

GEOG 2162A: Planning Sustainable Cities

Course Outline: Section 001 – Fall 2020

1. Technical Requirements

Due to uncertainty around COVID-19, students must have a reliable internet connection and computer that are compatible with online learning and testing system requirements.

Computer requirements include:

Operating system:	MAC: OSX Yosemite 10.10.5 or higher, PC: Windows 7, 8, or higher
Processor/Ram: MAC:	Intel / AMD Processor, 2 GB RAM, PC: Dual-core 2.4 Ghz CPU, 2 GB RAM or better
Web Browsers:	Mozilla Firefox v20.0 or Higher Google Chrome v25.0 or higher
Plug-ins:	Javascript Enabled & Third Party Cookies Enabled
Camera resolution:	800 x 600 resolution or better
Internet connection:	Cable Modem, DSL or better (300 kbps download, 250 kbps upload)

2. Course Information

2.1. Classroom Location:

Distance Studies/Online

2.2. Contact Information:

Instructor:	Sergio Pompili
Office:	Distance Studies/Online
Office Hours:	N/A
Phone:	661-2111 x82828
Email:	spompili@uwo.ca

3. Calendar Description

3.1. Course Description

Principles and processes of land use planning for urban and regional development; current issues and case studies.

3 lecture hours, 0.5 course

Prerequisite checking is the student's responsibility

3.2. Senate Regulations

Senate Regulations state, "unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to

your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.”

4. Textbook

Lecture based course – There is no required textbook

Supplementary OWL Readings (optional / not testable material)

Course related Newspaper Articles on OWL

District, Regional, County and Urban (local-level) Official Plan Website Links

5. Course Objectives and Format

The objective of this course is to expose students to the role that land use planning plays within our urban, regional, and rural settings. The first part of the course will define planning and planning theory. Next, there will be discussion on why we need to plan our physical environment, what the public interest is in planning, and determination of the role planners have in the land use approval process. There will be an initial review of the major stakeholders in the municipal public decision-making process. There will also be an outline of the steps in both initiating and completing land use change, such as undertaking the processes of planning through policy formulation, implementation and need to monitor and evaluate the implemented plans and policies.

The next part of the course will touch on urban, regional and rural land use planning within the Province of Ontario, which takes on a historical overview of the legislative/policy structure to regulate our constantly evolving diversified/intermixed urban fabric and the need to control/contain suburban sprawl.

The course will also establish the setting for land use planning in Ontario by reviewing the policy, regulatory and political hierarchies that are in place. This top-down approach will depict the layered forms of government and identify the key land use regulatory and/or development tools, such as the official plan, zoning by-law, plan of subdivision, consent authority (land severance), committee of adjustment (minor variance) and site plan approval. The course will also touch on the roles of the key provincial ministries and public bodies that are part of the and use regulatory process.

The latter part of the course will discuss the role of urban, regional, and rural planning in our current setting, specifically, the urgent requirement for planning sustainable cities in our current and future settings. Emphasis will be placed on the need for a new form of sustainable urbanism. Various alternative development options will be discussed, such as new urbanism, smart growth, gentrification, compact urban form, infill and intensification, mixed-use development, place making, creating healthy and environmentally friendly communities through Leadership in Energy and Environmental Design (LEED) and LEED – Neighbourhood Development (LEEDND) projects, redevelopment of brownfield sites, re-urbanization of our inner-city cores, regional sprawl by-way-of strategic satellite urban centres in close proximity to Ontario’s traditional largescale cities, and the preservation of farmland and environmentally sensitive areas.

The final part of the course will focus on the complex interrelationships that exist between the physical, environmental, economic, social, and built considerations in planning. There will be an examination of the role that Conservation Authorities play in protecting our natural and manmade landscapes. The course will also touch on the key role that municipal servicing plays in determining if land tracts are economically feasible for land use change(s).

In totality, the course attempts to document the advancement of the impact of urban planning principally in the Ontario setting and, to a lesser extent, North American and Global levels, in terms of the advancement of creating urban areas/cities from the early 1950s to our current setting. During this timeframe, urbanization and growth of our cities have surpassed the scale/size of cumulative human habitat our planet has developed prior to this interval in time, which has unfortunately failed to truly implement sustainable development. The objective still remains today on whether we will be able to finally create sustainable cities over the next projected unprecedented global human urbanization period (that will once again double our planet's present built form). This is now expected to occur within the next 35 years, even though planners and our overall society have now at its disposal a revolutionary set of planning tools and expertise. Coupled with this situation are now urgent needs to immediately address climate change, the limitations of Global resources, and expansive population growth, which has a collective desire for First World lifestyles.

