

PLAN/GEOG 450
Changing Form and Structure of Metropolitan Canada:
The Millennial City

Calendar Description

Selected analysis of processes, problems and planning issues associated with the internal growth and spatial reorganization of Canadian metropolitan areas. Three or four topics are chosen for detailed investigation. These will vary from year to year.

Prerequisites: One of GEOG 250, GEOG/PLAN 349, PLAN 362

Course Introduction

Millennials have captured our imaginaries in recent years. The conventional wisdom is that this generation of young adults lives in downtown neighbourhoods near cafes, public transit and other amenities. Yet, this depiction is rarely unpacked nor problematized. Despite some commonalities, the Millennial generation is highly diverse and many face housing affordability and labour market constraints. Regardless, as the largest generation following the post-World War II baby boom, Millennials will surely leave their mark on cities.

This course assesses the impact of Millennials on cities. It asks how the Millennial generation differs from previous generations in terms of their labour market experiences, housing outcomes, transportation decisions, the opportunities available to them, and the constraints they face. It also explores the urban planning and public policy implications that arise from these generational shifts.

The course offers a generational lens that students will find useful in interpreting contemporary U.S. and Canadian cities. It also provides guidance on how to think about Millennials in planning practice and policy-making, and make policy and planning decisions that will allow all generations to thrive.

Course Objectives

The course deals with issues of direct relevance to public policy through the lens of the academic research in planning, urban studies and economic geography. Although specific policies are considered, the focus of the course is on the societal and structural changes in Canadian cities to build students' knowledge for informed, evidence-based decision-making. Upon completion of the course, students should be able to:

- Explain dominant changes in the form and structure of Canadian (and US) cities and their socio-economic and planning policy implications
- Understand the relationship between the spatial changes and the generational changes occurring in cities
- Reflect critically on the empirical and theoretical basis of the research documenting generational change
- Systematically analyze, synthesize and communicate information and data to inform public policy and planning

Learning Modes

The course consists of weekly lectures. The lectures are context setting and build on and complement the assigned readings. Lectures also include interactive learning activities, audio-visual content and guest speakers. Students will participate in class discussions, present readings, and complete an infographic project.

Readings

The readings are a core component of the course and need to be completed before attending class. There is a required book:

- *The Millennial City: Trends, Implications, and Prospects for Urban Planning and Policy* by Moos, M., Pfeiffer, D., and Vinodrai, T. (eds.)

The book is available for purchase at the University bookstore or for rent as an on-line version on the publisher's webpage. Additional readings are indicated for some weeks. It is recommended that students without any background in planning or urban geography read parts or all of the following texts before the course starts (or during the first few weeks).

- Bunting, T., Fillion, P., & Walker, R. (Eds.) (2010). *Canadian cities in transition: New directions in the twenty-first century* (Fourth edition). Don Mills, ON: Oxford University Press.
- Bourne, L., Hutton, T., Shearmur, R., & Simmons, J. (Eds.) (2011). *Canadian urban regions: Trajectories of growth and change*. Don Mills, ON: Oxford University Press.

Class Time and Office Hours

The class meets twice each week on **Tuesdays 4PM to 5:20PM in EV3 3412** and **Fridays 11:30AM to 12:50PM in EV3 4408**. Please turn off electronic devices that may distract other students. To make the most out of the class, use the time to listen and absorb material presented by your instructor, guest lectures and fellow students. The instructor holds **office hours** weekly on Tuesdays 11AM to Noon and Wednesdays 3:30PM to 4:30PM (in EV3 3219), or by appointment.

Student Evaluation

The instructor grades all student work with the help of a teaching assistant. Students must complete and pass each component of the course to receive a final passing grade. The instructor also considers individual student achievement, class feedback, and unforeseen circumstances to determine final grades. Students are evaluated as follows:

PARTICIPATION/ATTENDANCE – 10%

TESTS – 60% (FOUR TESTS, BEST THREE COUNT: JAN 25; FEB 15; MARCH 15; APRIL 5)

INFOGRAPHIC PROJECT – 30% (MARCH 26 AT NOON ON LEARN AND HARDCOPY IN CLASS)

Participation is evaluated based on the quality of students' contributions in class and on 'Learn'. Students are evaluated based on their regular attendance, being on time, attentiveness in class, verbal communication skills, participation in class activities, preparation (e.g., reading journal entry) and in-class written assignments that **demonstrate understanding of assigned readings**, synthesis of course material, and critical evaluation of content. Students can also gain participation marks by reflecting on course material and/or current events relating to the course on 'Learn'. Please notify the instructor before class if you will be absent. Participation requirements will be further defined in the first week of class.

Students must complete the infographic project on their own. The purpose of the project is for students to delve more deeply into one aspect of the course and produce a less traditional output than is often required in undergraduate courses. Successful projects will be chosen by the instructor for display in public areas of the University.

