



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

PLAN 3051/ PLAN 5051	Topics in Community Design II: Social Justice
Term	Winter 2017-2018
Time	Thursdays 12:30-3:30 pm
Credits	3
Location	HB 2
Instructors	Ren Thomas Office Hours: Tuesdays 1:00-3:00pm

Description	<p>This course provides opportunities to examine selected topical issues in community design.</p> <p>For the Winter 2017-2018 term, this will be a seminar exploring principles and theories of social justice as they apply planning practice and research. The course is designed to develop an understanding of how theoretical understandings of equity, diversity, inclusiveness, affordability, and social justice influence planning processes, plans, and policies. Students will study specific tools and strategies that municipalities, non-profit and community-based organizations, and other actors use to address complex and long-standing issues of social justice. Students will engage with and respond to a variety of guest lecturers from the region, as well as videos, films, and other resources.</p> <p>CROSS-LISTING: PLAN 3051.03/PLAN 5051.03</p>
Objectives and Learning outcomes	<p>By the end of the course, students should be able to:</p> <ol style="list-style-type: none">1. Explain the importance of social justice, social equity, diversity, inclusiveness, and affordability for planners2. Understand how social justice considerations help shape the planning policy context, strategic directions, and processes of planning3. Identify planning tools and processes that are used to address social justice issues4. Express themselves through written, graphic, and oral communication
Planning Standards Board (PSB) Competencies	<p>We will develop the following Professional Standards Board professional competencies:</p> <ol style="list-style-type: none">1. History and Principles of Community Planning: history, theory, ideals and principles, concepts of community-based development2. Plan and Policy Considerations: diversity and inclusiveness, functional integration of knowledge, developing visions and outcomes3. Plan and Policy Implementation: engage key stakeholders, understand political climate4. Interpersonal: integrity and trust, negotiation, collaboration and consensus building,

conflict management

5. Critical Thinking: issue identification, research and analytical, innovation and creativity
6. Communications: Listening, written, oral, and graphic communication, use of information technology
7. Leadership: climate of excellence
8. Professional and Ethical Behaviour: ethical responsibilities and dilemmas

Format Lecture and seminar 3 hours (one term)

Readings **L=Available through Library collection/e-journal databases, B=Available on Brightspace, W=Publicly available on Web**

Week 1 (January 11): Introduction to Social Justice

Fainstein, S.S. (2013). The just city. *International Journal of Urban Sciences*, 18 (1), 1-18. **L**

Bullard, R.D. (2014). The mountains of Houston: Environmental justice and the politics of garbage. Cite 93, Rice Design Center. **W**

<http://drrobertbullard.com/wp-content/uploads/2014/07/Final-2014-Bullard-Cite-Article.pdf>

Week 2 (January 18): Environmental Justice

Loo, T. (2010). Africville and the dynamics of state power in Postwar Canada. *Acadiensis*, 39(2), 23-47. **L**

Peters, E. (2005). Indigeneity and marginalisation: Planning for and with urban Aboriginal communities in Canada. *Progress in Planning*, 63(4), 327-404. **L**

Adelson, N. (2005). The embodiment of inequity: Health disparities in Aboriginal Canada. *Canadian Journal of Public Health*, 96(Supplement 2), S45-S61. **L**

Week 3 (January 25): Sustainability

Laska, S. and Morrow, B.H. (2006) Social vulnerabilities and Hurricane Katrina: an unnatural disaster in New Orleans. *Marine Technology Society Journal*, 40(4), 16-26. **W (if logged in through Dal)**

Agyeman, J. and Evans, T. (2003). Toward just sustainability in urban communities: building equity rights with sustainable solutions. *Annals of the American Academy of Political and Social Science*, 590(1), 35-53. **L**

City of Portland. (2015). Portland Climate Action Plan. Oregon: City of Portland. **W**
<https://www.portlandoregon.gov/bps/66993>

Week 4 (February 1): Ethnicity and Immigration Status

Walks, R.A. and Bourne, L. (2006). Ghettos in Canada's cities? Racial segregation, ethnic enclaves and poverty concentration in Canadian urban areas. *The Canadian Geographer*, 50(3), 273-297. **L**

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.) *Planning Canada: A Case Study Approach* (pp. 75-84). Toronto: Oxford University Press. **L**

