



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

Course:	PLAN 1001: Introduction to Planning
Prerequisites:	BCD Major or Minor
Term:	Fall 2020
Time:	Monday and Wednesday, 8:35am-9:55am (Note: all times are in AST).
	Note on Online Teaching: Monday's class will be asynchronous (recorded). The Tuesday tutorials and Wednesday interactive session will be synchronous (live).
Credits:	3.0
Location(s):	Online
Instructor:	Ren Thomas (ren.thomas@dal.ca, O'Brien 612), Office Hours: Wednesday 9:20-9:55am (last part of lecture)
Teaching Assistants:	Samiya Dottin (samiya.dottin@dal.ca), Stephani McPhee (st830296@dal.ca). Please use the Brightspace "questions and answers" discussion group to ask questions
Course Description	This course introduces planning 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. Planning 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:

1. Have theoretical knowledge of planning practice and the various planning subdisciplines
2. Understand the basic governance framework in which planning takes place
3. Understand the roles planners play in planning processes, developing policy, and developing by-laws, strategies, and plans
4. Be able to explain the planner's place in urban and political decision making, including the planner as expert, facilitator, agent of power, and developer of information to be used by decision makers
5. Understand the different types of information, theories, and models that shape solutions to common planning problems
6. Be able to explain the impact and contribution of planning to our

towns, cities, and regions (both physical and social)

7. Be able to make a thesis statement about a planning topic and back it up using evidence from the readings

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)

The course is organized into 13 weekly modules. Most of these include:

- Video lectures with the instructor and guests
- Readings (one chapter from the textbook and one article)
- Asynchronous learning activities
- Graded assignments

Watch the “Welcome” video that describes how learning will take place, the technology we’ll use, and where you can find important course information. We’ll be using the following platforms in the course:

- Brightspace. This is where you’ll find class announcements, lectures, dropboxes for submitting your assignments, and discussion threads for questions and answers. Asynchronous lectures will be available under Panopto Recordings
- Collaborate Ultra. We’ll be using this as a meeting space on Wednesdays from 8:30-9:55, which includes my office hours during the last 20 minutes of the class.
- Microsoft Teams. This is where the tutorials will be held. The advantage of Teams over Collaborate Ultra is that you can all see each other.

To help students with the transition during the pandemic, Dalhousie has set up an [Online Learning website](#) where you can find all kinds of information about the different platforms. If you need any support with the course technologies, you can contact Information Technology Services at support@dal.ca

Readings

Our textbook for the course will be Thomas, R. (2016). *Planning Canada: A Case Study Approach*. Copies are available at the bookstore, and there is also an e-book rental through Redshelf: <https://www.redshelf.com/book/526742/> Links to all other readings will be posted in Brightspace.

Week 1 (Sept 7/9): Labour Day/Course Introduction

Week 2 (Sept 14/16): Canadian Planning History

Thomas, R. (2016). An Introduction to Canadian Planning. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp. 2-25). Toronto: Oxford University Press.

Week 3 (Sept 21/33): Planning Theory

Thomas, R. (2016). An Introduction to Canadian Planning. In Thomas, R. (ed.)

Planning Canada: A Case Study Approach (pp. 26-46). Toronto: Oxford University Press.

Week 4 (Sept 28/30): Community Development and Social Planning

Huhtala, K. (2016). Cultural Planning in Canada. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp. 64-74). Toronto: Oxford University Press.

Mock, B. (2020, August 6). The City Planners' Case for Defunding the Police. Bloomberg City Lab. Retrieved from:

<https://www.bloomberg.com/news/articles/2020-08-06/the-city-planners-case-to-defund-the-police>

Week 5 (Oct 5/7): Urban Form and Public Health

Khirfan, L. (2016). Design and Beyond: The Mobility and Accessibility of Community Gardens in the Region of Waterloo, Ontario. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp. 104-116). Toronto: Oxford University Press.

Federation of Canadian Municipalities. (2020). COVID-19 Street Rebalancing Guide. Ottawa: Federation of Canadian Municipalities. (pp. 1-11—sections 1.0, 2.0, 3.0).

Week 6 (Oct 12/14): Natural Resource Management / Environmental Planning

Barry, J. (2016). Government-to-Government Planning and the Recognition of Indigenous Land Rights and Title in the Central Coast Land and Resource Management Plan. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp. 168-175). Toronto: Oxford University Press.

Kasriel, E. (2020, June 24). A 'mass experiment' for climate. BBC News. Retrieved from: <https://www.bbc.com/future/article/20200624-has-covid-19-brought-us-closer-to-stopping-climate-change>

Week 7 (Oct 19/21): Housing

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.

