

### **ENVS 6131 ENVIRONMENTAL PLANNING (ALL MY RELATIONS DELIBERATIONS)**

Focus is on planned approaches to identifying and resolving environmental problems encountered in human settlements. Consideration is given to the location, form, pattern and functioning of human communities in relation to the natural environment, as well as to the liveability and quality of built environments.

#### **Course Instructor:**

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Professor

FEUC

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#### **Office Hours**

Course consultation hours will be held immediately following each class or make an appointment to meet by Zoom.

#### **Time and Location**

Thursdays 14:30 – 17:30.

#### **Course Description**

The purpose of this course is to explore issues of nature and the environment as they intersect with land-use planning. A larger perspective on global urban regions is emphasized, but students are encouraged to make connections to the experience in the Toronto region. Environmental and social justice perspectives and critiques of environmental planning foundations and approaches will be discussed throughout. Themes include environmental and ecological planning thought, green gentrification, Indigenous planning, the sacred in planning, the seventh-generation principle, conservation and protection, climate justice, park (in)equity, integrated watershed planning, urban and landscape ecology, and green infrastructure.

#### **Purpose and Objectives**

This course is designed to provide a general introduction to environmental planning in theory and practice. More specifically, this course intends to:

- Engage students with scholarly literature related to environmental planning and social (in)justice
- Engage with Indigenous concepts of the sacred and their relevance for environmental planning
- Engage with environmental planning issues internationally, comparatively, and in the greater Toronto region as case studies of social environmental (in)justice challenges facing other fast-growing urban regions

- Engage students to think of environmental planning as all my relations deliberations
- Encourage students to think about their own Plans of Study and scholarship through exposure to the themes of the course
- Encourage students to experiment with and develop practical skills to enhance their MES program and career, ranging from field observation skills to communication (visual, written, oral) and collaboration skills to multimedia design and production in digital storytelling
- Support achievement of professional planning competencies as defined by the Canadian Institute of Planners (CIP), including "functional" planning knowledge and skills, and "enabling" planning competencies related to professionalism, planning values, and ethics. See details below.

## Outline

The course is a seminar-style course led by the instructor, with a guest speaker or two. The class will meet weekly. The course is organized in lectures, discussions of the readings co-facilitated by students, plus learning activities and assignments that require some self-guided and collaborative work. EClass is used for course management.

## Requirements

*Readings:* The course will focus on selective readings from two books published recently:

Anguelovski, Isabelle and James Connolly, editors, *The Green City and Social Injustice: 21 Tales from North America and Europe*. London and New York: Earthscan from Routledge, 2021. The book is available on line at the York Libraries.

Engle, Jayne, Julian Agyeman, and Tanya Chung-Tiam-Fook, editors, *Sacred Civics: Building Seven Generation Cities*. London and New York: Earthscan from Routledge, 2022. This book can be downloaded for free at the publisher's website.

See also the following two documents on policy tools. One of them asks a key question of the course: "What does it look like to envision green spaces as sites through which to build a more equitable and just world?":

*Policy and Planning Tools for Urban Green Justice* (Barcelona: BCNUEJ, 2021).

<https://www.bcnuej.org/wp-content/uploads/2021/04/Toolkit-Urban-Green-Justice.pdf>

*Sharing in the Benefits of a Greening City: A Policy Toolkit in Pursuit of Economic, Environmental and Racial Justice* (Minneapolis, University of Minnesota: The Creative Initiative, 2020).

[https://create.umn.edu/wp-content/uploads/2020/02/sharing\\_in\\_the\\_benefits\\_of\\_a\\_greening\\_city\\_-\\_final\\_web.pdf](https://create.umn.edu/wp-content/uploads/2020/02/sharing_in_the_benefits_of_a_greening_city_-_final_web.pdf)

There are additional readings supplied in eclass. Some more may be added.

The premise of the course, the textbooks, and the readings is that (environmental) planning needs to take social (in)justice more seriously, that is, explore the classist, racist, sexist, ageist (childist), ableist

(sanist), and speciesist elements in the field. Concepts that relate to these elements include different conceptions of land, Indigeneity, gentrification (commercial and residential), tourismification, environmental justice and equity, intergenerational privilege, citizenship, accent, access, income disparities, the wealth gap, and intersectionality.