Rugh, J. and Massey, D. (2010) Racial segregation and the American foreclosure crisis. *American Sociological Review*, 75(5), 629-651. **L**

Week 5 (February 8): Gender

Hendler, S. (2017). Recovering the women of the CPAC and TCIP/CIP. In *I Was the Only Woman: Women in Planning in Canada* (pp. 99-137). Vancouver: UBC Press. **L**

McInturff, K. (2018). The Best and Worst Places to be a Woman in Canada 2017. Ottawa: Canadian Centre for Policy Alternatives. **W**

<https://www.policyalternatives.ca/sites/default/files/uploads/publications/National%20Office/2017/10/Best%20and%20Worst%20Places%20to%20Be%20a%20Woman%202017.pdf>

Gorman-Murray, A. and Waitt, G. (2009). Queer-friendly neighbourhoods: Interrogating social cohesion across sexual difference in two Australian neighbourhoods. *Environment and Planning A*, 41, 2855-2873. **L**

Week 6 (February 15): Community Engagement

City for All Women Initiative. *Advancing Equity and Inclusion: A Guide for Municipalities*. Ottawa: City for All Women Initiative. **W**

https://docs.wixstatic.com/ugd/b38eaa_2cdaf3e5579c430e8b443f03fec9ed0.pdf

Monno, V. and Khakee, A. (2012). Tokenism or political activism? Some reflections on participatory planning. *International Planning Studies*, 17(1), 85-101. **L**

Torres, J. and Blanchet-Cohen, A. (2016). 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. **L**

Week 8 (March 1): Housing

Hulchanski, J.D. (2007). Canada's Dual Housing Policy: Assisting Owners, Neglecting Renters. Toronto: Centre for Urban and Community Studies, University of Toronto, Research Bulletin #38. **W** www.urbancentre.utoronto.ca/redirects/rb38.html

Thaden, E. and Wang, R. (2017). *Inclusionary Zoning in the United States: Prevalence, Impact, and Practices*. Working Paper WP17ET1. Lincoln Institute of Land Policy. **W** https://www.lincolninst.edu/sites/default/files/pubfiles/thaden_wp17et1_0.pdf

Houghton, E. and Mifflin, R. (2005). No place like home: Rooming houses in contemporary context. *Environment and Planning A*, 37, 403-421. **L**

Week 9 (March 8): Urban Redevelopment

Kipfer, S. and Petrunia, J. (2009). "Recolonization" and public housing: A Toronto case study. *Studies in Political Economy* 83, 111-139. **L**

Goetz, E. (2011) Gentrification in black and white: The racial impact of public housing demolition in American cities. *Urban Studies*, 48, 1581-1604. **L**

Rutland, T. (2010) The financialization of urban redevelopment. *Geography Compass*, 4(8), 1167-1178. **L**

Week 10 (March 15): Transportation Equity

Jones, C. (2015). Transit-oriented development and gentrification in Metro Vancouver's low-income SkyTrain corridor. Research paper 237. Neighbourhood Change Research

Partnership. **W** <http://neighbourhoodchange.ca/documents/2015/07/vancouvers-skytrain-corridor.pdf>

Grube-Cavers, A. and Patterson, Z. (2015). Urban rapid rail transit and gentrification in Canadian urban centres. *Urban Studies*, 52(1), 178-194. **L**

Hershey, J. and Spotts, M. (2015). *Promoting Opportunity through Equitable Transit-Oriented Development (eTOD): Barriers to Success and Best Practices for Implementation*. Denver, CO: Enterprise Community Partners. **W**
<https://www.enterprisecommunity.org/resources/promoting-opportunity-through-equitable-transit-oriented-development-etod-barriers>

Week 11 (March 22): Employment and Workers

Walks, A. (2001) The social ecology of the post-Fordist/global city? Economic restructuring and socio-spatial polarisation in the Toronto Urban Region. *Urban Studies*, 38, 407-447. **L**

Pendakur, K. and Pendakur, R. (2011). Color by Numbers: Minority Earnings in Canada 1995–2005. *Journal of International Migration and Integration*, 12(3): 305-329. **L**

Ngo, M. (2015). Revisiting Quebec's decrees: can juridical extension address the issue of precarious work in Canada? *Canadian Labour & Employment Law Journal*, 19(1): 287-315. **L**

