

## GEOG 2162A – Planning Sustainable Cities

### Course Outline: Section 001 Fall 2021

This course is taught via Distance Studies/Online

#### 1. Course Information



	Delivery Mode	Day/Time
Lecture	Distance Studies/Online	Tuesdays 1:30 to 4:30 PM (Synchronous)

Classes Start	Fall Reading Week	Classes End	Study day(s)	Exam Period
September 8	November 1-7	December 8	December 9	December 10-21

September 16, 2021: Last day to add a first-term half course

October 11, 2021: Thanksgiving Holiday

November 12, 2021: Last day to drop a first term half course without penalty



Course Instructor	Contact Information	Office Hours
Sergio Pompili	spompili@uwo.ca	N/A

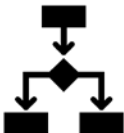
Teaching Assistant(s)	Contact Information	Office Hours
Ebenezer Narh	enarh@uwo.ca	N/A



- Office hours will be held remotely and mutually scheduled with students
- Students will be able to sign up for an appointment by email
- Students will be able to drop into session asynchronously
- Group office hours will be held, recorded, and posted for everyone to view

#### 2. Calendar Description

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



3 lecture hours, 0.5 course

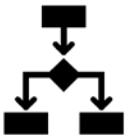
Prerequisite checking is the student's responsibility

### 3. 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 land use regulatory process.

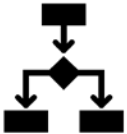


The latter part of the course will discuss the role of urban, regional, and rural planning in our current setting, specifically, the urgent requirement for planning sustainable cities in our current and future settings. Emphasis will be placed on the need for a new form of sustainable urbanism. Various 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.

Attendance is required

All course material will be posted to OWL: <http://owl.uwo.ca>. Any changes will be indicated on the OWL site. My 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.

Google Chrome or Mozilla Firefox are the preferred browsers to optimally use OWL; update your browsers frequently. Students interested in evaluating their internet speed, please click [here](#). [Using the right browser is important, especially when using different features integrated with OWL]

If students need assistance, they can seek support on the [OWL Help page](#). Alternatively, they can contact the [Western Technology Services Helpdesk](#). They can be contacted by phone at 519-661-3800 or ext. 83800.

## 4. Textbook



All resources will be posted in OWL

## 5. Course Content and Schedule

Week	Dates	Topic	OWL Readings
	Sept 8-10	N/A	N/A
1	Sept 13-17	Defining Planning and Planning Theory	Introduction to Structure and Debates of Planning Theory
2-3	Sept 20-Oct 1	<p>Determination of the Public Interest within the Planning Process</p> <p>Understanding the Decision-Making Environment in the Determination of Land Use</p> <p>Establishing the Role Planners Have in the Determination of Land Uses within our Urban, Regional, and Rural Areas</p> <p>Initial Identification of the Five Principal Stakeholders within the Land Use Approval Process</p> <p>Establishment of the Need to Formulate Plans and/or Policies in Problem-Solving Critical Thinking before Undertaking Required Action</p> <p>Establishment of How Plans and Policies are implemented in the Planning Process</p> <p>Establishment of the Need to Monitor and Evaluate the Implemented Plans and Policies in the Land Use Planning Process</p>	Planners as Negotiators
4-6	Oct 4-22	<p>A Top-Down Approach in Reviewing Planning from the Federal, Provincial, and Municipal Levels</p> <p>Establishment of the Policy Structure in the Province of Ontario</p> <p>Establishment of the Planning Structure and Horizontal Integration of Planning in the Province of Ontario</p> <p>Establishment of the Planning System in the Province of Ontario through the Review of the Following:</p> <p><i>Upper, Lower, and Single Tier Municipalities</i></p> <p><i>The Municipal Act</i></p>	

Week	Dates	Topic	OWL Readings
		<p><i>The Planning Act</i></p> <p>Provincial Policy Statement (PPS)</p> <p>Ministry of Municipal Affairs and Housing (MMAH)</p> <p style="text-align: center;"><i>MMA – Ministry of Municipal Affairs &amp; MH – Ministry of Housing</i></p> <p>Ontario Municipal Board (OMB) / Local Planning Appeal Tribunal (LPAT)</p> <p>Municipal Land Use Development Controls</p>	<p>General Plan Evaluation Criteria</p>
	October 26	Midterm Test	
	November 1-5	Reading Week	
7	November 8	<p>Review of Other Regulatory Provincial</p> <p>Ministries and Public Bodies that Impact Land</p> <p>Use and Development</p> <p>Greenfield (Suburban) Development – Rise &amp; Sophistication of Residential Subdivisions</p> <p>Land Development Controls - Zoning/ Committee of Adjustment/Consent (Land Severance)/Site Plans</p>	
8-11	Nov 15-Dec 8	<p><b>Planning Sustainable Cities in Our Current and Future Settings:</b></p> <p>The Need to Create Sustainable Urbanism in order to Respond and be Accountable to Climate and Environmental Changes by Creating Alternative Development</p> <p>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</p>	

## 6. Communication



- Students should check the OWL site every 24 – 48 hours
- A weekly update will be provided on the OWL announcements
- Students should email their instructor(s) and teaching assistant(s) using the following email addresses:

Sergio Pompili (Course Instructor): [spompili@uwo.ca](mailto:spompili@uwo.ca)

Ebenezer Narh (Teaching Assistant): [enarh@uwo.ca](mailto:enarh@uwo.ca)

- For any other communication, the centrally administered **e-mail account** provided to students will be considered the individual's official university e-mail address. It is the responsibility of the account holder to ensure that e-mail received from the University at his/her official university address is attended to in a timely manner. You can read about the privacy and security of the UWO email accounts [here](#).
- Emails will be monitored daily; students will receive a response in 24 – 48 hours

## 7. Evaluation

Below is the evaluation breakdown for the course. Any deviations will be communicated.

