

ENVS 512I PERSPECTIVES IN PLANNING

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 Instructor:

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Office Hours

Make an appointment to meet in my office or by Zoom: <https://calendly.com/laurataylor>
HNES 263D

Time and Location

Wednesday 2:30 p.m. – 5:30 p.m. Room HNES 142 (in person)

Course Description

The course explores the field of planning in its diverse forms of theory and practice. The focus is on exploring conventional and emerging perspectives of planning theory and practice through selected themes of significance particular to urban and regional planning in Ontario. The goal of this course is to introduce students, at the outset of their MES program, to histories, concepts, and current issues in the broad field of planning. This foundation supports the development of each student's first Plan of Study. The course is organized through eClass and includes a combination of independent work with class time spent on group discussion, in-class activities, guest speakers, and a field trip or two.

Purpose and Objectives

This course 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 interrelated 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, the course will interrogate various modes of practice through case studies and personal accounts from planners working in various fields—from community and environmental planning to urban development, to radical planning and organizing. Lastly, the course equips students with a critical lens to evaluate popular planning discourses, key concepts, and "best practices," and pushes students to identify their own personal and professional values, ethics, and approaches to planning.

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 community and economic development, 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:

- Individual initiative and leadership
- 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 responsibility that accompanies professional experience and invite you to question not only the *how-to* but more importantly, *why* we plan.

Outline

The course is a seminar-style course led by the instructor, with a guest speaker or two. The class will meet weekly. Classes are in person unless public health directives require remote learning. A field trip is planned. EClass is used for course management.

Eligibility

The course is *required* for incoming students in their first term who are considering the Planning Program option in their MES program. All MES students at any stage of their program are welcome.

Requirements

Course reader (required):

Hodge, Gerald, David L. A. Gordon, and Pamela Shaw. (2020). *Planning Canadian Communities: An Introduction to the Principles, Practice, and Participants in the 21st Century*. Seventh edition. Toronto: Nelson, 2020 (on reserve 24-hour loan in Scott Library); note website: <http://planningcanadiancommunities.ca/>

Readings (required): Weekly readings are assigned and linked through eClass to York Libraries and other sources.

Readings (recommended):

Additional weekly readings on eClass and the following texts are identified to add depth to weekly topics and to support your research.

Booth, Wayne, Gregory Colomb, and Joseph Williams. (2016). *The Craft of Research*, 4th ed. Chicago: U of Chicago Press.

Moos, Markus, Tara Vinodrai, and Ryan Walker (Eds). (2020). *Canadian Cities in Transition: Understanding Contemporary Urbanism*. Sixth edition. Oxford University Press. (Note, the previous editions of this title are worth the trip to the library to look at, too, as the chapters have changed over time. Your particular interests may be addressed by chapters in a previous volumes.)

Fainstein, Susan and Scott Campbell. (2016). *Readings in Planning Theory*, 4th ed. Hoboken, NJ: Wiley-Blackwell.

Course materials:

EClass is a communication channel between the instructor and students. Guidance and materials will be updated regularly.

A device for taking pictures is required for the Site Analysis assignment.

Credits: 3.0

Language: Canadian English. Please set the language in your word processor to Canadian or UK English.

Participation:

Attend class each week prepared and ready to participate. Class time will typically be three hours with a 20-minute break; the 3-hour window will be used as appropriate for lectures, structured class activities, group work, and other activities. Field trips off campus may be organized. Lecture materials will be posted on eClass. Please let the instructor know in advance if you are unable to attend class or require accommodation.

Students are evaluated based on attendance, and active and substantive participation in class discussions.

Analysis of Public Meeting Assignment:

Attend two public meetings related to current planning issues and discuss your experience. The two events should be unrelated, focusing on different planning cases. Attend in person if possible; zoom if required.

Prepare a reflection paper (essay with report-style headings) of 5–7 pages considering how the sessions

were organized and facilitated, participants in attendance and absent, the role of the planner(s), what input was invited, what arguments were discussed, what, if any outcome resulted, and your overall assessment of strengths and shortcomings. Make sure to include a description of the host organization and where power originates as well as a description of the participants.

Examples of events include: Community Council or Planning & Development Committee (or equivalent) meetings especially open houses and public information meetings; Local Planning Appeals Tribunal sessions; and Conservation Authority meetings. Avoid Council meetings as these do not often function as planning meetings involving public participation. Check government websites for public consultation dates. For example, you will find City of Toronto's here: <https://www.toronto.ca/community-people/get-involved/public-consultations/>.

Reading materials assigned for week 8 may help you to frame and analyze what you experienced at the meetings. Additional research is expected to support your reflection.

Global Planning Café: Contemporary movements & trends (group assignment):

Working in groups of four, select a contemporary buzzword in planning discourse that promises to solve an urban or regional planning problem from Canada or elsewhere. Ideally, you should select a buzzword relating to your Area of Concentration. Prepare an 18-minute presentation: (a) describe, (b) explain goals, assumptions and context, (c) examples (d) strengths, and (e) limitations. Prepare two questions for the class to ignite a facilitated 20-minute discussion. Select one of the suggested buzzwords from the list on eClass or propose a different topic and confirm with the Instructor.