Week 12 (March 29): Equity Plans

City of Portland. (2017). City of Portland, Oregon Bureau Equity Plans. Oregon: City of Portland. <https://www.portlandoregon.gov/oehr/70048>

Krumholz, N. (1982). A retrospective view of equity planning: Cleveland 1969-1979. *Journal of the American Planning Association*, 48(2), 163-174. **L**

Requirements

Students are expected to:

1. Work as individuals to prepare weekly responses to the guest lectures, videos, articles, or assigned subjects.
2. Work as individuals to lead a seminar discussion (Graduate students only) and prepare a summary paper.
3. Complete the readings and be prepared to discuss them with the seminar leaders each week.
4. Complete a research paper on a topic relevant to planning for social justice.

Evaluation

Assignment	Type	Undergraduate	Graduate
Assignment 1: Weekly Responses*	Individual	35	35
Assignment 2: Seminar Participation/Seminar Leadership Summary Paper*	Individual	15	15
Assignment 3: Final Report	Individual	40	40
Attendance	Individual	10	10
Total		100	100

* In the event of a storm/blizzard requiring closure of Dalhousie University, students will complete the written responses unless there was a guest speaker scheduled. For

the seminars, a Brightspace discussion group to allow the Graduate students to post questions and lead online discussions. Undergraduates are expected to participate in their designated seminar discussion online to aid mutual learning and understanding, allowing the Graduate students to prepare their summary papers.

Lectures and Seminars

I expect participation of the students in all sessions. Participation includes studying the relevant literature beforehand and engaging in on-the-spot applications and discussions. Knowledge of lectures, presentations, seminars, and discussions during the class, not only of the literature, is expected to inform the assignments. Students missing more than two sessions will be required to do an extra assignment to pass the course.

Assignments

All assignments must be submitted a) on paper in the instructors' mailbox and b) as a .pdf on Brightspace. Hard copies will be returned with comments from the instructor. 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_style6.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.

For Assignment 1 (Written Responses), the intention is to ensure that students understand the material and reflect on the importance or the topic in the field of planning. Written responses will be completed during class time. 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 3.5 percentage points of the final grade (10 responses for a total of 35% of the final).

Detailed instructions for all assignments, including assessment criteria, are below and on p. 12-13.

Evaluation of Assignments, Feedback

The instructor will give directions for the study of the literature during the Lecture sessions, and feedback during the Seminar sessions. Written comments will accompany the assignment grade. If more explanation is needed, the student can make an appointment with the instructor. The instructor will give directions for the assignments during the introductory session, and will provide feedback during the Lecture and Seminar 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 (rubric on Brightspace):

- **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 to meet expectations for scholarly publications? Are literature references appropriate and correctly reported?
- **Grammar:** Is the paper easy to read and grammatically correct?
- **Citations:** is evidence properly sourced and referenced?

Notes on University Regulations

Academic Integrity At Dalhousie University, we are guided in our work by the values of academic integrity: honesty, trust, fairness, responsibility and respect (*The Center for Academic Integrity, Duke University, 1999*). As a student, you are required to demonstrate these values in all the work you do. The University provides policies and procedures that every member of the university community is required to follow to ensure academic integrity.

What does academic integrity mean?

At university we advance knowledge by building on the work of other people. Academic integrity means that we are honest and accurate in creating and communicating all academic products. Acknowledgement of other people's work must be done in a way that does not leave the reader in any doubt as to whose work it is. Academic integrity means trustworthy conduct such as not cheating on examinations and not misrepresenting information. It is the student's responsibility to seek assistance to ensure that these standards are met.

How can you achieve academic integrity?

We must all work together to prevent academic dishonesty because it is unfair to honest students. The following are some ways that you can achieve academic integrity; some may not be applicable in all circumstances.

- make sure you understand Dalhousie's policies on academic integrity (see http://www.dal.ca/dept/university_secretariat/academic-integrity/academic-policies.html)
- do not cheat in examinations or write an exam or test for someone else
- do not falsify data or lab results

Be sure not to **plagiarize**, intentionally or unintentionally, for example...

