Western SocialScience

Geography and Environment

GEOG 3461F – Land Use and Development Issues
Course Outline: Section 001 Fall 2023

This course is taught in-person

1. Course Information

*Details about design and delivery of the course are listed below in Section 6

Classes Start	Fall Reading Week	Classes End	Study day(s)	Exam Period
September 13	October 30-November 5	December 8	n/a	n/a

September 15, 2023: Last day to add a second-term half course
October 9, 2023: Thanksgiving Holiday
November 13, 2023: Last day to drop a first term half course without penalty

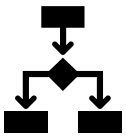
Course Instructor	Contact Information	Office Hours
John Fleming	Jflemi82@uwo.ca	Wednesdays 12:30-2:00 By appointment only SSC2221

Teaching Assistant(s)	Contact Information	Office Hours
John Hutchenreuther	jhutche5@uwo.ca	Fridays 1:30 – 2:30 drop in OR by appointment SSC 2316

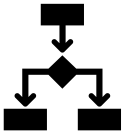
☒ Office hours will be held in person
☒ Students can request a an appointment by email or in person
☒ Students will be able to drop into session on Fridays at 1:30
☒ Project check-in sessions are scheduled for three lab sessions

2. Calendar Description

Critical examination of current land use and development projects; students are required actively to participate in the discussions.



- 2 lecture hours and 1 laboratory hour per week - 0.5 course
- Antirequisite(s): None
- Prerequisite(s): Third or fourth year status at the University
- Prerequisite checking is the student's responsibility



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.”

3. Textbook

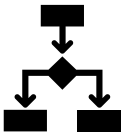
You do not have to buy any textbooks for this course. All resources will be posted on OWL, or will be obtained by students via their own research, using a variety of research methods.

4. Course Objectives and Format

This course focuses on contemporary planning and development issues facing North American cities and the way that planners, developers and a multitude of other stakeholders address these issues. The interrelationships between planning and urban issues will be explored for such subjects as core area regeneration, urban sprawl, urban design, climate change mitigation & adaptation, equitable cities and local politics.

Through weekly lectures the course examines the fundamentals of planning and development from both a public sector policy and private sector development perspective, touching on issues that shape our cities and their built environments.

The course gives students exposure to a variety of current planning and development issues in a real-world setting, through several compulsory field studies within the London area (all accessible by London Transit). Through weekly lab sessions, students learn how to use various tools that help them to more deeply investigate, analyze, understand and converse on current planning and development issues.

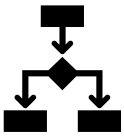


Finally, the course requires students to conduct a primary research project whereby they will synthesize the knowledge and skills they have gained through the course to: (1) submit a high-level background scan and summary of an assigned planning issue; (2) submit a competitive project proposal to work on a real-world planning and/or development issue; (3) undertake that research project to collect data, analyze data, formulate potential solutions and offer recommendations designed to address the planning and development issue they are tackling.

This course is designed to meet the following more general objectives:

- Expose students to contemporary planning and development issues – how cities are planned and how development shapes our urban environments and daily lives.
- Develop knowledge and skills necessary to critically analyze and evaluate planning and development issues and actions taken by planners, developers, politicians and other actors in local planning and development processes.
- Immerse students within the context of various sites in London, Canada to demonstrate how these planning and development issues present themselves in a real-world setting.

- Develop a good understanding of how to design and implement a research project to evaluate a planning and development issue and offer robust and justified recommendations to address that issue.
- Develop valuable tools used to explore, evaluate, and participate in planning and development processes, including such things as data collection and management, data analysis, analytical mapping, delivering effective presentations and designing quality proposals for urban projects.



☒ Attendance is required at lectures, field studies and end-of-term presentations

☒ Students are responsible for their own transportation to local Field Study locations – all will be accessible by London Transit

☒ Missed work should be completed within 48 hours

All course material will be posted to OWL: http://owl.uwo.ca. Any changes will be indicated on the OWL site and discussed with the class.

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.

5. Learning Outcomes

Upon successful completion of this course, students will:

- Better understand the fundamentals of urban planning and development
- Comprehend how key aspects of planning and development shape our built environments.
- Understand the relationships between planning and development and topics such as climate change, affordable housing, urban regeneration, placemaking, city design, the politics of planning decision-making.
- Learn about a host of contemporary planning and development issues faced by cities across North America.
- Explore how these issues are manifesting themselves in their home communities and how they are affecting the shape of the cities that they live in.

