Sustainability and Urban Communities: JPG 1518
2017-18 COURSE SYLLABUS

Instructor: Dr. John Curry MCIP RPP
Seminars: Fridays, 10am-12, Please note, the course will begin on Wednesday, September 13th, recommence on September 29th and continue on Fridays thereafter.
Office Hours: On demand

OUTLINE
This course will explore innovation and creativity in the planning profession focusing on change processes towards community sustainability. Planners are visionaries and change facilitators. New societal and technological issues in planning will be studied and then process techniques and planning skills needed to move society towards a sustainable future will be discussed.

LEARNING OBJECTIVES

“I see a planner as a guardian of ideas and dreams, entrusted with their safety. Almost anyone can administer regulations, but few can administer a vision.” (Kennedy in M. Brooks. Planning Theory for Practitioners. 2002, 2013, pp. 202)

By the conclusion of the course, students will have an understanding of how communities can adapt in the movement towards sustainability at a local and regional level. Learning objectives include: exploring the values and principles shaping current thought in the field of community change and development; identifying the dynamic forces shaping communities; describing the role government, the private sector and non-governmental organizations play in the community sustainability process; and projecting future impacts which concepts of community sustainability may have on shaping our communities. The course will help students prepare to play an active participatory role in community sustainability planning and development, either as a citizen in their home community or, as a professional involved in community sustainability initiatives.

COURSE SCHEDULE AND TOPICS
Part One -- Creativity and Innovation in Planning for Sustainability
Wednesday September 13 – Introduction, creativity in the planning profession, Concepts of Sustainability, field trip and course topics.

Friday September 29– Economic issues: Community Economic Development, the new Economy, technological innovation, disruptive technologies.

Readings

October 6 – Social issues: Societal change such as an aging population and the increase in housing unaffordability, changing governance attitudes, inclusionary planning, child development in urban environments.

Readings


October 13 – First Nations Planning. Maintaining traditional values and community development.

Readings


October 20 – Designing the sustainable urban neighbourhood. Land use, urban form and neighbourhood design.

Readings


October 27 – Environmental issues: Climates change and building resilient communities.

Readings


Part Two – Process Knowledge and Skills in Planning for Sustainability

November 3 -- Change processes, planning processes.

Readings

November 10 -- Innovation and creativity.

Readings


November 17 – Creative opportunity and problem solving.

Readings


November 24 – Field trip illustrating community sustainability initiatives.

December 1 – Project management, negotiation, mediation and conflict resolution for sustainability.

Readings


December 8 – Conclusion Lecture, where do we go from here.

**COURSE REQUIREMENTS**

**GRADING SCHEME** (Penalty for all late assignments: 5% per day)
- Readings questions 20%
- Participation 20%
- Essay proposal (approx. 500 words) 10%
- Major essay (16 to 20 pages) 50%

**Major Essay.** Select a topic related to community sustainability. It can be any topic covered in the course lectures or readings or possibly a topic of particular interest to you. The one requirement is that you use your home community or another community (for example, Toronto) to describe the topic.

For example, the lectures and readings are full of ideas about what makes a sustainable community and also describes what makes an unsustainable community. Take your home community or another community and describe the current elements of the community that are sustainable and unsustainable and then make suggestions on what can be undertaken in the future to make the community more sustainable. Another option would be to do a comparison between your home community and Toronto.
The following elements should be defined in the introductory section of your term paper: location of the community and/or region and a general description of the population, physical size/boundaries, time period, description of climate, description of geography, brief history of the community, and any other interesting distinguishing features of the community. You should clearly state the purpose of the paper and research questions that guide you in essay development.

An essay outline is due on October 20, 2017 at the beginning of class.

Mechanics: 16 to 20 pages (4,000 to 5,000 words) double spaced. Maps and tables can be included. One map and two tables/charts can be included in the word/page count. Pictures/images and additional maps and tables/charts can be included but should not be used in your word/page count. Use titles and subtitles. A reference list using an accepted referencing system must be included. A minimum of 15 references should be used in your research and be included in your reference list (A maximum of 5 website non-academic references can be used). The term paper is due December 8, 2017 at the beginning of class.

Reading questions. This is a reading/seminar course and, therefore, all students will be expected to complete readings prior to class and play an active role in class discussion. Students will email the instructor (no later than 2 pm the day before [Thursday] Friday’s class) one question for each reading. The students shall have their questions available for discussion during the class. The student questions will be used to focus discussion following each reading presentation.

Submitting weekly reading questions through email
Please follow the format below in submitting questions.

JPG 1518 Questions – Week ?? Date ??

Author/title of reading??

Student name??
Question ??

Author/title of reading??

Student name??
Question ??

Participation. Class participation assessment will focus on the student’s attendance and contribution to class discussions. Participation consists of contributions during class in the form of questions and discussion. It will also reflect your knowledge of the readings, as relevant. Both quantity and quality will be taken into consideration when assessing participation.

Evaluation Guidelines for Class Participation Marks
The instructor places a strong emphasis on students developing and practicing communication skills in class. Critical reading, thinking, questioning and listening skills are required of planners. Twenty percent of the final grade for JPG 1518 students will be based on class participation. The grade will be assigned based on the following considerations:
☐ Frequency of attendance,
- Participation (quantity) asking questions, participating in discussion,
- Participation (quality) asking questions, participating in discussion,
- Contribution to collegial, respectful group discussion,
- Evidence of effort to participate, and
- Evidence of improvement in participation over the course of the semester.

17.0 to 20.0  Regular attendance. Outstanding participation in terms of both quantity and quality. Strong evidence of effort. Excellent contribution to group discussion.
13.0 to 13.99 Regular attendance. Fair to good participation combined with strong evidence of effort.
11.0 to 12.99 Regular attendance. Fair participation, some evidence of effort.
9.0 to 10.99 One or more of the following: Irregular attendance, fair participation, less evidence of effort.
Below 9.0 Significant deficiencies in two or more of: attendance, participation, contribution, effort.

ACCESSIBILITY NEEDS
The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or http://studentlife.utoronto.ca/accessibility

PLAGIARISM
Plagiarism is an academic offense at the University of Toronto. Plagiarism is quoting (or paraphrasing) the work of an author (including the work of fellow students) without a proper citation. Students should not be submitting any academic work for which credit has previously been obtained or is being sought, without first discussing with the instructor. Please consult the “Rules and Regulations” section of the Arts and Science Calendar (www.artsandscience.utoronto.ca/ofr/calendar/rules.htm) for further information and check the ‘How not to plagiarize’ website at http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize.