PLAN 233
PEOPLE AND PLANS
Tuesdays 12:30-2:20 STC 0040

INSTRUCTOR:
Dr. Jennifer Dean
jennifer.dean@uwaterloo.ca
EV3 3221, Monday & Friday 11am-12pm; x39107

TEACHING ASSISTANTS:
Alison Curtis- ampcurtis@uwaterloo.ca
Joelle McNeil- jmcneil@uwaterloo.ca
Theresa-Lynn O’Neill- theresa.oneill@uwaterloo.ca

COURSE OUTLINE

Calendar Description
This course looks at social planning as a way of tackling urban social problems. It will examine the different types of social planning and the relationship between physical and social planning.

Prerequisite
PLAN 100

Introduction
People and Plans is an introduction to the social elements of planning. That is, the central role that people play in the broad field of planning, and the ways in which built form influences the human experience. This course will introduce students to major concepts such as equity, inclusion, and justice; diverse perspectives including gender, race, age and ability; and relevant urban social issues such as health, safety, housing, urban conflict and indigenization. This course takes a critical approach to social planning and situates social issues and perspectives within the history and theories of planning.

Course Objectives
By the end of this course, students will have:

• Acquired knowledge on the major concepts, perspectives and issues in social planning
• Developed the ability to relate human needs and behaviours to land-use, urban design and built form
• Demonstrated competency in reflective and critical thinking
• Honed their skills to communicate orally and in writing

Learning Modes
The course will be comprised of both lectures and tutorials covering major perspectives and issues in social planning. Guest speakers and media sources (videos, news stories) will be used to highlight the application of course concepts to planning practice. Tutorials will focus on skill development, comprehension and application of key concepts discussed in lecture. Students are expected to be active participants in both lectures and tutorials.

This course will use Learn to disseminate course material, as a communication tool, to submit assignments and grade assignments. Users can login to LEARN using your WatIAM/Quest username and password via:
http://learn.uwaterloo.ca/
**Required Reading**

Required readings for this course include academic articles and policy reports/working papers. Students are responsible for accessing the articles through the University of Waterloo’s library. **It is expected that students will complete the required readings ahead of attending class.**


**SCHEDULES**

**Class Meetings**
The main lectures take place in Science Teaching Complex (STC) room 0040 on Tuesdays from 12:30pm -2:20pm. Tutorial sections are as follows:

<table>
<thead>
<tr>
<th>TUT 101</th>
<th>Tuesday 5:30pm- 6:20pm</th>
<th>HH 227</th>
<th>Joelle McNeil</th>
</tr>
</thead>
<tbody>
<tr>
<td>TUT 102</td>
<td>Thursday 4:30pm- 5:20pm</td>
<td>HH 227</td>
<td>Alison Curtis</td>
</tr>
<tr>
<td>TUT 103</td>
<td>Thursday 5:30pm- 6:20pm</td>
<td>HH 227</td>
<td>Alison Curtis</td>
</tr>
<tr>
<td>TUT 104</td>
<td>Tuesday 4:30pm- 5:20pm</td>
<td>HH 227</td>
<td>Joelle McNeil</td>
</tr>
<tr>
<td>TUT 105</td>
<td>Thursday 5:30pm- 6:20pm</td>
<td>HH 119</td>
<td>Theresa-Lynn O’Neill</td>
</tr>
<tr>
<td>TUT 106</td>
<td>Thursday 4:30pm- 5:20pm</td>
<td>HH 119</td>
<td>Theresa-Lynn O’Neill</td>
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</tbody>
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**Scheduled Office Hours**
Professor Dean’s office hours are Mondays and Fridays from 11:00am-12:00pm in EV3 3221 or by appointment. Teaching Assistants are available during tutorial sessions or by appointment.

