Land use and Transportation Planning

(URBP 619) Winter 2018

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Course website: http://tram.mcgill.ca/Teaching/URBP619/URBP619.html

Time and Place

Time: Lectures on Mondays 12:05 pm – 1:55 pm
Place: Macdonald Harrington Building Room 409

Course Description

This course is designed to provide graduate students from urban planning, civil engineering, and closely aligned disciplines with an overview of land use and transportation planning in the U.S., Canada and, where appropriate, international settings. The content covers theoretical, policy, and practical perspectives. We then use the knowledge gained from this theory to understand the merits of employing specific planning policies or other infrastructure investments to design places and networks consistent with the goals and objectives of community planning. Closely aligned with the lecture portion of the course is an **OPTIONAL** lab to provide students with a "hands-on" experience with necessary methods, software or approaches. This lab time will be arranged with students based on their needs.

Course Objectives

The readings, lectures, case studies, class discussions, and assignments are designed so that by the end of this course, students will be able to:

1. Understand the key influences of, and interactions, between land use and transportation,
2. Think critically about land use-transportation policies,
3. Develop research skills in locating and understanding past theories studying the relationship between land use and transportation policy,
4. Critically analyze research that tests such theories,
5. Understand the institutional and political barriers associated with coordinated land use-transportation planning,

6. Actively discuss and debate contested political planning issues,
7. Target resources toward effective change, and
8. Identify detailed elements of the land use/transportation sub-field that may be appropriate for future thesis/project work.

Course Structure

The course is organized around one weekly lecture/class discussions.

Assignment and Evaluation Methods

Assignment	Description	Weighting
Case study	Each student is expected to do a 2-3 minute video of a case study and submit a policy brief (1 or 2 students will be presenting every week)	15
Accessibility assignment	Generate a map of cumulative-opportunities measure of accessibility	10
Midterm Exam	In class, covering weeks 1-6	15
Quiz	In class, covering weeks 1-11	10
Research Paper	On a land use and transportation topic of your choice	30
Paper Critique	Criticizing a relevant land use and transportation article	5
Reading Reflections	Responses to weekly reading through mycourses	10
Participation	Attendance & appropriate comments/questions	5

Late Policy

In fairness to all students, late assignments will be penalized 10% for each day late. The *only* exception is for documented family and/or medical emergencies.

Lectures

The lectures are organized in two sections. The first section will typically discuss theory about the week's topic. The second section will include the case study presentation by the groups.

Lecture Component: The first part of the lecture consists of discussions of the readings and therefore you should have **READ THE MATERIAL BEFORE CLASS**. Students are expected to come to class ready to be active participants in the discussion. The second section concentrates on the case studies. If you get behind, always do the readings for the next class first. You need to read carefully for the argument or main facts, but you do not need to memorize every detail.

If you miss a class you are required to write a 2 page summary of the readings and submit it to the instructor prior to the next lecture. Failing in doing so will subject you to a 10% deduction from your reading reflection and participation marks.

CLASS SCHEDULE

Lecture/ Date	Topic	Case Study
1/8/2018	**No Class (TRB Annual Meeting)**	
(1) 1/15/2018	**Course Introduction: Forming Groups and Assigning Case Studies**	
(2) 1/22/2018	**Introduction to Land use and Transport Planning**	
(3) 1/29/2018	**Measuring Accessibility** **SUBMIT TITLE AND COPY OF PAPER CRITIQUE ARTICLE TO PROFESSORS**	
(4) 2/5/2018	**Land use development: Home Buying and Firm behavior** **ACCESSIBILITY EXERCISE DUE**	Electrification of Canada's transportation system
(5) 2/12/2018	**Travel behavior and land use** **PAPER CRITIQUE DUE**	Universal accessibility
(6) 2/19/2018	**Transport and land use modelling** **PROPOSAL FOR RESEARCH PAPER DUE TO PROFESSOR**	Greenhouse gas emissions
(7) 2/26/2018	**Evaluation Tools and Equity Issues** **MIDTERM EXAM**	
3/5/2018	**No Class: reading week**	
(8) 3/12/2018	**Parking Policy, Design Elements and Transit-Oriented Development**	Smart-Cities challenge
(9) 3/19/2018	**Current Debates in Land use and Transportation** **RESEARCH PAPER DRAFT DUE TO PROFS. (optional)**	Public transport infrastructure
(10) 3/26/2018	**Millennials and Generational Gaps**	High-speed rail technology
4/2/2018	**No class: Easter**	
(11) 4/9/2018	**Technology and Automation**	Automated vehicles
(12) 4/16/2018	**Conclusions & Future Challenges** **IN CLASS QUIZ & FINAL PAPER DUE**	

