

DEPARTMENT OF GEOGRAPHY & PLANNING
University of Toronto
JPG1812Y
Planning for Change: Community Development in Practice

Fall/Winter 2016/2017
SSH Room 5017A
Mondays 5-8pm

PROFESSORS:

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COURSE DESCRIPTION:

Planning for Change is a full-year graduate course (September-April) that provides a unique opportunity to gain practical experience in community-engaged planning. It is comprised of a service-learning placement within an organization in the public, private or nonprofit sector. You will work independently to complete a professional project in community planning, designed for and by your community partner. In the past, students have conducted research studies, written analytical reports, designed spaces for communities to work, live or play, worked on planning documents and provided advice on policy implications. We have a wide range of placement opportunities in all the areas of planning specialization – general, design, social, environmental, and economic. We support the placement with in class seminars, presentations, readings, discussion, writing and critical reflection, as well as with training in project management. The objectives of the service-learning placement are to allow graduate students to gain practical experience, assist community groups to design and implement a real-world community planning project, reflect critically on their education and their role as a student and citizen, and begin to build longer-term commitments to communities and neighbourhoods throughout Toronto.

LOGISTICS:

Mondays from 5:00pm to 8:00pm beginning on Monday September 12, 2016. We will meet weekly in the fall and bi-weekly in the winter, recognizing that you will be working with community partners on your project outside of class.

This course will hold group seminar meetings that will focus on themes of service learning in community planning. The first 30 minutes of each seminar will be used as a “check-in” for students to share updates, highlights and/or challenges in their placements. Community partners are welcome to attend any or all seminar meetings, if they have the time or the desire.

The course outline will be adjusted on an ongoing basis to reflect the experiences and needs of the students based on their specific service learning placements. The final part of each class will be used to update the syllabus to ensure it continues to meet the needs of the learning goals and the students’ experiences.

The seminars in the first term (weeks 1 -13) will be used to cover critical questions about the position of the practitioner in community development work and to address the political and economic context that

structures the provision of community planning. This term will also provide students with the particular skills and knowledge required to complete their service learning placements.

The seminar topics in the second term (weeks 13-24) will be identified by the students (based on the particulars of the service learning placements) and organized by the class with the support of the instructors. We will plan to meet on-site in the various placement locations if possible.

COURSE WEBSITE:

The course website is available through the University of Toronto blackboard portal (portal.utoronto.ca). You will find course materials here, including links to some readings. There is a textbook we draw from for many readings, which is available at the bookstore for \$22.

Notes from Canada's Young Activists: A Generation Stands Up for Change. Edited by Cullis-Suzuki et al., 2007. Vancouver: Greystone Publishing (referred to as "Notes" in the reading list).

LEARNING OBJECTIVES:

In the course, you will learn about the political, economic and social contexts that structure community development, research methods and other skills related to the work with the community partners. The main learning goals of the course are:

1. to apply practical research methodologies and theoretical tools to issues deemed critical by community partners;
2. to incorporate the practice of critical reflection and apply a critical awareness of positionality into planning work;
3. to learn to communicate effectively when creating and following a project proposal and work plan with community partners;
4. to complete a professional final report for a community partner.

EVALUATION

You will be evaluated based on communication and contribution (in class and with community placements), several written reflections, a project proposal and progress report, and the quality of the final project. Assignment descriptions are posted on Blackboard under Course Materials.

Written reflections	20
Seminar leadership	5
In-class contribution	20
Project proposal (MOU)	15
Interim report	10
Presentation	5
Final project report	15
CP contribution	10

CONTEXT:

Please use email sparingly. If you have a question that is relevant to the whole class, use the Blackboard discussion board. Other email questions that require more than a one-sentence answer are best answered in person, during office hours or the class check-in.

Written assignments are to be submitted through Blackboard, using Turnitin. Please write well and don't plagiarize (see the following for information on what constitutes plagiarism and how best to avoid it <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>). The University of Toronto has a Code of Conduct on Academic Matters and it is the responsibility of all members of the university

community to be aware of, and to abide by, its content. Ignorance of the code and its terms is never considered to be a defense in the face of a charge of plagiarism.

