

GRADUATE

PLANNING

University of Toronto
Department of Geography & Planning

PhD Handbook

2015-2016

A guide to the
PhD in Planning program



geography.utoronto.ca

Preface

This handbook outlines the basic degree requirements, financial support policy and other general information relevant to PhD studies in Planning.

This handbook should be read in conjunction with the policies, regulations and guidelines outlined in the School of Graduate Studies Calendar available at www.sgs.utoronto.ca.

This handbook was last revised on September 1, 2015.

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1 Academic Calendar

Fall 2015

July 13	Registration for fall session begins
August 3	Civic holiday (University closed)
August 1	Course enrolment begins
August 28	Last date for payment of tuition fees to meet registration deadline
September 7	Labour Day (University closed)
September 8-11	Orientation Week Activities
September 14	Most formal graduate courses and seminars begin
September 15	Final date to submit PhD theses to SGS to avoid fees for 2015-2016
September 16	July-August session grades available for viewing online
September 18	Registration for Fall session ends; after this date a late registration fee will be assessed
September 28	Final date to add full-year and Fall session courses
October 2	Final date for receipt of degree recommendations and submission of any required theses for master's for Fall Convocation without fees being charged for the fall session
October 2	Final date to submit final PhD theses for Fall Convocation
October 12	Thanksgiving Day (University closed)
November 2	Final date to drop fall session half or full courses without academic penalty
November	Fall Convocation – Information is posted at www.convocation.utoronto.ca
December 23	University closed for winter break until January 1 inclusive

Winter 2016

January 4	University reopens
January 11	Most formal graduate courses and seminars begin

January 15	Final date for registration for students beginning program in Winter session
January 15	Final date to submit PhD theses without fee payment for Winter session
January 20	Fall session grades available for viewing online
January 22	Final date for receipt of degree recommendations and submission of any required theses for master's degrees for March (in absentia) or June Convocation without being charged fees for the Winter session
January 22	Final date to submit final doctoral thesis for March in absentia convocation
January 25	Final date to add winter session courses
February 15	Family Day (University closed)
March	March graduation in absentia – Information is posted at www.convocation.utoronto.ca
March 1	Final date to drop full-year and winter courses without academic penalty
March 25	Good Friday (University closed)
April 22	Students recommended for convocation in June - Coursework must be completed and grades must be submitted for full-year and Winter session courses
April 22	Final date for receipt of degree recommendations and submission of any required theses for master's degrees for June Convocation
April 22	Final date for submission of final PhD theses for June Convocation

Summer 2016

May 6	Final date for registration for students beginning program in Summer session
May 9	Final date to enrol in May-June or May-August session courses
May 18	Full-year and Winter session grades available for viewing online
May 23	Victoria Day (University closed)
May 27	Final date to drop May/June courses without academic penalty
June	Spring Convocation - Information is posted at www.convocation.utoronto.ca
June 20	Final date to drop May-August courses without academic penalty

July 1	Canada Day (University closed)
July 4	Final date to enrol in July-August courses
July 18	Final date to drop July-August courses without academic penalty
July 20	May-June session grades available for viewing online

2 Faculty Directory

2.1 Full Time Faculty

(Home campus of faculty members: UTSG = St. George; UTM = Mississauga; UTSC = Scarborough)

Christian Abizaid Assistant Professor	(416) 978-3373 christian.abizaid@utoronto.ca SS5055 (UTSG)	Human-environment interactions; peasant livelihoods in tropical forests; cultural/political ecology
Alana Boland Associate Professor	(416) 978-1587 boland@geog.utoronto.ca SS5006 (UTSG)	Environment and development; sustainability and urban political economy; China (1950s to present)
Donald Boyes Associate Professor, Teaching Stream	(416) 978-1585 don.boyes@utoronto.ca SS5011 (UTSG)	Geographic information systems (GIS) and science; scholarship of teaching and learning; pedagogical development; teaching with technology; online and blended learning
Michelle Buckley Assistant Professor	(416) 208-5122 mbuckley@utsc.utoronto.ca MW289 (UTSC)	Migration and urbanization; intersectional perspectives on work and employment; Marxist philosophy and postcolonial urban frameworks
Ron Buliung Associate Professor	(905) 569-4419 ron.buliung@utoronto.ca SB3104 (UTM)	Transportation geography; interaction and feedback between transport, land use and environmental systems; activity-travel analysis and modelling
Susannah Bunce Assistant Professor	416-287-7296 scbunce@utsc.utoronto.ca Bladen Wing 526C (UTSC)	Urban sustainability and communities, urban political ecology, community- based planning and development in cities
Tenley Conway Associate Professor	(905) 828-3928 tenley.conway@utoronto.ca SB3256 (UTM)	Urban vegetation; human drivers of urban ecosystems; land use/land cover modelling
Deborah Cowen Associate Professor	(416) 946-0567 deb.cowen@utoronto.ca Room SS5033 (UTSG)	Contested spaces; geographies of citizenship and labour; militarism, violence and security
Amrita Daniere Professor	(416) 978-3236 amrita.daniere@utoronto.ca SS5063 (STG)	Infrastructure provision in developing country megacities (including water and sanitation services, housing, solid waste collection and disposal and transportation); development and implementation of policy and planning from a political-economy perspective in third world urban areas