- clearly indicate the sources used in your written or oral work. This includes computer codes/ programs, artistic or architectural works, scientific projects, performances, web page designs, graphical representations, diagrams, videos, and images
- do not use the work of another from the Internet or any other source and submit it as your own
- when you use the ideas of other people (paraphrasing), make sure to acknowledge the source

- do not submit work that has been completed through collaboration or previously submitted for another assignment without permission from your instructor.

(These examples are a guide and not an exhaustive list.)

Where can you turn for help?

If you are ever unsure about any aspect of your academic work, contact your instructor (or the TA):

- Academic Integrity website (see

http://www.dal.ca/dept/university_secretariat/academic-integrity.html - Links to policies, definitions, online tutorials, tips on citing and paraphrasing.

- Writing Centre (see

http://www.dal.ca/campus_life/student_services/academic-support/writing-and-study-skills.html) - Assistance with learning to write academic documents, reviewing papers for discipline-specific writing standards, organization, argument, transitions, writing styles and citations.

- Dalhousie Libraries (see

http://libraries.dal.ca/writing_and_styleguides.html - Workshops, online tutorials, citation guides, Assignment Calculator, RefWorks

- Dalhousie Student Advocacy Service (see

<http://www.dsu.ca/services/community-student-services/student-advocacy-service> - Assists students with academic appeals and student discipline procedures.

- Senate Office (www.senate.dal.ca) - List of Academic Integrity Officers, discipline flowchart, Senate Discipline Committee

What will happen if an allegation of an academic offence is made against you?

Instructors are required to report every suspected offence. The full process is outlined in the Faculty Discipline Flow Chart (see

http://www.dal.ca/dept/university_secretariat/academic-integrity.html and includes the following:

- Each Faculty has an Academic Integrity Officer (AIO) who receives allegations from instructors.

- Based on the evidence provided, the AIO decides if there is evidence to proceed with the allegation and you will be notified of the process -- If the case proceeds, you will receive a PENDING grade until the matter is resolved.

- If you are found guilty of an offence, a penalty will be assigned ranging from a warning, to failure of the assignment or failure of the class, to expulsion from the University.

- Penalties may also include a notation on your transcript that indicates that you have committed an academic offence.

To find out more about intellectual integrity, please refer to the Academic Calendar or the [Academic Integrity pages of the Dalhousie website](#).

Student Accessibility and Accommodation

Students may request accommodation that result from 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). Any accommodations must be approved by the professor at least two weeks before any assessment deadline. Please see the [Dalhousie Accessibility pages](#) for more information and to obtain Form A - Request for Accommodation.

A note taker may be required to assist a classmate. There is an honorarium of \$75/course/term. If you are interested, please contact OSAA at 494-2836 for more information.

Please note that your classroom may contain specialized accessible furniture and equipment. It is important that these items remain in the classroom so that students who require their usage will be able to participate in the class.

**Writing Skills and the
Dalhousie University
Writing Centre**

Writing is an essential communication skill for planners and designers. The School of Planning emphasizes the need for clear, articulate writing.

Dalhousie Writing Centre

Writing expectations at university are higher than you will have experienced at high school (or if you are entering a master's or PhD program, the expectations are higher than at lower levels). The Writing Centre is a Student Service academic unit that supports your writing development. Make an appointment to discuss your writing. Learning more about the writing process and discipline-specific practices and conventions will allow you to adapt more easily to your field of study.

Dalhousie Writing Centre Main Location (Learning Commons, Main Floor)

Monday to Thursday 10-7; Friday 10-4; Sunday 12-5

Sexton (Room A108)

Wednesday 6-9 pm; Friday 9 am - 12 pm

Black Student Advising (4th Floor SUB)

Monday 12-2

Weldon Law Library (Basement – Room 114 F)

Wednesday 6:00-8:00

Book an appointment:

Email writingcentre@dal.ca or call 494-1963 or go to the Dalhousie homepage, log on to MyDal, and select the “Learning Resources” tab. You’ll see the “Writing Centre” BOOK AN APPOINTMENT button.

The Dalhousie University **Undergraduate Grading Scale** was approved by Dalhousie University Senate January 13, 2014. The University issues letter grades, and calculates student averages based on the grade points shown. Faculty members who use percentages to calculate final grades use the equivalency for conversion to letter grades. Faculty members submit a letter grade as a final grade. Narrative comments provide guidance in qualitative assessment.

