PLA 1601 Environmental Planning and Policy
Monday/3:00pm – 6:00pm
Online Synchronous – University of Toronto, Quercus

Instructor: Dr. Carolyn DeLoyde RPP, MCIP
Instructor Email: carolyn.deloyde@utoronto.ca
Office Hours: Monday 1:00pm – 3:00pm in virtual classroom by appointment

Butterfly in trees, wind turbine, truck on highway, lake and boats - photo by C. DeLoyde.

Course Description
This course covers the basic principles of environmental planning. Emphasis is placed on environmental planning and policy-making in an urban context. The sustainability of urban settlements will be the overarching question throughout the course. While it does introduce some technical tools, the principal aim will be to enable thinking and analysis related to this question. The course is broad in scope but also allows students an opportunity to explore topics of special interest. It will offer a combination of North American examples and a comparative international perspective. Practicing environmental planners and policy experts will share experience with current and emerging environmental issues including National energy policies, World Biosphere Reserves, Community Energy Planning, and natural resource policy development. Issues of environmental justice, climate justice and environmental racism will be explored.

Learning Outcomes
By the end of this course, students will have a broad understanding of a variety of environmental planning and policy issues with a focus on the Canadian environment, resources and society together with responses to global environmental change and issues. Students will develop an understanding of a broad range of environmental planning perspectives, processes and methods.

Course Organization
We will be meeting live every Monday 3:00pm until 6:00pm though the Quercus site for this course beginning on January 11, 2021 and every Monday up till and including April 5, 2021 with the exception of Monday February 15, 2021 (there will be no live session on that day). Students will be required to have access to a camera and microphone for our discussions and in-class activities.
Please read the required readings and review the material contained within the modules in advance of each live session in order that you can fully participate each week. (Your participation every week in the live session will be worth 20% of your final grade). Assigned readings and materials required for review will be available directly through the “Library Course Reserves” in Quercus and/or the modules. Be sure to read the assigned “Readings” for each week as set out in the syllabus as well as all other material posted within the modules (for each week) prior to coming to class.

Assignments and Evaluation

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of the Turnitin.com service are described on the Turnitin.com web site.

Assignment 1- Essay Proposal
Due February 22, 2020 worth 10% of grade

An essay proposal, approximately 500 words, is to be submitted in to Quercus by the due date. You should discuss your proposed topic with the instructor before submission of the essay proposal during an appointment made during office hours. The proposal should identify the context for the paper, the research questions, proposed structure of the paper, and include at least 6 references.

The proposal will identify the context for the major essay assignment, the research questions, proposed structure of the paper, and include at least 6 references. The majority of your references used for your proposal (and essay) will be from scholarly sources.

Assignment 2 – In-class environmental debate/Research document
Due March 15, 2020 worth 35% of grade

The class will be divided into 2 groups, to work as a team for a debate on a pre-specified debate question. You will be expected to prepare for the debate by doing research as a group on the topic and then presenting either the pro or con side for the question, using your research to back up your debating points. The debate will begin with a presentation from each team consisting of a maximum of 10 powerpoint slides laying out the major points of the teams’ argument. The debate will be assessed on the quality of the research effort, the quality of the presentation and the persuasiveness of the arguments presented during the live debate.

Each team will submit 1 research document (on behalf of the team). The research document consists of a list of all participating group members, the powerpoint slides used in the presentation, major debating points and a list of references. The research document will be submitted into Quercus by one team member (on behalf of the group) after the debate. The research document must include a title page, and should be no more than 5000 words. The title page, list of participants, copy of the powerpoint slides, and references are not counted toward this total.
Assignment 3 – Major Essay
Due March 29, 2020 worth 45% of grade

This assignment is an opportunity for you to examine critically and in detail a topic of your choice that is related to environmental planning and policy. This assignment is a literature review (meaning a review of existing sources such as books, journals, data and reports). The major essay should be (13-15 pages, double spaced, excluding references).

Assignment 4 – Participation in live sessions every week
Due: April 5, 2021 worth 10% of grade

Participation consists of contributions during the live sessions in the form of questions, commentary and engagement with class members and guests. It will also reflect your knowledge of the readings, as relevant. Both quantity and quality will be taken into consideration when assessing participation.