If we accept what Rena Soutar, reconciliation planner for the City of Vancouver Parks & Recreation, has called a “white supremacist baseline” of planning, how is it expressed historically and in the present day, and what can environmental planning and environmental planners do to ameliorate it in the future? How can we use the white supremacist baseline as a way to audit current environmental planning policies and pose hard questions to environmental planners? How can we use alternative forms of environmental planning that foregrounds social justice? What do sacred civics and the concept of seven generation cities offer in this regard? What constraints do the profession as a whole and groups and individual planners face in addressing such questions?

*Participation:* Attend class each week prepared and ready to participate. Class time will typically be three hours, with 10-minute breaks. Please let the instructor know in advance if you are unable to attend class.

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

*Co-facilitation:* Students will be asked to assist in facilitating class discussions. In advance of discussions, the instructor will ask students to organize and support class learning and engagement through activities such as reviewing the textbook chapters, comparing them, providing context for them, and posing questions about them.

*Position paper on “the relevance of social justice and the sacred in environmental planning”:* Students are asked to write a paper on the relevance of social justice and the sacred for environmental planning as an academic subject, professional practice, and as a component in their lives as scholars, citizen-taxpayers, and future professionals. The primary engagement should be with the textbooks but also other relevant work mentioned in the course as well as material from your own research and experience. You can collaborate on this paper. If so, I will assume equal contributions from all the authors.

*Credits:* 3.0

The relative efforts assigned to the different course activities are listed below. They also form the basis for the assignment of a letter grade should a student request it. This evaluation will be a qualitative evaluation by the instructor:

Participation (attendance and readings):	30%
Co-facilitation:	20%

Position paper or any other writing or project related to the course themes, especially the one that takes social equity seriously in environmental planning (to be negotiated with the instructor): 50%

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 if requested by the student.

### **Prerequisites and Limitations**

None.

### **Relation to other courses**

This course builds upon concepts introduced in ENVS 5121 Perspectives in Planning. For students who have taken ENVS 5103 Nature and Society, this course provides more deliberate spatial consideration of human-environment relationships. For students who have taken ENVS 6132 Urban Environmental Design or ENVS 6330 Environmental Planning Workshop, there will be a greater focus on critical reflection on environmental and ecological design and planning, as well as land-use planning practice.

### **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 that first class. Refer to the eClass for links to assigned and recommended readings.

Week/ Date	Assigned/Recommended Readings and Viewings
1 Se 7	<p><b><i>Introduction, course overview, Alternative Campus Tour, Land Acknowledgement, and African Ancestor Acknowledgement</i></b></p> <p>Review your POS and think about this course as a Learning Strategy: what learning objectives do you wish to meet in completing the course? Articulate these learning objectives as the course evolves and also state in what ways the course satisfies them.</p> <p>Discuss syllabus and readings; assign co-facilitators</p> <p>Review eClass and check out the assigned and recommended readings. Let the instructor know if you have any questions.</p> <p>For a video on Sacred Civics:</p> <p>Sacred Civics: What would it mean to build seven generation cities? Jayne Engle.  <a href="https://www.youtube.com/watch?v=x0oBMDgsfx4&amp;t=137s">https://www.youtube.com/watch?v=x0oBMDgsfx4&amp;t=137s</a></p> <p>For a video launching <i>The Green City and Social Injustice</i>, see:  <a href="https://www.youtube.com/watch?v=6Td32NxSYps">https://www.youtube.com/watch?v=6Td32NxSYps</a></p> <p>See also, more generally, From green privilege to green gentrification, with Isabelle Anguelovski.  <a href="https://www.youtube.com/watch?v=QZzsNsMi5Lw">https://www.youtube.com/watch?v=QZzsNsMi5Lw</a> and <a href="https://www.shareable.net/podcasts/the-green-city-and-social-injustice/">https://www.shareable.net/podcasts/the-green-city-and-social-injustice/</a></p>
2 Se 14	<p><b><i>Introduction to The Green City and Social Injustice (GCSI) and Sacred Civics Building Seven Generation Cities (SC). What are their basic messages? How are they different and similar? What is their relevance for environmental planning/planners? How do the readings instruct us to begin thinking and acting as "all my relations deliberators"? What are Land Acknowledgements? What are some of the ways to think about them? How do they figure in environmental planning and all my relations deliberations?</i></b></p> <p>Readings:  GCSI, Introduction - Positioning Urban Green Injustices, The editors</p> <p><b>SC: Introduction</b>  1 Imagine Shaping Cities as if People, Land, and Nature Were Sacred, Jayne Engle, Julian Agyeman, and Tanya Chung-Tiam-Fook  2 Awakening Seven Generation Cities, Tanya Chung Tiam-Fook, Jayne Engle, and Julian Agyeman  9 Reconciling Relationships with the Land through Land Acknowledgements, Deborah McGregor and Emma Nelson</p> <p>Alternative Campus Tour, Home. <a href="https://alternativecampustour.info.yorku.ca">https://alternativecampustour.info.yorku.ca</a></p> <p>Alternative Campus Tour, Land Acknowledgement. <a href="https://alternativecampustour.info.yorku.ca/land-acknowledgement/">https://alternativecampustour.info.yorku.ca/land-acknowledgement/</a></p>

