

FACULTY OF ENVIRONMENTAL & URBAN CHANGE  
York University

GRADUATE COURSE SYLLABUS

**ENVS 6126 COMMUNITY PLANNING AND HOUSING**

**Winter 2025**

**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: CITY Institute, Kaneff Tower, Room 731

Virtual office hours: Mondays on Zoom, 11 AM-noon.

<https://yorku.zoom.us/j/4133519467?pwd=T2R1MHNhS0huTTI2eFNRUWpvbmkQT09&omn=97556248737&from=addon>

Meeting ID: 413 351 9467

Passcode: 861269

**Purpose and Objectives of the course**

In the public discourse, “community planning” has increasingly become a catch-all phrase, its meaning often diluted to encompass any neighbourhood-based or localized form of development or “town planning” activity. As a result, “community planning” is urgently in need of both conceptual and practical rescue. This course is grounded in the premise that, at its core, community planning remains an oppositional and dynamic practice that should challenge the status quo. We will explore community planning as a practice defined by (1) collective action from below and (2) localized, neighborhood-level initiatives shaped by grassroots mobilization and mediated by community planners—often referred to as social planners. These planners leverage their critical subjectivities to foster scenarios of resistance, recognition, or redistribution (Sotomayor & Daniere, 2018). They often collaborate with local groups engaged in “insurgent planning” (Miraftab, 2009) or operate as “guerrillas in the bureaucracy” (Needleman & Needleman, 1974), working within or outside the state to overcome institutional constraints and advance equity and justice-oriented planning practices.

In this seminar, we will reclaim and rethink community planning, focusing particularly on its role in shaping housing systems and addressing the structural inequalities underpinning contemporary housing crises. The course approaches housing as both a fundamental human necessity and a contested political terrain influenced by broader forces such as income inequality, class, gender, race, labour, and urban infrastructure. The seminar emphasizes critical engagement with contemporary policy debates, advocacy strategies, and planning interventions, assessing their implications for equity and social justice. Particular attention will be given to key issues within the global housing crisis, including affordability, access, evictions, displacement, homelessness prevention, transitional and supportive housing, the politics of encampments by the unhoused, and community-led housing initiatives. The course will also examine a variety of housing models, including social housing, non-profit housing, cooperatives, land trusts, multi-family rentals, and affordable homeownership. Ultimately, ENVS 6126 seeks to equip students with critical tools to address pressing housing challenges, nurture their planning imagination, and foster ethical and value-driven approaches to community planning and housing provision.

### **Expected learning outcomes**

ENVS 6126 is designed to equip students with a robust theoretical foundation in community planning and housing while fostering their applied writing and policy analysis skills.

### Functional competencies

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

- The history and political economy 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, inclusionary zoning, short-term rentals, mixed-use, and alternative housing solutions with an emphasis on care, feminist and decolonial perspectives.
- The equity implications of climate change impacts, energy poverty, and adaptation for individuals facing housing vulnerabilities.
- Housing in relation to tenant movements, the disability movement, the housing needs of students, unhoused individuals, the carceral logics of congregate housing provision, and radical alternatives.

### Enabling competencies

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

- Ability to critically engage with notions of “community” and the meaning of community planning.
- Knowledge of the systemic barriers involved in accessing housing, social services, and infrastructure.
- Capacity to identify and analyze 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.
- Improved policy analysis and technical policy writing skills.
- Understanding of career paths related to community planning and housing.

### 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 student presentations, time for discussion and will be supplemented by analysis of case studies, films/videos, guest lectures, and occasional field trips. Guest speakers in ENV5 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 ENV5 6126 will be based on the following items weighted as indicated:

<b>Seminar presentation and facilitation</b>	20%
<b>Participation and weekly questions</b>	30%
<b>Case Study, Climate &amp; Equity Lab</b> (An assignment sheet with instructions will be provided on week 6)	25% (DUE MARCH 4)
<b>Policy Memo</b> (An assignment sheet with instructions will be provided on week 8)	25% (DUE APRIL 1)

#### Seminar presentations 20%

Students will work in pairs to present and facilitate one of the weekly themes of the course. Presentations are 30 minutes long (15 min per speaker). Following the presentation, presenters will lead a 20-minute class discussion. Students will select a theme in the first week of class.