6. Course Content and Schedule

Week	Dates	Topic	Labs
1	Sept 7-8	n/a	
2	Sept 11-15	Review project materials	N/A
3	Sept 18-22	Why planning is important	Project assignments
4	Sept 25-29	How to plan a city	Evaluating a proposal
5	October 2-6	Urban regeneration	FIELD TRIP
6	October 9-13	Placemaking & urban design	Project check-in
7	October 16-20	Planning for climate change	Using GIS
8	October 23-27	Building an equitable city; housing	Project check-in
9	October 30-Nov 3	Fall Study Break	N/A
10	November 6-10	Current planning issues	Great presentations
11	November 13-17	The developers perspective	FIELD TRIP
12	November 20-24	The politics of planning	Project check-in
13	Nov 27- Dec 1	Student presentations	N/A
14	December 4-8	Student presentations	N/A

7. Communication

☒ Students should check the OWL site every 24 – 48 hours

☒ Regular updates will be provided on the OWL announcements

☒ Students should email their instructor(s) and teaching assistant(s) using their UWO email address. ALL emails sent to John Fleming should also be copied to John Hutchenreuther

☒ Emails will be monitored regularly and a target response period will be 24 – 48 hours; this does not apply during weekends and during study break

8. Evaluation

[Enter in the methods by which student performance will be evaluated and the weight of each, including an exact timetable and schedule of assignments. When exact dates cannot be supplied, a tentative schedule must be issued, with an exact schedule to follow as soon as possible. This regulation does not preclude the administration of surprise assignments and quizzes, as long as the total number, approximate frequency, and value of such assignments are specified in the course outline.]

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

Assessment	Format	Weighting	Due Date
Background scan & issue summary		10%	October 4
Proposal		15%	October 18
Research results		10%	November 15
Presentation		15%	November 29
Final Reports		25%	December 6

3 labs		15% (5% ea)	Sept 27 (in lab); Oct 11; Oct 25
Participation		10%	
Course reflection		2%	

The evaluation methods described in the course outline are essential requirements for the course.

Students are expected to attend all lectures and labs and are responsible for the material covered in lectures, labs and assigned readings. At a minimum, students are required to attend at least of 75% of the classes, labs and field studies to pass this course.

☒ All assignments are due at 11:55 pm EST unless otherwise specified

☒ Written assignments will be submitted to Turnitin (statement in policies below)

☒ Modified 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:

☒ Late assessments without illness self-reports will be subject to a late penalty 15%/day

☒ 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; the weight will be transferred to the final grade

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.

9. 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

The University recognizes that a student's ability to meet their academic responsibilities may, on occasion, be impaired by medical illness. Illness may be acute (short term), or it may be chronic (long term), or chronic with acute episodes. The University further recognizes that medical situations are deeply personal and respects the need for privacy and confidentiality in these matters. However, in order to ensure fairness and consistency for all students, academic accommodation for work representing 10% or more of the student's overall grade in the course shall be granted only in those cases where there is documentation indicating that the student was seriously affected by illness and could not reasonably be expected to meet their academic responsibilities.

Policy on Academic Consideration for Medical Illness - Undergraduate Students

Student Medical Certificate (SMC)

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.

10. Make-up Examinations

N/A

11. Use of Electronic Devices

12. Electronic devices are allowed in class for note taking and making presentations only. You may not audio or video record any lectures or presentations without expressed permission of the instructor.

13. 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.

14. 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.

15. 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).

16. 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.

17. 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.

18. Support Services

Western's Support Services
Student Development Centre

Western is committed to reducing incidents of gender-based and sexual violence and providing compassionate support to anyone who has gone through these traumatic events. If you have experienced sexual or gender-based violence (either recently or in the past), you will find information about support services for survivors, including emergency contacts at https://www.uwo.ca/health/student_support/survivor_support/get-help.html.

To connect with a case manager or set up an appointment, please contact support@uwo.ca.

19. Important Dates

September 7: Classes resume
September 15: Last day to add a first term half course
October 9: Thanksgiving Holiday – Department Office Closed
October 30-November 5: Fall Reading Week (No classes; Department Office open)
November 13: 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 10-22: 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.

- ✓ 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