Week/ Date	Assigned/Recommended Readings and Viewings
3 Se 21	<p><i>What structural obstacles do environmental planners face in promoting green cities that are also socially equitable? What lessons can we glean from the case studies in GCSI? I</i></p> <p>Readings:  <b>GCSI, Part 1 - The Social Costs of Glitzy Green Urbanism</b>  1 Milan's Private Vertical Forests vs. Horizontal Urban Greening, Lucia Di Paola  2 Dismantling the Just City: The Unevenness of Green Experiences in Amsterdam-Noord, Carmen Pérez del Pulgar  3. A Green Capital for All? Austerity, Inequalities and Green Space in Bristol, Austin Matheney, Carmen Pérez del Pulgar, Galia Shokry  4. Enacting a Rail-to-Park project in Valencia Parc Central or the Actual Construction of Green Gentrification, Lucía Argüelles Ramos</p>
4 Se 28	<p><i>What structural obstacles do environmental planners face in promoting green cities that are also socially equitable? What lessons can we glean from the case studies in GCSI? II</i></p> <p>Readings:  <b>GCSI, Part 2 - Compounded Risks and Impacts of Urban Greening in Post-industrial Environments</b>  5. Is Cleveland's Vision of a "Green City on a Blue Lake" a Path for Social Equity or Green Gentrification, Margarita Triguero-Mas and Wendy A. Kellogg  6. West Dallas: The "Nowhere" that Became "Somewhere", Helen Cole  7. Land Remediation in Glasgow's East End: A 'Sustainability Fix' for Whose Benefit?, Melissa García-Lamarca and Neil Gray  8. A Community Fights for its Health While Battling Impending Gentrification: Bayview-Hunters Point, San Francisco, James Connolly  9. Resisting Green Gentrification: Seattle's South Park Neighborhood Struggles for Environmental Justice, Helen Cole, Troy Abel</p>

