

FACULTY OF ENVIRONMENTAL & URBAN CHANGE
York University

Graduate Course Syllabus
EU/ENVS 5121 Perspectives in Planning
Fall 2021

Calendar Description

The course explores the field of planning in its diverse forms of theory and practice. The focus is on overarching aspects of planning theory and practice and selected themes of significance to planning in the Greater Toronto Area.

Course Director: Dr. Luisa Sotomayor sotomay@yorku.ca

Office hours: Monday 10 AM- noon (in-person or virtually through Zoom).

Time: Wednesday, 2:30 PM-5:20 PM

- Classes on September 8th and 29th will be virtual on Zoom. Link will be provided on eClass.
- Remainder of course will be in person (Room HNE B10).

Purpose

ENVS 5121 Perspectives in Planning focuses on developing a foundation of knowledge in planning history and theory while exposing students to various forms of contemporary practice. The themes of the course are intended to help students appreciate the inter-related nature of environmental, socio-spatial, cultural, economic, and political considerations that define planning problems and processes, and invite students to activate their “planning imagination” and sense of futurity via an interdisciplinary encounter with the field. Throughout the course, students will learn about planning’s complex relationship with politics and the public interest(s) and analyze diverse forms of participation in planning and decision making, paying attention to power dynamics, traditionally excluded groups, and silent voices in planning processes and histories. Underpinning these themes, students will find discussions on equity planning, sustainability, racial justice, and urbanisms of empathy and care that are at the core of the MES Planning Program at EUC.

Complementing theoretical perspectives, ENVS 5121 seeks to interrogate various modes of practice through personal accounts from planners working in various fields –from community and environmental planning to urban development, to radical planning and organizing–. Lastly, the course aims to equip students with a critical lens to evaluate popular planning discourses, buzzwords, and so-called “best practices,” and push students to identify their own personal and professional values, ethics, and approaches to planning.

In the final weeks of the course, we will apply the course's key concepts and analytical tools to the case of [Toronto's Downsview lands](#), a massive (523 acres) and [controversial](#) redevelopment proposal in our own YorkU backyard, which is set to become one of North America's largest redevelopment sites over the next decades. Applications for Official Plan amendments are set to be submitted this fall to the City of Toronto for approval, giving our class an exciting opportunity to interrogate the vision, the planning rationale, the technicalities involved, and follow the tensions of this planning process "in action".

Learning outcomes

This course will introduce students to two kinds of planning competencies; those relating to what the Canadian Institute of Planners (CIP) defines as "functional" planning knowledge and skills, and those described as "enabling" planning competencies, which include professionalism, planning values, and ethics.

Functional competencies:

- Classic and alternative histories of planning movements in Canada and internationally, along with their critiques;
- Core theories, concepts, principles and methods of community planning;
- Key approaches to planning and selected fields of planning practice, including social planning, community and economic development, cultural planning, social planning and community organizing;
- Basic elements of the planning process, and their interactions with diverse fields such as transportation, facilities, economics, social services, urban design, legal frameworks, resources, environmental goals, recreation, housing, infrastructure, land use and development controls.

Enabling competencies:

- Collaboration skills by working in small groups;
- Communication skills, including the ability to assess different forms of writing, write for the general public, and present in front of an audience;
- Critical thinking and analysis skills by dissecting plans, planning discourse, and planning projects.
- Development of personal planning values and ethics through exposure to debates about ethics, the public interest, participation, social and racial justice; by seeing how practitioners have tackled difficult planning dilemmas; and by learning how the values of planners shape their planning strategies.

In addition to the planning competencies recognized by the Canadian Institute of Planners and the Ontario Professional Planners Institute, this course and the MES Planning programs overall, are designed to help students appreciate more deeply the value of multiple forms of knowledge, interdisciplinary practice, and collective action beyond professional planning structures and pathways. Furthermore, the course is intended to help you realize the perils of professional arrogance and condescension and invite you to question not only the *how to*, but more importantly, *why* we plan.