Irons, M.E. (2020, July 1). Researchers expected 'outrageously high' discrimination against Black renters. What they found was worse than imagined. *Boston Globe*. <https://www.bostonglobe.com/2020/07/01/metro/blacks-voucher-holders-face-egregious-housing-discrimination-study-says/>

Week 8 (Oct 26/28): Participatory Processes

Robinson, P. and DeRuyter, M. (2016). I "Like" You, You Make My Heart Twitter, But...: Reflections for Urban Planners from an Early Assessment of Social Media Deployment by Canadian Local Governments. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp. 260-268). Toronto: Oxford University Press.

DLA Piper. (2020, April 3). Public legislative processes and public meetings during the time of COVID-19. Retrieved from:

<https://www.dlapiper.com/en/oman/insights/publications/2020/04/public-legislative-processes-and-public-meetings-during-the-time-of-covid-19/>

Week 9 (Nov 2/4): Urban Design

Brooke, C. and Reid, M. (2016). The Toronto Avenues and Mid-Rise Buildings Study. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp. 315-324).

Toronto: Oxford University Press.

Whitton, E. (2020, July 30). What is a feminist city? Author Leslie Kern explores how to make the region better for women. Greater Greater Washington. Retrieved from: <https://gwwash.org/view/78568/what-is-a-feminist-city-a-chat-with-leslie-kern-explores-how-we-can-make-our-region-better-for-women>

Week 10 (Nov 9-13): Fall Break (No Readings)

Week 11 (Nov 16/18): 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.

Gillett, S. (2020, February 6). QEII expansion parking lot debate: The story so far. *Halifax Signal*. Retrieved from: <https://signalhfx.ca/qeii-expansion-parking-lot-debate-the-story-so-far/>

Week 12 (Nov 23/25): Transportation and Infrastructure

Medeiros, T. (2016). Declining Infrastructure and its Opportunities: Gardiner East Environmental Assessment. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp. 384-396). Toronto: Oxford University Press.

Sulaiman, S. (2016, September 20). Justice-Oriented Mobility Advocates to “Untokenize” Active Transportation Movement at November Convening. Streetsblog Los Angeles. <https://la.streetsblog.org/2016/09/20/justice-oriented-mobility-advocates-to-untokenize-active-transportation-movement-at-november-convening/>

Week 13 (Nov 30/Dec 2): Synthesis

McAfee, A. (2016). People and Plans: Vancouver’s CityPlan Process. In Thomas, R. (ed.) *Planning Canada: A Case Study Approach* (pp. 220-231). Toronto: Oxford University Press.

Berg, N. (2020, August 17). Meet the Black design collective reimagining how cities get built. *Fast Company*. Retrieved from: <https://www.fastcompany.com/90540241/meet-the-black-design-collective-reimagining-how-cities-get-built>

Requirements	Students are expected to: <ol style="list-style-type: none"> 1. Work as individuals on weekly readings, in-class writing assignments, in-class exercises, and quizzes 2. Prepare for the lecture and tutorial sessions so that you can participate in online classroom discussions and activities 3. Write a final paper as individuals 		
Evaluation:	Assignment	Type	Percentage
	Written Responses	Individual	35
	Quizzes (5)	Individual	20
	Online viewing of lectures	Individual	5
	In-class exercises (e.g. Panopto review questions)	Individual	5
	Discussion board posts	Individual	5
	Final Paper	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 online activities/class, such as review questions in the Panopto videos). You are also required to contribute to Wednesday's interactive class by posting discussion questions in the Brightspace discussion forum (at least 3 posts per week, which can include new posts or replies to another student's post). Knowledge of lectures, presentations and discussions during the class, not only of the literature, will be tested in the in-class exercises, quizzes, and the final paper.

Note on Technology: Wednesday's interactive session will be on Brightspace Collaborate Ultra. Monday's pre-recorded lectures (e.g. guest lectures) will be available on Brightspace under Content. Tutorial sessions will be held live on Microsoft Teams.

Assignments

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, for 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 p8-9 of this syllabus.

Note on Technology: All assignments must be submitted as a .pdf on Brightspace under Assessments. Quizzes are also found under Assessments.