**Sequence of Course Topics**
Students are responsible for all of the topics listed below. *Please note that slight adjustments may be made to this schedule. Students will be notified via Learn of any changes.*
# LECTURE SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Jan. 8</td>
<td><strong>Introduction to social planning</strong> History and theories of social planning</td>
<td>Hoernig et al., 2002</td>
<td>Course Outline Review</td>
</tr>
<tr>
<td>2</td>
<td>Jan. 15</td>
<td><strong>Planning socially just cities</strong> Concepts and objectives</td>
<td>Harvey, 2003; Hulchanski, 2015; Soja, 2009</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Jan. 22</td>
<td><strong>Social Issues 1: Health and well-being</strong> Public health, sustainable communities</td>
<td>Frumkin, 2002; PHSA, 2014</td>
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<tr>
<td>4</td>
<td>Jan. 29</td>
<td><strong>Social Issues 2: Public participation</strong> Engagement, participation, NIMBY</td>
<td>Arnsstein, 1969; Schively, 2007</td>
<td>Assignment 1 due</td>
</tr>
<tr>
<td>5</td>
<td>Feb. 5</td>
<td><strong>Social Issues 3: Housing</strong> Affordable housing, housing affordability</td>
<td>Doucet, 2017; Mendez, 2017; Moos et al., 2018</td>
<td>Guest Speaker: Jeffrey Schumacher Region of Waterloo</td>
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<td>7</td>
<td>Feb. 19</td>
<td></td>
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<tr>
<td>8</td>
<td>Feb. 26</td>
<td><strong>Planning for Diversity 2: Gender</strong> Identity; public-private space, safety</td>
<td>Fleming &amp; Tranovich, 2016; Handy, 2007; UN Women, 2017</td>
<td>Assignment 2 due</td>
</tr>
<tr>
<td>9</td>
<td>Mar. 5</td>
<td><strong>Social Issues 4: Indigenous Coexistence</strong> Indigenous peoples, land-use planning</td>
<td>McCartney et al, 2016; Porter &amp; Barry, 2016</td>
<td>Guest Speaker: Janice Barry, University of Waterloo</td>
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<tr>
<td>10</td>
<td>Mar. 12</td>
<td><strong>Planning for Diversity 3: Race &amp; culture</strong> Segregation, diversity and land-use</td>
<td>Sandercock, 2010; Zhuang, 2018</td>
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<tr>
<td>11</td>
<td>Mar. 19</td>
<td><strong>Planning for Diversity 4: Bodies &amp; abilities</strong> Body size, dis/ability, sensory space</td>
<td>Degen &amp; Rose, 2012; Pritchard, 2014</td>
<td>Guest Speaker: Sarah Godfrey, University of Waterloo</td>
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<tr>
<td>12</td>
<td>Mar. 26</td>
<td></td>
<td>Assignment 3 Presentations</td>
<td></td>
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<tr>
<td>13</td>
<td>Apr. 2</td>
<td>Course Review</td>
<td></td>
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</tbody>
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# TUTORIAL SCHEDULE

<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction</td>
<td>NO TUTORIAL</td>
</tr>
<tr>
<td>2</td>
<td>Social Justice</td>
<td><em>Introduction &amp; Discussion:</em> Maslow’s Hierarchy</td>
</tr>
<tr>
<td>3</td>
<td>Health</td>
<td><em>Exercise:</em> Health in Planning Policies</td>
</tr>
<tr>
<td>4</td>
<td>Public Participation</td>
<td><em>Exercise:</em> Public Meeting</td>
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<tr>
<td>5</td>
<td>Housing</td>
<td><em>Activity:</em> Movie Screening</td>
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<tr>
<td>6</td>
<td>Age</td>
<td><em>Debate:</em> Safe streets for youth</td>
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<tr>
<td>7</td>
<td>Reading week</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Gender</td>
<td><em>Activity:</em> Campus Safety Audit</td>
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<tr>
<td>9</td>
<td>Indigenous Planning</td>
<td><em>Exercise:</em> TRC and planning</td>
</tr>
<tr>
<td>10</td>
<td>Effective Presentations</td>
<td><em>Practice Session (A3 preparation)</em></td>
</tr>
<tr>
<td>11</td>
<td>Ability</td>
<td><em>Activity:</em> Accessibility on Campus</td>
</tr>
<tr>
<td>12</td>
<td>Assignment Presentations</td>
<td>NO TUTORIAL</td>
</tr>
<tr>
<td>13</td>
<td>Review</td>
<td>Practice exam questions</td>
</tr>
</tbody>
</table>
ASSIGNMENTS

Student success in the course will be evaluated through individual and group assignments as well as a final exam. Brief descriptions of these are provided below. Detailed guidelines for assignments will be posted on Learn and discussed in lecture throughout the term. The professor determines the content and establishes the grading rubrics for all assignments and tests. The TAs assist the instructor with grading course work.

