

EU/ENVS 6124: Urban-Regional Planning: International and Comparative Perspectives

Term: Winter Term 2024

Time and Location: Tuesdays, 9:30 am to 12:30 pm (HNES 109)

Course Director

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Office Hours: 12:30 pm to 1:30 pm (By appointment only)

Calendar Description

Introduction to planning for urban centers and regions. Emphasis is on the history of urban regional planning thought and practice, key planning models and concepts, the planning process, and plan implementation.

Detailed Course Description

This course provides an introduction to urban and regional planning in contemporary settings, with a particular emphasis on major metropolitan areas and the intricate networks that link them. It delves into pivotal historical events that have shaped modern planning. We will examine key debates and practical challenges in the field of planning in a comparative and international context, utilizing case studies of global significance. This approach allows for a deeper understanding of the complexities and nuances involved in urban-regional planning in today's world.

This course delves into the complex and often contentious field of urban planning, challenging the mainstream narratives of urban planning as a mere pursuit of public service and quality of life improvements. Through a critical examination of the historical and contemporary practices of urban planning, we unravel its entanglement with issues of power, Capitalism, inequality, and social justice.

Drawing on a range of interdisciplinary sources, students will explore urban planning's inextricable relationship with inequality and segregation. The course scrutinizes the technical and political debates within urban planning, including development procedures, land use, environmental protection, public welfare, and resource distribution. It explores how these have been instrumental in consolidating wealth and power in specific societal sections. A significant focus is placed on the impact of urban planning on indigenous lands, its role in exacerbating access disparities to urban services and infrastructure, and its contribution to systemic inequities. The course critically analyzes urban renewal, redevelopment, and suburbanization, revealing how these initiatives have often led to the displacement and dispossession.

Course Management

This course will use eclass to manage submissions and share specific readings that are not available online on the York University Library system.

Assignments Submission

All assignments will be submitted, graded, and returned electronically. For this course, this process will be facilitated via e-Class. Please do not email the instructor with assignments.

Proper academic performance depends on students doing their work not only well, but on time. Accordingly, **assignments must be received by the instructor on the due date specified for the assignment.**

Prerequisites and Limitations

There are no formal prerequisites. However, students specializing in planning in Environmental Studies are expected to have detailed knowledge of the materials covered in Introduction to Planning.

Purpose and Objectives of the Course

It is intended for students who do not have an extensive background in urban planning (or related fields such as urban studies, geography, and urban sociology) but who have an intellectual and practical interest in urban and regional planning as a technical and political process. The course is intended to build historical and intellectual depth for aspiring planning specialists while providing insight into the specificities of urban-regional planning for those interested in questions of politics, inequities, urbanization, and urban policy more generally.

Specific learning outcomes include:

- Understand key moments in planning history worldwide. Gain insights into the global interconnections in urban and regional planning.
- Discuss real-world dilemmas in modern planning through analyses of concrete historical cases.
- Shed comparative light on Canadian urban-regional planning history.
- Learn how planning shapes and is influenced by the relationship between space and society.

Organization of the Course

This class is a graduate seminar that requires active participation and careful pre-class preparation by everyone, course director and students alike. In general, the class will be organized around (1) a first round of student comments and questions based on the weekly readings (2) introductory remarks by the course director or guests and (3) student discussions in the plenary or small groups, supplemented, as appropriate by (4) discussions about contemporary planning or planning-related issues.¹

Students must attend classes regularly, digest required readings, observe ongoing developments in the wider world that are of relevance to the course, and participate actively in classroom discussions.

Course Evaluation

ENVS graduate students will be assessed on a Pass or Unsatisfactory grading scheme with a short qualitative assessment. Graduate students who would also like to receive a letter grade in addition to the official Pass/Unsatisfactory must notify the instructor by week 2. Graduate grading will be based on higher level of insight, understanding and complexity of the material as well as mastery of concepts.