Week/ Date	Assigned/Recommended Readings and Viewings
5 Oc 5	<p><i>How can we intervene and promote a more inclusive and deliberative approach in the environmental planning process? How do Jay Pitter's call to courage, Owain Jones' urge for pragmatism, and Engle et al.'s participatory systems speak to action? How does the classic piece on environmental planning by Michael Hough speak to the call for "all my relations deliberations" made in the course?</i></p> <p><b>SC, PART III Agency</b> 11 Social Infrastructure for Our Times: Building Participatory Systems that Value the Creativity of Everyone, Jayne Engle, Tessy Britton, and Pamela Glode-Desrochers</p> <p><b>Other readings</b> Pitter, J. 2020. A Call to Courage: An Open Letter to Canadian Urbanists. June 10. Canadian Urban Institute. In this piece by MES graduate and urban place maker Jay Pitter challenges environmental planners and urbanists more generally to examine their own position on social equity issues. Do the textbooks promise to contribute to Pitter's call? What practical and practice lessons can you draw from the textbooks generally and specifically to answer Pitter's call? Keep these questions in mind throughout the course.</p> <p>Jones, Owain (2020). "Pragmatism, Anti-Representational Theory, and Local Methods for Critical-Creative Ecological Action." In Wills, J. and Lake, B., eds., <i>The Power of Pragmatism: Knowledge Production and Social Inquiry</i>. Manchester: Manchester University Press.</p> <p>Hough, Michael and Judy Hanks-Henn. 1989. Nature and the city. <i>Landscape Architecture</i>, vol. 79, no. 7, 1989, pp. 40–43.</p>
Oc 12	<b>Reading Week</b>
6 Oc 19	<p><i>What do Indigenous teachings contribute to environmental planning? How do the answers to these questions complement and complicate the OPPI's report on perspectives on Indigenous planning? What are the strengths and weakness of the City of Toronto's efforts to build better relationships with Indigenous peoples?</i></p> <p><b>SC, PART I Space</b> 3 Honouring the Sacred in Cities: Indigenous Teachings for City Building, Indigenous Teachings for City Building, Tanya Chung Tiam-Fook 5 (Un)situated Improvisation, AbdouMaliq Simone 6 Co-creating the Cities We Deserve through Indigenous Knowledge, Ginger Gosnell-Myers</p> <p><b>SC, PART III Agency</b> 12 The Ceremony of Reclaiming Agency through Wonder, Catherine Tamaro</p> <p><b>Other readings</b> Ontario Professional Planners Institute. 2019. <i>Indigenous Perspectives on Planning</i>. Report of the Indigenous Planning Perspectives Task Force, June.</p> <p>Anderson, Doug and Alexandra Flynn, Rethinking 'Duty': The City of Toronto, A Stretch of the Humber River, and Indigenous-Municipal Relationships, <i>Alberta Law Review</i>, 58, 1 (2020), 107-132.</p>

7  
Oct 26

Field trip

or

*What do the readings teach us about climate justice? What do the readings teach environmental planners about climate change policy? How are the readings different and similar to the CIP's policy on climate change?*

**GCSI, Part 3 - (Re)creating Unjust Racialized Landscapes in the Green City?**

13. Addressing Green and Climate Gentrification in East Boston, Galia Shokry and Isabelle Anguelovski

17 Competing Risksapes of Climate Change, Gentrification and Adaptation in Philadelphia's Hunting Park Neighborhood, Galia Shokry

**SC, PART III Agency**

13 Feminist, Antiracist Values for Climate Justice: Moving beyond Climate Isolationism, Jennie C. Stephens

Canadian Institute of Planners. *Policy on Climate Change Planning*. Ottawa: CIP, 2018.

<https://www.cip-icu.ca/getattachment/Topics-in-Planning/Climate-Change/policy-climate-eng-FINAL.pdf.aspx>

or

***Environmental" Planning for the Aggregate Cycle: Possibilities and Constraints***

Leffers, Don, Gerda Wekerle, and L. Anders Sandberg, 2022. "Competing Claims in Land Use Policy: Property Development and Mineral Aggregate Industries." *Journal of Environmental Planning and Management*, 65 (10), 1875-1892.

Van Wagner, Estair, 2013. "Putting Property in its Place: Relational Theory, Environmental Rights and Land Use Planning," *Revue générale de droit*, 43, 275-315.

Wang, Sheila and Emma McIntosh, 2021. "Paved paradise? Bradford bypass shrouded in secrecy," *Toronto Star*, 31 October, pp. A1, A8-A10.

Krackle, Joey, 2015. "First Nations need resource revenue share of the aggregate industry," Anishinabek News.ca, October 19. <http://anishinabeknews.ca/2015/10/19/first-nations-need-resource-revenue-share-of-the-aggregate-industry/>

Wente, Maggie, 2017. "Consultation funding and a fair process required to meet consultation obligations." *OKT Law*, n.d.