Course materials and general organization

Students do not need to purchase materials for ENVS 5121. All course materials are available through Moodle, your York University library account (the electronic journal database) or may be retrieved through public access websites. In addition to a diverse selection of readings, the course is completed with fieldtrips and guest speakers. Students are expected to attend all course sessions and actively engage with course materials, themes and assigned projects. If there is a compelling reason for absence, please inform the Course Director in writing, preferably prior to absence.

Eligibility

The course is required for students who want to pursue Planning in their MES.

Evaluation

Students will be evaluated according to the following:

1) Reading response # 1	10%
2) Reading response # 2	10%
3) Analysis of Public Meetings	20%
4) Global Planning Café	20%
5) Downsview project	30%
5) Participation (ongoing)	10%

- 1) Reading response #1 (10%) will cover materials assigned for weeks 2 and 3 and is due on September 21.
- 2) Reading response #2 (10%) will cover materials assigned for weeks 4 and 5 and is due on October 5th.

Each reading response will be **maximum 800 words** in length (excluding bibliographic references) and will be expected to be reflective of a topic of your choice that is addressed in the readings assigned and/or recommended for the respective weeks. Please note that additional research is not necessary to complete your reading responses. **Submit electronically through eClass by Tuesday midnight (on the night before class).** This will allow me to read some of your responses ahead of our meeting.

- 3) Analysis of Public Meetings (20%) Due November 2nd.

Students will attend either virtually or in-person two public meetings related to current planning issues, and will prepare an analytical summary of how public engagement and participation evolved in these meetings: how the sessions were organized and facilitated, what type of

participants attended and whose voices were missing, what input was invited, what arguments were discussed, and your overall assessment of strengths and shortcomings. **The summary is 1000 words in length.** The two events should be unrelated, focusing on different planning cases. Examples of events include community consultations, meetings of Community Councils, Local Planning Appeals Tribunal, Conservation Authority meetings, public depositions, planning information sessions, or City of Toronto Council, among others. The summary should focus on the facilitator's role and how public involvement is organized and coordinated. **Reading materials assigned for week 7 will help you to frame and analyze what you experienced at the meetings.** Check government websites for public consultations dates. You will find City of Toronto's here: <https://www.toronto.ca/community-people/get-involved/public-consultations/>

- 3) Global Planning Café: Contemporary movements & trends
Group presentation (20%) Weeks 9-12.

Working in groups of four, you will select a planning example that illustrates a contemporary planning movement, trend, or approach to solve an urban or regional planning problem of your interest from Canada or other country. You will prepare an 18-minute presentation that (a) describes it, (b) explains the goals, assumptions, and context, (c) examples (d) strengths, and (e) limitations. You should also prepare 2 questions for the audience to ignite a facilitated discussion. **A list of suggested planning buzzwords will be provided in the second week of class.**

- 4) The future of Downsview: Site investigation and analysis (20%). Due December 1st.

An assignment sheet with specific instructions will be provided on November 3th.

- 5) Participation (10%) (ongoing assessment)

It is expected that all students make a positive contribution to the intellectual environment of the course both during small group and large group discussions. Students should demonstrate a good understanding of the reading materials and participate with insightful questions, informed comments, ideas, and opinions that relate to the different topics scheduled for each week.