The course evaluation is based on the following items weighted as indicated:

¹ For students seeking planning accreditation, this course helps develop (1) functional and (2) enabling **competencies**. Functionally (1), it advances student knowledge above all in the **history of planning** (Canada in world-wide context). Here planning is understood as scaled spatial planning, city building and **land-use** organization. Historically minded, the course offers **lessons** for current planning practice. It also presents insights into the origins and comparatively specific meanings of **planning principles**. Within this broader context, students will also learn about the origin and development of key **regulatory tools** in land-use planning, including zoning and comprehensive planning at municipal and urban-regional scales. Finally, students will be exposed to the ways in which spatial **forms, scales and settings** of urban regions (**human settlements**) undergo transformation as a result of comparatively variegated but interlinked **processes of change** from the 19th century to the current period.

This course will also help students develop a number of enabling competencies (2). By completing weekly reading reports, participating in seminar discussions and writing a final reflection or research paper, students are expected to hone their **written and oral communication skills**. They will develop their **critical thinking skills** in various ways, by learning to identify and analyze historical and comparative **patterns** of urbanization (and the role of planning practice therein); and by understanding the relationship between **different geographical scales** of planning intervention (from local and regional to national and international scales). Finally, they will be able to understand how planning practice in a context of **social interaction** shaped by complex and often tension-filled and unequal relationship between a range of public and private actors and institutions.

1. Class Participation: Participation grades will be assessed based on students' engagement in class discussions.: (25%).
2. six weekly reading reports that discuss in clear language the one, central theme in all the readings of the respective week (due Monday morning at 9 am one day before the class). (45%)
3. either a reflection paper (discussing a handful of crucial insights developed the class readings and discussions) or a research paper (dealing with a topic in comparative, international or historical fashion (length: 20 pages). In the case of research papers, students must discuss the essay topic with the course instructor prior to reading week. (30%)

All assignments must conform to standard academic format (formal academic referencing and bibliographies). Final papers are due by the end of the term on **April 9, 2024, at 9 am.**

Enrolment is normally for three credits, but exceptions can be made.

Electronic aids such as tablets or laptops are only to be used for class-related purposes (taking notes).

Readings

The mandatory readings comprise 'classic' and 'cutting-edge' contributions. They are all available in electronic form, as electronic journal articles, e-books, on e-class, or via open access on the web.

Schedule of Topics and Readings

Week 1: January 9, 2024

Urban - Regional - Planning: Themes and Key course terms

Texts for opening debates:

Lefebvre, H. (2003, orig. 1970). From the City to Urban society, from The Urban Revolution. Minneapolis and London: University of Minnesota Press, 1-22. **(e-class)**

Lefebvre, H. (2003; 1970) "Conclusion" *The Urban Revolution* (Minnesota University Press) 181-188. **(e-class)**

Week 2: January 16, 2024

Connections, Comparisons, Patterns: Planning in Historical Perspective

Dikeç, M. (2005). Space, politics, and politics. *Environment and Planning D: Society and Space*, 23(2), 171-188.
York University Libraries

Douglas, C. (2008). "Barricades and boulevards: material transformations of Paris, 1795-1871.

<https://openrepository.aut.ac.nz/items/o8foegb4-355f-4981-8f38-e1033ece322a/full>

Open Access Online

Scott, J. C. (1998). The High-Modernist City: An Experiment and a Critique. In *Seeing like a state: How certain schemes to improve the human condition have failed* (103-146). New Haven: Yale University Press. **York University Libraries**

Engels, F (1995; 1872). "Part II How The Bourgeoisie Solves The Housing Question" *The Housing Question*

<https://www.marxists.org/archive/marx/works/1872/housing-question/cho2.htm>

Hall, P. (1988). "The City of Theory," in: Cities of Tomorrow. Oxford: Basil Blackwell, 320-413 **York University Libraries**

Recommended:

Holgersen, S. (2020). On Spatial Planning and Marxism: Looking Back, Going Forward. *Antipode*, 52(3), 800–824.

Vanessa Watson. 2009. "Seeing from the South: Refocusing Urban Planning on the Globe's Central Urban Issues" *Urban Studies* 46, 2259-2275

Manfredo Tafuri (1986) "The birth of modern town planning" *Modern Architecture Vol. 1* (New York: Rizzoli) 34-51 (part. 34-43).