<https://www.oktlaw.com/consultation-funding-fair-process-required-meet-consultation-obligations/>

or

***Park planning and management for equity***

Mell, Ian et al. 2021. "Access to Nature in a Post Covid-19 World: Opportunities for Green Infrastructure Financing, Distribution and equitability in Urban Planning," *International Journal of Environmental Research and Public Health*, 18, 4, 1-16



Week/ Date	Assigned/Recommended Readings and Viewings
	<p>Park People, 2021. <i>The Canadian City Parks Report</i>. Centring Equity &amp; Resilience.  <a href="https://d2021.ccpr.parkpeople.ca/uploads/ccpr_print2021_EN_A1_0ede50f178.pdf">https://d2021.ccpr.parkpeople.ca/uploads/ccpr_print2021_EN_A1_0ede50f178.pdf</a></p> <p>Garrett, Jake Tobin. 2021. Green Spaces Needed to Keep Cities From Overheating. <i>Toronto Star</i>, 7 July, A15.</p> <p>Canadian Urban Institute, 2020. <i>How will we ensure equitable access to parks and public spaces</i>. June 11.  <a href="https://canurb.org/citytalk-news/cities-in-the-time-of-covid-19-how-will-we-ensure-equitable-access-to-parks-and-public-spaces/">https://canurb.org/citytalk-news/cities-in-the-time-of-covid-19-how-will-we-ensure-equitable-access-to-parks-and-public-spaces/</a></p>
8 No 2	<p><b><i>What do black commons teachings contribute to environmental planning? How do the answers to these questions complement and complicate the Jane and Finch Community Team's piece on Park Perceptions and Racialized Realities?</i></b></p> <p><b>GCSI, Part 3 - (Re)creating Unjust Racialized Landscapes in the Green City?</b>  10 Reshaping Legacies of Green and Transit Justice through the Atlanta Beltline,  11 A New Shade of Green: From Historic Environmental Inequalities over Green Amenities to Exclusive Green Growth in Austin, James J.T. Connolly and Mateus Lira  12. The Racial Inequities of Green Gentrification in Washington, D.C., Isabelle Anguelovski, Malini Ranganathan, Derek Hyra  13. Addressing Green and Climate Gentrification in East Boston, Galia Shokry and Isabelle Anguelovski</p> <p><b>GCSI, Part 5 - (Fragile) Green Justice Victories and Grey Zones in the Just Green City</b>  21 Can Community Mobilization be Inclusive of the Black Community in its Fight Against Green Gentrification? Margarita Triguero-Mas, Mario Fontán-Vela, and Taliah Dommerholt</p> <p><b>SC, PART II Time</b>  4 The Black Commons: A Framework for Recognition, Reconciliation, Reparations, Julian Agyeman and Kofi Boone  7 Unsettling the Coloniality of Foresight, Aarathi Krishnan  8 Inhabiting the Edge, Edgar Pieterse</p> <p><b>Other reading</b>  Jane and Finch Community Team, 2022. <i>Park Perceptions and Racialized Realities in Two Toronto Neighbourhoods</i>. <a href="https://drive.google.com/file/d/1mEC-aOok9YsL9dk_z2BXyFSedYwDJIQP/view">https://drive.google.com/file/d/1mEC-aOok9YsL9dk_z2BXyFSedYwDJIQP/view</a></p>

Week/ Date	Assigned/Recommended Readings and Viewings
9 No 9	<p><i>Disability is not always considered in environmental planning or racial and environmental justice writings. Consider the Jampel reading in the context of the other readings. Are her concerns visible in them? If so, how? If not, how could they be?</i></p> <p>Jampel, Catherine. Intersections of disability, racial injustice and environmental justice. <i>Environmental Sociology</i>, 4, 10 (2018), 122-135.</p> <p>Saxton, Marsha and Alex Ghenis, "Commentary: Disability and climate change – impact on health and survival." <i>Environmental Health News</i>, May 18, 2018.  <a href="https://www.ehn.org/climate-change-and-disability-2569643231.html">https://www.ehn.org/climate-change-and-disability-2569643231.html</a></p> <p>Recommended</p> <p>Terashima, Mikiko and K. Clark, The precarious absence of disability perspectives in planning research. <i>Urban Planning</i> 6,1 (2021), 120-132.</p>

10  
No 16

Deliberating with the non-human: A case study of Canada Geese

Clancy, Cara, More-than-human territoriality: the contested spaces and beastly places of Canada geese in Europe's largest urban wetland, *Urban Geography*, <https://doi.org/10.1080/02723638.2021.1907972>

Leap, Braden, "Not a zero-sum game: Inequalities and resilience in Sumner, Missouri, the Gooseless Capital of the World," *Gender, Place and Culture*, 25, 2, 288-308.

