

## **COURSE OUTLINE**

### **Introduction**

For North American cities, towns and villages the only sure thing for the last 65 years has been change. The development patterns that shaped communities in the 19<sup>th</sup> and first half of the 20<sup>th</sup> centuries have been replaced by both sprawling suburbs, urban blight and high density high rises. As these changes have occurred, and continue to occur, our neighbourhoods have been reshaped, upgraded and made more profitable for the development industry. But are they better places to live? Are they inclusive, healthy and positively reflective of the values our plans and land use regulations intend them to be? This course will include:

- An exploration of the history of neighbourhood change in Canada and the US;
- How planning theory has impacted our understanding of what makes a “good” neighbourhood;
- A review and analysis of two or more municipalities’ Municipal Development Plans, Area Structure Plans and Land Use Bylaws to determine the linkages between policy and regulations;
- Field investigations of two or more neighbourhoods by the above policies and regulations to evaluate the implementation of policies and regulations in the changed community; and
- A review best practices research for assessing the quality of a neighbourhood’s housing stock.

### **Objectives**

Within this overall framework the objectives of the course are:

- To provide an understanding of the social, economic and spatial aspects of historical and current neighbourhood change and their impact on the provision of affordable housing;
- To develop practical knowledge on indicators to measure neighbourhood change and their application in the field;
- To gain hands-on experience in the crafting, evaluation and implementation of planning policies to ensure sustainable and equitable transformation of neighbourhoods;
- To gain an understanding of the range of solutions available for the provision of sustainable, affordable housing; and
- To develop the participants field inspection, visual information assessment and critical thinking skills.

### **Teaching approach**

The course will be a collaborative undertaking by the participants, instructor and a series of guest presenters. It will incorporate lectures, story telling, the odd rant, as well as several neighbourhood field inspections, independent research and project work. The field work component will provide an opportunity for intensive study of neighbourhood change in Calgary and neighbouring towns and villages through course assignments. Guest lectures by planners, architects and developers will explore planning and design strategies for sustainable transformations of city centres, brownfield sites, and suburban communities. While the emphasis is on Canadian cities, other good and bad practices from US will broaden students’ knowledge and understanding of neighbourhood planning through social inclusion, neighbourhood mix and affordable housing strategies.

## Content: Topic Areas

Group discussions, guest presentations, seminars, neighbourhood field investigations and assignments will explore a wide range of topics central to neighbourhood change, planning policies and regulations, sustainable/affordable housing and social equity.

Throughout the course, students will have specific responsibilities related to the investigation, analysis and evaluation of neighbourhood sustainability; different planning policy/regulation alternatives to manage neighbourhood change to achieve environmental, social and economic sustainability. The course assignments will allow the participants to expand their practical observational, analytical and evaluative competencies as they apply to local neighbourhoods. The final assignment will require the participants to plan for the future transition of a suburban Calgary neighbourhood, including making recommendations for policy and regulation changes essential to achieve sustainability objectives.

## Course evaluation

|  |         |      |
|--|---------|------|
| Assignment 1: Neighbourhood Transitions in History                   | (3 pgs) | 15%  |
| Assignment 2: Critical Analysis of a Historical Transition           | (3 pgs) | 15%  |
| Assignment 3: Planning Policy & Regulation Analysis; Presentation    |         | 25%  |
| Assignment 4: Planning for Future Transition (10 pgs + presentation) |         | 35%  |
| Class participation  |         | 10%  |
| Total  |         | 100% |

Effective writing and presentation are major factors in the evaluation of student work.

The course evaluation will be based on the assignments completed during the term, which includes written assignments, presentation of work, and team planning projects. There will be no final examination. Students must achieve a passing grade in all assignments to complete the course successfully. Students are expected to attend all classes. Grades will be deducted for work submitted later than the deadline specified in the assignment. Students will receive a common grade for work done in pairs or groups, unless it is clear to the instructor that an unequal share of the work occurred. Attendance is expected. Engagement is also expected as a requirement for progress in planning and design, and is characterized by active involvement in the work and discussions. Class participation will be evaluated on the basis of class attendance, engagement in class discussions and review of assigned readings.