Students leading a seminar are expected to facilitate engaging, discussion-based sessions that critically explore course materials and encourage active participation from all members. They should prepare by thoroughly reading and analyzing the assigned texts, identifying key themes, and developing thought-provoking questions to stimulate discussion. **The presentation should not simply summarize the readings; instead, it should offer critical insights, highlight gaps or contradictions, and foster deeper understanding of the material.** In addition to guiding the conversation, presenters are responsible for connecting seminar topics to broader theoretical frameworks, current events, and/or real-world applications.

### Participation and weekly questions 30% (ONGOING ASSESSMENT)

Class participation is an essential component of the seminar, and students are expected to actively engage with both the readings and their peers. **This includes uploading 3-5 critical questions about the assigned materials through a link provided before each session via e-Class.** These questions should demonstrate an understanding of the readings and provoke discussion, challenge assumptions, or explore unresolved issues within the texts. Alternatively, students may submit a ~300-word reflection piece that addresses what they found thought-provoking or difficult in the readings, what surprised them, or how the material connects to broader course themes, their own experience or real-world issues. These contributions aim to demonstrate thoughtful engagement with the course content and stimulate dialogue during the seminar.

### Case Study, Climate & Equity Lab 25% (DUE MARCH 4)

An assignment sheet with instructions will be provided on week 6.

### Policy Memo 25% (DUE APRIL 1)

The policy memo assignment aims to help students develop their ability to conduct and communicate policy analysis in a professional, accessible manner, offering clear recommendations supported by evidence and critical analysis. For this assignment, students are tasked with writing a 4-page policy memo on a housing problem that interests them, requires state action, and is related to the course. The memo should be structured clearly and concisely, addressing a specific policy issue, challenge, or intervention relevant to the topics discussed in class. The memo should be addressed to a decision-maker (a public actor) in the housing ecosystem. The memo should present a compelling case for a set of recommendations (1 to 3). Memos should follow the general format outlined below:

1. **Introduction (½ - 1 page):**

Begin with a brief overview of the policy issue you are addressing. Provide context by explaining the relevance of the issue in the current political, social, or economic landscape. Clearly state the purpose of your memo and the policy question or challenge you will address.

2. **Background/Context (1 page):**

Provide a concise background on the issue, drawing from course materials, readings, and external research. Describe the key stakeholders involved, the historical context, and any relevant data or trends that inform the issue. This section should help the reader understand the scope and significance of the problem.

3. **Policy Options/Analysis (1 - 1½ pages):**

Present and analyze at least two policy options or approaches to addressing the issue. For each option, outline the potential benefits, challenges, and trade-offs. Provide evidence from scholarly sources, case studies, or real-world examples to support your analysis. Be sure to critically assess the feasibility and effectiveness of each option.

4. **Recommendations (½ - 1 page):**

Based on your analysis, recommend the most effective policy option. Justify your recommendation with clear reasoning and evidence. Discuss the potential impact of the

policy on different stakeholders and the broader societal context. You may also include suggestions for how the policy could be implemented or improved.

5. **Conclusion (½ page):**

Summarize your main points and emphasize the importance of your recommended policy. Provide a brief reflection on the broader implications of the issue and why it requires immediate attention.

**Format and Submission Guidelines:**

- Length: 4 pages (approximately 1,000 - 1,200 words), double-spaced, 12-point Times New Roman font, 1-inch margins.
- Use headings and subheadings to organize your memo.
- Cite all sources in APA format, both in-text and in a reference list at the end of the memo.
- Submit your memo via eClass before class on April 1.

**Key resources for this course:**

Madden, D., & Marcuse, P. (2016). In defense of housing. *The politics of crisis*. Verso.

Needleman, M. L., & Needleman, C. E. (1974). Guerrillas in the bureaucracy: The community planning experiment in the United States.

Whitzman, C. (2024). Home Truths. UBC Press.

**Supplemental readings for this course can be found in these journals:**

Radical Housing Journal  
Journal of Planning Education and Research  
Environment and Planning A: Economy and Space  
Planning Theory  
Housing, Theory and Society  
Housing Policy Debate  
Housing Studies  
Urban Studies  
International Journal of Housing Policy  
Planning Theory & Practice  
International Journal of Urban and Regional Research

