

COURSE OUTLINE

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 The development patterns that shaped communities in the 19th century have been replaced by extensive suburbanisation, often accompanied by inner city decline and gentrification.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;
- To develop practical knowledge on indicators to measure neighbourhood change as well as planning policies to ensure sustainable and equitable transformation, and
- To gain an understanding of the range of solutions for the provision of affordable and sustainable housing.

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.

Course Evaluation

Neighbourhood profile	35%
Research presentation/ affordable housing	10%
Research project/transition to sustainable housing	30%
Poster presentation	15%
Class participation	10%
Total	100%

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. 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. 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.

The EVDS standard grading scale will be used in all evaluations for this course.

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

Grading Scale

Please note that a passing grade is required in each assignment in order to pass the course as a whole. Final grades will be reported as letter grades, with the final grade calculated according to the 4-point range.

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	

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.

A student who feels that a piece of graded term work (term paper, essay, test, 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>

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. Submissions must come from an official University of Calgary (ucalgary) email account.
2. Academic Accommodations. Students who require 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 or the designated contact person in EVDS, Jennifer Taillefer (jtaillef@ucalgary.ca). Students who require an accommodation unrelated to their coursework or the requirements for a graduate degree, based on a protected ground other than disability, should communicate this need, preferably in writing, to the Vice-Provost (Student Experience). For additional information on support services and accommodations for students with disabilities, visit www.ucalgary.ca/access/
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 (<https://www.su.ucalgary.ca/contact/>); Graduate Student representative(<http://www.ucalgary.ca/gsa/>) and Student Ombudsman's Office (<http://www.ucalgary.ca/ombuds/>).