



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

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| PLAN 3051/ PLAN 5051 Term | Topics in Community Design II: Social Justice Winter 2016-2017 |
| Time | Tuesday, 12:30-2:30 pm |
| Credits | 3 |
| Location | HB 2 |
| Instructors | Ren Thomas and Jill Grant Jill's Office Hours: Tuesday 9:30-11:30 am Ren's Office Hours: Tuesdays 10:00am-12:00pm |

Description This course provides opportunities to examine selected topical issues in community design. *The seminar this semester explores principles and theories of social justice as they apply to the practice of planning. The course is designed to develop an understanding of how theoretical understandings of equity, diversity, inclusiveness, affordability, and social justice are manifested in planning processes, plans, and policies. Students will develop and lead a seminar on a selected topic, drawing on a list of potential topics and readings offered by the instructors.*

CROSS-LISTING: PLAN 3051.03/PLAN 5051.03

Objectives and Learning outcomes

By the end of the course, students should be able to:

1. Explain the importance of social justice, social equity, diversity, inclusiveness, and affordability in the practice of planning
2. Understand how social justice considerations help shape the planning policy context, strategic directions, and processes of planning
3. Identify planning tools and processes that could be used to address social justice issues
4. Enhance written, graphic, and oral communication skills

Planning Standards Board (PSB) Competencies

- We will develop the following Professional Standards Board professional competencies:
1. History and Principles of Community Planning: history, theory, ideals and principles, concepts of community-based development
 2. Plan and Policy Considerations: Diversity and inclusiveness, functional integration of knowledge, developing visions and outcomes
 3. Plan and Policy Implementation: engage key stakeholders, understand political climate
 4. 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 **2 hours** (one term)

Readings **See weekly schedule below**

- Requirements** Students are expected to:
1. Work as individuals to prepare a proposal for a seminar on a topic identified in this outline
 2. Work as individuals to develop and lead a seminar
 3. Complete the readings for weeks 1-3 as well as at least one reading per seminar topic, as identified by the seminar leaders each week
 4. Complete a research paper on their topic
 5. Attend class regularly and participate in seminars

| Evaluation | Assignment | Type | Percentage |
|-------------------|---|-------------|-------------------|
| | Assignment 1: Proposal and Preliminary Reference List | Individual | 20 |
| | Assignment 2: Seminar | Individual | 35 |
| | Assignment 3: Research Paper | Individual | 35 |
| | Attendance / participation | Individual | 10 |
| | Total | | 100 |

Graduate students are expected to do more substantive and in-depth research and prepare work that achieves appropriate rigor and quality to meet a graduate standard.

Lectures, Application, and In-class Exercises

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

Assignments

All assignments must be submitted on paper: in the instructors' mailboxes (either Jill or Ren). ALSO submit 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_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) 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.

Detailed instructions for all assignments, including assessment criteria, appear below.

Assignment 1: Proposal and Preliminary Reference List

Due Tuesday January 24, 11:30 am

Each student will prepare a seminar on a specific topic (see the class schedule for topic headings below). The instructors will discuss the topics within the first two weeks of the course. For Assignment 1, students will prepare a proposal for the seminar that they will be leading later in the course. The **proposal should outline the topic**, relevant theories and the consideration of this issue in planning practice. A preliminary reference list, made up of academic and grey literature (e.g. municipal government, non-profit organization) publications, must be included.

Assignment 1 is worth 20% of the final grade. 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.

Assignment 2: Seminar (and handout)

Various due dates – see schedule for your seminar

Seminar days normally include three student-led seminars. Each student will develop and lead a seminar based on a topic identified below and outlined in the **proposal** for Assignment 1. The seminar leader may talk (or use other means of information delivery) for approximately 15 minutes before leading a discussion or reflection on the topic for a similar length. Two weeks before the seminar date, students should provide the class with **links to two key readings** on the topic (e.g. from the lists below or other materials). [Send an email through Brightspace, or provide to the instructors for distribution.] On the seminar date, the seminar leader will distribute a 1 to 2 page **handout** to the class summarizing key points or questions, and identifying key readings on the topic. Seminars could consider the following types of questions:

- How is the topic defined or realized in practice?
- Why and how is it relevant to planners and to wider audiences?
- What are some key techniques, tools, policies, or programs that have addressed this issue in the practice of planning?
- What are some challenges related to this topic in planning practice?

