

FACULTY OF ENVIRONMENTAL & URBAN CHANGE  
York University

GRADUATE COURSE SYLLABUS

**ENVS 6126 COMMUNITY PLANNING AND HOUSING**

**Winter 2024**

**Calendar Description**

This course explores the evolving nature of community planning and the linkages among planning, housing policy and programs, and planning for the provision of social services and infrastructure in a multicultural society.

**Time and Location**

Tuesday, 2:30 PM -5:20 PM Room: HNES 141

**Course Director**

Dr. Luisa Sotomayor

sotomay@yorku.ca

Office location: HNES 226 (Tuesday); Kaneff Tower 731 (Wednesday)

Office hours: Tuesday (in-person) and Wednesday (hybrid) 11 AM-noon, or by appointment.

**Purpose and Objectives of the course**

ENVS 6126 provides a survey of the field of community planning and social service delivery, centring housing as a basic human need and a fundamental area of (multi-scalar) social and urban policy intervention. In considering a framework that integrates social development goals with concerns for the built environment, we will look at housing as embedded in a web of relations, including those mediated by incomes, class, gender, labour, transit, urban infrastructures, among others. The course pays particular attention to the distributional effects of the current global housing crisis and contemporary housing policy discourses and approaches that promise to bridge access and affordability gaps. Building on this relational view and a commitment to equity and social justice in planning, we will examine the current global housing crisis and consider policy solutions and advocacy efforts that recognize diverse housing needs beyond the talk of market-housing supply. In doing so, we will analyse different housing markets, services, and housing typologies in relation to the social needs they are expected to meet. For instance, we will discuss condominiums and single-family housing, multi-family rentals, cooperative housing, land trusts, non-profit homes, and social housing, and evaluate homelessness prevention policies, such as transitional/supportive housing, emergency shelters, and the persistent reality of homeless encampments in high-income cities.

Crucially, ENVS 6126 takes a “community-engaged” pedagogical approach. In parallel to our academic debates, and in collaboration with our external community partners at the Right to

Housing coalition, students will contribute their critical thinking and research skills to help advance RTH's activism in defence of multi-tenant homes, a form of deeply affordable (yet controversial) housing typology.

### **Expected learning outcomes**

ENVS 6121 is designed to help students build a strong theoretical foundation for community planning and housing while developing applied, project-based, and planning research skills. It is expected that students in this course will practice their policy and planning competencies while developing a nuanced understanding of both housing systems and community planning (with their mainstream and critical perspectives).

### **Functional competencies**

Upon completion of this course, students should acquire knowledge of:

- The development of housing policy in Canada (and other contexts), its multi-scalar dimensions, and its effects on shaping city/regions and community planning in particular ways.
- The actors and institutions involved in community planning processes and the local delivery of services.
- How housing is embedded in a web of qualitative relations (and how to formulate and evaluate policies and programs in response to diverse social needs).
- Key concepts and terms such as housing financialization, the crisis of social reproduction, REITs, inclusionary zoning, short-term rentals, mixed-use, and alternative housing solutions with an emphasis on feminist and post-colonial perspectives.
- Housing in relation to tenant movements, the disability movement, the housing needs of students, unhoused individuals, the carceral logics of emergency shelters, etc., and radical alternatives.

### **Enabling competencies**

Upon completion of this course, students should be able to demonstrate the following skills:

- Ability to reflect critically on notions of “community” and the systemic barriers involved in accessing housing, social services, and infrastructure.
- Capacity to identify and analyse the structural and contextual causes of neighbourhood decline, relegation, reinvestment, studentification, and gentrification.
- Ability to identify planning policies and tools for framing public, non-profit and private interventions to meet housing and community development needs.
- Competency in formulating and developing a housing research project.
- Expertise in preparing and presenting research and policy matters to a partner/client and to a public audience.