Anthony Sutcliffe (1981) *Toward the Planned City* (Oxford: Blackwell)

Elisabeth Wilson (1991) *The Sphinx in the City* (London: Virgo)

Christine Boyer (1983) *Dreaming the Rational City* (Cambridge: MIT Press)

Week 3: January 23, 2024

Capitalism and Space

Harvey, D. (2001). Globalization and the "spatial fix". *geographische revue: Zeitschrift für Literatur und Diskussion*, 3(2), 23-30. **E-Class**

Jamil, G. (2014). The Capitalist Logic of Spatial Segregation: A Study of Muslims in Delhi. *Economic and Political Weekly*, 49(3), 52–58. **York University Libraries**

Peck, J., Theodore, N., & Brenner, N. (2009). Neoliberal Urbanism: Models, Moments, Mutations. *SAIS Review of International Affairs*, 29(1), 49–66. **York University Libraries**

Smith, N. (1979). Toward a Theory of Gentrification, A Back to the City Movement by Capital, not People. *Journal of the American Planning Association*, 45(4), 538–548. **York University Libraries**

Recommended:

Leonardo Benevolo (1993) "The Industrial City" *The European City* (Oxford: Blackwell) 160-88.

Aidan Southall (1998) "The Transformation of the City". *The City in Time and Space* (Cambridge: Cambridge U Press) 306- 44

Walter Benjamin (1968; 1939) "Haussmann or the Barricades" (in "Paris, Capital of the 19th Century") *New Left Review* 1968 March-April 86-88. **[E-Resources: York University Libraries]**

Week 4: January 30, 2024

Colonial Urban Planning

King, A. D. (1977). Exporting "Planning": The Colonial and Neo-Colonial Experience. *Urbanism Past & Present*, 5, 12–22. **York University Libraries**

Lamprakos, M. (1990). Le Corbusier and Algiers: The Plan Opus as Colonial Urbanism. *Traditional Dwellings and Settlements Review*, 2(1), 45–45. **York University Libraries**

Porter, L. (2010). *Unlearning the Colonial Cultures of Planning* (1st ed.). Routledge. Chapter 1 Introduction: Culture, Colonialism and Planning, and Chapter 5: Managing the Sacred. **York University Libraries**

Recommended:

Paul Rabinow. 1989. "Governing Morocco: Modernity and Difference" *International Journal of Urban and Regional Research* 13:1, 32-46.

Zeynep Celik. 1992. Le Corbusier, Orientalism, Colonialism. *Assemblage* 17, 58-77.

Lisa Peattie. 1987. "A Planned City," "Models and Motivations," and "Representation" in *Planning: Rethinking Ciudad Guayana*, p.7-21, 23-40,

111-152

Week 5: February 6, 2024

Planning as Dispossession: Settler Urbanism

Alderson, A. (2022). An Abdication of Duty: Suppression of Indigenous Sovereignty in Canada's "Consent by Default" Industry (Not Confirmed Yet)

Jean Barman (2007) "Erasing Indigenous Indigeneity in Vancouver", *BC Studies* 155: 3-30. **York University Libraries**

Jordan Stanger-Ross (2008) "Municipal Colonialism in Vancouver: City Planning and the Conflict over Indian Reserves, 1928-1950s" *Canadian Historical Review* 89.4.: 541-80. **York University Libraries**

Upadhyay, N. (2019). Making of "model" South Asians on the Tar Sands: Intersections of race, caste, and Indigeneity. *Critical Ethnic Studies*, 5(1-2), 152-173. **York University Libraries**

Recommended:

Koleszar-Green, Ruth. (2018). What is a Guest? What is a Settler? In, *Cultural and Pedagogical Inquiry*. 10(10).166-176.

Sean Kheraji (2013) *Inventing Stanley Park: An Environmental History* (Vancouver: UBC Press)

Harris Cole (2002) *Making native space: colonialism, resistance, and reserves in British Columbia* (Vancouver: UBC Press)

Penelope Edwards (2010) "Unpacking Settler Colonialism's Urban Strategies: Indigenous Peoples in Victoria, British Columbia, and the Transition to a Settler-Colonial City" *Urban History Review* 2: 4-20.

Adele Perry (2016) *Aqueduct: Colonialism, Resources, and the Histories We Remember* (Winnipeg: Arbeitering)

Evelyn Peters, Matthew Stock, Adrian Werner (2018) *Roostertown: The History of an Urban Métis Community, 1901-1961*. Winnipeg : University of Manitoba Press.