The instructors recognize that those leading seminars early in the term will have made less progress on their research than those presenting later, and will adjust the grades to reflect that difference.

The seminar is worth 35% of the final grade. The assignment should follow the general criteria in the Evaluation section of this syllabus.

Assignment 3: Research Paper

Due April 4, 11:30am

Students will prepare a research paper to develop their seminar topic. The list of preliminary references provided in Assignment 1 will be expanded upon, with the paper providing:

- An explanation of the topic as defined in planning and related literature
- An analysis of the topic. For instance, you might consider how the topic is integrated with planning policy, plans, programs, or tools; what are the theoretical implications for particular types of planning; what critical issues do scholars in the field identify?

The research paper is worth 35% of the final grade. This should be presented as a paper (maximum 10 pages or 2,500 words, double spaced in length for Bachelors students, and maximum 15 pages or 3750 words, double spaced for Masters students) 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 below.

Evaluation of Assignments, Feedback

The instructors 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 one of the instructors. The instructors will give directions for the assignments during the introductory session, and will provide feedback during the Lecture and Seminar sessions.

The instructors will communicate the final grade in the official Dalhousie format by the date required by the School of Planning.

General criteria for assignments:

- **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.

Grading Scale

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.

| Grade | Grade point value | Percent equivalent | Definition | Notes Words [in square brackets] added for clarification. |
|---------|-----------------------|--------------------|--------------------------------|---|
| A+ | 4.3 | 90-100 | [Outstanding] | [Exceptional to] considerable |
| A | 4.0 | 85-89 | Excellent | [excellent, very good] |
| A- | 3.7 | 80-84 | [Very Good] | evidence of original thinking; demonstrated outstanding |
| 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 | | Compassionate reasons, illness | [Documentation must be submitted to the instructor within one week of due |
| TR | Neutral | | Transfer credit on admission | |
| Pending | Neutral | | Grade not reported | |

Graduate grading guidelines

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.

READINGS AND WEEKLY SCHEDULE

L=Available through Library, B=Available on Brightspace, W=Publicly available on Web

Week 1: Introduction to Social Justice (January 10)

Lecture: Ren Thomas and Jill Grant

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

Fainstein, Susan S. (2000). New directions in planning theory. *Urban Affairs Review* 35(4), 451-478. L

**Sign up for topics for your seminar

Week 2: Equity and Social Justice Issues in Housing and Transportation (January 17)

Lecture: Ren Thomas

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

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

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

Seminar Topics [note – if you wish to request a substitution for one of these topics, discuss that with the seminar instructors ASAP] [Possible readings for seminars each week appear with the topics. READ AT LEAST ONE PAPER THAT EACH STUDENT SUGGESTS FOR EACH SEMINAR TOPIC FOR THE WEEK.]

Week 3: Seminars on open topics of students' choice

Walks, R Alan, and Larry Bourne. (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

Campbell, Heather, Malcolm Tait, Craig Watkins. (2014) Is there space for better planning in a neoliberal world? Implications for planning practice and theory. *Journal of Planning Education and Research* 34(1), 45-59. L

Week 4: [S1] Protecting rights to/in the city

- a. Cities provide habitat for half the human population, but they are highly unequal and socially polarized spaces. Who enjoys the benefits of urban life and who is left out? How is the fight for the "right to the city" being waged?

e.g., Marcuse, Peter. (2010). From critical urban theory to the right to the city. *City* 13 (2-3), 185-197.

Alan Walks. (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.