Tsuji, Leonard et al. 2020. "Harvest Programs in First Nations of Subarctic Canada: The Benefits Go Beyond Addressing Food Security and Environmental Sustainability Issues," *International Journal of Environmental Research and Public Health*, 17, 8113, 1-24.

Shennoy, Seema. A (not so) little bird is telling us ...: Thinking with geese on the York University campus. Alternative campus Tour. <https://alternativecampustour.info.yorku.ca/2018/09/a-not-so-little-bird-is-telling-us-thinking-with-geese-on-the-york-university-campus/>

Johnson, Betty. 2021. Canadian Geese Reaffirm Plans to Fuck Up Every Walk You Take From Now Until November. *The Beaverton*, 16 April. <https://www.thebeaverton.com/2021/04/canadian-geese-reaffirm-plans-to-fuck-up-every-walk-you-take-from-now-until-november/>

Humane Society of the United States. N.d. Solving Problems with Canada Geese: A Management Plan and Information Guide. <https://www.humanesociety.org/sites/default/files/docs/canada-goose-guide.pdf>

Campbell, Michael 2021. Study on Public Perception of Campus Geese Launched. *The Manitoban*, June 29. <http://www.themanitoban.com/2021/06/study-on-public-perception-of-campus-geese-launched/42238/>

CBC Radio, FM 99.1. 2023. The Great Canadian Goose Show, 51.21 minutes. <https://www.cbc.ca/player/play/2047121475579>

or

Planning for Stormwater Management

Hendricks, Marccus and Shannon Van Zandt, Unequal Protection Revisited: Planning for Environmental Justice, Hazard Vulnerability, and Critical Infrastructure in Communities of Color, *Environmental Justice*, 14, 2 (2021), 87-97.

Gandy, Matthew 2004. "Rethinking Urban Metabolism: Water, Space and the Modern City," *City*, 8, 3, 363-379.

Raver, Anne. 2018. Where the Water Was. *Landscape Architecture Magazine*, October issue. <https://landscapearchitecturemagazine.org/2018/11/16/where-the-water-was/>

Micallef, Shawn. 2021. Stormwater Fee is the Right Step for City's Future. *Toronto Star*, 5 July, A10.

Sandberg, L. Anders n.d. Stong Pond: What role does it play in managing storm water on campus? <https://alternativecampustour.info.yorku.ca/2017/09/stong-pond-what-role-does-it-play-in-managing-the-storm-water-on-campus/>

Potential Case Study:

Week/ Date	Assigned/Recommended Readings and Viewings
	<p>The TRCA has recently hosted public consultations about steps to lessen the chance of flooding in the Rockcliffe-Smythe neighbourhood on the Black Creek, south of York University, an area that is the most affected by flooding in the Toronto area.</p> <p>For the project itself, see Rockcliffe Riverine Flood Mitigation Project Municipal Class Environmental Assessment. <a href="https://trca.ca/conservation/green-infrastructure/Black-Creek-environmental-assessment/">https://trca.ca/conservation/green-infrastructure/Black-Creek-environmental-assessment/</a></p> <p>For the City's pilot project in the area, GreenForceTO, to develop green spaces into rain gardens and other measures to absorb or slow rain water before it swells the creek, see Green Streets. <a href="https://www.toronto.ca/services-payments/streets-parking-transportation/enhancing-our-streets-and-public-realm/green-streets/">https://www.toronto.ca/services-payments/streets-parking-transportation/enhancing-our-streets-and-public-realm/green-streets/</a></p>
11 No 23	<p><i>So what will a just, sustainable, and green city look like? What do this week's readings tell us? What theoretical and practical insights are we given?</i></p> <p><b>GCSI, Part 5 - (Fragile) Green Justice Victories and Grey Zones in the Just Green City</b>  18 A Green, Livable Copenhagen in the Shadow of Racializing, Neoliberalizing Politics, Rebecca L. Rutt  19 Will 'Extraordinary Gardens' and Social Housing Ensure Nantes is Green and Affordable for All? Francesc Baró and Isabelle Anguelovski  20 Prioritizing Green and Social Goals: The Progressive Vienna Model in Jeopardy, Carmen Pérez del Pulgar  22 Enacting Just Urban Green Futures: Promising Policy and Planning Tools and Regulations for Europe and North America, Emilia Oscilowicz, Sarka Hajtmarova, and Isabelle Anguelovski</p> <p><b>GCSI, Conclusion - A New Tale for the Green City?</b> James J.T. Connolly, Isabelle Anguelovski, Melissa García-Lamarca, Emilia Oscilowicz</p> <p><b>SC, PART IV Togetherness</b>  14 Participatory Futures: Reimagining the City Together, Kathy Peach and Laurie Smith  15 Basque Civics, Gorka Espiau and Itziar Morena  16 Commons Economies in Action: Mutualizing Urban Provisioning Systems, Michael Bauwens, Rok Kranjc, and Jose Ramos  17 Radicle Civics—Unconstituting Society: Building 21st-Century Civic Infrastructures, Fang-Jui "Fang-Ray" Chang and Indy Johar</p>
12 No 30	<p>Summary, conclusions, celebration</p> <p>What does it mean to be an environmental planner? What does it mean to be an all-my-relations deliberator? What would a Turtle Island Institute of All My Relations Deliberations look like? Does it already exist? What has this course taught you? How important has it been, a useful asset or a pain in the neck soon to be forgotten? Is it relevant to environmental planning?</p>

### 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, as follows.

Functional competencies are integrated into coursework, including:

1. The history and principles of community planning through review, discussion, and engagement with historic and contemporary settlement and planning of the Toronto region. Students will gain knowledge of: human settlement, along with its evolution and history; the influence of the natural setting and site context, geography, economy, environment and sustainability issues, plus political and social structures. Students will be able to: identify lessons learned from past experiences; link lessons learned in human settlement to current and future planning challenges and opportunities.
2. Local government and relation to provincial government, finance and land use, and the broad principles that guide the physical design of communities and the design and operation of infrastructure and services through consideration of the interrelationships between transportation and other infrastructure that shape and continue to shape the Toronto region. This includes: the role that transportation infrastructure plays in determining community structure; the roles of economic development and social service provisions, including housing; understanding the elements of sustainable community building and the progression of sustainable initiatives.
3. The course has a strong emphasis on planning theories, principles, and practices related to environmental planning, especially related to understanding the strengths, limitations, and uncertainties associated with the political, social, environmental, cultural and economic nature of public interest and the roles of professional judgment, expertise and advice within these frameworks.
4. The course emphasizes the political and institutional frameworks of planning. Consideration of the political, legal and institutional contexts of the realm of planning practice will be given through broad examination of the legislative and regulatory context of past and current plans and initiatives. Students will learn to critically evaluate policy formulation, evaluation, and tools and strategies for implementation.
5. The course focuses on environmental and sustainable development issues, including an understanding of: environmental management, biophysical environments and systems, ecological limits and processes, and science and sustainability; the relationship between ecological, social and economic factors in planning, including the concept of sustainable development. Students will be encouraged to assess issues and the effects on development actions and will be encouraged to debate and link the relationships by using planning as a positive influence.
6. Diversity and inclusiveness will underpin the consideration of environmental planning.

Enabling competencies are integrated into coursework, specifically:

1. Issues identification, through the process of working through the course assignments.
2. Throughout the course, students are required to exercise their problem-solving and decision-making skills, research and analysis, innovation and creativity, and political awareness.
3. Through in-class discussion and exercises and group discussions, students will work on their competencies related to: integrity and trust; diversity and inclusiveness; small group discussions; listening skills; and especially written and oral presentation. Students will be encouraged to develop their leadership skills through self-reflexive consideration of their own and their classmates' values and vision, and to monitor progress and identify when to make corrections

through group work.

### **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, compassionate grounds, etc. 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 31, 2023.

### **Academic Honesty:**

#### **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/academic\\_integrity/](http://www.yorku.ca/tutorial/academic_integrity/)

The instructor 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, students 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.