Late Penalties
Assignments are due on the due date. No late assignments will be accepted. Extensions without penalty will be granted for reasons of accommodation, illness or emergencies when appropriate documentation is submitted to the instructor. Reweighting of assignments/grades is not permitted.

Course Schedule
Week 1 – January 11, 2021
Introductions and course overview.

Week 2 – January 18, 2021
Environmental planning and policy

Week 3 – January 25, 2021
Environmental policy practice: Energy policy and climate change. Dr. Warren Mabee, Canada Research Chair Renewable Energy Development and Implementation Lab, Director of Queen’s Institute of Energy and Environmental Policy, Associate Dean and Director of Policy Studies at Queen’s University.

Week 4 – February 1, 2021
Planning for protected areas
Week 5 – February 8, 2021
Planning for protected areas practice: Ontario’s Niagara Escarpment: World Biosphere Reserve
Nancy Mott MCIP, RPP, Professional Planner and Senior Strategic Advisor at Niagara Escarpment Commission
Reading: Co-ordinated Land Use Planning Review: Final Recommendations to the Minister of Natural Resources and Forestry on Policy Revisions to the Niagara Escarpment Plan

READING WEEK - FEBRUARY 15 – NO CLASS

Week 6 – February 22, 2021
Cities, planning and Urban Heat Islands
Readings: Leal Filho, E. (2018). Coping with the impacts of urban heat islands. A literature based study on understanding urban heat vulnerability and the need for resilience in cities in a global climate change context. Journal of Cleaner Production, 171, 1140–1149

Week 7 – March 1, 2021
Community Energy Planning

Week 8 – March 8, 2021

Week 9 – March 15, 2021
In-class environmental debate and research document due.

Week 10 – March 22, 2021
Species at Risk

Week 11 – March 29, 2021
Integrated Watershed planning and Conservation Authorities

Week 12 – April 5, 2021
Environmental Justice, environmental racism and planning
Important Dates

Graduate courses are normally a minimum of 2-3 hours/week for 12 weeks. Reading week is optional for graduate courses. If observed, the instructor will inform the class and provide a make-up date for the missed class.

**Fall 2020**
- July 30, 2020: Course enrolment opens
- September 8, 2020: F (fall) and Y (fall-winter) session graduate courses and seminars begin
- September 11, 2020: Final registration deadline
- September 21, 2020: Deadline to add F (fall) and Y (fall-winter) session courses
- October 26, 2020: Deadline to drop Fall courses
- October-November 2020: Undergraduate reading week*

**Winter 2020**
- January 4, 2021: S (winter) session graduate courses and seminars begin
- January 13, 2021: Grades for F (fall) courses available for viewing on ACORN
- January 25, 2021: (Updated) Deadline to add S (winter) session courses
- March 1, 2021: (Updated) Deadline to drop S (winter) and Y (fall-winter) session courses

**Summer 2021**
- May 3, 2021: Summer F (May-June) and Y (May-August) session graduate courses and seminars begin
- May 19, 2021: Grades for S (winter) and Y (fall-winter) courses available for viewing on ACORN
- May 28, 2021: Final date to drop F (May-June) session courses without academic penalty
- June 7, 2021: Summer S (July-August) session graduate courses and seminars begin
- July 14, 2021: Grades for F (May-June) courses available for viewing on ACORN

* Reading week applies to undergraduate programs, and is optional for graduate courses, at the discretion of the instructor. If observed, the instructor will inform the class and provide a make-up date for the missed class. This may include an extra class at the end of term. Fall reading week dates: UTSC – October 10-16; UTM – October 13-16; UTSG – November 9-13. Winter reading week dates: UTSC – February 13-19; UTM – February 16-19; UTSG – February 16-19.

Course Syllabi

A final course syllabus, which includes all assignments, deadlines and weighting of methods of evaluation, must be made available to all students enrolled in the course as early as possible, no later than the deadline for enrolling in classes. Changes to the methods of evaluation or their relative weights cannot be made after this date without the consent of a simple majority of students in the class, provided a vote is announced at the previous class meeting.

