



<b>Course Number</b>	PLAN 624	<b>Classroom</b>	<b>2140</b>
<b>Course Name</b>	Housing & Neighbourhood Change		
<b>Pre/Co-Requisites</b>			
<b>Instructor</b>	Dr. Sasha Tsenkova	<b>Office Hours/Location</b>	Online by appointment
	<b>Email: <a href="mailto:tsenkova@ucalgary.ca">tsenkova@ucalgary.ca</a></b>	<b>Phone: N/A</b>	
<b>Class Dates</b>	Mandatory real-time in person & Zoom classes: Monday, January 8 – April 8, 2024 10:00am to 1:00pm Other asynchronous independent learning assignments & field trip on specified dates		
<b>Instructor Email Policy</b>	Please note that all course communications must occur through your @ucalgary email, and I will respond to emails sent via student's @ucalgary emails within 48 hours.		

## Course Description

### Introduction

Recent developments in Canadian cities have indicated a need for planners, architects, landscape architects and urban professionals who can offer innovative solutions for neighbourhood rebuilding in the context of sustainable urban growth management. The development patterns that shaped communities in the 19th century have been replaced by extensive suburbanisation, often accompanied by inner city decline and gentrification.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? How does the current pandemic reshape existing neighbourhood patterns? 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.

<https://www.ucalgary.ca/pubs/calendar/current/sapl-1.html>

### 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 neighbourhood transformation in the context of public health and affordability concerns; 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, independent field visits, independent research and project work. The individual field work needs to be aligned with COVID-19 public health protocols to complement other research methods analysing neighbourhood change in Calgary. 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, online recordings 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 pedagogy brings design thinking with urban innovation models through online interaction widely used in professional planning and design practice. 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.

**Course Hours:** 3 units; (2-1 Tutorial)

### **Online Delivery**

This course will take place using blended modalities including in-person sessions and online lectures/consultations via Zoom and Desire2Learn (D2L). Students are required to participate in the asynchronous learning tasks using the D2L learning environment and synchronous Zoom sessions. If unable to participate live due to unforeseen circumstances, inform the instructor in advance to work out an alternative participation activity (e.g., watch the recordings, submit a brief reflection, and actively contribute to the follow-up discussion).

## Course Learning Outcomes

Upon completion 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.

## 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) (2018) *The Canadian Housing Observer*. Digest 2017 & 2016. Ottawa: CMHC.

[https://eppdscrmssa01.blob.core.windows.net/cmhcprodcontainer/sf/project/archive/publications/canadian\\_housing\\_observer/observer-compilation-2017-en.pdf](https://eppdscrmssa01.blob.core.windows.net/cmhcprodcontainer/sf/project/archive/publications/canadian_housing_observer/observer-compilation-2017-en.pdf)

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

Tsenkova, S. (2021) (ed.) *Cities and Affordable Housing: Design, Policy and Planning Nexus*. New York: Routledge. <https://www.taylorfrancis.com/books/oa-edit/10.4324/9781003172949/cities-affordable-housing-sasha-tsenkova>

Other readings and learning materials will be posted on D2L.

### Technology requirements

In order to successfully engage in their learning experiences at the University of Calgary, students taking courses are required to have reliable access to the following technology:

- A computer with a supported operating system, as well as the latest security, and malware updates;
- A current and updated web browser;
- Webcam (built-in or external);
- Microphone and speaker (built-in or external), or headset with microphone;
- Current antivirus and/or firewall software enabled;
- Broadband internet connection

Most current laptops will have a built-in webcam, speaker and microphone.

## Additional Classroom Conduct and Related Information

### Guidelines for Zoom Sessions in Online Classes

Students are expected to participate actively in all Zoom sessions and to turn on their webcam. Please join our class in a quiet space that will allow you to be fully present and engaged in the Zoom sessions. Students must behave in a professional manner during the session. Students, employees, and academic staff are also expected to demonstrate behaviour in class that promotes and maintains a positive and productive learning environment.