ENVS 5121 at a Glance

Week 1 – September 8	Introduction to Perspectives in Planning	OPPI & MYPAC student reps	
Week 2 – September 15	A history of Euro-american planning movements		
Week 3 – September 22	Modernism & planning		Reading response #1 is due
Week 4 – September 29 (Class will be via Zoom)	Advocacy and equity planning	Virtual Panel: "Planning for Equitable Urban Infrastructure" Zahra Ebrahim Dr. Shoshanna Saxe Bianca Wylie	
Week 5 – October 6	Planning's other history: settler colonialism and social control	Presentation by Jamilla Mohamud (MES PI 2020') Planner at Urban Strategies	Reading response #2 is due
No class on October 14 th – Happy reading week!			
Week 6 – Oct 20	Capitalism, planning and ethics	Presentation: "Ethics & the Public Interest in Planning" by Dana Anderson, Partner at MHBC	
Week 7 – October 27	Civic engagement and the public interest(s)	Presentation by Councillor Mike Layton *Meeting at Toronto City Hall TBC.	
Week 8 – November 3	Planning policies and plans	id8downsview – presentation and walking tour	Assignment #3 is due: Analysis of Public meetings
Week 9 – November 10	Spatial planning through regulation: zoning and development controls	Guest: Allison Evans Global Planning Café	
Week 10 – November 17	Social planning, insurgent planning and community development	Global Planning Café	
Week 11 – November 24	Planning and environmental challenges	Global Planning Café	
Week 12 – December 1 nd	Towards a decolonial planning? global challenges and grounded interventions	Global Planning Café Conclusions	Assignment # 5 is due: The future of Downsview

Schedule of Topics and Readings by Week

The following list of lecture topics and readings is subject to change.

WEEK 1 – September 8

Introduction to Perspectives in Planning

WEEK 2 –September 15

A history of Euro-american planning movements

Required Readings:

- Clark, B. (2003). Ebenezer Howard and the marriage of town and country: an introduction to Howard's garden cities of tomorrow. *Organization & Environment*, 16(1), 87-97.
Howard, E. (2013). Author's Introduction" and "The Town–Country Magnet. In *The Urban Design Reader* (pp. 73-81). Routledge.
Olmsted, F. L. (1870). Public parks and the enlargement of towns (pp. 52-99). Cambridge, MA: American Social Science Association.

Recommended:

- Fisher, T. (2010). Frederick Law Olmsted and the campaign for public health. *Places Journal*.
Marcuse, P. (2011). The three historic currents of city planning. *The New Blackwell Companion to the City*, 643-655.

WEEK 3 – September 22

Modernism and planning

Required Readings:

- Corbusier, L. (2007). A contemporary city. *The City Reader*, 322-330.
Scott, J. C. (2008). The high-modernist city: An experiment and a critique. In *Seeing Like a State* (pp. 103-146). Yale University Press.
Wright, F. L. (2015 [1935]). *Broadacre City: A new community plan* (pp. 432-437). Routledge.

Recommended:

- Fishman, R. (1982). *Urban Utopias in the Twentieth Century- Ebenezer Howard, Frank Lloyd Wright, and Le Corbusier*. MIT Press. (Introduction, pp. 2-20)
Hodge, G. and Gordon, D. (2014) 19th Century Foundations of Canadian Communities. In: *Planning Canadian Communities*. (pp. 38-66).
Jacobs, J. (1992). *The death and life of great American cities*. (Introduction and Part Two) 1961. New York: Vintage.
Wirth, L. (1938). *Urbanism as a Way of Life*. *American journal of sociology*, 44(1), 1-24.

WEEK 4 – September 29

Advocacy and equity planning

“Equitable Urban infrastructures” (webinar event, open to the public)

Guests: Zahra Ebrahim, Shoshanna Saxe and Bianca Wylie

Required Readings:

- Davidoff, P. (1965). Advocacy and pluralism in planning. *Journal of the American Institute of planners*, 31(4), 331-338.
- Manning Thomas, J. (1994). “Planning History and the Black Urban Experience: Linkages and Contemporary Implications.” *Journal of Planning Education and Research*, Vol. 14, pp. 1-11.
- Forester, J. (1982). Planning in the Face of Power. *Journal of the American Planning Association*, 48(1), 67-80.

Recommended:

- Manning Thomas, J. (2008). The minority-race planner in the quest for a just city. *Planning Theory*, 7(3), 227-247.

