning. It will also introduce students to the theoretical concepts that influence the development of plans and policies.

At the end of the course, students will:

- Have theoretical knowledge of planning practice and the various planning subdisciplines
- Understand the roles planners play in planning processes, developing policy, and developing by-laws, strategies, and plans
- Be able to explain the impact of urban and regional planning on the built environment and social/community interactions

Key paradigms to be explored in this course include:

- The role of the planner as expert, facilitator, agent of power, and developer of information to be used by decision makers
- The planner's place in urban and political decision making
- The contribution of planning to our towns, cities, and regions (both physical and social)
- The different types of information, theories, and models that shape solutions to common planning problems

This course also addresses certain functional and enabling competencies established by the Canadian Planning Standards Board (PSB) specified in the table on the last page of this course outline.

Format	Lecture 3 hrs (2 x 1.5 hrs), Tutorial 1 hr (one term)
Readings	<p>Our textbook for the course will be Thomas, R. (2016). <i>Planning Canada: A Case Study Approach</i>. Copies are available at the bookstore, and there is also an e-book rental: http://www.renthomas.ca/publications/books</p> <p>Week 1 (Sept 5): Introduction</p> <p>No readings</p> <p>Week 2 (Sept 10/12): Canadian Planning History</p> <p>Thomas, R. (2016). An Introduction to Canadian Planning. In Thomas, R. (ed.) <i>Planning Canada: A Case Study Approach</i> (pp. 2-25). Toronto: Oxford University Press.</p> <p>Week 3 (Sept 17): Planning Theory</p> <p>Thomas, R. (2016). An Introduction to Canadian Planning. In Thomas, R. (ed.) <i>Planning Canada: A Case Study Approach</i> (pp. 26-46). Toronto: Oxford University Press.</p> <p>Week 4 (Sept 19/24): Community Development and Social Planning</p> <p>Foster, J., Shcherbyna, O., and Angeles, L. (2016). Promising Practices in Social Plan Development and Implementation: Applying Lessons Learned from Canadian Urban Municipalities in the City of Richmond, British Columbia. In Thomas, R. (ed.) <i>Planning Canada: A Case Study Approach</i> (pp. 48-63). Toronto: Oxford University Press.</p> <p>Ashraf, U., Kittredge, K. and Ugarte, M. (2016). Cultivating Intercultural Understanding: Dialogues and Storytelling among First Nations, Urban Aboriginals, and Immigrants in Vancouver. In Thomas, R. (ed.) <i>Planning Canada: A Case Study Approach</i> (pp. 75-83). Toronto: Oxford University Press.</p> <p>Week 5 (Sept 26/Oct 1): Urban Form and Public Health</p> <p>Khirfan, L. (2016). Design and Beyond: The Mobility and Accessibility of Community Gardens in the Region of Waterloo, Ontario. In Thomas, R. (ed.) <i>Planning Canada: A Case Study Approach</i> (pp. 104-116). Toronto: Oxford University Press.</p> <p>Zhuang, Z.C. (2016). Planning for Diversity in a Suburban Retrofit Context: The Case of Ethnic Shopping Malls in the Toronto Area. In Thomas, R. (ed.) <i>Planning Canada: A Case Study Approach</i> (pp. 134-142). Toronto: Oxford University Press.</p> <p>Week 6 (Oct 3/10): Natural Resource Management / Environmental Planning</p> <p>Phillpot, D. and Slack, T. (2016). Resource Development Proposals in Drybones Bay, Northwest Territories. In Thomas, R. (ed.) <i>Planning Canada: A Case Study Approach</i> (pp. 143-155). Toronto: Oxford University Press.</p> <p>Shah, T. (2016). Climate Adaptation Planning in British Columbia: The Elkford Approach. In Thomas, R. (ed.) <i>Planning Canada: A Case Study Approach</i> (pp. 155-168). Toronto: Oxford University Press.</p> <p>Week 7 (Oct 15/17): Housing</p> <p>Tsenkova, S. (2016). Energy-Efficiency Retrofits and Planning Solutions for Sustainable Social Housing in Canada. In Thomas, R. (ed.) <i>Planning Canada: A Case</i></p>

Study Approach (pp. 176-179 and 196-207). Toronto: Oxford University Press.

Zucht, M. and Eberle, M. (2016). Meeting the Workforce Housing Needs of a Resort Municipality: The Whistler Example. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp. 208-217). Toronto: Oxford University Press.