Readings and Reflections (10 points)

Readings for the course draw from various sources: (1) *A History of the Future in 100 Objects* authored by Adrian Hon (2015) available online as an e-book, (2) additional articles and book chapters (will be given to you by instructor or a link is provided on the class website or on mycourses).

Every week each student is required to submit a paragraph, of no more than 250 words, about the week's readings on mycourses, please use bullet points when possible. The **one paragraph** can reflect on a point you liked in the reading and you think is important for practice or a video you would like to watch and discuss in class that is related to the topic being discussed. It is important that your paragraph should be directed towards practice applications and its relation to the theory discussed in the readings. Students are encouraged to engage in discussions during the week on mycourses, yet please remember that discussions on every week's topic will be closed at a certain day and time. There will be a discussion session opened for every week's reading. Submission has to be done before **Friday at 12:00 pm**. These reflections and questions should represent your thoughts about the readings and the take home lessons. You need to be critical in your thoughts and ideas presented. Marks will be assigned based on content and completion.

Reading Assignments

Lecture 1: Introduction to course (1/15/2018)

Staley, S. and A. Moore (2009). *Mobility First: A New Vision for Transportation in a Globally Competitive Twenty-First Century*. Plymouth, United Kingdom, Rowan & Littlefield Publisher Inc. (forward, chapter 1 &2).

Downs, A. (2004). Still Stuck in Traffic. Chapter 6.

Lecture 2: Introduction to Land use and Transport Planning (1/22/2018)

Banister, D. (2012). Assessing the reality—Transport and land use planning to achieve sustainability. *Journal of Transport and Land Use, 5*(3), 1-14.

Giuliano, G. (2004). Land use impacts of transportation investments: Highway and transit. In S. Hanson (Ed.), *The Geography of Urban Transportation* (3rd ed.). New York: Guildford Press.

Lecture 3: Measuring Accessibility (1/29/2018)

Hansen, W. (1959). How accessibility shapes land use. *Journal of the American Institute of Planners, 25*(2), 73-76.

Handy, S., & Niemeier, D. (1997). Measuring accessibility: An exploration of issues and alternatives. *Environment and Planning A, 29*, 1175-1194.

Geurs, K. and B. Van Wee (2004). Accessibility evaluation of land-use and transport strategies: Review and research directions. *Journal of Transport Geography,* 12, 127-140.

Owen, A., & Levinson, D. (2015). *Access across America: Transit 2014*. Retrieved from www.its.umn.edu/Publications/ResearchReports/pdfdownloadl.pl?id=2506

Lecture 4: Land use development: Home Buying and Firm behavior (2/5/2018)

Knaap, G., C. Ding, et al. (2001). Do plans matter? The effects of light rail plans on land values in station areas. *Journal of Planning Education and Research,* 21, 32-39.

Mejia-Dorantes, L., Paez, A., & Vassallo, J. M. (2012). Transportation infrastructure impacts on firm location: the effect of a new metro line in the suburbs of Madrid. *Journal of Transport Geography*, *22*, 236-250.

