



ACTIVISM & COMMUNITY-BASED PLANNING

Wednesday 2:30 p.m. - 5:20 p.m.

Cornett Building B143

ANOTHER CITY IS POSSIBLE! DESIGNING EMANCIPATION THROUGH PLANNING FROM BELOW

COURSE DESCRIPTION

This course focuses on activism and community-based planning from a radical perspective. It investigates how the planning of urban space has been critiqued in the literature and the everyday approaches to planning that have been employed by individuals and communities. In challenging rigid and modernist approaches to planning theory, we will examine key themes, concepts, and theories which define the study of planning theory from what can be considered an anarchistic, or anti-authoritarian perspective. You can expect to gain a critical understanding of and appreciation for emancipatory approaches to planning theory, which will allow students to consider alternative configurations of space and power in keeping with the course's radical approach.

As a fourth-year course, our approach within the classroom will be largely theoretical, where you are required to think critically about the concepts we explore through your engagement with the readings and during our meetings. At the same time, the course involves a hands-on component that requires you to directly engage with the community on a topic or issue of your choosing. This two-sided approach is considered an important pedagogical exercise in that it breaks down the proverbial "Ivory Tower" in bringing theory outside of the academy and into our shared streets and neighborhoods. The course itself is run as a seminar, which means that it requires your active participation.

KEY THEMES: direct action; public space; right to the city; radical democracy; urban planning

REQUIRED TEXTS: All course readings will be available online via coursespaces.

A resource for your project (available as a .pdf on CourseSpaces) that you are required to consult is:

The Trapeze Collective (Bryan, K., Chatterton, P., and Cutler, A.). 2007. *Do It Yourself: A Handbook for Changing Our World*. London: Pluto Press.

EVALUATION

Participation (individual)	10%
Reading Reflections (3 total)	15%
Term Paper Proposal (individual)	5%
Group Project Proposal (group)	5%
Group Project: Journal and Presentation	35%
Term Paper	30%

PREREQUISITE: One of GEOG 340, 343, or 355.

GEOGRAPHY DEPARTMENT INFO

- Geography Department website: <http://geography.uvic.ca>
- GEOPLAN degree planning guide: <http://www.geog.uvic.ca/moodle> [Login as a guest]
- Undergraduate Advisor: Dr. Phil Wakefield - pwakef@geog.uvic.ca
- Graduate Advisor: Dennis Jelinski - jelinski@office.geog.uvic.ca

COURSESPACES

I will post the course syllabus, outlines of slide presentations, and any additional relevant materials on the course's CourseSpaces website.

POLICY ON LATE ASSIGNMENTS

- Assignments submitted **ON TIME** will receive my full attention & useful feedback.
- Please speak with me well in advance if you anticipate a delay in submitting your work
- 10% per day penalty for late assignments including weekend days. For example, 10% will be deducted from the assignment (due in class) *if the assignment is submitted later in the day*. If the assignment is submitted the next day, 20% will be deducted from the assigned grade, and so forth.

** All assignments must be done exclusively for this course.

PLAGIARISM

Plagiarism in writing term papers will not be tolerated. Plagiarism detection software will be used in case of doubt. Plagiarism means representing someone else's work as your own. It is a serious offense, punishable by academic sanctions. When you incorporate the words, ideas, graphics, or other products from someone else's work into your projects, you must give credit by providing a citation and reference to the source work.

It is your responsibility to:

- understand what plagiarism is,
- be familiar with and understand the information on plagiarism outlined in UVic Libraries' plagiarism policy at <http://library.uvic.ca/instruction/cite/plagiarism.html>
- be familiar with UVic's policies on student responsibilities, conduct, discipline, and academic offenses, as described in the Undergraduate Calendar.

Students are reminded that submitting for credit any academic work which has been submitted (or where credit has already been obtained) in another course is listed among academic offenses.

RELIGIOUS OBSERVANCE

Please notify me immediately once you know that any date proposed for assignments or papers conflict with dates of special significance in your religion. We will arrange alternative dates to accommodate individual needs.

ACCESSIBILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Resource Centre for Students with a Disability (RCSD) as soon as possible. The RCSD staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations <http://rcsd.uvic.ca/>. The sooner you let us know your needs, the quicker we can assist you in achieving your learning goals in this course.

POSITIVITY AND SAFETY

The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.

Discriminatory language is not welcome or tolerated in lectures, seminars, tutorials, or written work. This includes but is not limited to sexist, racist, ethnocentric, or homophobic language.

GRADING SYSTEM

As per the 2014-2015 Academic Calendar:

Grade	Grade point value	Grade scale	Description
A+ A A-	9 8 7	90-100% 85-89% 80-84%	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These grades indicate a student who is self-initiating, exceeds expectation and has an insightful grasp of the subject matter.
B+ B B-	6 5 4	77-79% 73-76% 70-72%	Very good, good and solid performance. Normally achieved by the largest number of students. These grades indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
C+ C	3 2	65-69% 60-64%	Satisfactory, or minimally satisfactory. These grades indicate a satisfactory performance and knowledge of the subject matter.
D	1	50-59%	Marginal Performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.