Throughout the course, students will be encouraged to discuss, debate, and formulate their own opinions of the role the planning field plays within the urban, regional, and rural settings. The objective of the course is to inform students of the local government structure and establish the importance of the land use planning field within the municipal public approval process, regardless of their ultimate career choices. In order to achieve these objectives, regular attendance and active contribution in Lectures is required. Students must also complete a group presentation, midterm test, research report, and final exam.

In summary, the overall objective of the course is to equip students with the knowledge to assess/understand urban issues and, if they choose, possibly play a role in implementing the need for our society to plan sustainable cities.

6. Learning Outcomes

The learning outcomes of the course are listed at the end of this document.

The course outline, which works towards achieving such learning outcomes, is as follows:

Understanding the Meaning of the Word "Planning":

Week of September 14, 2020:

Defining Planning and Planning Theory

OWL Readings:

Introduction to Structure and Debates of Planning Theory

Week of September 21, 2020 to September 28, 2020:

Determination of the Public Interest within the Planning Process

Establishing the Role Planners Have in the Determination of Land Uses within our Urban, Regional, and Rural Areas

Understanding the Decision-Making Environment in the Determination of Land Use

Initial Identification of the Five Principal Stakeholders within the Land Use Approval Process

Establishment of the Need to Formulate Plans and/or Policies in Problem-Solving Critical Thinking before Undertaking Required Action

Establishment of How Plans and Policies are implemented in the Planning Process

OWL Reading:

Planners as Negotiators

Establishment of the Need to Monitor and Evaluate the Implemented Plans and Policies in the Land Use Planning Process

Urban, Regional and Rural Land Use Planning within the Province of Ontario: A Historical Overview of the Legislative/ Policy Structure to Control Suburban Sprawl & Create Fully Integrated Planned Unit Development:

Week of October 5, 2020 to October 19, 2020:

A Top-Down Approach in Reviewing Planning from the Federal, Provincial, and Municipal Levels

Establishment of the Policy Structure in the Province of Ontario

Establishment of the Planning Structure and Horizontal Integration of Planning in the Province of Ontario

Establishment of the Planning System in the Province of Ontario through the Review of the Following:

- Upper, Lower, and Single Tier Municipalities
- The Municipal Act
- The Planning Act

OWL Reading:

General Plan Evaluation Criteria

Provincial Policy Statement (PPS)

Ministry of Municipal Affairs and Housing (MMAH)

- MMA – Ministry of Municipal Affairs & MH – Ministry of Housing

Ontario Municipal Board (OMB) / Local Planning Appeal Tribunal (LPAT)

Municipal Land Use Development Controls

Review of Other Regulatory Provincial Ministries and Public Bodies that Impact Land Use and Development

October 27, 2020: Midterm Test

Week of November 9, 2020 to December 7, 2020:

Planning Sustainable Cities in Our Current and Future Settings:

The Need to Create Sustainable Urbanism in order to Respond and be Accountable to Climate and Environmental Changes by Creating Alternative Development

Smart Growth, Gentrification, Compact Urban Growth, Infill and Intensification, Mixed Use Development and Place Making, Creating Healthy and Environmentally Friendly Communities through Leadership in Energy and Environmental Design (LEED) and LEED – Neighbourhood Development (LEED-ND) Development Projects, Redevelopment of Brownfield Sites, Re-Urbanization of our Inner-City Cores, Regional Sprawl byway-of Strategic Satellite Urban Centres in Close Proximity to Ontario’s Traditional Large-Scale Cities, Preservation of Farmland, and Environmentally Sensitive Areas, and Establishing Urban Area Wide Complete Healthy/Sustainable Communities

Note: Government and Private Interest Initiatives Will Be Cited as Examples of the Viability of These Above Referenced Land Use Planning Alternatives

Note: Changes to course material and times that it is taught may occur during the term

7. Evaluation

Evaluation Components	Percentage of Course Grade	Assignment Schedule
Midterm Test	25%	October 27, 2020
Written Assignment	25%	November 10, 2020
Planning Report	25%	December 8, 2020
Final Exam	25%	TBA

Students are responsible for material covered in the lectures as well as the assigned chapters/sections in the text.

All students will be required to write the midterm test. There will only be one opportunity to write a make-up midterm test if proper documentation is provided.

Written Assignments and Planning Reports are to be submitted electronically to the instructor on the due date at sepompili@uwo.ca . If assignments are not submitted on the due date, there will be an automatic 10% late penalty. In addition, a daily 1% mark deduction (weekends count as one weekday) will apply. Assignments will not be accepted if handed in more than one week

after the due date. Students are required to keep a copy of all materials handed in for the course.