Chatman, D. G., Tulach, N. K., & Kim, K. (2012). Evaluating the economic impacts of light rail by measuring home appreciation a first look at New Jersey's River Line. *Urban Studies*, *49*(3), 467-487.

Wiley, J (2016). Time is Money: The financial impacts of your commute (blog post http://streeteasy.com/blog/subway-commute-time-impact/)

Lecture 5: Travel behavior and land use (2/12/2018)

Handy, S., Cao, X., & Mokhtarian, P. (2005). Correlation or causality between the built environment and travel behavior? Evidence from Northern California. *Transportation Research Part D: Transport and Environment, 10*(6), 427-444.

Zhang, L., Hong, J., Nasri, A., & Shen, Q. (2012). How built environment affects travel behavior: A comparative analysis of the connections between land use and vehicle miles traveled in US cities. *Journal of Transport and Land Use, 5*(3).

Krizek, K., & Waddell, P. (2002). Analysis of lifestyle choices: Neighborhood type, travel patterns, and activity participation. *Transportation Research Record: Journal of the Transportation Research Board*(1807), 119-128.

Chakrabarti, S. (2016). How can public transit get people out of their cars? An analysis of transit mode choice for commute trips in Los Angeles. *Transport Policy*.

Schneider, R. (2013). Theory of routing mode choice decisions: An operational framework to increase sustainable transportation. *Transport Policy*, 25, 128–137.

Lecture 6: Transport and land use modelling (2/19/2018)

Hägerstraand, T. (1970). What about people in regional science? *Papers in regional science*, *24*(1), 7-24.

Waddell, P. (2011). Integrated land use and transportation planning and modelling: Addressing challenges in research and practice. *Transport Reviews, 31*(2), 209-229.

Miller, H. (2005). Place-based versus people-based accessibility. In D. Levinson & K. Krizek (Eds.), *Access to destinations* (pp. 63-89). Oxford: Elsevier.

Lecture 7: Evaluation tools and equity issues (2/26/2018)

Foth, N., Manaugh, K., & El-Geneidy, A. (2013). Towards equitable transit: Examining transit accessibility and social need in Toronto, Canada 1996-2006. *Journal of Transport Geography*, 29, 1-10.

Martens, K. & Golub, A. (2014). Using principles of justice to assess the modal equity of regional transportation plans. *Journal of Transport Geography*, 41, 10-25.

Lucas, K. (2012). Transport and social exclusion: Where are we now? *Transport Policy, 20*, 107-115.

Guthrie, A., Fan Y., & Vardhan Das, K. (2017). Accessibility Scenario Analysis of a Hypothetical Future Transit Network Social Equity Implications of a General Transit Feed Specification–Based Sketch Planning Tool. *Transportation Research Board: Journal of the Transportation Research Board*, (2071), 1-9.

Lecture 8: Parking Policy, Design Elements (3/12/2018)

Shoup, D. (1999). The trouble with minimum parking requirements. *Transportation Research Part A: Policy and Practice*, 33, 549-574.

Millard-Ball, A., Weinberger, R., & Hampshire, R. (2014). Is the curb 80% full or 20% empty? Assessing the impacts of San Francisco's parking pricing experiment. *Transportation Research Part A: Policy and Practice,* 63, 76-92.

Cervero, R., & Kockelman, K. (1997). Travel demand and the 3Ds: Density, diversity, and design. *Transportation Research Part D: Transport and Environment, 2*(3), 199-219.

Jacobson, J., & Forsyth, A. (2008). Seven American TODs: Good practices for urban design in transit-oriented development projects. *Journal of Transport and Land Use*, *1*(2).