WEEK 5 – October 6

Planning's other history: Settler colonialism and social control

Required readings:

Dorries, H., Hugill, D., & Tomiak, J. (2019). Racial capitalism and the production of settler colonial cities. *Geoforum*.

Mohamud, J. (2020) Anti-Black Racism in the Liveable City and Canada. Ontario Professional Planners Institute, July 1. Available from:

<https://ontarioplanners.ca/blog/planning-exchange/july-2020/anti-black-racism-in-the-liveable-city-and-canada>

Roy, A. (2006). Praxis in the Time of Empire. *Planning Theory*. 5(1), 7-29.

Yiftachel, O. (1998). Planning and social control: Exploring the dark side. *Journal of Planning Literature*, 12(4), 395-406.

Recommended:

- Rutland, T. (2018) Introduction. and “Planning the Town White: Comprehensive Planning, Scientific Racism and the Destruction of Africville” and “Making space for Homo economicus: Neoliberalism, Regional Planning, and the Boundaries of Economic Life” In: *Displacing Blackness: Planning, Power and Race in 20th century Halifax*. Toronto: University of Toronto Press. (pp. 75-116 & 244-287)

WEEK 6 – October 20

Capitalism, planning and ethics

Required readings:

CIP Statement of Values and OPPI Code of Practice. <https://www.cip-icu.ca/Files/Provincial-Codes-of-Conduct/OPPI-Professional-Code-of-Practice.aspx>

Flyvbjerg, B. 2013. How planners deal with uncomfortable knowledge: The dubious ethics of the American Planning Association. *Cities*. 32, 157–163.

Sager, T. (2009). Planners' Role: Torn between Dialogical Ideals and Neo-liberal Realities. *European Planning Studies*, 17(1), 65–8

Watson, V. 2013. The Ethics of Planners and their Professional Bodies. *Cities*. 32, 167–168.

Recommended:

Harvey, D. (2008). The Right to the city. *New Left Review* (53).

WEEK 7 – October 27

Civic engagement and the public interest(s)

Required readings:

Arnstein, S. 1969. "A ladder of citizen participation," *Journal of the American Institute of Planners*, 35(4), 216–224.

Healey, P. (2012) Communicative Planning: Practices, Concepts, and Rhetorics (333-358).

In: Sanyal, B., Vale, L. J., & Rosan, C. D. (Eds.). *Planning ideas that matter: Livability, territoriality, governance, and reflective practice*. MIT Press.

Innes J. and Booher, D. (2010) "Chapter 1: Thinking Differently for an Age of Complexity" pp. 1-10 and "Chapter 5: Dialogue as a Community of Inquiry," pp.118-140 in *Planning with Complexity: An Introduction to Collaborative Rationality for Public Policy* (New York: Routledge).

Recommended:

Fischer, F. (2016) Participatory governance: From theory to practice. In: Fainstein, S. S., & DeFilippis, J. (Eds.). (2015). *Readings in planning theory*. John Wiley & Sons (pp. 349-362)

WEEK 8 – November 3

Planning policies and plans

Required readings:

Healey, P. (2010) "The planning Project". In: *Making Better Places: The Planning Project in the Twenty-First Century*. London: Palgrave-Macmillan. Pp.1-22.

Ryan, B D. (2011). "Reading through a plan: A visual interpretation of what plans mean and how they innovate". *Journal of the American Planning Association*, 77(4): 309-327.

Toronto Official Plan <https://www.toronto.ca/city-government/planning-development/official-plan-guidelines/official-plan/>

Recommended:

- Hodge, G. and Gordon, D. (2014) "Components of community plan-making". In Planning Canadian Communities. Sixth Edition. Nelson. pp. 141-161.
- Hall, P and Tewdwr-Jones, M. (2011) "Planning, planners and plans" in Urban and Regional Planning, 5th edition. New York and London: Routledge, 1-9.