All students are to collaborate in a mutually respectful manner in in-class group work. It is every student's responsibility to fully contribute to the class. Students will have the opportunity to reflect on their own and other students' contributions to in-class group work. All sources and ideas must be cited in all written assignments. All written components are to be typewritten. Further information on the evaluative components will be distributed in the first week of the course.

Infographics are due at **Noon on the due date**. Reviews are to be submitted electronically on 'LEARN'. Reviews received after noon are considered late and incur a **late penalty of 5% per day**. Graded projects will be returned to students electronically. **Students need to write all four tests (unless discussed with the instructor)** but only the three tests with the highest grades count toward the final grade.

Sequence of Course Readings

Week	Readings	Due dates
1	To be provided on Learn	
2	Chapters 1 & 2	
3	Chapters 3 & 6	Jan 25 – Test 1
4	Chapters 4 & 5	
5	Chapters 8 & 13	
6	Chapter 6	Feb 15 – Test 2
7	Chapters 7 & 9	
8	Chapters 10 & 11	
9	Chapters 15 & 16	March 15 – Test 3
10	Chapter 17	
11	Chapter 18 & 19	March 26 – Project due (Noon)
12	Chapter 20	April 5 – Test 4

Communication

'LEARN' will be used for communication outside of lectures. Course materials will be available on 'LEARN'. Students are responsible to check their UW email and 'LEARN' accounts regularly. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account. Indicate the course number (PLAN/GEOG

450) in the subject line in all email communication. An effort will be made to deal with email requests within two business days of receipt. Questions regarding the course material are usually most efficiently and effectively dealt with in person rather than using email.

Referencing and Citation

The School of Planning uses the APA (American Psychological Association) citation style as a standard referencing system. The APA style is described in the *Publication Manual of the American Psychological Association* (call number BF76.7.P83 2001). You can find APA guidelines on the web (e.g., University of Guelph: www.lib.uoguelph.ca/assistance/writing_services/components/documents/APA.pdf).

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. www.uwaterloo.ca/academicintegrity/ Students who are unsure what constitutes an academic offence are requested to visit the on-line tutorial at www.lib.uwaterloo.ca/ait

Turnitin

Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin in this course.

Course Overview

There are three required books, lectures and supplementary readings. Lectures include content on four overarching themes as described below. Note that the readings listed below are meant as a resource to help students who want to explore specific aspects of the course in further detail. These readings are completely optional. The course follows the themes listed below but since the class is run as a seminar, the order may change as discussions evolve.

Consequences of Academic Offences

A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean.

When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Within ENV, those committing academic offences (e.g. cheating, plagiarism) will be placed on disciplinary probation and will be subject to penalties which may include a grade of 0 on affected course elements, 0 on the course, suspension, and expulsion.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office (see: <http://uwaterloo.ca/academicintegrity/Students/index.html>).

Unforeseen Circumstances

Requests for extensions must be discussed in person with the instructor before the due date or as soon as possible. Official documentation is required for extensions or alternate grading arrangements on medical grounds. Extensions will not be granted to accommodate travel plans or other recreational activities.

Mental Health

The University of Waterloo, the Faculty of Environment, your Departments and your instructors consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.**

Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services (www.uwaterloo.ca/counselling-services or 519-888-4567 x32655) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

For emergencies, contact the mobile crisis team (available 24 hrs/day) at 519-744-1813 or UW police at 519-888-4911.

Note for Students with Disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Religious Observances

Please inform the instructor at the beginning of term if special accommodation is needed for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Research Ethics

Please also note that the 'University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, the please contact the course instructor for guidance and see <http://iris.uwaterloo.ca/ethics/>

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check Guidelines for Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Graded Assignments

Graded assignments are returned electronically on ‘Learn’. It is the student’s responsibility to view and download graded assignments from ‘Learn’ before on-line access to the course ends at the end of term. Graded quizzes are returned at lectures. Unclaimed assignments will be retained for one month after grades become official in ‘Quest’. After that time, they will be destroyed in compliance with UW’s confidential shredding procedures.

Intellectual Property

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

- Lecture content, spoken and written (and any audio/video recording thereof);
- Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
- Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
- Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student’s educational experience. However, sharing this intellectual property without the intellectual property owner’s permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Religious Observances

Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Unclaimed assignments

Unclaimed assignments will be retained until one month after term grades become official in quest. After that time, they will be destroyed in compliance with UW's confidential shredding procedures.

Co-op interviews and class attendance

Co-op students are encouraged to try and choose interview time slots that result in the least amount of disruption to class schedules. When this is challenging, or not possible, a student may miss a portion of a class meeting for an interview. Instructors are asked for leniency in these situations; but, a co-op interview does not relieve the student of any requirements associated with that class meeting.

When a co-op interview conflicts with an in-class evaluation mechanism (e.g., test, quiz, presentation, critique), class attendance takes precedence and the onus is on the student to reschedule the interview. CECA provides an interview conflict procedure to manage these situations.

Students will be required to provide copies of their interview schedules (they may be printed from WaterlooWorks) should there be a need to verify class absence due to co-op interviews.