- b. In what ways and through what processes are the spaces of our cities rendered **gendered** and **hetero-normative**? What would it take to make cities that can better accommodate difference?
Eg, Sandercock, Leonie and Ann Forsyth. 2007. A gender agenda: New directions for planning theory. *American Planning Association Journal* 58, 49-59.
Gorman-Murray, Andrew and Gordon Waitt. (2009). Queer-friendly neighbourhoods: Interrogating social cohesion across sexual difference in two Australian neighbourhoods. *Environment and Planning A* 41, 2855-2873.
- c. The streets of our major cities have become places where the homeless and disadvantaged panhandle or busk to earn change. What role is planning playing in **regulating the activities of the most disadvantaged** in the city? To what extent and in what ways are we using planning policies and design practices (such as CPTED) to affect the needs of those with no power and influence in our cities?
Eg, Whitzman, Carolyn. (2006). At the intersection of invisibilities: Canadian women, homelessness and health outside the 'big city'. *Gender, Place & Culture* 13, 383-399.
Collins, Damian. 2010. Homelessness in Canada and New Zealand: A comparative perspective on numbers and policy responses. *Urban Geography* 31, 932-952.

Week 5: [S2] How do plans deal with social justice?

- a. Conduct a systematic evaluation of attention given to equity, diversity, and social justice in the **vision statements** and objectives of the official municipal or community plans for the capital cities or other large cities in Canada's provinces and territories. To what extent do the statements and objectives acknowledge and address local concerns and realities? How do they address issues of inclusion and equity?
Eg Shipley, Robert (2002). Visioning in planning: Is the practice based on sound theory? *Environment and Planning A* 34(1): 7-22.
Uyesugi, Joyce and Robert Shipley. (2005) Visioning diversity: Planning Vancouver's multicultural communities. *International Planning Studies* 10(3-4), 305-322.
- b. Some cities (such as Portland, Oregon) have **equity plans**. What does equity planning involve, and what are the challenges to achieving it? Where is it being practiced and how?
Eg: <http://www.portlandonline.com/portlandplan/index.cfm?c=56527>
<http://www.portlandonline.com/portlandplan/index.cfm?a=297317&c=50730>
Krumholz, Norman. (1982). A retrospective view of equity planning: Cleveland 1969-1979. *Journal of the American Planning Association* 48(2), 163-174.
- c. How can social justice and equity concerns get revealed and addressed in planning for **disaster preparedness**? What lessons were learned from Hurricane Katrina devastating New Orleans? How do emergency plans ensure equitable outcomes?
e.g., Laska, Shirley and Betty Hearn Morrow. (2006) Social vulnerabilities and Hurricane Katrina: an unnatural disaster in New Orleans. *Marine Technology Society Journal* 40(4), 16-26.
Zimmerman, Rae. (1993) Social equity and environmental risk. *Risk Analysis* 13(6), 649-666.

Week 6: [S3] Contemporary planning values

- a. As the dominant planning and design approaches today, new urbanism and smart growth advocate higher **density** as a strategy for improving affordability and inclusiveness. What does the evidence tell us about the effects of urban intensification on equity, diversity, and social justice in our cities? What problems may arise when density becomes an end (rather than a means)?
- E.g., Bramley, Glen and Sinead Power. (2009). Urban form and social sustainability: the role of density and housing type. *Environment and Planning B: Planning and Design* 36(1), 30-48.
- Quastel, Noah, Markus Moos, Nicholas Lynch. (2012). Sustainability-as-density and the return of the social: The case of Vancouver, British Columbia. *Urban Geography* 33(7), 1055-1084.
- b. Contemporary planning celebrates and embraces **diversity**. To what extent do our planning notions about diversity essentialize certain “characteristics”, such as “race”, “ethnicity”, gender, age, sexual orientation, dis/ability, etc while ignoring other axes of difference (such as political views, household size, etc)? Parse the concept of “diversity” as we use it in planning to consider why and how we focus on the elements that we do. How do we get beyond the “food and festivals” understanding of diversity to be able to be more inclusive of difference in planning practice?
- e.g., Fainstein, Susan. (2005) Cities and diversity: should we want it? Can we plan for it? *Urban Affairs Review* 41, 3-19.
- Ashraf, Umbreen, Kittredge, Kate and Magdalena Ugarte. (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.). Toronto: Oxford University Press.
- c. What are the challenges of **community engagement** and public participation in the contemporary city? Who is empowered and who disempowered to bring concerns forward? What is the potential of deep democracy? Is NIMBY always ‘bad’?
- e.g., Carpenter, Juliet and Sue Brownill. (2008). Approaches to democratic involvement: Widening community engagement in the English planning system. *Planning Theory and Practice* 9(2), 227-248.
- Monno, Valeria and Abdul Khakee. (2012). Tokenism or political activism? Some reflections on participatory planning. *International Planning Studies* 17(1), 85-101.