Lecture 9: Current Debates in Land use and Transportation (3/19/2018)

Topic 1

1- https://www.wired.com/story/elon-musk-awkward-dislike-mass-transit/

2- http://humantransit.org/2017/07/the-dangers-of-elite-projection.html

3- http://humantransit.org/2017/12/media-roundup-my-feud-with-elon-musk.html

4- https://www.citylab.com/transportation/2017/12/what-elon-musk-doesnt-get-about-urban-transit/548843/

5- https://lisaschweitzer.com/2017/12/21/can-we-mock-elon-musk-but-maybe-stay-real-about-transit-at-the-same-time/

6- https://www.citylab.com/transportation/2017/12/what-elon-musk-gets-right-about-transit/549134/

Topic 2

Stevens, M. (2017). Does compact development make people drive less? *Journal of the American Planning Association,* 83(1), 5-6.

Handy, S. (2017). Thoughts on the meaning of Mark Stevens's meta-analysis. *Journal of the American Planning Association,* 83(1), 26-28.

Ewing, R., Cervero, R., (2017). "Does compact development make people drive less?" The answer is yes. *Journal of the American Planning Association,* 83(1), 19-25.

Nelson, A. (2017). Compact development reduces VMT: Evidence and applications for planners – comment on "Does compact development make people drive less?" *Journal of the American Planning Association,* 83(1), 36-41.

Lecture 10: Millenials and Generational Gaps (3/26/2018)

Delbosc, A., Ralph, K. (2017). A tale of two millenials. *Journal of Transport and Land Use*, 10, 903-910.

McDonald, N. 2015. Are Millennials Really the 'Go Nowhere' Generation? *Journal of the American Planning Association,* 81(2), 90-103.

Garikapati, V. M., Pendyala, R. M., Morris, E. A., Mokhtarian, P. L., & McDonald, N. (2016). Activity patterns, time use, and travel of millennials: A generation in transition? *Transport Reviews*, *36*(5), 558-584.

Lecture 11: Technology and Automation (4/9/2017)

Fagnant, D. and Kockelman, K. (2015). Preparing a nation for autonomous vehicles: opportunities, barriers and policy recommendations. *Transportation Research Part A: Policy and Practice*, 77, 167-181.

Bansal, P., & Kockelman, K. M. (2016). Are we ready to embrace connected and self-driving vehicles? A case study of Texans. *Transportation*, 1-35.

Hon, A. 2015. *History of the Future in 100 Objects.* (Chapter 10, 59 and 81)

Shaheen, S. A., & Cohen, A. P. (2013). Carsharing and personal vehicle services: worldwide market developments and emerging trends. *International Journal of Sustainable Transportation*, *7*(1), 5-34.

Lecture 12: Conclusions & Future Challenges (4/16/2017)

Case Study (15 Points)

You will be working as an advisor for the federal Minister of Transport of Canada to help him work toward *Transportation 2030 - A Strategic Plan for the Future of Transportation in Canada* (http://news.gc.ca/web/article-en.do?&nid=1146789&_ga=1.248132228.2075792535.1480426937, http://www.tc.gc.ca/eng/transportation-2030-infographic.html). With this plan, the Ministry of Transport wants to adapt to the rapid changes in transportation, and address the current and future mobility issues. Each student will do a 2-3 minute educational video on one of the following topics:

1. **Electrification of Canada's transportation system:**
   Major investments will be made to electrify Canada's transportation system as a way to reduce greenhouse gas emissions. Help develop a strategy to support the growth of electric vehicles ownership and use, and the expansion of charging stations across Canada. What role can land use play in the transition to electrification and can it impact the speed of this transition.
2. **Universal accessibility:**
   Work with other federal departments to ensure that the transportation system is accessible to all. Propose measures to improve accessibility across the transportation system for people with disabilities, and to accommodate the aging population of Canada. Discuss the roles of land sue and transport.
3. **Greenhouse gas emission:**
   The government recently announced the establishment of the Green Infrastructure Fund to support projects aiming at reducing greenhouse gas emissions. Develop a prioritization framework to guide the selection of projects that should be funded, make sure to include land use criteria and transport integration in your proposal.
4. **Smart-Cities challenge:**
   The government will launch the Smart-Cities Challenge, which will see major investments made in intelligent transportation systems. Discuss how smart technologies can help improving the quality of life of individuals and what kind of smart-cities

technologies will have the best impact on the management of land use and transport systems.