Policy on Children in Class: It is my belief that if we want women in academia, that we should also expect children to be present in some form. Currently, the university does not have a formal policy on children in the classroom. The policy described here is thus, a reflection of my own beliefs and commitments to student, staff and faculty parents.

1) All exclusively breastfeeding babies are welcome in class as often as is necessary to support the breastfeeding relationship. Because not all women can pump sufficient milk, and not all babies will take a bottle reliably, I never want students to feel like they have to choose between feeding their baby and continuing their education. You and your nursing baby are welcome in my class anytime.

2) For older children and babies, I understand that minor illnesses and unforeseen disruptions in childcare often put parents in the position of having to choose between missing class to stay home with a child and leaving him or her with someone you or the child does not feel comfortable with. While this is not meant to be a long-term childcare solution, occasionally bringing a child to class in order to cover gaps in care is perfectly acceptable.

3) I ask that all students work with me to create a welcoming environment that is respectful of all forms of diversity, including diversity in parenting status.

4) In all cases where babies and children come to class, I ask that you sit close to the door so that if your little one needs special attention and is disrupting learning for other students, you may step outside until their need has been met. Nonparents in the class, please reserve seats near the door for your parenting classmates.

Course Experience Survey (CES)

I value your feedback on this course. Towards the end of the term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time, but please be thinking about this important activity during the course.

ASSESSMENT & ASSIGNMENT DETAILS

PARTICIPATION - (10%) – ONGOING THROUGHOUT TERM

- This includes engaging in discussion, asking questions, offering answers, and active listening. This is not an attendance grade, however, if you don't attend it is impossible to participate. Please consult the rubric available on CourseSpaces for further detail.

GROUP PROJECT AND PRESENTATION

Deliverables

- Group project proposal (5%)
- Field Journal (individual) (20%)
- Presentation (15%)

You are asked to form into small groups of approximately 3 or 4 individuals and choose a Direct Action/Volunteer project of your choice. The project you choose to engage can be related to any issue facing Greater Victoria that touches upon or relates to **urban planning and design**. You are free to build your own project from the ground up, or you may join an existing organization and become involved in their activities/events. The overarching purpose is for you to get involved with your community at a grassroots level and try to implement or be part of some element of change for the greater good of the city in which you currently live. Your approach will necessarily involve a "do-it-yourself" ethic, and the Trapese Collective handbook is there to help guide you in your endeavor. Although you are by no means limited, the following list is some potential Direct Action Projects and/or Volunteer Opportunities that you might like to become involved with:

<ol style="list-style-type: none"> 1. Food Not Bombs 2. Critical Mass 3. Action Committee of People with Disabilities 4. Spring Ridge Commons 5. Radical Cheerleading 6. Resistance is Fertile / Food Not Lawns 7. Victoria Coalition Against Poverty 8. Mural Programs or Reverse Graffiti 9. Greater Victoria Coalition to End Homelessness 10. PARK(ing) Day 11. Victoria Pride Society 12. Allies of Drug War Survivors 13. Freecycling & Free Store 14. Transition Victoria 15. Taking Back the Space Festival 16. Bike-sharing Program 17. Recyclistas Used Bike Collective 	<ol style="list-style-type: none"> 18. Co-Ops (Food, Housing, Child Care) 19. Community Gardens 20. Victoria Permaculture 21. Car Free Day 22. Harm Reduction Victoria 23. Really Really Free Market 24. Take Back the Night 25. Camas Books, Infoshop & Freeskool 26. People's Assembly of Victoria 27. Victoria Native Friendship Centre 28. Big Sleepout / Vigil for the Homeless 29. Passed Up (UVSS) 30. Safer for All – Stop Policing Poverty 31. Society of Living Intravenous Drug Users 32. Flash Mobs & Street Theatre 33. Freeganism & Dumpster Diving Meetups 34. Victoria Anarchist Bookfair
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Throughout the duration of the course, you and your group members will be required to actively engage with your project through volunteer work or by designing and implementing your project. This will necessarily involve a great deal of organization, planning, and dedication on your part in realizing the full potential of your project's goals. During many of our weekly meetings, we will set aside time for groups to meet, share ideas, and reflect upon the process of volunteering and organizing for direct action.

Your individual portion of the assignment will be to keep a field journal of your experience (Due March 27th). I would encourage you to think of this as an 'ideas book,' rather than a traditional journal or diary. It provides you with an opportunity to engage in **critical and reflexive thinking about your project, and more broadly, the design and planning of cities.** There is no set structure for the Field Journal, and I simply encourage you to write up your experiences, reflecting in any way you want on what you have participated in, your reactions to it, and how it has affected you. I also ask you to consider how your project relates to, reflects, or contradicts the content from the, *Do it Yourself: A Handbook for Changing our World*, and other course content.