Week 7: [S4] Next generation urban renewal

- a. Planning has a history of promoting urban renewal, renaissance, and revitalization. What are the equity and social justice implications related to outcomes such as **gentrification and displacement**? What are the implications for local commercial uses?
- eg Slater, Tom. (2006) The eviction of critical perspectives from gentrification research. *International Journal of Urban and Regional Research* 30(4), 737-757.
- August, Martine. (2014) Challenging the rhetoric of stigmatization: The benefits of concentrated poverty in Regent Park. *Environment and Planning A* 46, 1317-1333.
- b. Marxist geographers often criticize contemporary urban design and new urbanism practices as roll out neoliberalism: linked to what Neil Smith has called the “revanchist city”. To what extent can the **redevelopment of public housing projects** (such as Regent Park in Toronto, or the

various HOPE VI projects in the US) affect racial segregation and social equity, and favour private market interests?

e.g., Kipfer, Stefan and Jason Petrunia. (2009) "Recolonization" and public housing: A Toronto case study. *Studies in Political Economy* 83, 111-139.

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

- c. What role does **concentrated property ownership and mobile finance capital** play in influencing housing costs in our cities? Large segments of our downtowns are owned by powerful corporations, numbered companies, and international financiers. What role can government regulation play in trying to manage increasing housing costs and ensure adequate housing quality under these conditions?

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

Harvey, David. (2009) The art of rent: globalisation, monopoly and the commodification of culture. *Socialist Register* 38,

<http://socialistregister.com/index.php/srv/article/viewArticle/5778#.V64qXqLw9UM>

Week 8: [S5] Privatizing the city

- a. Some say that we live in a **surveillance society**, with "eyes on the street", monitoring of public activities and communications, and CCTV cameras in many locations. Plans for many communities embed CPTED (Crime Prevention Through Environmental Design) principles into designs for public spaces. What does the preoccupation with safety and security say about community attitudes towards difference and planning's efforts to impose morality?

e.g., Koskela, Hille. (2000) 'The gaze without eyes': Video-surveillance and the changing nature of urban space. *Progress in Human Geography* 24(2), 243-265.

Crawford, Adam and John Flint. (2009). Urban safety, anti-social behaviour and the night-time economy. *Criminology and Criminal Justice* 9(4), 403-413.

- b. How can we explain the proliferation of **private and gated communities**? To what extent does such privatization exacerbate inequities? How is planning complicit in the problem?

e.g., McKenzie, Evan. (1994) *Privatopia: Homeowner associations and the rise of residential private government*. Yale University Press.

Grant, Jill. (2005) Planning responses to gated communities in Canada. *Housing Studies* 20(2), 273-285.

- c. Some see public-private partnerships as a cost-effective strategy for government. What are the challenges for maintaining "public space" and ensuring equitable access and fair governance procedures in the city? How are neoliberal philosophies being realized in our cities? Who does **privatization of public space** affect?

eg, Mitchell, Don. (1995). The end of public space? People's Park, definitions of the public, and democracy. *Annals of the Association of American Geographers* 85, 108-133.

Banerjee, Tridib. (2001). The future of public space: Beyond invented streets and reinvented places. *Journal of the American Planning Association* 67, 9-24.