If you have accessibility issues with the course or placement, you can talk to us or the Accessibility office and we will do our best to be accommodating. <http://studentlife.utoronto.ca/accessibility>.

Placements with a community partner are a responsibility. Please conduct yourselves with integrity. We are here to support you in your placement, and we rely on you to communicate with us about any issues you may encounter.

Fall Term Schedule:

	Date	Topic & readings
1	September 12	Introduction <i>Community Partner Presentations</i>
		CP placement opportunities – On Blackboard hooks, b. (1994) “Chapter 1: Engaged Pedagogy,” in <i>Teaching to Transgress, Education as the Practice of Freedom</i> , New York and London: Routledge, pp. 13-22 (Available on Blackboard)
<i>September 13th and 16th Interviews with students will take place this week to assist instructors in matching students to community partners.</i>		
2	September 19	Student placements; distribution of insurance forms; class contract.
		Project Management workshop – <i>Alison Paprica, PhD, PMP</i>
		Project Management online resources: to be posted
3	September 26	Introduction to Community-Engaged Learning – <i>Centre for Community Partnerships</i>
		<i>Simon Erlich</i> – experience in service learning
		Mitchell, T. (2008) Traditional vs. Critical Service Learning: Engaging the Literature to Differentiate Two Models. <i>Michigan Journal of Community Service Learning</i> Spring, pp. 50-65.
		Levkoe, C. (2006) Learning Democracy Through Food Justice Movements. <i>Agriculture and Human Values</i> 23 (1), pp. 89-98.
		Roter, G. (2007) A Reference Letter to Remember, in <i>Notes</i> , pp. 13-20
<i>September 30rd – Project proposal (memorandum of understanding) due</i>		
4	October 3	The art of critical reflection – <i>Benjamin Pottruff, Academic Success Centre</i>

	Date	Topic & readings
		<p>Fainstein, S. (2014) The just city. <i>International Journal of Urban Sciences</i>, 18:1, pp. 1-18. (link on Blackboard)</p> <p>Kayssi, A. (2007) Departure, in <i>Notes</i>, pp. 90-95.</p> <p>d’bi.young.anitafrika. (2007) dubpoetics and personal politics, in <i>Notes</i>, pp. 137-148.</p>
5	October 10	Thanksgiving Day - University Closed
<i>October 14 – first reflection due</i>		
6	October 17	<p>Planning in the public sector – guest lecture by Rob Dowler, public servant extraordinaire, covering planning skills, job quality, ethics and roles, and work-life balance, followed by discussion</p> <p>Meck, S. (1996) Understanding and improving the management of planning agencies. In McLendon, B., & Catanese, J. <i>Planners on Planning</i>. San Francisco: Jossey-Bass Inc., pp. 276-286. (on Blackboard)</p> <p>Martin, R. (2007) How successful leaders think. <i>Harvard Business Review</i>, June 2007. https://hbr.org/2007/06/how-successful-leaders-think (On Blackboard)</p> <p>Toronto City Planning (2015) <i>Annual Report</i>. http://www1.toronto.ca/City%20Of%20Toronto/City%20Planning/Annual%20Report/AnnualReport2015_WEB.pdf (on Blackboard)</p>
7	October 24	<p>Diversity & Inclusion in the City <i>Allison Burgess, Sexual and Gender Diversity Officer</i> <i>Anti-racism and cultural diversity session TBA</i></p> <p>Doan, P. (2007) Queers in the American city: Transgendered perceptions of urban space. <i>Gender, Place and Culture</i>, 14:1, pp 57-74.</p> <p>Viswanthat, L. (2009) ‘Postcolonial Planning’ and Ethno-Racial Diversity in Toronto: Locating Equity in a Contemporary Planning Context. <i>Canadian Journal of Urban Research</i> 18 (1), pp. 162-1.</p> <p>Foran, C. (2013) How to design a city for women: A fascinating experiment in “gender mainstreaming”. <i>CityLab</i>, September 16, 2013. http://www.citylab.com/commute/2013/09/how-design-city-women/6739/</p> <p>Gosnell-Meyers, G. (2007) Building a Nation of Nations: Aboriginal Youth and Canadian Politics, in <i>Notes</i>, pp. 21-27.</p>
8	October 31	<p>Democracy and Participation in Community Planning – who is represented, and how are they represented?</p> <p>Sandercock, L. (2004) Towards a Planning Imagination for the 21st Century. <i>Journal of the American Planning Association</i> 70 (2), pp. 133-139.</p>