Individual Site Analysis Assignment: The assignment is to investigate a site and prepare a planning report. A "due diligence" is a comprehensive site analysis prepared in advance of potential land use change. Your due diligence will include the site's settlement and planning history, contemporary environmental and planning context, and your ideas about future change. It is best if you choose a current, past or future home (any type of housing is appropriate). You must be able to physically visit the site while working on the assignment. A property outside of the City of Toronto may be preferable due to limitations on access to planning staff and information (but obviously many of you will choose a Toronto site).

Evaluation of the site analysis will be based on evidence of thorough engagement with research and field work, high quality of written and graphic presentation, and synthetic, critical, and original thinking.

See eClass for detailed requirements and supporting materials. The assignment will be discussed often and in detail in class; time for questions will be included in the scheduled class time.

Course Evaluation: Evaluation will be a qualitative evaluation by the instructor based on class participation and assignments. To guide students' efforts, relative weighting of these activities is:

Participation (attendance; class participation; readings)	Weekly	20%
Analysis of Public Meetings	Monday, October 31; upload to eClass	20%
Global Planning Café Group presentation	In class as assigned	20%
Individual Site Analysis Assignment	Monday, December 5; upload to eClass	40%

The courses in the MES program are set up with a Pass/Unsatisfactory system to encourage collaboration and evaluation is provided by the instructor for course activities and through the final course evaluation form in each student's dossier. A Pass in this course indicates that the student has fully participated in the course, has shown initiative in their own learning, and has a good level of knowledge and synthesis of course concepts. A letter grade will be provided in the instructor's course evaluation in the Dossier, unless otherwise requested by the student.

Prerequisites and Limitations

None.

Relation to other courses

This course is the foundations course for the MES Planning Program.

Technical requirements

If public health directives require remote learning, you may be required to participate in class using the Zoom platform. You will require: a stable, higher-speed Internet connection, a computer with webcam and microphone, and/or a smart device with these features.

Privacy

Please note that our weekly sessions may be recorded so that they can be made available to students who are not able to attend class. Breakout rooms are not recorded. Recordings will only be posted on eClass, which is a Passport-York-protected platform, and links will be deleted following the end of term. Recordings will be stored indefinitely on the Instructor's zoom account but never shared without your permission. All recordings are for the immediate use of students enrolled in the course only. Do not share or re-post any part of the meetings without permissions of all involved for any reason, ever.

Schedule of Topics and Readings by week (subject to change):

The following list of lecture topics and readings is provided for your information. The schedule and content are subject to change. The readings are listed according to date and are to be read in preparation for the corresponding class. Refer to the eClass for updated schedule as well as links to assigned and recommended readings.

Week/ Date	Theme	Lecture Theme and Activities	Required Readings, Homework & Assignments (see eClass for links to weekly required and recommended readings)
0	Getting ready	Review eClass.	Review eClass and check out the assigned and recommended readings. Buy textbook. Let the instructor know if you have any questions.
1 Sep 7	Introduction (and course overview)	★Lecture: Foundations ⊙Discuss syllabus and readings ⊙Discuss assignments; assign Global Planning Café groups	No readings assigned.

Week/ Date	Theme	Lecture Theme and Activities	Required Readings, Homework & Assignments (see eClass for links to weekly required and recommended readings)
2 Sep 14	The city in history	★Lecture: History ➔ Planning reps visit ◎Discuss Site Analysis *Register for OPPI Conference	Chapters 3 & 4 in <i>Planning Canadian Communities</i> Marcuse, P. (2011). The three historic currents of city planning. <i>The New Blackwell Companion to the City</i> , 643-655.
3 Sep 21	OPPI Conference (<u>no class</u>)	Attend in person (register!) or online Ontario Professional Planners Institute conference in London, Ontario Sep 21–22	Chapters 1, 2 & 6 in <i>Planning Canadian Communities</i>
4 Sep 28	A history of Euro-american planning movements	★Lecture ➔ ◎Discuss assignments	Chapter 5 in <i>Planning Canadian Communities</i> Scott, J. C. (2008). The high-modernist city: An experiment and a critique. In <i>Seeing Like a State</i> (pp. 103-146). Yale University Press.
5 Oct 5	Planning's other histories: settler colonialism and social control	★Lecture ◎Discuss Site Analysis proposed sites ➔ Research mapping exercise; Dana Craig, YorkU Libraries	Dorries, H., Hugill, D., & Tomiak, J. (2019). Racial capitalism and the production of settler colonial cities. <i>Geoforum</i> , 263–270 Hall, P. (2014). The city of the dreadful night, Chapter 2 in <i>Cities of tomorrow: An intellectual history of urban planning and design since 1880</i> . 4th ed. pp. 12–48 Wiley Blackwell. Watson, V. (2009). Seeing from the South: Refocusing urban planning on the globe's central urban issues. <i>Urban Studies</i> , 46(11), 2259–2275
Oct 5	Confirm site for Site Analysis Assignment	Confirm with instructor in person or by email	
Oct 12	Fall Reading Week	No class	No readings this week

