



<b>Course Title: Housing and Neighbourhood Change</b>			
Course Number	EVDS 628		
Instructor Name	Sasha Tsenkova		
Office Location	PF2109	Instructor Email	tsenkova@ucalgary.ca
Class Dates	Fall 2019, Wednesdays		
Class Times	9:00am to 12:10pm		
Class Location	PF 2140, CBDlab		

## Course Information / Description of the Course

### **Introduction**

Recent developments in Canadian cities have indicated a need for planners and other urban professionals concerned with the provision of affordable housing in the context of urban growth management policies. The development patterns that shaped communities in the 19th century have been replaced by extensive suburbanisation, often accompanied by inner city decline and gentrification. As these changes have occurred, and continue to occur, our neighbourhoods have been reshaped to represent changing economic and social dynamics of local communities. What are the key features of neighbourhood change? Are new neighbourhoods that we build today 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 provide both theoretical understanding and practical insights into these issues through assessment of neighbourhood change and community based planning responses in Canadian cities.

### **Objectives**

Within this overall framework the objectives of the course are to:

- Provide an understanding of the social, economic and spatial aspects of neighbourhood change and their impact on the provision of affordable housing;

- Develop practical knowledge on indicators to measure neighbourhood change as well as planning policies to ensure sustainable and equitable transformation,
- Gain an understanding of the range of solutions for the provision of affordable and sustainable housing; and
- Conduct analysis and critical evaluation of planning policies designed to address a housing/neighbourhood problem using evidence-based research.

### **Teaching Approach**

The course will incorporate lectures, field visits, independent research and project work. The field work component will provide an opportunity for intensive study of neighbourhood change in Calgary through course assignments. Guest lectures by planners 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 practices from Europe will broaden students' knowledge and understanding of neighbourhood planning through social inclusion, neighbourhood mix and affordable housing strategies.

### **Content: Topic Areas**

Lectures, seminars and assignments will explore a wide range of topics central to neighbourhood planning and provision of sustainable housing. Some of these thematic clusters include:

- Housing Markets and Housing Policy Instruments
- Theoretical Perspectives on Neighbourhood Planning & Redevelopment
- Planning Sustainable Neighbourhoods: Retrofitting & Brownfield Strategies
- Green and Affordable Housing: Catalyst of Neighbourhood Change.

Throughout the course, students will have specific responsibilities related to the analysis and evaluation of different approaches/planning alternatives to manage neighbourhood change as well as to ensure socially appropriate planning strategies. Given the diversity of topics, the last assignment is a research project that allows students to explore issues relevant to their specific interests and professional practice but within a common framework of transition to affordable housing and sustainable neighbourhoods. The outcome of this project will provide a vital mechanism for the collective learning of the material, and for the development of a range of practical urban planning skills.

## Learning Resources

### Required 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) (2014) The Canadian Housing Observer. Ottawa: CMHC

Hopkins, R. (2011) The Transition Companion: Making Your Community More Resilient in Uncertain Times. Totnes: Green Books

Other readings and learning materials will be posted on D2L

## Course Learning Outcomes

At the end of this course, students will be able to:

1. Provide a comprehensive overview of major social, economic and spatial aspects of neighbourhood change and their impact on processes affecting the built environment
2. Identify indicators to measure neighbourhood change as well as present time series data in a professional manner
3. Develop an understanding of design and planning policies to ensure sustainable and equitable neighbourhood transformation
4. Conduct analysis and critical evaluation of planning policies designed to address a housing/neighbourhood problem using evidence-based research
5. Gain an understanding of the range of solutions for the provision of affordable and sustainable housing.

## Assessment Components

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Presentation & written component	Neighbourhood Profile	35%	1 and 2
Presentation	Affordable Housing	10%	3 and 5
Research project poster	Sustainable Neighborhood	25%	3,4 and 5
Research project written component	Sustainable Neighborhood	15%	3,4 and 5

Class participation	Engagement in classes, tours & independent research/readings	15%	1,2,3,4,5
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## Assessment and Evaluation Information

Effective research, 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 neighbourhood profile. 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. Effective engagement is also expected as a requirement for progress in planning and design, and is characterized by active involvement in class discussions, team work, and effective presentation of research. Class participation will be evaluated on the basis of class attendance, engagement in class discussions and review of assigned readings.