Laura DeVries (2011) *Conflict in Caledonia: Aboriginal Land Rights and the Rule of Law* (Vancouver: UBC Press)

Week 6: February 13, 2024

Neoliberal Urban Planning

Ong, A. (2006). Neoliberalism as Exception: Mutations in Citizenship and Sovereignty (1st ed.). Duke University Press. 1-28. **York University Libraries**

Samuel Stein (2019) "The Rise of the Real Estate State". in *Capital City: Gentrification and the Real Estate State*. (London: Verso) 13-40. **E-Class**

Peck, J., Theodore, N., & Brenner, N. (2009). Neoliberal Urbanism: Models, Moments, Mutations. *SAIS Review of International Affairs*, 29(1), 49-66. **York University Libraries**

Gregory, D. (2006). The black flag: Guantánamo Bay and the space of exception. *Geografiska Annaler. Series B, Human Geography*, 88(4), 405-427. **York University Libraries**

Winter Reading Week (February 17-23)

Week 7: February 20, 2024

(No Class)

Week 8: February 27, 2024

Informality and Global South

Roy, A. (2005). Urban Informality: Toward an Epistemology of Planning. *Journal of the American Planning Association*, 71(2), 147–158. **York University Libraries**

Bhan, G. (2009). "This is no longer the city I once knew". Evictions, the urban poor and the right to the city in millennial Delhi. *Environment and Urbanization*, 21(1), 127–142. **York University Libraries**

Bhan, G. (2013). Planned Illegalities: Housing and the "Failure" of Planning in Delhi: 1947-2010. *Economic and Political Weekly*, 48(24), 58–70. **York University Libraries**

Kusno, A. (2022). "Manhattan in Orange County: Lippo and the Shenzhen of Indonesia," in *After Suburbia: Urbanization in the Twenty-First Century*. Roger Keil and Fulong Wu (eds), University of Toronto Press, 2022. **York University Libraries**

Ghertner, D. A. (2011). Rule by Aesthetics: World-Class City Making in Delhi. In *Worlding Cities* (pp. 279–306). Wiley-Blackwell. **York University Libraries**

Optional: Ghertner, D. Asher. (2012.) Nuisance Talk and the Propriety of Property: Middle Class Discourses of a Slum-Free Delhi. *Antipode* 44 (4): 1161–87. **York University Libraries**

Week 9: March 5, 2024

Planning as organized dispersal: Domesticity, state, and corporate development

Hayden, D. (2002). Domesticating the urban space. In *Redesigning the American Dream: The Future of Housing, Work, and Family Life* (pp. 225–238). W. W. Norton & Company. **York University Libraries**

Richard Harris (2004) "The growing influence of the state" *Creeping Conformity: How Canada Became Suburban 1900-1960* (Toronto: University of Toronto Press) 106-128. **York University Libraries**

Marsh, M. (1989). From Separation to Togetherness: The Social Construction of Domestic Space in American Suburbs, 1840-1915. *The Journal of American History*, 76(2), 506–527. **York University Libraries**

Jackson, K.T. (1980) Race, Ethnicity, and Real Estate Appraisal: "The Home Owners Loan Corporation and the Federal Housing Administration", *Journal of Urban History*, Vol. 6 No. 4 pp. 419-452. **York University Libraries**

Week 10: March 12, 2024

Race, Segregation, Policing, and Planning

Ted Rutland (2018) "Planning the Town White: Comprehensive Planning, Scientific Racism and the Destruction of Africville" *Displacing Blackness: Planning, Power and Race in 20th century Halifax* (Toronto: University of Toronto Press) 75-116. **York University Libraries**

Razack, S. H. (2002). *Race, Space, and the Law: Unmapping a White Settler Society*, edited by Sherene Razack, Between the Lines, 2000. Introduction: 1-20. **York University Libraries**

Dikeç, M. (2017). Fatal Encounters in US Cities. In *Urban Rage: The Revolt of the Excluded* (pp. 16–54). Yale University Press. **E-Class**

Sennett, R. (1994). Fear of touching: The Jewish ghetto in Renaissance Venice. *Flesh and Stone: The Body and the City in Western Civilization*, 212–252. **York University Libraries**

Donya Ahmadi (2018) Diversity and social cohesion: the case of Jane-Finch, a highly diverse lower-income Toronto neighbourhood, *Urban Research & Practice*, 11:2, 139-158. **York University Libraries**

Recommended:

Maynard, Robin. *Policing Black Lives: State Violence in Canada from Slavery to the Present*. Fernwood. 2016.