### **Organization of the Course**

This course is structured as a seminar in which students are expected to present course materials to the class and take leadership roles. Our weekly sessions will include time for discussion and will be supplemented by films, videos, and occasional field trips. Guest speakers in ENVS 6126

are a central component of the course. By reflecting on their professional practice and life experiences, our guests will provide a link between the theories, case studies, conceptual material from the readings, and the actual problems and experiences that planning practitioners and housing professionals across the public and non-profit sectors deal with on the ground.

The required readings are central to the course. They will help students prepare to participate in class discussions with informed questions and comments. Given the seminar format, participation in class exercises and discussions is evaluated and strongly encouraged.

## Evaluation

The grade for ENVS 6126 will be based on the following items weighted as indicated:

Reading response 1:	10%
Reading response 2:	10%
Seminar presentation and facilitation:	20%

The Multi-Tenant Housing policy challenge: 60%

- Research proposal and work plan: 10%
- Presentation: 20%
- Final research report: 30%

Two reading responses (10% each; both are due at 2:00 PM on the date for when the readings were assigned)

You will write a 600-800 word (excluding references) critical response to some of the ideas that intrigued you the most from the required readings assigned for a week of your choice (weeks 2 – 5, before reading week). In your reading response, please (1) identify the authors' main arguments; (2) explain 2 or 3 concepts/issues that intrigued you and (3) explain why, considering the relevance and/or implications of these ideas. Cite in APA format and provide a list of references.

### Seminar presentations 20%

Students will work in pairs to present and facilitate one of the weekly themes of the course. The presentation cannot be on the same week for which the student chose to submit a reading response. Presentations are 30 minutes long (15 min per speaker). Following the presentation, presenters will lead a 15–20-minute class discussion. Students will select a theme in the first week of class.

### Toronto's Multi-Tenant Housing Challenge with community partner Right to Housing 60%

In line with the activist spirit of this course, we will work to support Right to Housing's advocacy efforts for deeply affordable homes and multi-tenant housing in Toronto. This organization has requested our research support for advocacy vis-à-vis the implementation of the City of Toronto's new framework and strategy to legalize (and bring up to code) previously illegal or informal multi-tenant homes. While the announcement of the legalization of rooming houses across the city of Toronto was advocated for over the past three decades by activist groups, today, we realize that the limitations built into the regulatory framework could be

counterproductive. Tenants could be displaced if landlords no longer find an incentive to run their businesses. They could simply sell their property leaving many without an affordable home. The impossibility of meeting the standards of the new code could further conceal bad landlords' practices, exposing the most vulnerable tenants to additional risks. As planners, we know that the devil is in the details!

Students will work in groups of 4 to generate a proposal, create a research plan, implement it, and present it to our partners (and potentially other publics). The work is expected to evolve under the supervision of the course director over the term. Students will present oral progress reports, a public presentation, and a final report of approximately 15-20 pages, double-spaced. The scaffolded assignment format provides several opportunities for the students to learn by practicing and receiving feedback from experts in the field and develop critical planning and housing policy skills.

**Key resources:**

Toronto's new framework for multi-tenant housing, 2023:

<https://www.toronto.ca/community-people/housing-shelter/multi-tenant-rooming-houses/new-framework-for-multi-tenant-rooming-houses/>

Connelly, J and Connelly, P. (2021) The Economics of Room Houses (Maytree Foundation, electronic report)

<https://maytree.com/wp-content/uploads/The-economics-of-rooming-houses.pdf>

Campsie, P. (2019). Rooming Houses in Toronto 1997-2018.

<http://neighbourhoodchange.ca/documents/2018/04/campsie-toronto-rooming-houses.pdf>

Freeman, L. (2014). Toronto's Suburban Rooming Houses: Just a Spin on a Downtown" problem?. Wellesley Institute [report].