Week/ Date	Theme	Lecture Theme and Activities	Required Readings, Homework & Assignments (see eClass for links to weekly required and recommended readings)
6 Oct 19	TBC	Alternative class activity today. Stay tuned!	
7 Oct 26	Plan-making	★ Lecture ➔ Global Planning Café ⊙ Workshop Site Analysis	Chapters 7 & 9 in <i>Planning Canadian Communities</i> Review an Official Plan (online)
Mon Oct 31	Analysis of Public Meeting paper due		
8 Nov 2	Civic engagement and the public interest	★ Lecture ➔ Global Planning Café ⊙ Discuss assignment	Chapter 15 in <i>Planning Canadian Communities</i> Slotterback, C. S. & M. Lauria. (2019). Building a foundation for public engagement in planning: 50 years of impact, interpretation, and inspiration from Arnstein's ladder. <i>Journal of the American Planning Association</i> , 85(3), 183–187
Nov 3–5	ACSP Conference	Association of Collegiate Schools of Planning Conference	
9 Nov 9	Land economics and planning	★ Lecture ➔ Global Planning Café ⊙ Workshop Site Analysis	Sebert, L. (1980). The land surveys on Ontario 1750–1980. <i>Cartographica</i> , 17(3), 65–106.
Nov ??	Visit OPPI office		
10 Nov 16	Planning and the environment	➔ Global Planning Café ⊙ Discuss	Spirn, Anne Whiston (2011) Ecological urbanism: A framework for the design of resilient cities, pp. 1–35. Eisenman, T. S. 2013. Frederick Law Olmsted, green infrastructure, and the evolving city. <i>Journal of Planning History</i> . 12(4): 287–311

Week/ Date	Theme	Lecture Theme and Activities	Required Readings, Homework & Assignments (see eClass for links to weekly required and recommended readings)
11 Nov 23	Advocacy, equity, and ethics in planning	➔ Global Planning Café	Forester, J. (1982) Planning in the face of power. <i>Journal of the American Planning Association</i> , 48(1), 67–80. Watson, V. (2013). The ethics of planners and their professional bodies. <i>Cities</i> . 32, 167–168.
12 Nov 30	Field trip		No readings this week
Mon Dec 5	Individual Site Analysis assignment due	Upload to eClass	

CIP/OPPI Planning Accreditation

For students seeking planning accreditation, this course assists students in achieving their Canadian Institute of Planners and Ontario Professional Planners Institute accredited planning program certification, by directly supporting attainment of their functional and enabling competencies.

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 and 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

Access / Disability

If you have a health-related learning, physical, psychological or sensory impairment and require accommodations in teaching style or evaluation methods, please register with the Office for Persons with Disabilities. Once registered, the Instructor will be notified and can make arrangements for necessary accommodations.

PLEASE NOTE:

Students who feel that there are extenuating circumstances that may interfere with the successful

completion of the course requirements are encouraged to discuss the matter with the Instructor *as soon as possible*. Students with physical, learning or other disabilities who require reasonable accommodations in teaching style, access to materials, or evaluation methods should discuss this with Instructor early in the term so that appropriate arrangements can be made. Do not hesitate to ask.

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/>

Lateness Penalty:

Assignments received later than the due date will be penalized 5% of the value of the assignment *per day* that the assignments are late. For example, if an assignment worth 20% of the total course grade is a day late, 1 point out of 20 (or 5% per day) will be deducted. Exceptions to the lateness penalty for valid reasons such as illness or compassionate grounds will be considered by the Instructor only when supported by written documentation (e.g., a doctor's letter).

Late assignments will not be accepted after 11:59 p.m. December 16, 2022.

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: <https://www.yorku.ca/unit/vpacad/academic-integrity/>

Dr. Taylor is committed to maintaining the highest standards of academic integrity. Please be advised that conduct that violates the ethical or legal standards of the University community may result in serious consequences. For more information, please contact the Director, Student and Academic Services and/or the EUC Graduate Writing Program Coordinator.

Research Ethics:

Although not assigned for this course, student are advised that if they intend to conduct research using human participants, they must discuss their research proposal with the instructor and may be required to submit the following for approval *prior* to the conduct of research:

1. three copies of a proposal outlining the purpose of the research and the methodology to be used
2. three copies of the Faculty of Environmental and Urban Change Human Participants Research Protocol Form, and

3. three copies of the Written Informed Consent form or a script of Verbal Informed Consent (Verbal Informed consent is permissible only in extenuating circumstances, where written communication is not feasible). This material will be reviewed by a Sub-committee of the Research and Awards Committee. Reviews will take up to 2 weeks from the date of submission. If the research is not approved prior to the conduct of the research, then the research will not have received research ethics clearance and will be deemed unacceptable for submission as a component of this course. Information regarding the use of human participants in research studies may be found on the Faculty of Graduate Studies webpage

<http://www.yorku.ca/grads/polc/ethics.htm>. Students are advised that all human participants in the research must have either signed a written consent form or have provided oral consent for their participation in the research. Students also are advised that the consent forms must be retained by the Principal Investigator for two years following the completion of the research.