### Assessment Components

Assessment Method	Description	Weight	Aligned Course Learning Outcome
Presentation & written component	Neighbourhood Profile	40%	1 and 2
Research project poster/presentation	Sustainable Neighborhood	20%	3,4 and 5
Research project written component	Sustainable Neighborhood	25%	3,4 and 5
Class participation	Engagement in classes, discussions & independent research/readings; presentations on topical issues	15%	1,2,3,4,5

### 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 online classes during the scheduled time. The first two

hours of each session will normally be dedicated to synchronous lectures, while the last hour will be reserved for tutorials, group activity, independent reading of course material or viewing of video recordings.

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 online Zoom class discussions, team work, and effective presentation of research. Class participation will be evaluated on the basis of attendance of online sessions, engagement in class discussions, peer review tasks, brainstorming sessions 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:

Expectations for Writing (<https://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. Late penalty will be applied for assignments submitted after the due date.

## 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.

## Topic Areas & Detailed Class Schedule

*This is an online course with synchronous (real-time/Zoom) and asynchronous activities (students complete on their own time independent research, data analysis, readings, watch videos, etc.). Important dates including the first and last day of classes, holidays, term breaks and assignment due dates are included.*

Course Schedule Date	Topic	Assignments/Due Dates
January 8	Introduction/Major Concepts	Assignment 1 is introduced
January 15	Neighbourhood Change Indicators/Individual Fieldwork	
January 22	Neighbourhood Transformation Strategies	
January 29	Presentations Neighbourhood Profile	
February 5	Presentations Neighbourhood Profile	Assignment 1 is due Assignment 2 is introduced
February 12-16	SAPL Block Week	
February 19-23	No classes / Winter term break	
February 26	Urban Regeneration in Practice: Equity & Resilience	
March 4	Sustainable Urbanism	

March 11	Planning & Design of Affordable Housing	
March 18	Presentation Research Projects	Assignment 2: Posters are due
March 25	Presentation Research Projects	
April 1	No classes/ Good Friday	
April 8	Critical Reflection: Neighbourhoods of the Future	Assignment 2: Comprehensive summary paper is due
Final schedule subject to change.		

## Guidelines for Zoom Sessions

Zoom is a video conferencing program that will allow us to meet at specific times for a “live” video conference, so that we can have the opportunity to meet each other virtually and discuss relevant course topics as a learning community.

To help ensure Zoom sessions are private, do not share the Zoom link or password with others, or on any social media platforms. Zoom links and passwords are only intended for students registered in the course. Zoom recordings and materials presented in Zoom, including any teaching materials, must not be shared, distributed or published without the instructor’s permission.

The use of video conferencing programs relies on participants to act ethically, honestly and with integrity; and in accordance with the principles of fairness, good faith, and respect (as per the [Code of Conduct](#)). When entering Zoom video conferencing sessions, you play a role in helping create an effective, safe and respectful learning environment. Please be mindful of how your behaviour in these sessions may affect others. Participants are required to use names officially associated with their UCID (legal or preferred names listed in the Student Centre) when engaging in these activities. Instructors/moderators can remove those whose names do not appear on class rosters. Non-compliance may be investigated under relevant University of Calgary conduct policies (e.g. [Student Non-Academic Misconduct Policy](#)). If participants have difficulties complying with this requirement, they should email the instructor of the class explaining why, so the instructor may consider whether to grant an exception, and on what terms. For more information on how to get the most out of your zoom sessions visit: <https://elearn.ucalgary.ca/guidelines-for-zoom/>

If you are unable to attend a Zoom session, please contact your instructor in advance to arrange an alternative activity for the missed session (e.g., to review the recorded session). Please be prepared, as best as you are able, to join class in a quiet space that will allow you to be fully present and engaged in Zoom sessions. Students will be advised by their instructor when they are expected to turn on their webcam (for group work, presentations, etc.).