Reynolds, G. (2016). *The Many Faces of Jim Crow: Racial Segregation in Canada 1880 -1960*. In *Viola Desmond's Canada: A History of Blacks and Racial Segregation in the Promised Land* (pp. 35–63). Fernwood Publishing.

Kelley, R. D. G. (2017). *What Did Cedric Robinson Mean by Racial Capitalism?* *Boston Review*. <http://bostonreview.net/race/robin-d-g-kelley-what-did-cedric-robinson-mean-racial-capitalism>

Hall, Stuart, et al. 2013. *Policing the Crisis* (35th-anniversary edition). New York: Palgrave Macmillan.

Tafuri, Manfredo (1986) "Urbanistic Administration and Building Policies after World War II". *Modern Architecture* vol. 2, New York: Rizzoli. 278-305.

Robert Caro (1975) *The Powerbroker: Robert Moses and The Fall of New York* (New York: Knopf)

Janet Abu-Lughod (1999) "New York Solidifies its Character", "A New York: A New Deal". *New York, Chicago, Los Angeles: America's Global Cities*. Minneapolis: University of Minnesota Press.

Samuel Stein (2019) "New York's Bipartisan Consensus" in *Capital City: Gentrification and the Real Estate State* (London: Verso) 79-115

Jessica Ty Miller (2020) "Temporal analysis of displacement: Racial capitalism and settler colonial urban space," *Geoforum* 116: 180-192.

Lipstiz, George. 1998. *The Possessive Investment of Whiteness*. Philadelphia: Temple University

Lipstiz, George. 2011. *How Racism Takes Place*. Philadelphia: Temple University.

Jamil, G. (2017). *Accumulation by Segregation: Muslim Localities in Delhi*. Oxford University Press India.

Week 11: March 19, 2024

Gender, Sexuality and Planning

Darren J. Patrick (2014) The matter of displacement: a queer urban ecology of New York City's High Line, *Social & Cultural Geography*, 15:8, 920-941. **York University Libraries**

Michael Frisch (2002) "Planning as a Heterosexist Project" *Journal of Planning Education and Research* 21: 254-266 **York University Libraries**. **York University Libraries**

Whitley, S. (2022). We Call Them Bandos: Black Trans Fugitivity in Baltimore's Geographies of Foreclosure. *Transgender Studies Quarterly*, 9(2), 266–288. **York University Libraries**

Phadke, S. (2013). Unfriendly Bodies, Hostile Cities: Reflections on Loitering and Gendered Public Space. *Economic and Political Weekly*, 48(39), 50–59. **York University Libraries**

Week 12: March 26, 2024

Concluding Discussion: Key Themes, Missing Pieces, and Future Perspectives

Week 13: April 2, 2024

Optional Working Session for Final Paper

Inclusivity

The graduate program in Environmental Studies strives to include a broad range of perspectives and substantive material in course offerings. Central to a clear understanding of urban and 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 pose such a conflict for you, contact the Course Director within the first three weeks of class.

Academic Honesty

As a student at York University, you have a responsibility to not only understand, but also play an important part in upholding the integrity of the academic experience. The Faculty of Environmental and Urban Change supports the International Center for Academic Integrity's [definition of academic integrity](#). That is, you will be committed to acting in all academic matters, even in the face of adversity, with honesty, trust, fairness, courage, respect and responsibility.

How can you demonstrate academic integrity in the completion of your course?