## Readings

Barton, H; Grant, M.; Guise, R. (2010) *Shaping Neighbourhoods for Local Health and Global Sustainability*. Abingdon & New York: Routledge.

Canada Mortgage and Housing Corporation (CMHC) (2013) *The Canadian Housing Observer*. Ottawa: CMHC

Other readings will be available on the course web site and/or in hand outs.

## Notes:

1. Written work, term assignments and other course related work may only be submitted by e-mail if prior permission to do so has been obtained from the course instructor.
2. It is the student's responsibility to request academic accommodations. If you are a student with a documented disability who may require academic accommodation and have not registered with the Disability Resource Centre, please contact their office at 220-8237. (<http://www.ucalgary.ca/drc/node/46>) Students who have not registered with the Disability Resource Centre are not eligible for formal academic accommodation. You are also required to discuss your needs with your instructor no later than fourteen (14) days after the start of this course.
3. Plagiarism - Plagiarism involves submitting or presenting work in a course as if it were the student's own work done expressly for that particular course when, in fact, it is not. Most commonly plagiarism exists when:(a) the work submitted or presented was done, in whole or in part, by an individual other than the one submitting or presenting the work (this includes having another impersonate the student or otherwise substituting the work of another for one's own in an

examination or test),(b) parts of the work are taken from another source without reference to the original author,(c) the whole work (e.g., an essay) is copied from another source, and/or,(d) a student submits or presents work in one course which has also been submitted in another course(although it may be completely original with that student) without the knowledge of or prior agreement of the instructor involved. While it is recognized that scholarly work often involves reference to the ideas, data and conclusions of other scholars, intellectual honesty requires that such references be explicitly and clearly noted. Plagiarism is an extremely serious academic offence. It is recognized that clause (d) does not prevent a graduate student incorporating work previously done by him or her in a thesis. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.

4. Information regarding the Freedom of Information and Protection of Privacy Act (<http://www.ucalgary.ca/secretariat/privacy>) and how this impacts the receipt and delivery of course material
5. Emergency Evacuation/Assembly Points (<http://www.ucalgary.ca/emergencyplan/assemblypoints>)
6. Safewalk information (<http://www.ucalgary.ca/security/safewalk>)
7. Contact Info for: Student Union (<http://www.su.ucalgary.ca/page/affordability-accessibility/su-structure/contact-info>); Graduate Student representative( <http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.su.ucalgary.ca/page/quality-education/academic-services/student-rights>).

## Grading Scale

Final grades will be reported as letter grades, with the final grade calculated according to the 4-point range. Assignments will be evaluated by percentage grades, with their letter grade equivalents indicated as shown in the table below.

| Grade | Grade Point Value | 4-Point Range | Percent  | Description   |
|-------|-------------------|---------------|----------|---|
| A+    | 4.00              | 4.00          | 92.5-100 | Outstanding - evaluated by instructor   |
| A     | 4.00              | 3.85-4.00     | 85-92.49 | Excellent - superior performance showing comprehensive understanding of the subject matter  |
| A-    | 3.70              | 3.50-3.84     | 80-84.99 | Very good performance   |
| B+    | 3.30              | 3.15-3.49     | 76-79.99 | Good performance  |
| B     | 3.00              | 2.85-3.14     | 73-75.99 | Satisfactory performance  |
| B-    | 2.70              | 2.50-2.84     | 70-72.99 | Minimum pass for students in the Faculty of Graduate Studies  |
| C+    | 2.30              | 2.15-2.49     | 66-69.99 | All final grades below B- are indicative of failure at the graduate level and cannot be counted toward Faculty of Graduate Studies course requirements. |
| C     | 2.00              | 1.85-2.14     | 63-65.99 |   |
| C-    | 1.70              | 1.50-1.84     | 60-62.99 |   |
| D+    | 1.30              | 1.15-1.49     | 56-59.99 |   |
| D     | 1.00              | 0.50-1.14     | 50-55.99 |   |
| F     | 0.00              | 0-0.49        | 0-49.99  |   |

### Notes:

- A student who receives a "C+" or lower in any one course will be required to withdraw regardless of their grade point average (GPA) unless the program recommends otherwise. If the program permits the student to retake a failed course, the second grade will replace the initial grade in the calculation of the GPA, and both grades will appear on the transcript.