



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

Course: PLAN 3115/5115

Prerequisites: 60 credits (Bachelors)

Term: Winter 2020-21

Time: Wednesdays 9:35-12:25 pm

Note on Online Teaching: The Tuesday lectures/seminars will be synchronous (live) on Zoom.

Credits: 3.0

Location: Online

Instructor: Ren Thomas (ren.thomas@dal.ca, 612 O'Brien Hall)

Course Description This course provides opportunities to examine selected topical issues in community design.

For this term, the course will be a seminar exploring principles and theories of social justice as they apply to 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.

CROSS-LISTING: PLAN 3115.03/PLAN 5115.03

Objectives

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

- Explain the importance of social justice, social equity, diversity, inclusiveness, and affordability for planners
- Understand how social justice considerations help shape the planning policy context, strategic directions, and processes of planning
- Identify planning tools and processes that are used to address social justice issues
- Express themselves through written, graphic, and oral communication

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	<p>Lecture and seminar 3 hrs (one term)</p> <p>The course is organized into an introduction, 3 modules of 3 weeks each, and a summary. These include:</p> <ul style="list-style-type: none"> • Lectures with the instructor and guests • Readings (two per week) • Graded assignments <p>We will be using the following platforms in the course:</p> <ul style="list-style-type: none"> • Brightspace. This is where you'll find class announcements, lectures, dropboxes for submitting your assignments, and discussion threads for the seminars. • Zoom. We will meet every week using a link provided by the professor or seminar leaders. <p>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</p>
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Readings	<p>L=Available through Library collection/e-journal databases, W=Publicly available on Web</p> <p>Note on technology: Seminar leaders will choose two readings per week and post discussion questions in the Brightspace discussion forum. Note: each module has three readings on problems and three on solutions, so mix them up each week.</p> <p>Introduction to Social Justice, Week 1-2 (January 13, January 20)</p> <p>Fainstein, S.S. (2013). The just city. <i>International Journal of Urban Sciences</i>, 18(1), 1-18. L</p> <p>King, H. (2019). An Indigenous History: Canadian Institute of Planners Keynote Lecture on Indigenous History. https://vimeo.com/348904854</p> <p>Native Land Digital. (2020). Map of Indigenous lands/languages/governments. https://native-land.ca/</p> <p>CBC News: The National. (2020, February 26). How Edmonton got 10,000 homeless people off the streets. https://www.youtube.com/watch?v=FiW-hrgrDLM</p> <p>Module 1: BIPOC and Planning, Weeks 3, 4, 5 (January 27, February 3, February 10)</p> <p>Rutland, T. (2018). "Planning the town white: Comprehensive planning, scientific racism, and the destruction of Africville." In Rutland, T. <i>Displacing Blackness: Planning, Power, and Race in Twentieth Century Halifax</i> (pp.75-116). Toronto: University of Toronto Press. L</p> <p>Cohen, J. (2020, July 24). What Happens if 23 Million Renters Are Evicted? Shelterforce. https://shelterforce.org/2020/07/24/what-happens-if-23-million-renters-are-evicted/</p>
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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/>

Sawyer, J., Gampa, A. (2018). Implicit and Explicit Racial Attitudes Changed During Black Lives Matter. *Personality and Social Psychology*, 44(7): 1039-1059.

McCormick, K. (n.d.) Planning for Social Equity: How Baltimore and Dallas are connecting segregated neighbourhoods to opportunity. Lincoln Institute of Land Policy. **W** <https://www.lincolninst.edu/publications/articles/planning-social-equity>

Ivey, S., Powers, M., and Clark, A. (2019). Building a business case for increasing diversity in the transportation workforce. *TR News* 323: 22-27. **W** <http://www.trb.org/Publications/Blurbs/179992.aspx>

Module 2: Gender/Sexual Identity and Planning, Weeks 7, 8, 9 (February 24, Marcy 3, March 10)

Dowling-Savelle, L. (2020, July 30). Ask an Expert: Sociologist Karen Foster on why women's careers have suffered more than men's during the pandemic. *Dal News* (Dalhousie University). https://www.dal.ca/news/2020/07/31/ask-an-expert--sociologist-karen-foster-on-why-women-s-careers-h.html?utm_source=dalnewsWeekly&utm_medium=email&utm_content=No.%20393&utm_campaign=dalnewsWeekly

Kian Goh (2018) Safe Cities and Queer Spaces: The Urban Politics of Radical LGBT Activism. *Annals of the American Association of Geographers*, 108:2, 463-477, DOI: 10.1080/24694452.2017.1392286

Nash, C.J. and Gorman-Murray, A. (2015). Recovering the Gay Village: A Comparative Historical Geography of Urban Change and Planning in Toronto and Sydney. *Historical Geography*, 43 (84-10).

Pike, H. (2018). By focusing on women in planning and decision-making, Calgary could build a safer city. *Calgary Herald*, May 23, 2018. **W** <https://www.thestar.com/calgary/2018/05/23/by-focusing-on-women-in-planning-and-decision-making-calgary-could-build-a-safer-city.html>

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_2cdaf3e5579c430e8b443f03f9ed0.pdf

City of Burnaby. (2011). Burnaby Social Sustainability Strategy. **W** <https://www.burnaby.ca/Assets/city+services/planning/Social+Sustainability+Strategy.pdf>

Module 3: Indigenous Land/Water Protection and Planning, Weeks 10, 11, 12 (March 17, 24, 31):

Gignac, J. (2020, December 11). Yukon wetlands pushed to breaking point by placer mines, First Nation and conservationists say. *The Narwhal*. <https://thenarwhal.ca/yukon-wetlands-placer-mining/>