- Respect the ideas of others: Your course work should represent your own knowledge and ideas. You should not falsely claim credit for ideas that are not your own, by presenting another's work as yours. If you are quoting, paraphrasing, or summarizing another person's work in order to support your own ideas, identify the work and the author through proper citation practices. For more information about how to cite properly, use the [Student Papers and Academic Research Kit](#) (SPARK). You can improve your writing, research, and personal learning abilities through the [Learning Commons](#).
- Respect your peers: Know when you are allowed to collaborate. Ask your instructor about what group work entails when it comes to the sharing of work. In test situations and assignments, don't steal or give answers to your peers. Cheating and aiding in a breach of academic honesty are both against York University's academic honesty policy.
- Respect your course instructor(s): Understand what the instructors are asking of you in class, in assignments, and in exams. If you are unsure, ask your professor or teaching assistant. They are committed to making you feel supported and want to assess you fairly and with integrity. Please do not submit the same piece of work for more than one course without your instructor's permission.
- Respect yourself: When you act with integrity, you know that your work is yours and yours alone. You do not allow others to impersonate you, or you do not yourself impersonate another person during a test or exam. You do not buy or otherwise obtain term papers or assignments. You do the work. As a result, you know that you earned the grades that you receive, so you can be proud of your York degree. By acting with integrity in your course work, you are also practicing a valuable professional skill that is important in all workplaces.

- **Take responsibility:** If you have acted in an academically dishonest way, you can demonstrate courage and take responsibility for your mistake. You can admit your mistake to your course instructor as soon as possible.

Students who engage in academic dishonesty can be subject to disciplinary action under the **Senate Policy on Academic Honesty**. Your lack of familiarity with the Senate Policy and Guidelines on Academic Honesty does not constitute a defense against their application. Some academic offences can also constitute offences under the Criminal Code of Canada, which means that you may also be subject to criminal charges.

Intellectual property notice

All materials prepared for this course are the intellectual property of the Course Director or otherwise stated. Course materials should only be used by students enrolled in this course. This can include but is not limited to the following material: lecture notes, handouts and recordings; assignment handouts and instructions; spoken and written presentations; audio and video recordings; PowerPoint slides; and questions and/or solution sets for assignments, quizzes, tests and final exams.

As a student in this course, you may not publish, post on an Internet site, sell, or otherwise distribute any of this work without the instructor's express permission. Unauthorized or commercial use of these materials is strictly prohibited. Third party copyrighted materials (such as book chapters, journal articles, music, videos, etc.) have either been licensed for use in this course, or fall under an exception or limitation in Canadian copyright law. Copying this material for distribution (e.g. uploading material to a commercial third-party website, or online sharing of course material with people outside of the course) may lead to a charge of misconduct under York's **Code of Student Rights and Responsibilities** and the **Senate Policy on Academic Honesty**. In addition, you may face legal consequences for any violation of copyright law.

Ethical Review of Research Involving Human Participants in Undergraduate Courses

York students are subject to the York University Policy for the **ethics review process** for research involving Human Participants. All research activity with human participants must undergo ethical review.

Student Conduct

Students, course instructors and staff have a joint responsibility to create and maintain a welcoming and inclusive learning environment. All students are expected to conduct themselves in accordance with the **Code of Student Rights and Responsibilities**. Whether online or in-person, students and course instructors are expected to cultivate and sustain a professional relationship characterized by mutual respect and courtesy. In all classrooms, any **disruptive and/or harassing behaviour** will not be tolerated. To ensure that you adhere to the rules of the virtual classroom, please review what counts as proper 'netiquette' (the basic rules for communicating with others in online spaces) by consulting the **student guide to e-learning**.

Please respect the privacy of your peers and instructors. Never share private information about your peers and instructors without their permission. Remember, no aspect of your courses should be recorded or distributed without everyone's consent.

Accessibility

While all students are expected to satisfy the requirements of their program of study and to aspire to achieve excellence, the university recognizes that persons with disabilities may require reasonable accommodation to enable them to perform at their best. For more information about this policy, please refer [Academic Accommodation for Students with Disabilities](#) guidelines and procedures.

The university encourages students with disabilities to register with [Student Accessibility Services \(SAS\)](#) to discuss their accommodation needs as early as possible in the term. An Accessibility Counsellor will help you establish recommended academic accommodations, which will then need to be communicated to your course instructor(s) as necessary. **Please let the course instructor(s) know as early as possible** in the term if you anticipate requiring academic accommodation, so that your accommodation needs can be discussed and considered within the context of this course.

[Student Counselling & Development \(SCD\)](#) aims to help York students realize, develop and fulfill their personal potential in order to maximally benefit from their university experience and manage the challenges of university life. You can get support for a wide range of concerns including, but not limited to depression, anxiety, abuse, stress, self-esteem, relationship issues, eating and body image as well as issues related to sexuality.