Student Evaluation

Assignment 1 - Local Activity Spaces (due January 29th) 15%
Social planning requires an awareness of what residents need from their local environment and how they navigate those environments. Students will map and reflect on their own engagement with their local community.

Assignment 2 - Public Meeting (due February 26th) 20%
Public engagement is a core component of social and community planning. Students will attend a public meeting and identify issues of conflict, consensus, and the role of the planner.

Assignment 3 – Integrated Group Assignment (due March 26th) 30%
Working in groups, students will examine the relationship between housing and transportation. This assignment will integrate the knowledge from PLAN 233 and PLAN 203 (Transportation Planning).

Tutorial Participation (throughout term) 10%
Students’ attendance and participation in tutorials is a crucial part of grasping course concepts and will be evaluated throughout the term.

Exam (time TBA) 25%
A mix of multiple choice, short answer and long answer questions completed during the exam period.

Group Assignment

A major course component is the opportunity to work in a group with students from this course and PLAN 203. Teams are required to submit a group contract outlining expectations and the consequences for breaking them. In extenuating circumstances, the penalty is up to the professor and may include removal from the group assignment. Individual participation will be evaluated at the end of the assignment by peers. Group contracts and individual disclosures must be submitted prior to grading the assignment.

Referencing / Citation

The School of Planning has adopted a single standard referencing system for all papers and assignments submitted in Planning courses. The format is the APA (American Psychological Association) style. The complete style outline can be found in the Publication Manual of the American Psychological Association, located in the reference section in Dana Porter Library, call number BF76.7.P83 1994, or on sale in the Book Store. On the web you can find some other quick references for formatting and writing at the following URLs:
APA Frequently asked Questions - http://www.apastyle.org/learn/faqs/
Purdue University Online Writing Lab (OWL): https://owl.english.purdue.edu
University of Wisconsin-Madison Writing Centre: http://www.writing.wisc.edu

Requirements, Grade Penalties and Special Considerations:
Readability and Clarity: Students are expected to present well organized, and properly written work using a computer. Penalties of up to 25% may be applied in cases where readability and/or clarity are inadequate.
Lateness penalty: all assignments are due on the date set by the professor. The first day an assignment is late results a 5% penalty. An extra 10% penalty is applied for each additional 24-hour period late. A student's assignment more than 4 days business days late will not be accepted and a grade of zero will be recorded.

Examinations and tests: students are expected to be present at the time examinations and tests are scheduled. There will not be a make-up test. Depending on circumstances surrounding the absence, students may be able to make-up that portion of the grade in other assignments.

Requests for exemptions or compassionate considerations: are to be discussed with the professor in advance or as soon as possible.

**IMPORTANT INFORMATION**

- **Intellectual Property:** Students should be aware that this course contains the intellectual property of their instructor 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).

- **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. The University’s guiding principles on academic integrity can be found here: [http://uwaterloo.ca/academicintegrity](http://uwaterloo.ca/academicintegrity). ENV students are strongly encouraged to review the material provided by the university’s Academic Integrity office specifically for students: [http://uwaterloo.ca/academicintegrity/Students/index.html](http://uwaterloo.ca/academicintegrity/Students/index.html)

Students are also expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need 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. Students may also complete the following tutorial: [https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial](https://uwaterloo.ca/library/get-assignment-and-research-help/academic-integrity/academic-integrity-tutorial)

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: [https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-71). Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance: [https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70](https://uwaterloo.ca/secretariat-general-counsel/policies-procedures-guidelines/policy-70)
- **Note for students with disabilities**: AccessAbility Services, located in Needles Hall, room 1401, 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 AccessAbility Services at the beginning of each academic term.

- **Mental Health**: The University of Waterloo, the Faculty of Environment and our Departments/Schools 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 http://www.uwaterloo.ca/counselling-services 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.

- **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.

- **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. See 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

- **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.

- **Communications with Instructor and Teaching Assistants**: All communication with students must be through either the student’s University of Waterloo email account or via Learn. 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.

- **Recording Lecture or Tutorials**: Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: Facebook, twitter, etc., is strictly prohibited.

- **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 provide 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.