Evaluation of Assignments, Feedback

The instructor will give directions for the study of the literature during the Lecture sessions, and written comments will accompany the assignment grade. If more explanation is needed, you can ask during office hours or use the Brightspace discussion thread. Students are also encouraged to answer each other's questions, e.g. if the answer can be easily found in the syllabus or readings. The TA/instructor

will give directions for the assignments during the introductory session, and will provide feedback during the Lecture 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 Conduct	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 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

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

[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.

The Writing Centre also has an [Online Resource Guide](#), which offers information on writing resources including annotated writing models from a number of disciplines.

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 (asynchronous or synchronous), A=Application
Week	Date & Time	Activity	Contents
1	Wednesday, September 9, 8:35-9:55am	L (asynch)	Introduction & course overview
2	Monday, September 14, 8:35-9:55am	L (asynch)	Canadian planning history
	Wednesday, September 16, 8:35-9:55am	L / A (synch)	Canadian planning history Quiz #1
3	Monday, September 21, 8:35-9:55am	L (asynch)	Planning theory
	Wednesday, September 23, 8:35-9:55am	L / A (synch)	Planning theory Written Reflection #1
4	Monday, September 28, 8:35-9:55am	L (asynch)	Community Development & Social Planning
	Wednesday, September 30, 8:35-9:55am	L / A (synch)	Community Development & Social Planning Quiz #2
5	Monday, October 5, 10:05-11:25	L (asynch)	Urban Form & Public Health
	Wednesday, October 7, 8:35-9:55am	L / A (synch)	Urban Form & Public Health Written Reflection #2
6	Monday, October 12, 8:35-9:55am		Thanksgiving Day: No Class
	Wednesday, October 14, 8:35-9:55am	L / A (synch)	Natural Resource Management / Environmental Planning Quiz #3
7	Monday, October 19, 8:35-9:55am	L (asynch)	Housing
	Wednesday, October 21, 8:35-9:55am	L / A (synch)	Housing Written Reflection #3
8	Monday, October 26, 8:35-9:55am	L (asynch)	Participatory Processes

	Wednesday, October 28, 8:35-9:55am	L / A (synch)	Participatory Processes Quiz #4
9	Monday, November 2, 8:35-9:55am	L (asynch)	Urban Design
	Wednesday, November 4, 8:35-9:55am	L / A (synch)	Urban Design Written Reflection #4
10	Fall Break: No Class		
11	Monday, November 16, 8:35-9:55am	L (asynch)	Urban Redevelopment
	Wednesday, November 18, 8:35-9:55am	L / A (synch)	Urban Redevelopment Quiz #5
12	Monday, November 23, 8:35-9:55am	L (asynch)	Transportation & Infrastructure
	Wednesday, November 25, 8:35-9:55am	L / A (synch)	Transportation & Infrastructure Written Reflection #5
13	Monday, November 30, 8:35-9:55am	L (asynch)	Synthesis
	Wednesday, December 2, 8:35-9:55am	L / A (synch)	Synthesis Final Paper Due

Written Reflections

Due bi-weekly at the end of the day (5:00pm)

Write a response to the lectures, videos, articles and other resources discussed in class during the past two weeks. The purpose of the reflection is to make a thesis statement and back it up with facts from the readings; this is a persuasive writing assignment. The Brightspace assignment folder is open Monday mornings at 8:30am and closed Wednesdays at 5:00pm.

Written Responses are worth 35% of the final grade. This is an individual assignment and should be presented as a paper (maximum 250 words) in length. The assignment should follow the general criteria in the Evaluation section of this syllabus (rubric on Brightspace), including: name, student number, title, word count, and reference list. 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 bi-weekly at the end of the day (5:00pm)

Quizzes will be online by Mondays at 8:30am and must be completed on Brightspace by 5:00pm on Wednesdays. The intention is to ensure that students are completing the readings and online lectures, 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 Paper

Due Friday December 4, 2020 at 5:00pm

The final paper should answer the following questions:

- What is planning?

- Who is involved in planning (e.g. individuals, groups, organizations/institutions)?
- Compare and contrast two problems for which planners have developed solutions. Describe the two problems (e.g. its location city/region/country, population and demographics, major issue, levels of government involved). How were solutions developed and implemented? Who was involved and how? What were the impacts on the community, built form, environment, etc.? How were the two problems approached (differences, similarities)?
- What do these solutions tell us about planning as a discipline? What was done well, and what could be improved upon?

Assignment 3 is worth 30% of the final grade. It 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 (please see the rubric on Brightspace). Please ensure your paper includes your name, student number, title, word count, and reference list. You must reference the readings and lectures, as well as other resources (e.g. videos, academic articles, media articles, government reports) you will find on your own.

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	x
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	