**ENVS 6126 at a glance**

<b>Session and date</b>	<b>Topic</b>	<b>Activity /guest</b>	<b>Work due</b>
Week 1 January 7	<b>Introduction to ENVS 6126</b>	Sign up to facilitate a seminar	
Week 2 January 14	<b>What is “community” in community planning?</b>		
Week 3 January 21	<b>Equity and social justice in community planning</b>	Guest speaker: Saroja Ponnambalam, Social Planning Toronto	
Week 4 January 28	<b>The political economy of housing</b>		
Week 5 February 4	<b>Housing policy: models of state intervention, key actors and outcomes</b>	Guest speaker: Dan Nicholson, Manager, Community Planning, City of Toronto	
Week 6 February 11	<b>Climate change and housing vulnerabilities</b>	Guests: Climate & Equity Lab	
<b>READING WEEK</b>			
Week 7 February 25	<b>Home-ownership housing: condominiums, townhouses, and single-family housing</b>		
Week 8 March 4	<b>Market rentals (long-term/short-term) and purpose-built housing</b>		Case study for the Climate & Equity Lab is due.
Week 9 March 11	<b>Dwelling rooms, basement apartments, multi-tenant homes</b>	Fieldtrip – Kensington Market Community Land Trust (TBC)	
Week 10 March 18	<b>Public housing, cooperatives, non-profits, land trusts</b>		
Week 11 March 25	<b>Supportive housing, emergency shelters and encampments</b>	Guest speaker: Farida Rady	
Week 12 April 1	<b>Housing movements and tenant advocacy Conclusions</b>		Policy memo is due.

## ENVS 6126 - Weekly Schedule

### Week 1– January 7

#### **INTRODUCTION TO COMMUNITY PLANNING AND HOUSING**

Course objectives, rationale, policies and assessment.

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

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

### Week 2 – January 14

#### **WHAT IS “COMMUNITY” IN COMMUNITY PLANNING?**

Required reading:

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)

Sivanandan, A. (1985). RAT and the degradation of black struggle. *Race & Class*, 26(4), 1-33.

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

Weinberg, P. (2020) When poverty mattered: the 1970 uprising at the social planning council. *Spacing*. <https://spacing.ca/toronto/2020/01/30/when-poverty-mattered-the-1970-uprising-at-the-social-planning-council/>

Recommended:

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/>

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.

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.

### Week 3 – January 21

#### **EQUITY AND SOCIAL JUSTICE IN COMMUNITY PLANNING**

Guest speaker: Saroja Ponnambalam, Social Planning Toronto

Required reading:

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

Miraftab, F. (2009). Insurgent planning: Situating radical planning in the global south. *Planning theory*, 8(1), 32-50.

- Sotomayor, L., & Danieri, A. (2018). The dilemmas of equity planning in the Global South: A comparative view from Bangkok and Medellín. *Journal of planning education and research*, 38(3), 273-288.
- Williams, R. A. 2024. From Racial to Reparative Planning: Confronting the White Side of Planning. *Journal of Planning Education and Research* 44 (1): 64-74.

Recommended:

- 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.

Week 4 – January 28

**THE POLITICAL ECONOMY OF HOUSING**

Required reading:

- Madden, D., & Marcuse, P. (2016). In defense of housing. *The politics of crisis*. Chapters 1-4.
- Power, E. R., & Mee, K. J. (2020). Housing: An infrastructure of care. *Housing Studies*, 35(3), 484-505.

Recommended:

- Engels, F., & Dutt, C. P. (1935). *The housing question* (Vol. 23). New York: International publishers.
- Evans, J., & Wikander, P. (2023). The Housing Vulnerability Deadlock: A View from Canada. *Housing, Theory and Society*, 1-17.
- Fernandez, R., & Aalbers, M. B. (2016). Financialization and housing: Between globalization and varieties of capitalism. *Competition & change*, 20(2), 71-88.
- Reyes, A. (2020). Mexico's housing paradox: Tensions between financialization and access. *Housing Policy Debate*, 30(4), 486-511.
- Rolnik, R. (2013) Late neoliberalism: The financialization of homeownership and housing rights, *International Journal of Urban and Regional Research*, 37, pp. 1058–1066.



## Week 5 – February 4

### **HOUSING POLICY: MODELS OF STATE INTERVENTION, KEY ACTORS AND OUTCOMES**

#### Required reading:

Kipfer, S. & Sotomayor, L. (2024). Housing beyond land rent? A critique of market housing solutionism. *Radical Housing Journal*, Vol. 6.1.

Whitzman, C. (2024). *Home Truths*. Chapters 1-4 and 10-11.

#### Recommended:

Bachour, M. K. (2023). Can Canada become home without a house? The intersectional challenges to housing and settlement among refugees. *Housing Studies*, 1-23.

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

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.

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

## Week 6 – February 11

### **CLIMATE CHANGE AND HOUSING VULNERABILITIES**

Guest speakers: The Climate & Equity Lab

#### Required reading:

Anguelovski, I., Kotsila, P., Lees, L., Triguero-Mas, M., & Calderón-Argelich, A. (2024). From heat racism and heat gentrification to urban heat justice in the USA and Europe. *Nature Cities*, 1-9.