You might consider including some of the following: self-learning objectives, lecture/discussion notes that you have kept; commentary on brainstorming and designing the project; general reflections on urban planning and design that you have observed in Victoria, in your own home city, or on your travels; self-expression of ideas stemming from reading articles and books; copies of official urban plans and maps and/or sketches of those that you have made yourself; and photographs linked to urban planning and design issues.

Ultimately, I view this as an opportunity for you to get creative and have fun! Accordingly, in addition to your written reflections and the ideas I have already suggested, I encourage you to also include, poems, songs, anecdotes, drawings, paintings, links to videos you have made, crafts, sculptures, newspaper clippings, cartoons, sketches, collages, or any other creative outlet you can imagine that will help you represent your experience. You have complete freedom here to express yourself and demonstrate your own creativity so long as it relates in some way to interpreting the 'urban scene.'

GROUP PRESENTATION - DUE DATE: MARCH 27th & APRIL 3rd

LENGTH: 20 to 25 MINUTES (subject to change, dependent on enrollment)

Students are asked to collaborate in preparing a presentation on the Direct Action/Volunteer initiative they have engaged in as a group. Your collective role is to reflect thoroughly on your shared experiences, offering some indication of both the difficulties you have encountered and the successes that you have achieved. I encourage you to relate your activist engagements to the theoretical concerns covered in the course by addressing the intersections with some of the assigned readings as well as the resource, *Do it Yourself: A Handbook for Changing Our World*. You should also seek to engage the class with reflections and/or lessons on the importance of 'planning from below' that can be drawn out of your chosen form of community

engagement. Reflect on how the experience has contributed to your own personal development as well as what it has meant to the community with which you have engaged. In other words, I'd like you to show us how another city really is possible through city planning!

You have complete artistic freedom with your presentations and accordingly how you choose to present to the class is entirely up to you. Maybe you want to create a video or website to share your experiences, or perhaps you have done some paintings or sketches that you want us to consider. If you opt for the conventional approach and simply want to give us a PowerPoint presentation, that's fine too. Your options are limited only by your own imagination, and I encourage as much creativity as possible! Wherever your interest and talent lies, I'm all for it!

SHORT WRITTEN RESPONSES TO THE READINGS (3 WEEKS) - (5% EACH X3 RESPONSES = 15%) – DUE THROUGHOUT TERM AT THE BEGINNING OF CLASS AS A HARD COPY

LENGTH: 1-2 PAGES (approximately 500-1000 words)

After reading the articles for the weeks you have chosen, you will write a reflection/response. The purpose of this assignment is to demonstrate your understanding of the required readings for the course. You do not need to summarize each article, in fact, I encourage you not to, but rather discuss the connections between the articles – how might the authors “speak” to each other? A critical reading response reflects a close reading of the work, contains specific examples drawn from the articles (referenced using APA), and provides your opinion of the work's strengths and/or shortcomings. I want to know what you think, what questions you have, and what critiques can be made.

You are responsible for handing in 3 responses, which means that some weeks out of our meetings you get a free pass and are not required to hand in an assignment. It's up to you to choose what weeks you don't want to hand in an assignment, *but you are still responsible for doing the readings that week.*

TERM PAPER – DUE APRIL 17TH (Subject to Change, but during the exam period)

Your term paper for this course will cover a topic related to theories and a case in urban planning. Your essay should include a literature review on a particular perspective or school of urban planning, along with a case study that demonstrates or contradicts your chosen perspective. The literature review should include three-five difference theory-based sources (from high-quality geography and/or planning journals).

A rubric with further instructions and expectations can be found on CourseSpaces.

IMPORTANT ASSIGNMENT NOTES:

Assignment: For all assignments use 12 pt. Font, Times New Roman, 1-inch margins, number pages, and a list of references. **DO NOT include a title page** (save paper!), but **DO** include your title, your name, my name, the course number, and the date at the top of the first page. Staple your paper in the top left corner.

Referencing: Students are required to follow the APA style outlined in the guide on CourseSpaces

WEEKLY CALENDAR

(Subject to revision as the course proceeds)

WEEK	DATE	SEMINAR TOPICS
1	JANUARY 9	What is the "Urban"?
2	JANUARY 16	Approaches to Urban Planning and Design
3	JANUARY 23	Sidewalks and the "Open Cities" Movement
4	JANUARY 30	Power in Urban Planning
5	FEBRUARY 6	In-class Film and Work Block
6	FEBRUARY 13	Gender and Urban Planning
7	FEBRUARY 20	Reading Break
8	FEBRUARY 27	Racialization and Planning
9	MARCH 6	Planning a Sustainable City
10	MARCH 13	Indigeneity and Planning
11	MARCH 20	Temporary Urban Plans
12	MARCH 27	CLASS PRESENTATIONS
13	APRIL 3	CLASS PRESENTATIONS