Assessment	Format	Weighting	Due Date
Midterm Test	Short Answer/Essay-Based	25%	October 26, 2021
Written Assignment	Essay-Based	25%	November 9, 2021
Planning Report	Essay-Based	25%	December 7, 2021
Final Exam	Short Answer/Essay-Based	25%	TBA



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

- All assignments are due at 11:55 pm EST unless otherwise specified
- Written assignments will be submitted via email to both the Course Instructor and Teaching Assistant at [sepompili@uwo.ca](mailto:sepompili@uwo.ca) and [enarh@uwo.ca](mailto:enarh@uwo.ca)
- Rubrics will be used to evaluate assessments and will be posted with the instructions
- After an assessment is returned, students should wait 24 hours to digest feedback before contacting their evaluator; to ensure a timely response, reach out within 7 days

Click [here](#) for a detailed and comprehensive set of policies and regulations concerning examinations and grading. The table below outlines the University-wide grade descriptors.

A+	90-100	One could scarcely expect better from a student at this level
A	80-89	Superior work which is clearly above average
B	70-79	Good work, meeting all requirements, and eminently satisfactory

C	60-69	Competent work, meeting requirements
D	50-59	Fair work, minimally acceptable
F	below 50	Fail

### Information about late or missed evaluations:

[A clear indication of how non-medical absences from midterms, tutorials, laboratory experiments, or late essays or assignments, will be dealt with must be provided.]

[Instructors must state how they will be dealing with accommodation for medical illness of work worth less than 10% of the total course grade, and whether or not medical documentation for such accommodation will be required. If documentation is required for either medical or non-medical academic accommodation, then such documentation must be submitted by the student directly to the appropriate Faculty Dean's office and not to the instructor. It will be the Dean's office that will determine if accommodation is warranted.]

- Late assessments without illness self-reports will be subject to an automatic 10% late penalty. In addition, a daily 1% mark deduction (weekends count as one weekday) will apply.
- Late assessments with illness self-reports should be submitted within 24 hours of submission of the last illness self-report
- An assessment cannot be submitted after it has been returned to the class; [an alternate assessment will be assigned]
- A make-up test will be offered

**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. 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](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](#).

## **9. 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.

## **10. Use of Electronic Devices**

No electronic devices will be allowed during tests and examinations.



## 11. How to Be Successful in this Class:

Students enrolled in this class should understand the level of autonomy and self-discipline required to be successful.



1. Invest in a planner or application to keep track of your courses. Populate all your deadlines at the start of the term and schedule time at the start of each week to get organized and manage your time.
2. Make it a daily habit to log onto OWL to ensure you have seen everything posted to help you succeed in this class.
3. Follow weekly checklists created on OWL or create your own to help you stay on track.
4. Take notes as you go through the lesson material. Keeping handwritten notes or even notes on a regular Word document will help you learn more effectively.
5. Connect with others. Try forming a study group and try meeting on a weekly basis for study and peer support.
6. Do not be afraid to ask questions. If you are struggling with a topic, check the online discussion boards or contact your instructor(s) and or teaching assistant(s).
7. Reward yourself for successes. It seems easier to motivate ourselves knowing that there is something waiting for us at the end of the task.

## 12. Continuity of Education Plan (in-person class pivoting to online learning)

In the event of a COVID-19 resurgence during the course that necessitates the university to direct courses move 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. Information on COVID-19

### Masking Guidelines

Students will be expected to wear triple layer, non-medical, paper masks at all times in the classroom as per University policy and public health directives. Students who are unable to wear a mask must seek formal accommodation through Western Accessible Education, and present medical documentation.

Students are not permitted to eat or drink while in class to ensure masks stay in place. Students will be able to eat and drink outside of the classroom during scheduled breaks.

Students unwilling to wear a mask as stipulated by Western policy and public health directives will be referred to the Dean, and such actions will be considered a violation of the student Code of Conduct.

### Course Absences due to Daily COVID Screening Questionnaire

Missed assessments (e.g., presentations, essays, quizzes, tests, midterms, etc.) require formal academic considerations (typically self-reported absences and/or academic counselling).

#### **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.

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 and Environment 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 8: Classes resume

September 16: Last day to add a first term half course

October 11: Thanksgiving Holiday – Department Office Closed

November 1 to November 7: 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 8: Classes end

December 9: Study day

December 10-21: 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
- 
- ✓ 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.
- 
- ✓ 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