Grading Scale

Grade	Grade point value	Percent equivalent	Definition	Notes Words [in square brackets] added for clarification.
A+	4.3	90-100	[Outstanding]	[Exceptional to] considerable [excellent, very good] evidence of original thinking; demonstrated outstanding
A	4.0	85-89	Excellent	
A-	3.7	80-84	[Very Good]	
B+	3.3	77-79	Good	Evidence of grasp of subject matter, some evidence of critical capacity and analytical ability; reasonable
B	3.0	73-76		
B-	2.7	70-72		
C+	2.3	65-69	Satisfactory	Evidence of some understanding of the subject matter; ability to develop
C	2.0	60-64		
C-	1.7	55-59		
D	1.0	50-54	Marginal Pass	Evidence of minimally acceptable familiarity with subject matter, critical and analytical skills (except in programs where a minimum grade of "C" or "C+" is required).
F	0.0	0-49	Inadequate	Insufficient evidence of understanding of the subject matter; weakness in critical and analytical skills: limited
FM	0.0		Marginal Fail	Available only for Engineering, Health
INC	0.0		Incomplete	
P	Neutral		Pass	
W	Neutral and no credit		Withdrew after deadline	
ILL	Neutral and no credit obtained		Compassionate reasons, illness	[Documentation must be submitted to the instructor within one week of due date].
TR	Neutral		Transfer credit on admission	
Pending	Neutral		Grade not reported	

The **Graduate Grading Guidelines** were revised by the Dalhousie University School of Planning May 31, 2004. The following chart offers a summary of the planning regulations for graduate courses in the School of Planning. The university issues letter grades, and calculates student averages based on the grade points shown. Faculty members who use percentages to calculate final grades may use

the equivalency for conversion to letter grades. Narrative comments are offered to indicate expectations. (Note that the chart shows the final grade scale: grades on interim assignments may fall between B- and F. A graduate student must earn at least a B- overall to pass a course. Any final score lower than B- will be converted to a grade of F.

Grade	Grade point	Percent equivalent	Definition	Notes
A+	4.3	90-100	exceptional	exceptional work which exceeds expectations; high order original thinking, research, and critical skills; excellent capacity to analyse and synthesize; excellent grasp of subject matter; thorough understanding of the literature
A	4.0	85-89	excellent	high order original thinking, research, and critical skills; excellent capacity to analyse and synthesize; excellent grasp of subject matter; thorough understanding of the literature
A-	3.7	80-84	very good	strong evidence of original thinking, research, and critical skills; very good ability to analyse and synthesize; very good grasp of subject matter; very good understanding of the literature
B+	3.3	77-79		
B	3.0	73-76	good	evidence of original thinking, research and critical skills; good ability to analyse and synthesize; familiarity with the literature
B-	2.7	70-72		
F	0	0-69	failure	insufficient evidence of original thinking, research skills, critical skills, analytical ability, familiarity with literature; or failure to complete assignments on time or according to course specifications

A grade of B- or higher is a clear pass for graduate students.

A grade of F is a failure. The course must be repeated (if a mandatory one) or replaced

School Grading Policy

School of Planning grading policy interprets the Dalhousie Grading Scale with reference to course objectives, writing standards, and course schedules.

School of Planning Grading Policies for Reports and Papers

Almost all courses require that students submit one or more written documents. Students should note the following guidelines in preparing their reports and

papers.

1. The style, composition, organization, and presentation of written work may count for up to one-third of the grade for the report or paper.
2. Spelling mistakes and grammatical errors may reduce the grade for the work.
3. Late work may be refused or discounted.
4. Plagiarism (using the words, ideas, or images of another author without full and proper acknowledgement) constitutes grounds for failure of the paper or report, and may result in disciplinary actions by the University.

Plagiarism is a very serious academic offence and constitutes grounds for failure, suspension or expulsion. Plagiarism may lead to academic penalties that can jeopardize your education. Dalhousie University defines plagiarism as “the submission or presentation of the work of another as if it were your own.”

Read the Policy on Intellectual Honesty contained in the University Undergraduate Calendar or on the Dalhousie web site at http://www.dal.ca/dept/university_secretariat/academic-integrity.html. Carefully read the University Statement on Academic Integrity included in this course outline.