	Date	Topic & readings
		<p>Forester, J. (1982) Planning in the face of power. <i>Journal of the American Planning Association</i>, 48:1, pp 67-80.</p> <p>Dougherty, I. (2007) Art, Politics, and Questioning Authority. In <i>Notes</i>, pp. 7-12.</p> <p><i>Create groups for winter student-led seminars.</i></p>
9	November 7	<p>November Break - No Classes</p> <p><i>Winter group seminar proposals due.</i></p>
<i>November 11 – second reflection due</i>		
10	November 14	<p>Panel discussion and breakout café – agency in the workplace</p> <p>Rix, R. On Authority and Activism In <i>Notes</i>, pp. 149-155.</p> <p>Krumholz, N. (1982) A Retrospective View of Equity Planning Cleveland 1969–1979. <i>Journal of the American Planning Association</i>, 48:2, 163-174.</p>
11	November 21	<p>Planning in the nonprofit sector; advocacy planning; research methods for planning; evidence-based planning; politics</p> <p>Paul Davidoff (1965) Advocacy and Pluralism in Planning. <i>Journal of the American Institute of Planners</i>, 31:4, 331-338.</p> <p>Savan, B., and Sider, D. (2003) Contrasting approaches to community-based research and a case study of community sustainability in Toronto, Canada. <i>Local Environment</i> 8 (3), pp. 303-316.</p> <p>Krizek, K; Forysth, A. & Schively Slotterback, C. (2009) Is There a Role for Evidence-Based Practice in Urban Planning and Policy? <i>Planning Theory & Practice</i>,10:4, 459-478.</p>
<i>November 25 – Interim report due</i>		
12	November 28	<p>Burnout and self-care, personal and structural issues of activism and identity – <i>Guest visit by Annahid Dashtgard of Anima Leadership</i></p> <p>Dashtgard, A. (2007) Remembering the dance: Feeling my way to freedom. In <i>Notes</i>, pp. 81-89.</p> <p>Poaps, L. (2007) Lessons from making the jump: A young person’s experience in politics. In <i>Notes</i>, pp. 58-66.</p>
13	December 5	Social gathering with Community Partners - Location TBA

Winter Term Schedule:

Week	Date	Topic	Reading
14	January 9	No class meeting	
15	January 16	Student-led seminar (group 1)	Student group 1 to assign readings at least 2 weeks in advance.
16	January 23	No class meeting	
17	January 30	Student-led seminar (group 2)	Student group 2 to assign readings at least 2 weeks in advance.
18	February 6	Adobe Creative Suite training - <i>optional</i>	
19	February 13	Student-led seminar (group 3)	Student group 3 to assign readings at least 2 weeks in advance.
20	February 20	Family Day - University Closed	
21	February 27	Student-led seminar (group 4)	Student group 4 to assign readings at least 2 weeks in advance.
22	March 6	No class meeting	
23	March 13	Student-led seminar (group 5)	Student group 5 to assign readings at least 2 weeks in advance.
24	March 20	Presentations - half <i>Community Partners and departmental community invited to attend</i>	
25	March 27	Presentations – half <i>Community Partners and departmental community invited to attend</i>	
	<i>March 31 – Project report due</i>		
26	April 3	Final meeting – debriefing & discussion	