Bird, S., & Hernández, D. (2012). Policy options for the split incentive: Increasing energy efficiency for low-income renters. *Energy Policy*, 48, 506–514.  
<https://doi.org/10.1016/J.ENPOL.2012.05.053>

Knuth, S. (2019). Cities and planetary repair: The problem with climate retrofitting: *EPA: Economy and Space*, 51(2), 487–504. <https://doi.org/10.1177/0308518X18793973>

Riva, M., Makasi, S. K., Dufresne, P., O'Sullivan, K., & Toth, M. (2021). Energy poverty in Canada: Prevalence, social and spatial distribution, and implications for research and policy. *Energy Research & Social Science*, 81, 102237.

#### Recommended:

CBC interactive website. “Here’s who lives in your city’s worst heat islands”. <https://ici.radio-canada.ca/info/2022/07/ilots-chaieur-villes-inegalites-injustice-changements-climatiques/en?tz=EST>

Global News (2016). “Rising energy costs and extreme poverty collide in rural Ontario”. <https://globalnews.ca/news/3080057/rising-energy-costs-and-extreme-poverty-collide-in-rural-ontario/>

Week 7 – February 25

**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.
- Whitzman, C. (2024). *Home Truths*. Chapter 9. “Is there a future for affordable home ownership?” pp. 165-186.

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 8 – March 4

**MARKET RENTALS (LONG-TERM/SHORT-TERM) AND PURPOSE-BUILT HOUSING**

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.
- Whitzman, C. (2024). *Home Truths*. Chapter 8. “How can renters have the same rights as owners?” pp. 144-164.

Recommended:

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

Week 9 – March 11

**DWELLING ROOMS, BASEMENT APARTMENTS, MULTI-TENANT HOMES**

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 10- March 18

**PUBLIC HOUSING, COOPERATIVES, NON-PROFITS, LAND TRUSTS**

Required reading:

- 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.
- Ferreri, M., & Vidal, L. (2022). Public-cooperative policy mechanisms for housing commons. *International Journal of Housing Policy*, *22*(2), 149-173.
- Thompson, M. (2020). From co-ops to community land trusts: Tracing collaborative ho historical evolution and policy mobilities. *Housing, Theory and Society*, *37*(1), 82-100.
- Whitzman, C. (2024). *Home Truths*. Chapter 6. Why start with non-market housing? pp. 103-121.

Recommended:

- Rowe, M., Engelsman, U., & Southern, A. (2016). Community Land Trusts -- radical or reformist response to The Housing Question today? *ACME: An International Journal for Critical Geographies*, *15*(3), 590-615.

Week 11 – March 25

## **SUPPORTIVE HOUSING, EMERGENCY SHELTERS AND ENCAMPMENTS**

Guest speaker: Farida Rady

Required reading:

Gaetz, S., & Dej, E. (2017). A new direction: A framework for homelessness prevention.

*Canadian Observatory on Homelessness Press*. Available from:

[https://homelesshub.ca/wp-content/uploads/2024/04/COHPreventionFramework\\_1.pdf](https://homelesshub.ca/wp-content/uploads/2024/04/COHPreventionFramework_1.pdf)

Rady, F. & Sotomayor, L. (2024). Barred and banished: Encampment evictions, public space and permanent displaceability in Toronto. *Antipode* Vol 56 (5), pp. 1830-1856.

Whitzman, C. (2024). *Home Truths*. Chapter 5. Can Canada End Homelessness? pp. 122-143.

Required podcast:

Why more beds still won't be enough to keep Toronto's homeless out of the cold this winter, Metro Morning, CBC, October 25, 2024.

<https://open.spotify.com/episode/3Hhd9WnmveKQ1ZB8gYr9IJ?si=tbn-6QxWQAiUv2bqivaqLg>

Recommended:

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.

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 12 – April 1

## **HOUSING MOVEMENTS AND TENANT ADVOCACY**

### **CONCLUSIONS**

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.

Rodriguez, A. D. (2024). "What is Our City Doing for Us?": Placing Collective Care into Atlanta's Post-Public Housing Movements. *Antipode*, 56(3), 755-778.

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.

Recommended:

Tubridy, F. (2023). Militant Research in the Housing Movement: The Community Action Tenants Union Rent Strike History Project. *Antipode*.

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### 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).

### 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/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/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>