The instructor may record online Zoom class sessions for the purposes of supporting student learning in this class – such as making the recording available for review of the session or for students who miss a session. Students will be advised before the instructor initiates a recording of a Zoom session. These recordings will be used to support student learning only and will not be shared or used for any other purpose.

## Media and Recording in Learning Environments

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.

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. Any video-recording would be intended to only capture the instructor; students/other participants would not necessarily be visible on video recordings.

## University of Calgary Policies and Supports

### ACADEMIC ACCOMMODATION

It is the student's responsibility to request academic accommodations according to the University policies and procedures listed below. The student accommodation policy can be found at: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-accommodation-policy>

Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: <https://www.ucalgary.ca/legal-services/sites/default/files/teams/1/Policies-Accommodation-for-Students-with-Disabilities-Procedure.pdf>. Students needing an accommodation in relation to their coursework or to fulfil requirements for a graduate degree, based on a Protected Ground other than Disability, should communicate this need, preferably in writing, to their instructor (contact information on first page above).

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/).



## **ACADEMIC MISCONDUCT**

Academic Misconduct refers to student behavior which compromises proper assessment of a student's academic activities and includes: cheating; fabrication; falsification; plagiarism; unauthorized assistance; failure to comply with an instructor's expectations regarding conduct required of students completing academic assessments in their courses; and failure to comply with exam regulations applied by the Registrar.

For information on the Student Academic Misconduct Policy and Procedure please visit: <https://www.ucalgary.ca/legal-services/university-policies-procedures/student-academic-misconduct-policy>

Additional information is available on the Academic Integrity Website at <https://ucalgary.ca/student-services/student-success/learning/academic-integrity>.

## **COPYRIGHT LEGISLATION:**

All students are required to read the University of Calgary policy on Acceptable Use of Material Protected by Copyright (<https://www.ucalgary.ca/legal-services/university-policies-procedures/acceptable-use-material-protected-copyright-policy>) 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 (<https://www.ucalgary.ca/pubs/calendar/current/k.html>).

## **INSTRUCTOR INTELLECTUAL PROPERTY**

Course materials created by instructors (including presentations and posted notes, labs, case studies, assignments and exams) remain the intellectual property of the instructor. These materials may NOT be reproduced, redistributed or copied without the explicit consent of the instructor. The posting of course materials to third party websites such as note-sharing sites without permission is prohibited. Sharing of extracts of these course materials with other students enrolled in the course at the same time may be allowed under fair dealing.

## **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.

## **SEXUAL AND GENDER-BASED VIOLENCE POLICY**

The University recognizes that all members of the University Community should be able to learn, work, teach and live in an environment where they are free from harassment, discrimination, and violence. The University of Calgary's sexual violence policy guides us in how we respond to incidents of sexual violence, including supports available to those who have experienced or witnessed sexual violence, or those who are alleged to have committed sexual violence. It provides clear response procedures and timelines, defines complex concepts, and addresses incidents that occur off-campus in certain circumstances. Please see

the policy available at <https://www.ucalgary.ca/legal-services/university-policies-procedures/sexual-and-gender-based-violence-policy> .

### **UNIVERSITY STUDENT APPEALS OFFICE**

If a student has a concern about a grade that they have received, they should refer to Section I of the Undergraduate Calendar (<https://www.ucalgary.ca/pubs/calendar/current/i-3.html>) which describes how to have a grade reappraised. In addition, the student should refer to the SAPL's Procedure for reappraisal of grades

### **OTHER IMPORTANT INFORMATION**

Please visit the Registrar's website at: <https://www.ucalgary.ca/registrar/registration/course-outlines> for additional important information on the following:

- Wellness and Mental Health Resources
- Student Success
- Student Ombuds Office
- Student Union (SU) Information
- Graduate Students' Association (GSA) Information
- Emergency Evacuation/Assembly Points
- Safewalk