

**FACULTY OF ENVIRONMENTAL AND URBAN CHANGE  
YORK UNIVERSITY**

**ENVS 6331 Planning in Toronto Workshop: Engaging Communities in Municipal Planning**

**Fall**

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**Course Instructor:** Christine Furtado MES Pl. PMP

**Location:**

Room HNES 142; 25 York Street, Floor 7, WSP Canada (Learning or Decision Room); Hybrid

**Time:** 4:30 PM -7:30 PM

**Official Course Description (Calendar Description)**

This project-based course examines current planning practices in Toronto. Students learn about complex problems that planners typically need to resolve when dealing with significant projects in major North American cities.

**Expanded Course Description**

Public participation is an essential component of planning practice in Ontario. Engaging the public in the review and creation of planning policy is challenging, especially when such policies have the potential to impact our housing choices, the natural environment and our overall experiences in cities. Planners are required to serve the public interest by exercising their independent professional opinion and upholding the Canadian Institute of Planners and Ontario Professional Planners Institute Code of Conduct. In practice, planning consultants are hired to research, analyze, plan for and engage communities in decision-making. The preparation of a consultation plan is the first step in engaging communities and enables a stronger understanding of the local context and scope of the decision-making process. Executing the consultation plan and completing tasks like facilitation of public meetings is an important skill to master when undertaking any municipal planning project.

**Learning Outcomes**

This course will:

- Provide perspectives in municipal planning practice using case studies.
- Engage students in understanding engagement principles and the importance of public engagement in planning.
- Support achievement of professional planning competencies as defined by the Canadian Institute of Planners (CIP), with a discussion on the concept of the public interest.
- Analyze various theoretical models and frameworks for public engagement.
- Examine best practices (includes case studies) in public engagement in Ontario and elsewhere.
- Recognize the ethical components of public engagement with various groups.
- Explore digital tools and technologies for enhancing public participation.
- Foster teamwork and collaborative problem solving by completing a group project.

**Anticipated Course Readings or Texts**

\*additional readings may be assigned or recommended during the course.

**Evaluation: Grading and Course Requirements**

- Participation: 25%

- Short Literature Review/Paper: 15%, due end of week 4
- Group project (presentation, consultation plan, peer evaluation): 60%, presentations likely weeks 9-11 depending on number of students enrolled in class. Final consultation plans due last week of course.

### **Course Assignments**

Activities include lectures, guest speakers, data collection, research and studio-style working sessions. Final presentations will be made to an identified “client” for the assigned team project. This workshop requires students to be available to collaboratively work in person with course directors and their group. TTC fare will be required to attend sessions off-campus.

#### **Activity #1. Participation**

Attend class prepared and ready to participate. Evaluation is based on attendance, and active and substantive participation in class discussions and all class activities.

#### **Activity #2. Short Literature Review (minimum 10 sources)**

Students are encouraged to complete an analysis of critical research and scholarly articles on the topic of public engagement in planning with flexibility to focus this research to align with their Plan of Study. The reading list is a starting point and students are encouraged to explore additional resources.

**A report (max 6 pages) will be prepared with the following structure:**

- **Introduction**
  - Context and Research Question: What role does Public Engagement have in your Plan of Study?
- **Gaps and Considerations**
  - Identify Gaps where more research may be needed or what research is relevant to the question above.
- **Key Themes**
  - Using bullet points, what are the key findings or contributions in the research; what have you discovered in your readings.
- **Conclusion**
  - Summarize your key findings and discuss the implications for your POS in less.

#### **Activity #3. Group Project**

In small groups, students will prepare a consultation plan and prepare to lead the class through a workshop using facilitation techniques.

Each group will make a presentation to guest “clients” at the end of the term and may be required to prepare a **final consultation plan report**. Evaluation of the project will be assessed by the Instructor based on evidence of thorough engagement with the readings and themes of the course, high quality written presentation, and synthetic, critical, and original thinking. Evaluation will include peer review by assigned group.

We will break into teams (probably 3-4 per team) and explore some issues in a very practical way, rooting each case study/guest presentation in our discussions. At the end of all presentations the students will be able to reflect on what they have learned using a class SWOT Activity.