WEEK 9 – November 10

Spatial planning through regulation: zoning and development controls

Required readings:

- Hirt, S. (2013). "Home Sweet Home: American Residential Zoning in Comparative Perspective." Journal of Planning Education and Research, 33(2): pp. 292-309.
- Ranasinghe, P., & Valverde, M. (2006). Governing homelessness through land-use: A sociolegal study of the Toronto shelter zoning by-law. Canadian Journal of Sociology/Cahiers canadiens de sociologie, 325-349.
- Talen, E. (2012) Zoning and diversity in historical perspective. Journal of Planning History, 11(4), pp 330-347.

Recommended:

- Roy, A. (2017) Dis/possessive collectivism: Property and personhood at city's end. Geoforum, 80, pp A1-A11.

WEEK 10 – November 17

Social planning, insurgent planning and community development

Required readings:

- Fawaz, M. (2017). Planning and the refugee crisis: Informality as a framework of analysis and reflection. Planning Theory, 16(1), 99-115.
- Mirafab, F. (2009). Insurgent Planning: Situating Radical Planning in the Global South. Planning Theory 2009.
- Sotomayor, L. & Gilbert, L. (in press) Sanctuary City, Solidarity City, Inclusive City (yet to come): Living invisibly in Toronto in Times of the COVID-19 Pandemic. In: Baumgärtel, M. and Miellet, S. (Eds.) Theorizing Local Migration Law and Governance. Cambridge University Press.

Week 11 – November 24

Planning and environmental challenges

Required readings:

- Anguelovski I, Shi L, Chu E, et al. (2016). Equity Impacts of Urban Land Use Planning for Climate Adaptation: Critical Perspectives from the Global North and South. *Journal of Planning Education and Research*, 36(3):333-348. doi:[10.1177/0739456X16645166](https://doi.org/10.1177/0739456X16645166)
- Connolly, J. J. (2019). From Jacobs to the Just City: A foundation for challenging the green planning orthodoxy. *Cities*, 91, 64-70.
- Montero, S. (2020). Leveraging Bogotá: Sustainable development, global philanthropy and the rise of urban solutionism. *Urban Studies*, 57(11), 2263-2281

Recommended:

- Campbell, S. (1996). Green cities, growing cities, just cities?: Urban planning and the contradictions of sustainable development. *Journal of the American Planning Association*, 62(3), 296-312.
- Jabareen, Y. R. (2006). Sustainable Urban Forms: Their Typologies, Models, and Concepts. *Journal of Planning Education and Research*, 26(1), 38–52.
- Macdonald, S., Monstadt, J., & Friendly, A. (2020). Rethinking the governance and planning of a new generation of greenbelts. *Regional Studies*, 1-14.
- Talen, E. "Sustainability" (2015) In: Crane, R., & Weber, R. (Eds.). *The Oxford handbook of urban planning*. Oxford University Press (pp. 120-140).

WEEK 12 – December 1st

Towards a decolonial planning? Global challenges and grounded interventions

Required readings:

- Barry, J., & Thompson-Fawcett, M. (2020). Decolonizing the Boundaries between the 'Planner' and the 'Planned': Implications of Indigenous Property Development. *Planning Theory & Practice*, 21(3), 410-425
- Canadian Institute of Planners (2018) Planning practice and reconciliation. Policy Statement. <http://cip-icu.ca/Files/Policies/policy-indigenous-planning-draft-eng.aspx>
- Porter, L. (2006). Planning in (post) colonial settings: Challenges for theory and practice. *Planning Theory & Practice*, 7(4), 383-396.
- Watson, V. (2009). Seeing from the South: Refocusing urban planning on the globe's central urban issues. *Urban Studies*, 46(11), 2259-2275

Recommended:

- Ward, S. (2010). "Transnational Planners in a Postcolonial World" in P. Healey and R. Upton (eds.), *Crossing Borders: International Exchange and Planning Practices*. New York: Routledge, pp. 47-72.

Grading Scheme, Assignment Submissions, and Lateness Penalties

The final grade for the course conforms to the pass or fail grading policy for the MES program. A letter grade will also be provided.