<https://www.wellesleyinstitute.com/wp-content/uploads/2014/10/Suburban-Rooming-Houses-FINAL-Sept-24.pdf>

### ENVS 6126 at a glance

<b>Session and date</b>	<b>Topic</b>	<b>Activity</b>	<b>Work due</b>
Week 1 January 16	<b>Introduction to ENVS 6126</b>	Sign up to facilitate a seminar	
Week 2 January 23	<b>What is “community” in community planning?</b>		
Week 3 January 30	<b>Equity and social justice in community planning</b>	Guest speakers: Joy Connelly and Melissa Goldstein, RTH advocates	
Week 4 February 6	<b>The political economy of housing</b>	Near campus multi-tenant homes: presentation and tour led by Nathi Zamisa	
Week 5 February 13	<b>Housing, social reproduction and urban infrastructures of care</b>		Research proposal and workplan are due
<b>READING WEEK – Have fun!</b>			
Week 6 February 27	<b>Home-ownership housing: condominiums, townhouses, and single-family housing</b>		
Week 7 March 5	<b>Market rentals (long-term/short-term) and purpose built</b>		Oral progress report
Week 8 March 12	<b>Dwelling rooms, basement apartments, multi-tenant homes</b>	Valesa Faria, Director, Housing Policy & Strategy at the City of Toronto	
Week 9 March 19	<b>Public housing, cooperatives, non-profits, land trusts</b>	Fieldtrip – St. Lawrence neighbourhood (TBC)	
Week 10 March 26	<b>Supportive housing, emergency shelters and encampments</b>		
Week 11 April 2	<b>Housing movements and tenant advocacy</b>		
Week 12 April 9	<b>Presentations and conclusions</b>	Public presentations	Final reports are due on April 12

## ENVS 6126 - Weekly Schedule

### Week 1– January 16

#### **Introduction to community planning and housing**

(No readings required)

1. Course objectives, activities, and rationale. Focus this term: the MTH challenge.
2. What is community planning?
3. Community planning amidst a global housing crisis

“Push” (Film 1:28 min. Directed by Fredrik Gertten and Leilani Farha).

<https://youtu.be/qWSVG9nsRa4?si=e5CjJ5nKC-wNZDHP>

### Week 2 – January 23

#### **What is “community” in community planning?**

Required reading:

Harvey, D. (1997). “The New Urbanism and the Communitarian Trap.” *Harvard Design Magazine* (Winter/Spring): 1-3. <http://www.harvarddesignmagazine.org/articles/the-new-urbanism-and-the-communitarian-trap/>

Grant, J. (2023) Complete Community, *Journal of the American Planning Association*, DOI: [10.1080/01944363.2023.2207619](https://doi.org/10.1080/01944363.2023.2207619)

Slater, T. (2013). “Your Life Chances Affect Where You Live: A Critique of the ‘Cottage Industry’ of Neighbourhood Effects Research,” *International Journal of Urban and Regional Research* 37(2): 367– 387.

Tuck, E. 2009. “Suspending Damage: A Letter to Communities.” *Harvard Educational Review* 79 (3):409–28.

Recommended:

Sampson, R. J. (1999). “What ‘Community’ Supplies.” In Ferguson, Ronald F. and William T. Dickens, eds. *Urban Problems and Community Development*. Washington, D.C.: The Brookings Institution Center on Urban and Metropolitan Policy, 241-292.

### Week 3 – January 30

#### **Equity and social justice in community planning and housing**

Meet our external partners: Joy Connelly and Melissa Goldstein, Right to Housing

Required reading:

Corburn, J., Curl, S., Arredondo, G., & Malagon, J. (2015). Making health equity planning work: A relational approach in Richmond, California. *Journal of Planning Education and Research*, 35(3), 265-281.

Hartt, M., DeVerteuil, G. & Potts, R. (2023) Age-Unfriendly by Design, *Journal of the American Planning Association*, 89:1, 31-44, DOI: [10.1080/01944363.2022.2035247](https://doi.org/10.1080/01944363.2022.2035247)

- Lake, R. (2018) Locating the Social in Social Justice, *Annals of the American Association of Geographers*, 108:2,337-345.
- Uitermark, J., & Nicholls, W. (2017). Planning for social justice: Strategies, dilemmas, tradeoffs. *Planning Theory*, 16(1), 32-50.

Recommended:

- Fainstein, S. S. (2017). Urban planning and social justice. *The Routledge handbook of planning theory*, 130-142.