Week 9: [S6] Planning for social justice

- a. Recent research has confirmed long-standing practices of **environmental racism**. What factors have contributed to discriminatory planning practices in the past? What strategies can be used to ensure greater social equity and justice in land use planning decisions?
e.g., Pulido, Laura. (2000) Rethinking environmental racism: White privilege and urban development in Southern California. *Annals of the Association of American Geographers* 90(1), 12-40.
Loo, Tina. (2010). Africville and the dynamics of state power in Postwar Canada. *Acadiensis* 39(2), 23-47.
- b. In Canada, **First Nations communities** experience higher rates of poverty and incarceration than average. Remote communities lack adequate and affordable housing, and access to education and health care. In cities, such as Winnipeg and Saskatoon, high levels of residential segregation occur. What are the key planning strategies Canada may need to consider to address issues for indigenous Canadians?
e.g., Peters, Evelyn. (2005) Indigeneity and marginalisation: Planning for and with urban Aboriginal communities in Canada. *Progress in Planning* 63(4), 327-404.
Adelson, Naomi. (2005) The embodiment of inequity: Health disparities in Aboriginal Canada. *Canadian Journal of Public Health* 96(Supplement 2), S45-S61.
- c) In planning our cities, we have not always done a good job of meeting the needs of persons with **disabilities**. What kind of strategies do we need to pursue to ensure that our communities better meet the needs of those with mobility or sensory impairments? How do we get to the point where we treat all levels of functioning fairly and equitably?
e.g., Gleeson, Brendan. (2001). Disability and the open city. *Urban Studies* 38, 251-265.
Bromley, Rosemary, David Matthews, Colin Thomas. (2007). City centre accessibility for wheelchair users: The consumer perspective and the planning implications. *Cities* 24, 229-241.

Week 10: [S7] The economics of social (in)justice

- a. In some countries at some points in time, the state has captured a portion of the increase in property value that follows development approval. What would it take for municipalities to be able to keep the “development increment” or “**land lift**” or land value increase generated by development decisions, and how could such funding be turned towards programs (eg transportation or affordable housing) that enhance social justice or equity?
e.g., Medda, Francesca. (2012) Land value capture finance for transport accessibility. *Journal of Transport Geography* 25, 154-161.
Levinson, David and Emilia Istrate. (2011) Access for value: Financing transportation through land value capture. *Transportation Research Board* - http://www.brookings.edu/~media/Files/rc/papers/2011/0428_transportation_funding_levinson_istrate/0428_transportation_funding_levinson_istrate.pdf
- b. The **foreclosure crisis** in the United States had a devastating impact on working class families, persons of colour, and lone-parent households. Growing levels of **indebtedness** put many households at financial risk of losing their housing. Explore the links and disconnects between financial conditions, social injustice, and precarious housing.
e.g. Walks, Alan. (2013) Mapping the urban debtscape: The geography of household debt in Canadian cities. *Urban Geography* 34(2), 153-187.
Rugh, Jacob and Douglas Massey. (2010) Racial segregation and the American foreclosure crisis. *American Sociological Review* 75(5), 629-651.

- c. The availability of rapid transit can reduce household demand for automobile use, and is often said to thereby enhance housing options. What does the evidence suggest about the relationship between access to **good quality transit and the cost and availability of housing**? To what extent is transit-oriented development driving housing costs up?
- e.g., Grube-Cavers, Annelise and Zachary Patterson. (2015). Urban rapid rail transit and gentrification in Canadian urban centres. *Urban Studies* 52(1), 178-194.
- Salkin, P. and Levine, A. (2008). Understanding Community Benefits Agreements: Equitable development, social justice and other considerations for developers, municipalities, and community organizations, *UCLA Journal of Environmental Law and Policy*, 26(2), 291-331.