Week 8 (Oct 22/24): Participatory Processes

Brideau, L. and Mitchell, A. (2016). Taking It Online: How the City of Vancouver Became Comfortable with Engaging Residents in Their PJs: Vancouver's Use of Online Crowdsourcing to Engage Residents during the Development of the Greenest City Action Plan. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp. 217-219 and 241-251). Toronto: Oxford University Press.

Torres, J. and Blanchet-Cohen, N. Reaching Youth: Tools for Participating in the Upgrading and Evaluation of Municipal Equipment and Services. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp. 251-260). Toronto: Oxford University Press.

Week 9 (Oct 29/31): Urban Design

Shieh, L. (2016). What's Public about Public Markets? Beyond Public and Private Space in Community-Building. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp. 268-282). Toronto: Oxford University Press.

Sandalack, B. and Uribe, F.A. (2016). Developing the Community Plan and Urban Design Plan for Benalto, Alberta. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp. 290-304). Toronto: Oxford University Press.

Week 10 (Nov 5/7): Urban Redevelopment

Couture, G.H. (2016). After "Ours": Creating a Sense of Ownership in Winnipeg's Downtown Plan. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp. 325-327 and 339-348). Toronto: Oxford University Press.

Loison, L. and Fischler, R. (2016). The Quartier des Spectacles, Montreal. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp. 348-360). Toronto: Oxford University Press.

Week 11 (Nov 12-16): Fall Break (No Readings)

Week 12 (Nov 19/22): Transportation and Infrastructure

Kramer, A. and Mettke, C. (2016). The Death and Life of "Transit City": Searching for Sustainable Transportation in Toronto's Inner Suburbs. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp. 370-384). Toronto: Oxford University Press.

Peace, W. (2016). Hamilton's Red Hill Valley Parkway: Fifty-Seven Years in the Making. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp. 396-405). Toronto: Oxford University Press.

Requirements

Students are expected to:

1. Work as individuals on weekly readings, in-class writing assignments, in-class exercises, and quizzes
 2. Arrive in lecture and tutorial sessions well prepared for classroom discussions and activities
 3. Prepare for the final exam as individuals or groups
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Evaluation:	Assignment	Type	Percentage
	Written Responses	Individual	35
	Quizzes (5)	Individual	20
	Attendance and in-class exercises using Top Hat	Individual	15
	Final Exam	Individual	30
	Total		100

Evaluation Notes: You are expected to have good communication skills, including graphic and written material. Presentation skills, graphic clarity, and writing style and composition will be considered in assigning grades for each component of work in this class.

- The style, composition, organization, and presentation of written work may count for up to one-third of the grade for the report or paper (See the School of [School of Planning Grading Policy](#)).
- Any accommodation of absence from class requires completion of a Student Declaration of Absence form or documentation from a health care professional in accordance with the [University Student Absence Policy](#).

Lectures and Activities

I assume participation of the students in all sessions: lectures and tutorials. Participation includes studying the relevant literature beforehand and engaging in on-the-spot activities (including at least two Top Hat activities/class). Knowledge of lectures, presentations and discussions during the class, not only of the literature, will be tested in the in-class exercises, quizzes, and exam. Furthermore, the lectures are essential in understanding how to study the literature for the exam. Students missing more than two sessions will be required to do an extra assignment.

We will be using the Top Hat (www.tophat.com) classroom response system in class. You will be able to submit answers to in-class questions using Apple or Android smartphones and tablets, laptops, or through text message. You can visit the Top Hat Overview (<https://success.tophat.com/s/article/Student-Top-Hat-Overview-and-Getting-Started-Guide>) within the Top Hat Success Center which outlines how you will register for a Top Hat account, as well as providing a brief overview to get you up and running on the system. Top Hat is supported by Dalhousie University and requires a paid subscription, and a full breakdown of all subscription options available can be found here: www.tophat.com/pricing. It costs \$20 per semester, \$30 for the year, or \$60 for a lifetime subscription. Should you require assistance with Top Hat at any time, due to the fact that they require specific user information to troubleshoot these issues, please contact their Support Team directly by way of email (support@tophat.com), the in app support button, or by calling 1-888-663-5491. An invitation will be sent to you by email, but if don't receive this email, you can register by simply visiting our course website: [Unique Course URL](#) Note: our Course Join Code is 406704.