Week 4 – February 6

**The political economy of housing**

Required reading:

- Evans, J., & Wikander, P. (2023). The Housing Vulnerability Deadlock: A View from Canada. *Housing, Theory and Society*, 1-17.
- Kipfer, S. & Sotomayor, L. (2024). Housing beyond land rent? A critique of market housing solutionism. *Radical Housing Journal*, Vol. 6.1.
- Rolnik, R. (2013) Late neoliberalism: The financialization of homeownership and housing rights, *International Journal of Urban and Regional Research*, 37, pp. 1058–1066.

**Recommended:**

- Engels, F., & Dutt, C. P. (1935). The housing question (Vol. 23). New York: International publishers.
- Fernandez, R., & Aalbers, M. B. (2016). Financialization and housing: Between globalization and varieties of capitalism. *Competition & change*, 20(2), 71-88.
- Pillai, A. K., Vieta, M. A., & Sotomayor, L. (2021). University student housing as business proposition and entrepreneurial activity: The Canadian case. *Housing Policy Debate*, 1-24.
- Reyes, A. (2020). Mexico's housing paradox: Tensions between financialization and access. *Housing Policy Debate*, 30(4), 486-511.

Week 5 – February 13

**Housing, social reproduction and urban infrastructures of care**

Required reading:

- Bachour, M. K. (2023). Can Canada become home without a house? The intersectional challenges to housing and settlement among refugees. *Housing Studies*, 1-23.
- Kussy, A., Palomera, D., Silver, D. (2023). The caring city? A critical reflection on Barcelona's municipal experiments in care and the commons. *Urban Studies*, 60(11), 2036-2053.
- Power, E. R., & Mee, K. J. (2020). Housing: An infrastructure of care. *Housing Studies*, 35(3), 484-505.
- Whitzman, C. & Desroches, M.E. (2022) Women's housing: balancing scaling and caring in three Canadian cities, *International Journal of Housing Policy*, 22:2, 278-298, DOI: [10.1080/19491247.2022.2038770](https://doi.org/10.1080/19491247.2022.2038770)



Recommended:

Binet, A. Houston-Read, R., Gavin, V. Baty, C. Abreu, D. Genty, J., Tulloch, A., Reid, A., & Arcaya, M. (2023) The Urban Infrastructure of Care, *Journal of the American Planning Association*, 89:3, 282-294, DOI:10.1080/01944363.2022.2099955

—Reading week: February 17-23—

#### Week 6 – February 27

##### **Home-ownership housing: condominiums, townhouses, and single-family housing**

Required reading:

Buckley, M., & Brauen, G. (2023). Building space, building value: residential space additions and the transformation of low-rise housing in Toronto. *Urban Geography*, 44(7), 1433-1453.

García-Lamarca, M., & Kaika, M. (2016). ‘Mortgaged lives’: the biopolitics of debt and housing financialisation. *Transactions of the Institute of British Geographers*, 41(3), 313-327.

Moos, M., Vinodrai, T., Revington, N., & Seasons, M. (2018). Planning for mixed use: Affordable for whom?. *Journal of the American Planning Association*, 84(1), 7-20.

Recommended:

Lehrer, U., Keil, R., & Kipfer, S. (2010). Reurbanization in Toronto: Condominium boom and social housing revitalization. *disP-The Planning Review*, 46(180), 81-90.

Walks, A. (2016). Homeownership, asset-based welfare and the neighbourhood segregation of wealth. *Housing Studies*, 31(7), 755-784.

#### Week 7 – March 5

##### **Market rentals (long-term/short-term) and purpose built**

Required reading:

August, M. (2020). The financialization of Canadian multi-family rental housing: From trailer to tower. *Journal of Urban Affairs*, 42(7), 975-997.

Combs, J., Kerrigan, D., & Wachsmuth, D. (2020). Short-term rentals in Canada. *Canadian Journal of Urban Research*, 29(1), 119-134.

Kholodilin, K. (2020). Long-term, multicountry perspective on rental market regulations. *Housing Policy Debate*, 30(6), 994-1015.