Late penalties will be waived for justifiable medical and humanitarian grounds. In these cases, appropriate documentation must be provided or a mark of zero will be assigned.

Please note: The Lectures and Lecture materials are copyrighted (copyright held by Sergio E. Pompilii). No duplication is allowed. This includes at minimum audio, video and written duplication.

Accommodation Policies

Students with disabilities work with Accessible Education (formerly SSD) which provides recommendations for accommodation based on medical documentation or psychological and cognitive testing. The accommodation policy can be found here: [Academic Accommodation for Students with Disabilities](#).

Academic Consideration for Student Absence

Students will have up to two (2) opportunities during the regular academic year to use an on-line portal to self-report an absence during the term, provided the following conditions are met: the absence is no more than 48 hours in duration, and the assessment for which consideration is being sought is worth 30% or less of the student's final grade. Students are expected to contact their instructors within 24 hours of the end of the period of the self-reported absence, unless noted on the syllabus. Students are not able to use the self-reporting option in the following circumstances:

- for exams scheduled by the Office of the Registrar (e.g., December and April exams)
- absence of a duration greater than 48 hours,
- assessments worth more than 30% of the student's final grade,
- if a student has already used the self-reporting portal twice during the academic year

If the conditions for a Self-Reported Absence are *not* met, students will need to provide a Student Medical Certificate if the absence is medical, or provide appropriate documentation if there are compassionate grounds for the absence in question. Students are encouraged to contact their Faculty academic counselling office to obtain more information about the relevant documentation.

Students should also note that individual instructors are not permitted to receive documentation directly from a student, whether in support of an application for consideration on medical grounds, or for other reasons. **All documentation required for absences that are not covered by the Self-Reported Absence Policy must be submitted to the Academic Counselling office of a student's Home Faculty.**

For Western University policy on Consideration for Student Absence, see [Policy on Academic Consideration for Student Absences - Undergraduate Students in First Entry Programs](#)

and for the Student Medical Certificate (SMC), see:

http://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf.

Religious Accommodation

Students should consult the University's list of recognized religious holidays, and should give reasonable notice in writing, prior to the holiday, to the Instructor and an Academic Counsellor if their course requirements will be affected by a religious observance. Additional information is given in the [Western Multicultural Calendar](#).

Grades will not be adjusted on the basis of need. It is important to monitor your performance in the course. Remember: *You* are responsible for your grades in this course.

8. Make-up Examinations

Makeups will be granted with approved documentation only. All documentation for missed exams must be provided to the Academic Counselling Office within 48 hours of the scheduled exam, otherwise the instructor will assign a grade of zero.

The format and content of make-ups may differ substantially from the scheduled test or examination.

9. Use of Electronic Devices

No electronic devices will be allowed during tests and examinations.

10. Online Proctoring Notice and Guidelines

Tests and examinations in this course will be conducted using OWL test/quiz.

11. Use of Recordings

All of the remote learning sessions for this course will be recorded. The data captured during these recordings may include your image, voice recordings, chat logs and personal identifiers (name displayed on the screen). The recordings will be used for educational purposes related to this course, including evaluations. The recordings may be disclosed to other individuals under special circumstances. Please contact the instructor if you have any concerns related to session recordings.

Participants in this course are not permitted to record the sessions, except where recording is an approved accommodation, or the participant has the prior written permission of the instructor.

12. Contingency plan for an in-person class pivoting to 100% online learning

In the event of a COVID-19 resurgence during the course that necessitates the course delivery moving away from face-to-face interaction, all remaining course content will be delivered entirely online, either synchronously (i.e., at the times indicated in the timetable) or asynchronously (e.g., posted on OWL for students to view at their convenience). The grading scheme will **not** change. Any remaining assessments will also be conducted online as determined by the course instructor.

13. Statements concerning Online Etiquette

Some components of this course will involve online interactions. To ensure the best experience for both you and your classmates, please honour the following rules of etiquette:

- Please “arrive” to class on time
- Please use your computer and/or laptop if possible (as opposed to a cell phone or tablet)
- Ensure that you are in a private location to protect the confidentiality of discussions in the event that a class discussion deals with sensitive or personal material
- To minimize background noise, kindly mute your microphone for the entire class until you are invited to speak, unless directed otherwise
- [suggested for classes larger than 30 students] In order to give us optimum bandwidth and web quality, please turn off your video camera for the entire class unless you are invited to speak
- [suggested for cases where video is used] Please be prepared to turn your video camera off at the instructor’s request if the internet connection becomes unstable
- Unless invited by your instructor, do not share your screen in the meeting