Week 11: [S8] Planning for housing options

- a. What policy options do municipalities have in trying to remedy concerns about homelessness and to provide **options for affordable housing**? What is the policy context for and powers given to municipalities in different provinces to promote affordability? What good practices appear abroad?
- e.g., 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. www.urbancentre.utoronto.ca/redirects/rb38.html
- Gurran, Nicole, Vivienne Milligan, Douglas Baker, et al (2008). *New directions in planning for affordable housing: Australian and international evidence and implications*. Research and Policy Bulletin 105. Available at <http://eprints.qut.edu.au/17943/>
- b. Some community residents try to restrict unwanted **housing options**. For instance, communities may put special regulations around group homes, rooming houses, halfway houses, hostels, dormitories, and mobile homes. How do our efforts to regulate some housing types reflect negative stereotypes and conventional expectations around appropriate housing options?
- Eg, Finkler, Lilith and Jill L Grant. (2011) Minimum separation distance bylaws for group homes: The dark side of planning regulation. *Canadian Journal of Urban Research* 20, 33-56.
- Houghton, Erin and Robert Mifflin. (2005) No place like home: Rooming houses in contemporary context. *Environment and Planning A* 37, 403-421.
- c. Planners and others often argue that granny flats, ancillary units, mini-condos, and tiny houses represent new **small options for affordability**. To what extent can such effectively address the need for affordability? How are communities planning to permit and regulate these kinds of options? Who benefits and who loses?
- Eg, Gurran, Nicole. (2008). Affordable housing: A dilemma for metropolitan planning? *Urban Policy and Research* 26, 101-110.
- Day, Kristen. (2003). New urbanism and the challenges of planning for diversity. *Journal of Planning Education and Research* 23, 83-95.

Week 12: [S9] Planning for future generations

- a. What is the place of concerns about equity, diversity and social justice in plans for long-term **sustainability**? To what extent are sustainability plans including these concerns?
- Eg - Chapple, Karen. (2014). *Planning sustainable cities and regions: Towards more equitable development*. Earthscan.

Agyeman, Julian and Tom Evans. (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.

Portland Climate Action Plan. (2015). <https://www.portlandoregon.gov/bps/66993>

- b. What is the nature of **work** in the contemporary city? Consider issues related to precarious work, home-based work, long-distance commuting for work, loss of employment lands to other uses, deskilling of immigrants, etc. What challenges does planning face in considering requirements for work and workers?

Eg, Ross, Andrew. (2008). The new geography of work: power to the precarious? *Theory, Culture and Society* 25(7-8), 31-49.

Lightman, Ernie, Dean Herd, Andrew Mitchell. (2008). Precarious lives: work, health and hunger among current and former welfare recipients in Toronto. *Journal of Policy Practice* 7(4), 242-259.

- Course wrap up by the instructors.

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.

[Specific application of policy should be set out in assignments and in “Evaluation Notes” above.]

Course Schedule L=Lecture, S=Seminar [usually 3 student seminars per session]

| Week | Date & Time TUESDAYS | Activity | Contents |
|---|-----------------------------|-----------|--|
| 1 | January 10, 12:30-2:30 | L (JG/RT) | Introduction to Social Justice – equity in planning |
| 2 | January 17, 12:30-2:30 | L (RT) | Equity and social justice considerations in housing and transportation |
| 3 | January 24, 12:30-2:30 | S0 | Seminars – open topics Assignment 1 due: Proposal and preliminary reference list |
| 4 | January 31, 12:30-2:30 | S1 | Seminar: Right to the city |
| 5 | February 7, 12:30-2:30 | S2 | Seminar: Planning for social justice |
| 6 | February 14, 12:30-2:30 | S3 | Seminar: Contemporary planning values |
| No class—Study Break | | | |
| 7 | February 28, 12:30-2:30 | S4 | Seminar: Next generation urban renewal |
| 8 | March 7, 12:30-2:30 | S5 | Seminar: Privatizing the city |
| 9 | March 14, 12:30-2:30 | S6 | Seminar: Planning for social justice |
| 10 | March 21, 12:30-2:30 | S7 | Seminar: The economics of social (in)justice |
| 11 | March 28, 12:30-2:30 | S8 | Seminar: Planning for housing options |
| 12 | April 4, 12:30-2:30 | S9 | Seminar: Planning for future generations Assignment 3 due: Research Paper/ Course evaluation |
| Assignment 1 due January 24, 11:30 am !! | | | |
| Assignment 2 due on your seminar date, 11:30 am !! | | | |
| Assignment 3 due April 4, 11:30 am!! | | | |