Course Schedule L=Lecture, S=Seminar

Week	Date & Time	Activity	Content
1	Thursday January 11, 9:35-12:25	L	Introduction to social justice, course instructions
2	Thursday January 18, 9:35-12:25	L/S	Environmental justice
3	Thursday January 25, 9:35-12:25	L/S	Sustainability
4	Thursday February 1, 9:35-12:25	L/S	Ethnicity and immigration status
5	Thursday February 8, 9:35-12:25	L/S	Gender
6	Thursday February 15, 9:35-12:25	L/S	Community engagement
7	No class—Study Break		
8	Thursday March 1, 9:35-12:25	L/S	Housing and homelessness
9	Thursday March 8, 9:35-12:25	L/S	Urban redevelopment
10	Thursday March 15, 9:35-12:25	L/S	Transportation
11	Thursday March 22, 9:35-12:25	L/S	Employment and workers
12	Thursday March 29, 9:35-12:25	L/S	Equity plans
13	Thursday April 5, 9:35-12:25	L/S	Evaluation of group work, course Assignment 3 due: Final Report
Assignment 1 due each week, 3:30pm!!			
Assignment 2 (Graduate students only) due one week after your seminar discussion, 12:30pm!!			
Assignment 3 due April 5, 12:30pm!!			

Assignment 1: Weekly Responses

Due weekly at the end of class (3:30pm)

Write a maximum one-page response to the guest lecture, video, article or other resource discussed in class. You will be given 30 minutes during class to complete the assignment.

Assignment 1 is worth 35% of the final grade. This is an individual assignment and should be presented as a paper (maximum one page or 250 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 five-point scale.

Assignment 2: Seminar Participation/Seminar Discussion Summary Paper

Undergraduate students

Do the readings for the week so that you may participate in seminar discussions led by the graduate students. Undergraduate students will be broken into groups as appropriate, depending on the number of graduate students available to lead seminars each week. In the event of a storm/blizzard requiring closure of Dalhousie University, an online discussion will be created by the instructor, and all students are expected to participate. Participation in the seminars (during class or online) is worth 15% of the final grade.

Graduate students

Due weekly, one week after your seminar (12:30am)

Lead a discussion of the week's readings (you will sign up for a date at the beginning of the course). It is up to you to formulate discussion questions, facilitate the discussion, and summarize the main arguments. Seminars could consider the following types of questions:

- What is the main argument proposed by an author?
- What is the tone, voice, language, etc.? Which group(s) does the author seem to represent?
- Did the author(s) discuss key techniques, tools, policies, or programs that have addressed this issue in the practice of planning?
- How is the topic defined or realized in practice? What are some challenges related to this topic in planning practice?

The summary paper is worth 15% of the final grade. Your summary of your group's discussion should be informed by your own understanding of the topic. You may digitally record the seminar to aid or appoint a notetaker to assist you. This is an individual assignment and should be presented as a paper (maximum 5 pages or 1,250 words) in length presented in a professional format (e.g. with headings as appropriate, academic/professional literature cited in-text and included in a reference list). The assignment should follow the general criteria in the Evaluation section of this syllabus (rubric on Brightspace).

Assignment 3: Final Report

Due April 5, 12:30pm

Write a research paper on a topic discussed in the course. Some questions to address could include:

- How is the topic defined in planning literature (including peer-reviewed papers, book chapters, planning reports, and media pieces)?

- What are the theoretical implications for particular types of planning? What critical issues do scholars in the field identify?
- What are planners doing to address the issue (e.g. planning policy, plans, programs, or tools)? Are there any challenges in implementation?

Assignment 3 is worth 40% of the final grade.

Undergraduate students

This should be presented as a paper (maximum 10 pages or 2,500 words, double spaced) in a professional format (e.g. headings and subheadings as appropriate, academic and professional literature cited in-text and included in a reference list). The assignment should follow the general criteria in the Evaluation section of this syllabus (rubric on Brightspace).

Graduate students

This should be presented as a paper (maximum 15 pages or 3,750 words, double spaced) in a professional format (e.g. headings and subheadings as appropriate, academic and professional literature cited in-text and included in a reference list). The assignment should follow the general criteria in the Evaluation section of this syllabus (rubric on Brightspace).