Expectations / Behaviour in the Academic Setting

My expectation of you is that you will show respect to the Course Instructor, other faculty, staff, and fellow students. This includes joining our class on time and staying for the entire class; participating in class discussions and activities; approaching your course work with an open, honest spirit and enthusiasm; and otherwise adhering to the University's Code of Behavior on Academic Matters. In turn, you can expect from me to show respect to you and your fellow students; to deliver the best course that I possibly can; to communicate my enthusiasm for the material and make myself available to you when you would like to talk; to maintain fairness in all aspects of course delivery and assessment; and otherwise to adhere to the University's Code of Behaviour on Academic Matters.

Classroom policies

- Class will start on time. We will have a break at 3:45 PM and resume at 4:15 PM.
- We will follow university and public health authorities' policies for in-person instruction, including wearing a face-mask at all times during class and keeping a safe distance.

Written assignments

Formatting: Coursework must be word-processed, 11 or 12 point font size and double-spaced unless otherwise noted. Assignments should be proofread prior to submission to ensure that they are free of grammatical and spelling errors and must include a list of all references cited in the text, using the APA citation style.

Submitting your assignments

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, the assignments for ENVS courses must be received by the Course Director on the due date specified for the assignment. All work should be submitted electronically through eClass by midnight the night before the class meeting.

Inclusivity in the MES Program

The MES Program strives to include a broad range of perspectives and substantive material in its course offerings. Central to a clear understanding of environmental problems is the link between exploitation of the natural world, and justice issues related to racism, gender inequity, and poverty. An inclusion of non-western perspectives is therefore essential to a fruitful discussion of North-South issues, and environmental debates generally.

Religious Observance Days

York University is committed to respecting the religious beliefs and practices of all members of the community, and making accommodations for observances of special significance to adherents. Should any of the dates specified in this syllabus for in-class test or examination pose such a

conflict for you, contact the Course Director within the first three weeks of class. Similarly, should an assignment to be completed in a lab, practicum placement, workshop, etc., scheduled later in the term pose such a conflict, contact the Course director immediately. Please note that to arrange an alternative date or time for an examination scheduled in the formal examination periods (December and April/May), students must complete an Examination Accommodation Form, which can be obtained from Student Client Services, W120 Bennett Centre for Student Services or online at http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf

Academic Honesty

York students are required to maintain high standard of academic integrity and are subject to the Senate Policy on Academic Honesty as set out by York University and by the Faculty of Environmental Studies. Please read the Senate Policy on Academic Honesty (which can be found as Appendix One of the Academic Regulations of the Faculty of Environmental Studies or in the University Policies and Regulations section of the York University Undergraduate Programs Calendar), available at:

<http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm>

There is also an academic integrity website with complete information about academic honesty. Students are expected to review the materials on the Academic Integrity website at:

<http://www.yorku.ca/tutorial/academicintegrity>

Access/Disability

York provides services for students with disabilities (including physical, medical, learning and psychiatric disabilities) needing accommodation related to teaching and evaluation methods/materials. It is the student's responsibility to register with disability services as early as possible to ensure that appropriate academic accommodation can be provided with advance notice. You are encouraged to schedule a time early in the term to meet with each professor to discuss your accommodation needs. Failure to make these arrangements may jeopardize your opportunity to receive academic accommodations.

Additional information is available at <http://www.yorku.ca/cds/> or from disability service providers:

- Office for Persons with Disabilities: Room N110 of the Bennett Centre for Student Services , 416-736-5297,
- Learning and Psychiatric Disabilities Programs - Counselling & Development Centre: Room N110 of the Bennett Centre for Student Services, 416- 736-5297,
<http://www.yorku.ca/cdc/>
- Glendon students - Glendon Counselling & Career Centre: Glendon Hall 111A, 416-487- 6709, <http://www.glendon.yorku.ca/counselling/personal.html>