The course instructor will act as moderator for the class and will deal with any questions from participants. To participate please consider the following:

- If you wish to speak, use the “raise hand” function and wait for the instructor to acknowledge you before beginning your comment or question
- Remember to unmute your microphone and turn on your video camera before speaking
- Self-identify when speaking
- Remember to mute your mic and turn off your video camera after speaking (unless directed otherwise)

General considerations of “netiquette”:

- Keep in mind the different cultural and linguistic backgrounds of the students in the course.
- Be courteous toward the instructor, your colleagues, and authors whose work you are discussing.
- Be respectful of the diversity of viewpoints that you will encounter in the class and in your readings. The exchange of diverse ideas and opinions is part of the scholarly environment. “Flaming” is never appropriate.
- Be professional and scholarly in all online postings. Cite the ideas of others appropriately.

Note that disruptive behaviour of any type during online classes, including inappropriate use of the chat function, is unacceptable. Students found guilty of Zoom-bombing a class or of other

serious online offenses may be subject to disciplinary measures under the Code of Student Conduct.

14. Academic Offences

Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence.

All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

15. Western's Commitment to Accessibility

The Department of Geography strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities.

Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 519-661-2147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website.

More information about "Accessibility at Western" is available.

16. Mental Health

If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit Western's Health and Wellness website for more information on mental health resources.

17. Support Services

Western's Support Services
Student Development Centre

18. Important Dates

September 9: Classes resume

September 17: Last day to add a first term half course

October 12: Thanksgiving Holiday – Department Office Closed

November 2 to November 8: Fall Reading Week (No classes; Department Office

open)

November 12: Last day to drop a first term half course without penalty

November 30: Last day to drop a full course without penalty

December 9: Classes end

December 10: Study day

December 11-22: Examination Period

Program Learning Outcomes and Skills

Learning Outcomes

- ✓ Develop knowledge and critical understanding of the fundamental characteristics, processes, temporal changes and landscapes of social and biophysical systems and their interactions.
- ✓ Demonstrate informed awareness of geographical diversity through knowledge of different places and understanding of the processes that shape them spatially and over time.
- ✓ Combine breadth of knowledge of Geography with specialized understanding in selected sub-fields.
- ✓ Relate specialized understanding of the geography of bio-physical systems to knowledge and practices in environmental and natural sciences
- ✓ Critically reflect on the scope and intellectual development of the discipline of Geography
- ✓ Synthesize and evaluate geographical information from diverse sources, including geo-spatial data
- ✓ Collect, analyze and interpret geographical and geo-spatial data in relation to social and biophysical systems
- ✓ Describe, explain, analyze and interpret a range of geographical phenomena outside the classroom by engagement with people, places and environments
- ✓ Analyze real-world problems and policy applications using geographical concepts, skills and understanding.
- ✓ Communicate geographic ideas and understanding effectively to a variety of audiences in writing, orally, and graphically
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- ✓ Identify, analyze and interpret spatial patterns and processes of urbanization, financial and economic aspects of urban development, and processes in urban systems and built environments.
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- ✓ Develop and demonstrate applied skills in geo-spatial data visualization, design and communication.

- ✓ Develop knowledge and practical skill with standard methods in GISci including geo-spatial data acquisition, interpretation, quantitative processing and analysis; geo-spatial databases; spatial modeling; and application to geographic problems.

Geographical Skills

- ✓ Field and/or lab methods: including observation, data collection (of all kinds), mapping

- ✓ Technological skills (computer hardware, software, instrumentation) including use of geographical and data analysis software.
- ✓ Geographical data: statistical concepts, analysis and inference; quantitative and qualitative analysis; numerical and/or mathematical analysis; calculations; programming; problem solving.
- ✓ Map, remote sensing images and geo-spatial data interpretation and analysis
- ✓ Spatial thinking, spatial analysis & spatial processes of human and/or environmental processes (e.g. cultural, social, political, economic, scientific)

Generic Skills

- ✓ Literature and secondary data sources: information search and retrieval, meta-analysis of published data, synthesis of information sources and literature, annotated bibliographies.
- ✓ Critical and reflective reading, listening, thinking.
- ✓ Writing – education and practice in writing essays, reports, notebooks.
- ✓ Visual presentation and graphical design: graphical design and production of : maps, diagrams, presentations, posters, web-based media
- ✓ Oral communication/presentation: -structured class discussions (seminars, small-group interaction, debates), individual and group presentations.
- ✓ Project planning, management and design: time management, independent major project, research proposals.
- ✓ Inter-personal skills: leadership, team facilitation