Each group will choose one of the following projects and write a Consultation Plan and Present to the “Client”. Each Group will receive a Terms of Reference for their assigned project. We’ll discuss each scope of work in Week#2 and determine groups by week #3.

- 1. A Consultation Plan for engaging the public on the City-wide Sustainable Building Guidelines**
- 2. A Consultation Plan for engaging the public on a Transit-Oriented Secondary Plan**
- 3. A Consultation Plan for engaging the public on new Zoning and Housing Initiatives**

<b>Deliverable</b>	<b>Group Work Description</b>	<b>Deadline</b>
1. Confirm Group and Participants	<p>Assign Groups to a Client project and assign a group lead. The group lead will be responsible for submitting deliverables to the client (i.e., Course Director) on behalf of the group.</p> <p><b>Group 1.</b>_____</p> <p><b>Group 2.</b>_____</p> <p><b>Group 3.</b>_____</p>	
2. Stakeholder Matrix 3. Purpose Statement	Write a purpose statement using IAP2 approach and complete a stakeholder mapping activity.	
4. Draft Consultation Plan Report	<p>Prepare a Consultation Plan using the Scope of Work provided by the “Client”. The scope of work is listed in the Terms of Reference.</p> <p>The Consultation Plan will include the following sections:</p> <ul style="list-style-type: none"> <li>- Purpose Statement</li> <li>- Principles and Project Objective</li> <li>- Roles and Responsibilities of Stakeholders</li> <li>- Stakeholder Matrix</li> <li>- Key Messages and Communication Tools</li> <li>- Consultation Methodology</li> <li>- Reporting</li> </ul>	

5. Facilitate a Class Discussion 6. Prepare an Agenda for Class Discussion 7. Submit Final Consultation Plan Report	Execute on your Consultation Plan by using one of the techniques identified in your consultation plan to facilitate a class discussion.  E.g., a Visioning Workshop; Brainstorm Activity, Design Charette  The Agenda to engage the class in a discussion should include the following at a minimum: <ul style="list-style-type: none"> <li>- Welcome and Introductions</li> <li>- Objectives of the Meeting</li> <li>- Background</li> <li>- Discussion</li> <li>- Conclusion</li> </ul>	
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### Important Course information

All students are expected to familiarize themselves with the following information, available on the [Senate Committee on Academic Standards, Curriculum & Pedagogy webpage](#)

- Senate Policy on Academic Honesty and the Academic Integrity Website
- Ethics Review Process for research involving human participants
- Course requirement accommodation for students with disabilities, including physical, medical, systemic, learning and psychiatric disabilities
- Student Conduct Standards
- Religious Observance Accommodation

### Intellectual Property Notice

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### Notes:

A more detailed Basic Course Outline Model (Word) is available under “Related Resources” on the [University Secretariat’s Academic Standards, Curriculum and Pedagogy](#) webpage.

Basic course outline/syllabus shall be available to students no later than two weeks prior to the commencement of classes. A more detailed course syllabus shall be available in the first week of class.

Please send your basic graduate course outline/syllabus (as a pdf) to Ouma Jaipaul-Gill, [oumajai@yorku.ca](mailto:oumajai@yorku.ca).

## Reading Materials

### General

- Arnstein, S. R. (1969). A Ladder of Citizen Participation. *Journal of the American Institute of Planners*, 35(4), 216–224.
- Hardy, D.R. (2019). Who Are These People and Why Are They Yelling at Me? Book
- IAP2 Spectrum of Public Participation. Source: <https://iap2.org.au/resources/iap2-published-resources/>
- CIP Codes of Professional Conduct. Source: <https://www.cip-icu.ca/Careers-in-Planning/Codes-of-Professional-Conduct>