Assignments should be submitted using D2L, and are due by 11:59pm on the day listed in the class assignments unless otherwise directed by the instructor. Quality of writing (spelling, grammar, clarity) or other forms of communication (visual, oral, etc.) will be a component of the assessment of all assignments. Writing skills are important to academic study across all disciplines and particularly important in professional planning. Writing quality is a factor in the evaluation of student work. Please refer to 'Writing Across the Curriculum' policy statement in the course calendar:

<http://www.ucalgary.ca/pubs/calendar/current/e-2.html>

A student who feels that a piece of graded term work (term paper, essay, etc.) has been unfairly graded may have the paper re-graded. The student shall discuss the work with the instructor within fifteen days of being notified about the mark or of the item's return to the class. More information can be found in the Graduate Calendar:

<http://www.ucalgary.ca/pubs/calendar/grad/current/gs-o.html>

There will be no final examination.

Please note that there would be no classes during October block week (21-25) and November reading week (11-15).

## Grading Scale

Grade	Grade Point Value	4-Point Range	Percent	Description
A+	4.00	4.00	95-100	Outstanding - evaluated by instructor
A	4.00	3.85-4.00	90-94.99	Excellent - superior performance showing comprehensive understanding of the subject matter
A-	3.70	3.50-3.84	85-89.99	Very good performance
B+	3.30	3.15-3.49	80-84.99	Good performance
B	3.00	2.85-3.14	75-79.99	Satisfactory performance
B-	2.70	2.50-2.84	70-74.99	Minimum pass for students in the Faculty of Graduate Studies
C+	2.30	2.15-2.49	65-69.99	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	60-64.99	
C-	1.70	1.50-1.84	55-59.99	
D+	1.30	1.15-1.49	50-54.99	
D	1.00	0.50-1.14	45-49.99	
F	0.00	0-0.49	0-44.99	

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.

## Media and Recording in Learning Environments

### Part 1

University Calendar: <https://www.ucalgary.ca/pubs/calendar/current/e-6.html>

Recording of lectures (other than audio recordings that are pre-arranged as part of an authorized accommodation) is not permitted.

Students may not record any portion of a lecture, class discussion or course-related learning activity without the prior and explicit written permission of the course instructor or authorization from Student Accessibility Services. For any other use, whether by duplication, transcription, publication, sale or transfer of recordings, written approval must be obtained from the instructor for the specific use proposed. Any use other than that described above constitutes academic misconduct and may result in suspension or expulsion.

## **Part 2**

The instructor may use media recordings to capture the delivery of a lecture.

The instructor will notify all students and guests in the class that the event is being recorded. If a student or guest wants to take steps to protect privacy, and does not want to be recorded, the instructor will provide the individual (s) with an alternative means of participating and asking questions (e.g., passing written notes with questions). Students cannot be penalized for choosing not to be recorded in situations where participation is part of the course. Students must be offered other ways of earning participation credit that do not involve recording.

Any video-recording would be intended to only capture the instructor and the front of the classroom. Students/other participants would not necessarily be visible on video recordings.

## **University of Calgary Policies and Supports**

### **ACADEMIC ACCOMMODATION**

Students seeking an accommodation based on disability or medical concerns should contact Student Accessibility Services; SAS will process the request and issue letters of accommodation to instructors. For additional information on support services and accommodations for students with disabilities, visit [www.ucalgary.ca/access/](http://www.ucalgary.ca/access/). Students who require an accommodation in relation to their coursework based on a protected ground other than disability should communicate this need in writing to their Instructor. The full policy on Student Accommodations is available at <http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf>.

### **ACADEMIC MISCONDUCT**

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, (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. Any suspicion of plagiarism will be reported to the Dean, and dealt with as per the regulations in the University of Calgary Graduate Calendar.

For information on academic misconduct and its consequences, please see the University of Calgary Calendar at <http://www.ucalgary.ca/pubs/calendar/current/k.html>

**COPYRIGHT LEGISLATION:**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright ([www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf](http://www.ucalgary.ca/policies/files/policies/acceptable-use-of-material-protected-by-copyright.pdf)) and requirements of the copyright act (<https://laws-lois.justice.gc.ca/eng/acts/C-42/index.html>) to ensure they are aware of the consequences of unauthorised sharing of course materials (including instructor notes, electronic versions of textbooks etc.). Students who use material protected by copyright in violation of this policy may be disciplined under the Non-Academic Misconduct Policy.

**FREEDOM OF INFORMATION AND PROTECTION OF PRIVACY**

Student information will be collected in accordance with typical (or usual) classroom practice. Students' assignments will be accessible only by the authorized course faculty. Private information related to the individual student is treated with the utmost regard by the faculty at the University of Calgary.

**UNIVERSITY STUDENT APPEALS OFFICE:** If a student has a concern about the course, academic matter, or a grade that they have been assigned, they must first communicate this concern with the instructor. If the concern cannot be resolved with the instructor, the student can proceed with an academic appeal, which normally begins with the Faculty. <https://ucalgary.ca/student-appeals/>

**More student support and resources (e.g. safety and wellness) can be found here:** <https://www.ucalgary.ca/registrar/registration/course-outlines>