5. **Public transport infrastructure:**
   The government will invest massively in public transport infrastructure over the next 10 years. Help the Ministry of Transport develop criteria to determine the allocation of funds to Canadian cities and projects. What kind of studies are needed and how land use can be incorporated in the evaluation criteria.
6. **High-speed rail technology**
   Around the world high-speed rail systems continue to be constructed and planned which have a significant impact on regional accessibility. In Canada, where no high-speed rail network currently exists, build a case outlining the expected impacts that this technology would offer regionally, drawing on different cases worldwide. Emphasize impacts on local land use and transport near stations and along the new network.
7. **Automated vehicles:**
   Automated vehicles will soon be an integral part of the transportation system. Propose measures to guide the emergence and expansion of such technology in Canada. The measures should contribute to ensure the system's safety, and to take advantage of this new technology. Yet you need to notify the transport minister about expected consequences from such technologies on land use and labour market.

You can use materials from any of the assigned readings or do your own search and find materials from any other sources. The goal of the educational video is to educate policy makers in Canada about how to use land use and transport planning to achieve the *Transportation 2030* vision. Use business cases from other regions as an example.

Be creative, and have fun expressing yourselves! Students will be evaluated based on the clarity of how the land use and transportation issue is discussed, quality of the arguments, demonstration of a comprehensive knowledge of the issue, and approaches proposed to help in reaching the mandate. The 2 to 3 minutes video should clearly assess, critique, and suggest recommendations related to educating policy makers about the importance of land use and transport planning in relation to the discussed topic. Please ensure the high quality of sound.

In addition to the video each student should draft **a one page policy brief** (12 point font, one-inch margins) to the minister responsible for the issue discussed. This policy brief will cover the same area you discussed in your video. The goal of the policy brief is to help Canadian policy makers understand the importance of land use and transport in relation to the discussed mandate and recommend appropriate policies that can fit within a Canadian context. The policy brief is an **individual assignment.** When more than one student is working on the same video topic, they should **coordinate to adopt a different perspective or focus in their policy briefs.**

The Policy Brief and the video are due one hour before the class date as the topics are listed in the class schedule. Please note the videos will be followed by a question and answer period.

Accessibility exercise (10 points)

This is a hands-on exercise to generate accessibility measures by walking in a Montreal neighborhood. This exercise requires mastering of excel pivot tables and basics of Geographic Information Systems. Students will be provided with a travel time or a distance matrix, a shapefile of the neighborhood, and number of destinations in each dissemination area in the studied neighborhoods. The goal of the exercise is to generate two accessibility to shopping maps for two neighborhoods (cumulative opportunities 10 minutes walking). Deliverables should be **two pages** maximum, which includes 2 maps and 500 words maximum of text explaining the maps and assumptions used to generate these maps. We expect that students include the essential cartographic elements required to effectively communicate with maps. A printed version of the assignment is due to the professors on **February 5th 2018** at the beginning of the class and a pdf version of the submission is due online in my courses. We will arrange lab time during the week before the assignment is due to help with this assignment.

Paper Critique (5 points)

Each student will select an article from an academic journal on a land use and transportation topic (for example Journal of Transport and Land Use, the Journal of the American Planning Association, Transportation Research Record, Journal of Planning Literature, Environment and Planning part A and B, Transportation). The aim of this exercise is to get familiar with the literature and be able to criticize an article constructively. It is better to select papers on the same topic as your final research paper. Papers must be published after 2010

- A hard copy of the selected paper is due to the professors on due: **January 29th 2018.**
- A one page maximum (double-spaced, 12 point font, one-inch margins) paper critique due to professors on **February 12th 2018.**

The one page review should be critical about the paper—not just copying and pasting the abstract. Concentrate on the lessons learned, points of strength in the paper and points of weaknesses, if any. Critical appraisal of a paper requires in-depth reading. The following is a list of critical appraisal points. Some of these points were obtained from Heller, R., Verma, A., Gemmell, I, Harrison, R., Hart, J. & Edwards, R. (2008). Critical appraisal for public health: A new checklist. *Public Health,* 122, 92-98.