### Selections on Participatory Planning

- Healey, P. (1992). Planning through Debate: The Communicative Turn in Planning Theory. *The Town Planning Review*, 63(2), 143–162.
- Friedmann, J. (1993). Toward a Non-Euclidian Mode of Planning. *Journal of the American Planning Association*, 59(4), 482–485.
- Innes, J. E. (1996). Planning Through Consensus Building: A New View of the Comprehensive Planning Ideal. *Journal of the American Planning Association*, 62(4), 460–472.
- Forester, J. (1999). *The Deliberative Practitioner: Encouraging Participatory Planning Processes*. MIT Press.
- Arnstein, S. R. (1969). A Ladder of Citizen Participation. *Journal of the American Institute of Planners*, 35(4), 216–224.
- Innes, J. E., & Booher, D. E. (2010). *Planning with complexity: An introduction to collaborative rationality for public policy*. Routledge.
- Innes, J. E., & Booher, D. E. (2015). A turning point for planning theory? Overcoming dividing discourses. *Planning Theory*, 14(2), 195–213.
- Goodspeed, R. (2016). The Death and Life of collaborative planning theory. *Urban Planning*, 1(4), 1–5.

### Selections on Communicative Planning Critiques and New Directions

- Yiftachel, O. (1998). Planning and Social Control: Exploring the Dark Side. *Journal of Planning Literature*, 12(4), 395–406.
- Tewdwr-Jones, M., & Allmendinger, P. (1998). Deconstructing Communicative Rationality: A Critique of Habermasian Collaborative Planning. *Environment & Planning A*, 30(11), 1975–1989.
- Huxley, M. (2000). The Limits to Communicative Planning. *Journal of Planning Education and Research*, 19(4), 369–377.
- Huxley, M., & Yiftachel, O. (2000). New Paradigm or Old Myopia? Unsettling the Communicative Turn in Planning Theory. *Journal of Planning Education and Research*, 19(4), 333–342.
- Pløger, J. (2004). Strife: Urban Planning and Agonism. *Planning Theory*, 3(1), 71–92.
- Miraftab, F. (2009). Insurgent Planning: Situating Radical Planning in the Global South. *Planning Theory*, 8(1), 32–50.
- Purcell, M. (2009). Resisting Neoliberalization: Communicative Planning or Counter-Hegemonic Movements? *Planning Theory*, 8(2), 140–165.
- Allmendinger, P., & Haughton, G. (2012). Post-political spatial planning in England: a crisis of consensus? *Transactions of the Institute of British Geographers*, 37(1), 89–103.
- Legacy, C. (2017). Is there a crisis of participatory planning? *Planning Theory*, 16(4), 425–442.

- Frediani, A. A., & Cociña, C. (2019). "Participation as Planning": Strategies from the South to Challenge the Limits of Planning. *Built Environment*, 45(2), 143–161.

### Selections on Digital Participatory Planning/Smart Cities Critiques/Platform Urbanism

- Tenney, M., & Sieber, R. (2016). Data-Driven Participation: Algorithms, Cities, Citizens, and Corporate Control. *Urban Planning*, 1(2), 101–113.
- Afzalan, N., & Muller, B. (2018). Online Participatory Technologies: Opportunities and Challenges for Enriching Participatory Planning. *Journal of the American Planning Association*. *American Planning Association*, 84(2), 162–177.
- Green, B. (2019). *The Smart Enough City: Putting Technology in Its Place to Reclaim Our Urban Future*. MIT Press.
- Barns, S. (2020). *Platform Urbanism: Negotiating Platform Ecosystems in Connected Cities*. Palgrave Macmillan, Singapore.
- Johnson, P., Robinson, P., & Philpot, S. (2020). Type, tweet, tap, and pass: How smart city technology is creating a transactional citizen. *Government Information Quarterly*, 37(1), 101414.
- Leszczynski, A. (2020). Glitchy vignettes of platform urbanism. *Environment and Planning. D, Society & Space*, 38(2), 189–208.
- Mattern, S. (2021). *A City Is Not a Computer: Other Urban Intelligences*. Princeton University Press.