Nethercote, M., & Horne, R. (2016). Ordinary vertical urbanisms: City apartments and the everyday geographies of high-rise families. *Environment and Planning A*, 48(8), 1581-1598.

Recommended:

Valzania, G. (2022). Towers Once in the Park: Uprooting Toronto's Welfare Landscapes. *Geografiska Annaler: Series B, Human Geography*, 104(3), 227-249.



## Week 8 – March 12

### **Dwelling rooms, basement apartments, multi-tenant homes**

Guest speaker: Valesa Faria, City of Toronto

#### Required reading:

- Grant, J.L., Lee, U., Derksen, J. and Ramos, H. (2019), Neighbourhood Change and the Fate of Rooming Houses. *Tijds. voor econ. en Soc. Geog.*, 110: 54  
69. <https://doi.org/10.1111/tesg.12338>
- Mendez, P., & Quastel, N. (2015). Subterranean commodification: Informal housing and the legalization of basement suites in Vancouver from 1928 to 2009. *International Journal of Urban and Regional Research*, [39\(6\)](#), 1155–1171.
- Sotomayor, L., Tarhan, D., Vieta, M., McCartney, S., & Mas, A. (2022). When students are house-poor: Urban universities, student marginality, and the hidden curriculum of student housing. *Cities*, *124*, 103572.

#### Recommended:

- Brookfield, K. (2022). Planned out: The discriminatory effects of planning's regulation of small Houses in Multiple Occupation in England. *Planning Theory & Practice*, *23(2)*, 194-211.

## Week 9 – March 19

### **Public housing, cooperatives, non-profits, land trusts**

#### Required reading:

- Ferreri, M., & Vidal, L. (2022). Public-cooperative policy mechanisms for housing commons. *International Journal of Housing Policy*, *22(2)*, 149-173.
- Kipfer, S., & Petrunia, J. (2009). “Recolonization” and public housing: A Toronto case study. *Studies in Political Economy*, *83(1)*, 111-139.
- Thompson, M. (2020). From co-ops to community land trusts: Tracing the historical evolution and policy mobilities of collaborative housing movements. *Housing, Theory and Society*, *37(1)*, 82-100.

#### Recommended:

- DeFilippis, J., Williams, O. R., Pierce, J., Martin, D. G., Kruger, R., & Esfahani, A. H. (2019). On the transformative potential of community land trusts in the United States. *Antipode*, *51(3)*, 795-817.
- Rowe, M., Engelsman, U., & Southern, A. (2016). Community Land Trusts-a radical or reformist response to The Housing Question today?. *ACME: An International Journal for Critical Geographies*, *15(3)*, 590-615.

## Week 10- March 26

### **Supportive housing, emergency shelters and encampments**

#### Required reading:

- Canham, S. L., Walsh, C. A., Sussman, T., Humphries, J., Nixon, L., & Burns, V. F. (2022). Identifying shelter and housing models for older people experiencing homelessness. *Journal of Aging and Environment*, 36(2), 204-225.
- Gaetz, S., & Dej, E. (2017). A new direction: A framework for homelessness prevention. *Canadian Observatory on Homelessness Press*. Available from: [https://homelesshub.ca/sites/default/files/attachments/COHPreventionFramework\\_1.pdf](https://homelesshub.ca/sites/default/files/attachments/COHPreventionFramework_1.pdf)
- Rady, F. & Sotomayor, L (2024). Barred and banished: Encampment evictions, public space and permanent displaceability in Toronto. *Antipode*.