Assignments

All assignments must submitted on paper in the instructor's mailbox (or to the teaching assistant during a tutorial) **and** as a .pdf on Brightspace. All assignments should be written in an academic style. Citations and reference list should be in APA format:

https://libraries.dal.ca/content/dam/dalhousie/pdf/library/Style_Guides/apa_style_6.pdf

All assignments must be delivered on time. If they are not, and up to two days of delay, ten percent (out of 100) per day will be subtracted from the mark. In the case of more than two days of delay the assignment will not be graded. "Days" include holiday and weekend days. Students who do not complete a quiz or written response (for whatever reason) will not receive a grade on it—no exceptions. Each quiz is valued at four percentage points of the final grade (5 quizzes for a total of 20% of the final). Each written response is valued at seven percentage points of the final grade (5 quizzes for a total of 35% of the final). Detailed instructions for all assignments, including assessment criteria, are on p7-8 of this syllabus.

Evaluation of Assignments, Feedback

The instructor will give directions for the study of the literature during the Lecture sessions, and feedback during the Application sessions. Written comments will accompany the assignment grade. If more explanation is needed, the student can make an appointment with the instructor during office hours. The instructor will give directions for the assignments during the introductory session, and will provide feedback during the Lecture and Application sessions. The instructor will communicate the final grade in the official Dalhousie format by the date required by the School of Planning.

General criteria for assignments (see rubric on Brightspace for more information):

- **Structure:** Is the assignment structured and formatted as required? Do text, figures and tables complement each other?
- **Argumentation/Analysis:** Is the argumentation clear and consistent? Is there evidence of original insights and of critical and creative approaches?
- **Writing Quality:** Is the paper clearly organized with a professional tone? Is it written according to the guidelines for scientific publications? Are literature references appropriate and correctly reported?
- **Grammar:** Is the paper easy to read and grammatically correct?

Notes on University Regulations

General	This course is governed by the academic rules and regulations set forth in the University Calendar and Senate policy.
Academic Integrity	Dalhousie University has regulations deal with intellectual integrity . Make sure that you give full and proper acknowledgement when you use the words, ideas, or images of another author. To find out more about intellectual integrity and Dalhousie's regulations, please refer to the Academic Calendar or the Academic Integrity pages of the Dalhousie website .
Student Accessibility and Accommodation	Students may request accommodation as a result of barriers related to disability, religious obligation, or any characteristic under the Nova Scotia Human Rights Act. Students who require academic accommodation for either classroom participation or the writing of tests, quizzes and exams should make their request to the Office of Student Accessibility & Accommodation (OSAA) prior to or at the outset of each academic term (with the exception of X/Y courses). Please see the Dalhousie Accessibility pages for more information and to obtain Form A - Request for Accommodation.
Student Code of	Everyone at Dalhousie is expected to treat others with dignity and respect. The Code of Student Conduct allows Dalhousie to take disciplinary action if students

Conduct	don't follow this community expectation. When appropriate, violations of the code can be resolved in a reasonable and informal manner—perhaps through a restorative justice process. If an informal resolution can't be reached, or would be inappropriate, procedures exist for formal dispute resolution. Please see the Dalhousie Student Conduct pages for more information.
Diversity and Inclusion	Every person at Dalhousie has a right to be respected and safe. We believe inclusiveness is fundamental to education. We stand for equality. Please see the Culture of Respect pages of the Dalhousie website for more information.
Recognition of Mi'kmaq Territory	Dalhousie University acknowledges that the University is sited on Traditional Mi'kmaq Territory. The Elders in Residence program provides students with access to First Nations elders for guidance, counsel and support. Visit the office in the McCain Building (room 3037) or contact the programs at elders@dal.ca or 902-494-6803 (leave a message).
Writing Skills and the Dalhousie University Writing Centre	<p>Writing is an essential communication skill for planners and designers. The School of Planning emphasizes the need for clear, articulate writing.</p> <p>The University Writing Centre is a Student Service academic unit that supports student writing development. Make an appointment or attend a seminar. Learning more about the writing process and discipline-specific practices and conventions will allow you to adapt more easily to your field of study.</p> <p>The Writing Centre also has an Online Resource Guide, which offers information on writing resources including annotated writing models from a number of disciplines.</p>
University Grading Practices policy	The University Grading Practices policy applies to all credit-bearing courses at both the undergraduate and graduate levels at the university. Please see the Dalhousie Grading Practices pages for more information.
School Grading Policy	School of Planning grading policy interprets the Dalhousie Grading Scale with reference to course objectives, writing standards, and course schedules.