Late Assignments

Instructors are not obligated to accept late work, except where there are legitimate, documented reasons beyond a student’s control. In such cases a late penalty is not normally applied. In all other circumstances, if an instructor intends to accept and apply penalties to late assignments this will be clearly set out in the syllabus.
Attendance and Participation

Although attendance makes up no more than 20% of the final course grade, regular and consistent attendance in graduate courses is expected. Most graduate courses are seminar style classes, which involve collaborative work and in-class discussions with other students and instructors. Students who are unable to attend class each week must inform the instructor as early as possible.

Accessibility and Accommodations

The University of Toronto is committed to accessibility. If you require accommodations because you are disabled, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible.

Where there is an accommodation recommended by Accessibility Services, the department and/or instructors will be provided with an accommodation letter.

Academic Integrity

Academic misconduct by graduate students is taken very seriously. The University's policy on academic misconduct is found in the Code of Behaviour on Academic Matters (the Code). Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. For example, it is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism.

Regarding plagiarism, the Code includes the following statements:

*B.i.1. It shall be an offence for a student knowingly:

(d) to represent as one's own idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.

Wherever in the Code an offence is described as depending on "knowing," the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

Other academic offences include the possession and/or use of unauthorized aids in examinations, submitting the same paper for different courses, forgery (whether of academic records or other documents), concocting facts or references to sources, personating someone, and other forms of cheating and academic dishonesty. Please refer to sections B.i.1. and B.i.3. in the Code for detailed descriptions of offences applicable to students.

The SGS Academic Integrity Resources webpage outlines the policy on academic misconduct and the process for handling an allegation of academic misconduct.

Coursework Extensions

The authority to grant an extension to submit coursework beyond the sessional grade deadline is with the department and not the instructor of the course. To request a formal extension, students must submit a Coursework Extension Form, completed by both the student and course instructor, to the relevant graduate department prior to the final grade deadline.

In order to ensure fairness in granting extensions, the department must be reasonably certain that:
• The reasons for delay are serious and substantiated.
• The student is not granted unfair advantage over other students in the course.
• The student has a reasonable chance of completing the outstanding work within the time allotted.
• The normal and satisfactory completion of any new coursework is not in jeopardy.

Extension requests for medical reasons (e.g. short-term illness) must be accompanied by a medical note. Extension requests for students with accommodations due to disability must be supported by documentation from Accessibility Services. Extension requests for other reasons must be detailed in the form or a note to the department.

Religious Accommodations
Students must alert instructors in a timely fashion to any upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, exams or other compulsory activities at these times. In the case of an unavoidable conflict with a compulsory activity, every reasonable effort is made to give students the opportunity to make up missed work.

Course Enrolment and Quercus
Acorn is the only indicator of official course enrolment; Quercus is not. Students enrolled in Acorn will be automatically populated to a course’s Quercus site within 24 hours of enrolling. In some cases, if a student is on a course wait list or there is another delay in processing registration an instructor may give a student access to Quercus as a guest. This will not constitute official enrolment and students are responsible for making sure the course is added correctly using Acorn.

Auditing
Students who wish to audit a course must obtain permission directly from the course instructor within the first week of class. Permission is subject to available space and can only be granted by the course instructor.

Only registered students at the University of Toronto may audit courses. Auditing entitles a student to attend lectures only. Students may not submit any written work, attend labs/tutorials or write tests/exams. The student will not be enrolled in the course and the course will not appear on their transcript. The department does not provide certificates of attendance.

Reading Courses
Reading courses allow students to complete coursework in topics not covered by current course offerings in Geography or Planning. The Reading Course Form must be accompanied by a brief course outline.

Copyright in Instructional Settings
If a student wishes to record (tape, video, photograph, etc.) any lecture presentations or other similar materials provided by the instructor; the instructor’s written consent must be obtained beforehand. Otherwise, all such reproduction is infringement of copyright and prohibited. In the case of private use by students with disabilities, the instructor’s consent shall not be unreasonably withheld.