#### Recommended:

- Goldstein, M. (2020) Fixing the leaky bucket: A Comprehensive Policy & Program Framework to Preserve Toronto's Supply of Deeply Affordable Housing. Maytree Foundation. [https://pnlt.ca/wp-content/uploads/2020/10/Fixing-The-Leaky-Bucket\\_Full-Report\\_V1.pdf](https://pnlt.ca/wp-content/uploads/2020/10/Fixing-The-Leaky-Bucket_Full-Report_V1.pdf)
- Namian, D. (2020) Governing homelessness through instruments: a critical perspective on housing first's policy instrumentation, *Critical Policy Studies*, 14:3. 303-318, DOI: 10.1080/19460171.2019.1598881

## Week 11 – April 2

### **Housing movements and tenant advocacy**

#### Required:

- Card, K. (2022). From the streets to the statehouse: how tenant movements affect housing policy in Los Angeles and Berlin. *Housing Studies*, 1-27.
- García-Lamarca, M. (2017). From occupying plazas to recuperating housing: Insurgent practices in Spain. *International Journal of Urban and Regional Research*, 41(1), 37-53.
- Rodriguez, A. D. (2022). “What is Our City Doing for Us?”: Placing Collective Care into Atlanta’s Post-Public Housing Movements. *Antipode*.
- Tubridy, F. (2023). Militant Research in the Housing Movement: The Community Action Tenants Union Rent Strike History Project. *Antipode*.

#### Recommended:

- Madden, D., & Marcuse, P. (2016). In defense of housing. The politics of crisis. New York: Verso.

## Week 12 – April 9

### **Presentations and conclusions**

### Grading Scheme, Assignment Submissions, and Lateness Penalties

Assignments will bear either a letter grade designation (e.g., A, B, C+, etc.) or an equivalent percentage grade. The final grade for the course conforms to EUC's pass-or-fail grading policy for the MES Planning program.

### Expectations / Classroom Behaviour / Behaviour in the Academic Setting

My expectation of you is that you will show respect to the Course Instructor, other faculty, staff, and fellow students. This includes arriving on time and staying for the entire class (so you don't disturb others by your late entry or early departure); participating in class discussions and activities or listening quietly (so you don't disturb others by your chatting or online activities); approaching your course work with an open, honest spirit and enthusiasm; and otherwise adhering to the University's Code of Behavior on Academic Matters. In turn, you can expect me to show respect to you and your fellow students; to deliver the best course that I possibly can; to communicate my enthusiasm for the material; to maintain an equity perspective and fairness in all aspects of course delivery and assessment; and otherwise, to adhere to the University's Code of Behaviour on Academic Matters.

### Attendance

As life is full of specific circumstances and scheduling conflicts, students are allowed to miss one class if needed during the term without the expectation that they communicate with the instructor or provide documentation. If they need to miss a second class, they should communicate via email in advance.

### Written assignments

Formatting: Coursework must be word-processed double spaced, 12-point font size, unless otherwise noted. Assignments should be proofread before submission to ensure that they are free of grammatical and spelling errors and must include a list of all references cited in the text, using the APA citation style. All coursework should include the student's name and ID number, the course's code and name, and that of the instructor, to avoid loss or improper identification.

### Submitting your assignments

Unless otherwise noted in the syllabus, written assignments are to be submitted by **2 PM on the day it is due and uploaded via our eClass site.**

### 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 entertained by the Course Director only when supported by written documentation (e.g., a doctor's letter).

**Group Work.** This course requires group work. Group work, when done well, can teach collaborative skills that are essential in many work contexts. It can enrich everyone's learning by making all students resources for each other, and can create a synergy based on the diversity of

histories and perspectives of the group members. To ensure that group work is a positive experience, each group should first discuss and agree to ground-rules for effective group work such as: 1) active listening and facilitating equal participation of all; 2) respecting different opinions and different ways of knowing or communicating; 3) considering issues of power, difference and discrimination; 4) identifying a clear path of communication with Course Director should there be issues/concerns; and 5) making clear a path of action for issues regarding equity-related or harassment concerns.

Useful articles on working through equity issues in groups:

Burke, Bev et al. "Thinking Equity." *Education for Changing Unions*. Toronto: Between the Lines, 2002, 74-77.

Narayan, Uma. "Working Together Across Differences: Some Considerations on Emotions and Political Practice." *Hypatia*, Vol. 3, No. 2 (Summer, 1998), pp. 31-47.

**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](http://www.registrar.yorku.ca/pdf/exam_accommodation.pdf)

**Academic Honesty**

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

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

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

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

## HPRC Review Process

### Access/Disability

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

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

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