Course Schedule			L=Lecture, A=Application
Week	Date & Time	Activity	Contents
1	Wednesday, September 5, 12:35-1:55	L	Brief introduction & logistics
2	Monday, September 10, 12:35-1:55	L	Introduction & instructions
	Wednesday, September 12, 12:35-1:55	L	Canadian planning history
3	Monday, September 17, 12:35-1:55	L/A	Planning theory
	Wednesday, September 19, 12:35-1:55	L/A	Community Development & Social Planning Quiz #1
4	Monday, September 24, 12:35-1:55	L/A	Community Development & Social Planning
	Wednesday, September 26, 12:35-1:55	L/A	Urban Form & Public Health Written Response #1
5	Monday, October 1, 12:35-1:55	L/A	Urban Form & Public Health

	Wednesday, October 3, 12:35-1:55	L/A	Natural Resource Management / Environmental Planning Quiz #2
6	Monday, October 8, 12:35-1:55	L/A	Thanksgiving Day: No Class
	Wednesday, October 10, 12:35-1:55	L/A	Natural Resource Management / Environmental Planning Written Response #2
7	Monday, October 15, 12:35-1:55	L/A	Housing
	Wednesday, October 17, 12:35-1:55	L/A	Housing Quiz #3
8	Monday, October 22, 12:35-1:55	L/A	Participatory Processes** Attend a public meeting listed on Brightspace before tutorial
	Wednesday, October 24, 12:35-1:55	L/A	Participatory Processes Written Response #3
9	Monday, October 29, 12:35-1:55	L/A	Urban Design
	Wednesday, October 31, 12:35-1:55	L/A	Urban Design Quiz #4
10	Monday, November 5, 12:35-1:55	L/A	Urban Redevelopment
	Wednesday, November 7, 12:35-1:55	L/A	Urban Redevelopment Written Response #4
11	Fall Break: No Class		
12	Monday, November 19, 12:35-1:55	L/A	Transportation & Infrastructure
	Wednesday, November 21, 12:35-1:55	L/A	Transportation & Infrastructure Quiz #5
13	Monday, November 26, 12:35-1:55	L/A	Evaluation of course/Exam Review
	Wednesday, November 28, 12:35-1:55	L/A	Course Review Written Response #5
Final Exam: During the official exam period (to be announced)			

Written Responses

Due weekly at the end of class (1:55pm)

Write a maximum half-page response to the lecture, guest lecture, video, article or other resource discussed in class. You will be given 40 minutes during class to complete the assignment.

Written Responses are worth 35% of the final grade. This is an individual assignment and should be presented as a paper (maximum 150 words) in length. The assignment should follow the general criteria in the Evaluation section of this syllabus (rubric on Brightspace). Each weekly response will be graded on a 10-point scale. Students who do not complete the written response (for whatever reason) will not receive a grade on it—no exceptions. Each response is valued at seven percentage points of the final grade (5 responses for a total of 35% of the final).

Quizzes

Due before the beginning of class (12:35pm)

Quizzes will be online by Friday and must be completed on Brightspace by the beginning of class on the Wednesday (e.g. the quiz due Wed Sept 19 will go online Fri Sept 14). The intention is to ensure that students are completing the readings and understand the material. Quizzes are cumulative. Students who do not complete the quiz (for whatever reason) will not receive a grade on it—no exceptions. Each quiz is valued at four percentage points of the final grade (5 quizzes for a total of 20% of the final).

Final Exam

To be announced (during the official exam period)

The final exam is cumulative: it will cover all of the material from the readings, tutorials, and lectures.

This course covers the following Planning and Standard Board Functional and Enabling Competencies	
Human Settlements	
Forms, scales and settings of human settlements	
Processes and factors of change in human settlements	
History & Principles of Planning	
History of planning in Canada and other countries	x
Planning theories, principles and practices	x
Planning ethics	
New developments in planning	x
Government and Law	
Political and institutional frameworks of planning	x
Planning laws	
Issues in Planning and Policy-Making	
Environmental, social and economic sustainability	
Equity, diversity and inclusiveness	x
Public finance and economics	
Land use, design and infrastructure	
Processes of Planning and Policy-Making	
Visioning, goal-setting and problem-framing	
Information gathering and analysis	
Public consultation and deliberation	X
Plan and Policy Implementation	
Regulatory tools	X
Fiscal/financial tools	
Design and management of public projects	
Monitoring and evaluation	
Critical and Creative Thinking	
Gathering and analysing quantitative and qualitative data	
Identifying patterns and trends	
Thinking at various geographic scales	x
Designing scenarios and plans	
Social Interaction and Leadership	
Mediation, facilitation, negotiation, and conflict resolution	
Inclusion of diverse people and values	x
Team-work and team-building	x
Relations to bosses, officials and the public	
Communication	
Written communication	x
Oral communication	x
Graphic communication	
Use of information technology	x
Professionalism	
Managing complexity, uncertainty and change	x
Learning from practice	x
Handling ethical dilemmas	