1- Does the paper title reflect the contents?
2- Does the abstract summarize the study adequately?
    a. Does it include the research question?

   b. Does it briefly explain the methods?
   c. Does it briefly explain the findings and policy implications?
3- What is the main research question? And what is the expected hypothesis?
   a. Is the research question stated clearly
   b. Are there any sub-questions
4- Relevance of the research question or hypothesis (Who cares)
5- Is the relation between this research paper and previous studies stated clearly in the paper? (appropriate literature review)
6- Is the study design appropriate for the research question? Did the authors use the appropriate methods?
7- Did the study use the appropriate data needed to answer the research question?
8- Is the study looking at a sample or an entire population?
   a. Sampling methods
   b. Is it a representative sample
9- What kind of statistical methods, if any, is used? Is this the most appropriate method?
10- Are the statistics easy to read and understand?
11- If the study includes a GIS component was it well explained?
12- If the study includes maps do they follow the appropriate cartographic rules (scale bar, north arrow, easy to understand and to differentiate legend etc.)?
13- Clarity of graphics and tables?
14- Can and should the results of this study influence the urban planning field?
15- What is the Policy relevance of the study?
16- To what extent the study can address a wider audience?
17- The conclusion section summarizes the paper in an appropriate manner?
18- Is the paper well organized and written? Does it flow smoothly or the authors jump from one point to the other without adequate transitions?

Of course, you are not expected to reply to each of these points; these questions are provided to give you are sense of how you may want to organize your criticism.

Research Paper (30 points)

No more than 15 pages (double-spaced, 12 point font, one-inch margins) on a topic of the student's choice (due: **April 16th 2018**).

- A 2 page maximum proposal including a title, one to three paragraphs describing the topic(s) to be covered, the specific issue to be researched, and the literature to be synthesized (at least 3 articles to be included as references), and the data (if any) to be analyzed (due: **February 19th 2018**).
- A copy of a draft paper **outline** should include an abstract of your paper (approximately 250 words) and a relatively detailed outline of its content. The majority of the work

should be done by this point (due: **March 19th 2018**). This is not a required submission and you will not be marked on it. It is however encouraged, and allows the professor to give you feedback on your progress.
- Final Research Paper due **April 16th 2018,** including a 250 word abstract. Please refer to this guide for writing an abstract: http://tram.mcgill.ca/Teaching/srp/documents/Abstract%20Guide.pdf

Below is a list of possible topics; please do not limit yourself to these topics

- Deterrents of using a certain mode of travel
- Effects of transportation externalities on land values (example noise and pollution)
- Measuring Sprawl. Is it possible?
- Effects of Urban forms on commuting behavior
- Effects of rail on property values
- Effects of parking policies on travel behavior
- How land use planning can benefit from Intelligent Transportation Systems
- Effects of events on land use and transportation planning
- Modeling the growth of Montréal's freeways
- Pedestrian and bicycle safety in downtown
- Travel behavior of university students and staff
- Measurements of neighborhood accessibility
- Monitoring pedestrian movements in downtown
- Analyzing origin destination surveys
- Understanding public transit demand and/or ridership trends
- Comparative analysis of transport policies between cities
- Car ownership around transit hubs
- Freight movement in cities
- Transport and its relation to individual energy and productivity at work
- Urban social dynamics and transport
- Transport planning for seniors
- Transport planning for people with disabilities
- Analyzing and visualizing bicycle counter data (requires special communication with EcoCounter)
- Identifying systematic errors in survey design
- Assessing the ordering of questions in transport and land use surveys and its impacts on quality of responses

Here are more topics suggested by Daniel Blais from Transport Canada based on his experience working for several years at the Federal level. These are what you can name "practice ready" ideas.