Waldron, I. (2018). Re-thinking waste: mapping racial geographies of violence on the colonial landscape. *Environmental Sociology*, 4(1): 36-53. **L**

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

Linnit, C. (2018, March 10). How Indigenous peoples are changing the way Canada thinks about conservation. *The Narwhal*. <https://thenarwhal.ca/how-indigenous-peoples-are-changing-way-canada-thinks-about-conservation/>

Simmons, M. (2020, December 10). How Canada's first Indigenous coast guard program is already saving lives. *The Narwhal*. <https://thenarwhal.ca/first-indigenous-coast-guard-heiltsuk/>

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

Week 13 (February 7): Summary

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: Written Responses (3)	Individual	30	30
Assignment 2: Seminar Participation/Seminar Leadership Summary Paper*	Individual	15	15
Assignment 3: Final Report	Individual	40	40
Participating in/viewing online resources	Individual	15	15
Total		100	100

Evaluation Notes:

*For the seminars, a Brightspace discussion group will allow the Graduate students to post questions and lead online discussions in the event of a storm/power failure. 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 should be written in an academic style. Citations and reference list should be in APA format:

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

All assignments must be delivered on time. If they are not, and up to two days of delay, ten percent (out of 100) per day will be subtracted from the mark. In the case of more than two days of delay the assignment will not be graded. "Days" include holiday and weekend days.

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 10 percentage points of the final grade (3 responses for a total of 30% of the final).

Detailed instructions for all assignments, including assessment criteria, are below and on p. 8-9.

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

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? Is evidence properly sourced and referenced?
- **Grammar:** Is the paper easy to read and grammatically correct?
- **(For posters) Graphic/Visual Elements:** Does the poster take a creative approach? Is there a balance of images, text, and white space? Are the fonts consistent and appropriate?

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](#).

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, S=Seminar

Week	Date & Time	Activity	Content
1	Wednesday January 13, 9:35-12:25	L	Introduction to social justice, course instructions
2	Wednesday January 20, 9:35-12:25	L/S	Introduction to social justice
3	Wednesday January 27, 9:35-12:25	L/S	Module 1: BIPOC and Planning
4	Wednesday February 3, 9:35-12:25	L/S	Module 1: BIPOC and Planning
5	Wednesday February 10, 9:35-12:25	L/S	Module 1: BIPOC and Planning Assignment 1 due: Written Reflection #1
6	No class—Study Break		
7	Wednesday February 24, 9:35-12:25	L/S	Module 2: Gender/Sexual Identity and Planning
8	Wednesday March 3, 9:35-12:25	L/S	Module 2: Gender/Sexual Identity and Planning
9	Wednesday March 10, 9:35-12:25	L/S	Module 2: Gender/Sexual Identity and Planning Assignment 1 due: Written Reflection #2
10	Wednesday March 17, 9:35-12:25	L/S	Module 3: Indigenous Land/Water Protection and Planning
11	Wednesday March 24, 9:35-12:25	L/S	Module 3: Indigenous Land/Water Protection and Planning
12	Wednesday March 31, 9:35-12:25	L/S	Module 3: Indigenous Land/Water Protection and Planning Assignment 1 due: Written Reflection #3
13	Wednesday April 7, 9:35-12:25	L/S	Evaluation of course Assignment 3 due: Final Report

Assignment 1: Written Reflections

Due February 10, March 10, March 31 (5:00pm)

A major characteristic of modern planning is the ability to be reflective, to think about problems and solutions and be willing to adapt and improve our responses. Write a maximum two-page reflection on the module, citing readings and other resources used in class. Assignment 1 is worth 30% of the final grade (3 responses, submitted on the dates specified in the schedule). 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 ([please see the rubric on Brightspace](#)). Please ensure your paper has your name, B number, title, word count, and reference list and that it is all on one page.

Assignment 2: Seminar Participation/Seminar Discussion Summary Paper

Undergraduate students

Do the readings you agree upon with your seminar leaders (Grad students for your module) 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/power outage all students are expected to participate in the Brightspace discussion forum instead. Participation in the seminars (during class or online) is worth 15% of the final grade.

Graduate students

Due one week after your seminar (12:25pm)

Lead a discussion of the week's readings (you will sign up for a module and specific date at the beginning of the course). It is up to you to decide which readings from the module will be discussed each week (I suggest choosing one of the first three (problems) and one of the last three (solutions) and let the class know on the Brightspace discussion one week before your seminar. You will formulate discussion questions, facilitate the discussion (or other activity such as a debate, role play etc.), 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 the group's discussion/activity 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, 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 has your name, B number, title, word count, and reference list.

Assignment 3: Final Report

Due April 6, 5:00pm

Write a research paper on a topic discussed in the course. Questions to address 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 the planning subdiscipline(s) (e.g. urban redevelopment)? 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. Please ensure your paper has your name, B number, title, word count, and reference list.

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 ([please see the 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 ([please see the rubric on Brightspace](#)).

Extra credit: Volunteer for a community-based organization (3 percentage points) OR organize an event on an equity issue (5 percentage points). You must provide proof of your participation (e.g. an email from the organization).

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	
Planning theories, principles and practices	x
Planning ethics	x
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	x
Equity, diversity and inclusiveness	x
Public finance and economics	
Land use, design and infrastructure	
Processes of Planning and Policy-Making	
Visioning, goal-setting and problem-framing	
Information gathering and analysis	
Public consultation and deliberation	x
Plan and Policy Implementation	
Regulatory tools	x
Fiscal/financial tools	
Design and management of public projects	
Monitoring and evaluation	
Critical and Creative Thinking	
Gathering and analysing quantitative and qualitative data	
Identifying patterns and trends	x
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	