### Course schedule

Week	Topic	Readings	Exercises
<b>September 11</b>	Course Introduction	<ul style="list-style-type: none"> <li>• N/A</li> </ul>	Introductions Course overview and walk-through class assignments and Client Projects
<b>September 18</b>	Theoretical and Practical Foundations in Public Participation in Planning	<ul style="list-style-type: none"> <li>• Review theoretical models and frameworks.</li> <li>• Intro to IAP2</li> <li>• CIP Code of Conduct</li> <li>• Moodle readings: "the Public Interest"</li> <li>• Arnstein, S. R. (1969). A Ladder of Citizen Participation. <i>Journal of the American Institute of Planners</i>, 35(4), 216–224.</li> <li>• Hardy, D.R. (2019). <i>Who Are These People and Why Are They Yelling at Me?</i> Book</li> </ul>	Assign Group Work and Group Lead  Discuss Activity #1. Literature Review

<b>September 25</b>	Participatory Planning and understanding Project Scope	<ul style="list-style-type: none"> <li>• <b>WSP Office</b></li> <li>• Readings Assigned on Moodle</li> <li>• Participatory Planning Readings</li> </ul>	Working Session <ul style="list-style-type: none"> <li>- How to write a Purpose Statement</li> <li>- How to Analyze and map Stakeholders</li> </ul>
<b>October 2</b>	Digital Tools for Public Engagement and Equity	<ul style="list-style-type: none"> <li>• Explore Digital Platforms and AI</li> <li>• Digital Participatory Planning Readings and Smart Cities</li> </ul>	Card storming and Mural Activity  Digital vs. Analog Techniques Discussion
<b>October 9</b>	Thanksgiving	<ul style="list-style-type: none"> <li>• <b>Holiday</b></li> </ul>	
<b>October 16</b>	Introduction to Official Plans and OP Review	<ul style="list-style-type: none"> <li>• <b>WSP Office</b></li> <li>• <u>Case Study</u>: City of Vaughan Official Plan Review Conformity vs Non-Conformity</li> </ul>	Facilitated Discussion on Policy Areas: World Café Technique
<b>October 23</b>	Introduction to Sustainability and Climate Change in Planning	<ul style="list-style-type: none"> <li>• <b>WSP Office</b> <u>Guest Speaker</u>: Climate Change and Engaging Communities in Municipal Policy <u>Guest Speaker</u>: Hamilton City-wide Sustainable Building Guidelines</li> </ul>	Group Work
<b>October 30</b>	Introduction to Zoning and Secondary Plans. Guest: <i>Indigenous Engagement</i>	<ul style="list-style-type: none"> <li>• <b>WSP Office</b></li> <li>• <u>Case Study</u>: Secondary Plans and Official Plans</li> <li>• <u>Guest Speaker</u>: Indigenous Engagement</li> </ul>	Continue Group Work
<b>November 6</b>	Facilitation Techniques Part 1	<ul style="list-style-type: none"> <li>• See course reading: <i>Communicative Planning Critiques and New Directions</i></li> </ul>	Continue Group Work



<b>November 13</b>	Facilitation Techniques Part 2	<ul style="list-style-type: none"> <li>• Presentation: Techniques for Effective Engagement and Facilitation Methods across all case studies</li> </ul>	Finish Group Work
<b>November 20</b>	Group Presentation	<ul style="list-style-type: none"> <li>• Group 1 Presentation</li> </ul>	Peer Review
<b>November 27</b>	Group Presentation	<ul style="list-style-type: none"> <li>• Group 2 Presentation</li> </ul>	Peer Review
<b>December 4</b>	Group Presentations	<ul style="list-style-type: none"> <li>• Group 3 Presentation</li> </ul>	Peer Review
<b>December 11</b>	Course Completion	Reflect on course learnings and Final SWOT	Submit Final Consultation Plan on Moodle

### Summary of Activity Deadlines

<b>Date</b>	<b>Subject</b>
<b>All Weeks</b>	Participation in all classes and class assignments
<b>Week 4</b>	Literature Review based on your Plan of Study
<b>Week 5</b>	Stakeholder Matrix and Purpose Statement
<b>Week 8</b>	Draft Consultation Plan
<b>Week 9/10/11</b>	Group Presentations 1, 2 and 3 and Peer Review
<b>Week 12</b>	Final Consultation Plan