- **Obtaining a better understanding of the land use and transportation choices of millennials**

There are a lot of assumptions made about this cohort and their behavior and surveys that are conducted cannot escape greater societal impact of the recession and other trends. It would be interesting to sort out what the existing research says and also to collect primary data on travel choice and potential land use implications for housing and work locations.

- **Potential land use implications of shared mobility and automated driving**

How will new mobility models and automated driving affect how people travel, where they live and where they work? How do you think that this new transportation paradigm will affect land use choices?

- **What is the effect of transportation in small to medium Canadian cities on climate change? Will investments in "greener and cleaner" transportation in these locations have an impact on meeting climate change goals?**

I have found that much of the discussion on transit investment focuses on Toronto, Montreal and Vancouver and I would like to get a better understanding of small to mid-sized cities and the potential contribution that could be made to reducing GHGs in these areas.

- **How can small to mid-sized Canadian cities provide a wider range of viable mobility options beyond the personal automobile?**

Small to mid-sized Canadian (10,000 to 100,000) cities are challenged to provide mobility options beyond the personal automobile. Conventional public transportation is often not frequent enough to provide competitive travel times relative to driving. People with limited incomes may not be able to afford a personal automobile and may have few other mobility options available, and this can negatively impact their well-being.

- **The co-existence of freight and passenger networks**

Congestion in urban areas can delay travelers and also impede the movement of goods. How can limited transport capacity in urban areas be optimized to efficiently move travelers as well as improve the connection of freight hubs to freight final destinations?

Your paper could be a single case study analysis, comparative or multiple case study analysis, or statistical investigation using a large data set. You will need to clearly define the units of observation and approach that you plan to take in your proposal. Speak to us early in the course if you are unclear about your topic.

Before working on your papers please read:

Ten simple rules for structuring papers by Konrad Kording and Brett Mensh

http://www.biorxiv.org/content/biorxiv/early/2016/11/28/088278.full.pdf

Submission Rules

In Accordance with McGill University's Charter of Students' Right, students in this course have the right to submit in English or in French any written work that is to be graded. If you plan on submitting your paper in a language other than English please send us an email stating so.

Please format all written submissions as follows:

- Double-spaced,
- 12 point font,
- One-inch margins
- References APA 6th edition

Exam and Quiz (25 Points)

Each of the in-class exams will ask you to answer several questions about the readings and the material discussed in class. The questions may ask you about one text, or ask you to compare texts on a specific issue (short answer). You will not be quizzed on esoteric details, but you will need to call upon the specific information in the texts or lectures. To do well on the exams it is better to know some of the material very well, rather than all of the material superficially. You need to construct well-crafted arguments. The midterm exam (**February 26th 2018**) and the quiz **(April 16th 2018)** will test your ability to accurately engage in a close reading of the texts and to think critically about them.

Academic Integrity

McGill University values academic integrity. Therefore, all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the code of Student Conduct and Disciplinary Procedures (see www.mcgill.ca/integrity for more information).

Disabilities

If you have a disability please contact the instructor to arrange a time to discuss your situation. It would be helpful if you contact the Office for Students with Disabilities at 398-6009 (online at http://www.mcgill.ca/osd) before you do this. Accommodations will be organized through the OSD office, yet you will need to inform the instructors.

Dealing with Stress

If you feel stressed during the term do not hesitate to speak with any of the class instructors to discuss any possible needs around academic accommodations; students can also seek support from McGill's professional counseling services at: https://mcgill.ca/counselling/about.

Safety

McGill University shall strive to be recognized as a safe and responsible institution. Please see this link for more information regarding campus safety programs and services in place to ensure the safety of McGill students (https://www.mcgill.ca/campussafety/security-services/services). For all emergencies please contact McGill security Services at 514-398-3000 or call 911.