Pierre Desrochers Associate Professor	(905) 828-5206 pierre.desrochers@utoronto.ca SB3109 (UTM)	Economic development; technological innovation; entrepreneurship
Richard DiFrancesco Associate Professor	(416) 978-2935 difrance@geog.utoronto.ca SS5025A (UTSG)	Brownfield redevelopment and urban growth; urban and regional economic analysis; growth management issues in the Greater Golden Horseshoe
Michael Ekers Assistant Professor	(416) 208-4764 mekers@utsc.utoronto.ca MW336 (UTSC)	Social and political theory; political economic approaches to the production of environmental landscapes; the 'identities' of people that produce environmental spaces and their social positioning in the production process
Steven Farber Assistant Professor	(416) 208-5120 steven.farber@utoronto.ca (UTSC)	Transport geography; spatial analysis; accessibility; public transportation
Meric Gertler Professor	(416) 978-2121 gertler@geog.utoronto.ca 206-27 King's College Cir. (UTSG)	Regional and national systems of innovation; technology production and use in its special context; relations between Canadian users and overseas producers of advanced technologies (with an emphasis on German firms); political economy of technological change and industrial reorganization in its geographical context; Canada and Western economies
Kanishka Goonewardena Associate Professor	(416) 978-2974 kanishka.goonewardena@utoronto.ca SS5062 (UTSG)	Critical theory and Marxist philosophy; architecture and urban planning; colonialism, imperialism, nationalism
Jason Hackworth Professor	(416) 946-8764 jason.hackworth@utoronto.ca SS5010 (UTSG)	Political economy; comparative urban policy; declining cities
Ju Hui Judy Han Assistant Professor	(416) 208-2968 judy.han@utoronto.ca MW202 (UTSC)	Religion and secularisms; travel and mobilities; gender and sexuality
Paul Hess Associate Professor	(416) 978-4955 hess@geog.utoronto.ca SS5067 (UTSG)	Pedestrian environments and design; planning for active transport modes; streets as public space
Mark Hunter Associate Professor	(416) 208-4764 mhunter@utsc.utoronto.ca B527 (UTSC)	AIDS; sexuality; critical development studies
Ryan Isakson Assistant Professor	(416) 287-7345 risakson@utsc.utoronto.ca MW334 (UTSC)	Political economy of food; agriculture biodiversity; peasant livelihoods
Themabela Kepe Associate Professor	(416) 287-7281 kepe@utsc.utoronto.ca (UTSC)	People-environment interactions; land rights; politics of development

Nicole Klenk Assistant Professor	(416) 208-5089 nicole.klenk@utoronto.ca SW638 (UTSC)	Social studies of science; environmental policy; climate change adaptation
Deborah Leslie Professor	(416) 978-8467 leslie@geog.utoronto.ca SS5066 (UTSG)	Cultural industries; commodity chains; material culture
Ken MacDonald Associate Professor	(416) 287-7294 kmacd@utsc.utoronto.ca B584 (UTSC)	Nature, society and environmental change
Virginia Maclaren Associate Professor	(416) 978-4977 maclaren@geog.utoronto.ca SS5050 (UTSG)	Waste management; sustainability indicators; environmental assessment
Minelle Mahtani Associate Professor	(416) 287-7302 mahtani@utsc.utoronto.ca (UTSC)	"Mixed race" identity; media and minority representation; critical journalism
Deborah McGregor Associate Professor	(416) 978-6591 mcmgregor@geog.utoronto.ca SS5037 (UTSG)	Aboriginal environment and resource management; traditional ecological knowledge; research methods
John Miron Professor	(416) 287-7287 miron@chass.utoronto.ca (UTSC)	Location theory; migration and regional economic growth; demographic change and housing demand
Sharlene Mollett Assistant Professor	(416) 208-2237 sharlene.mollett@utoronto.ca MW 371 (UTSC)	Land and natural resource conflicts, political ecology, international development and racialization
Rajyashree Narayanareddy Assistant Professor	(416) 287-7297 reddy@utsc.utoronto.ca B508 (UTSC)	Geographies of waste and labour, urban political ecology, global urbanism
Andrea Olive Assistant Professor	(905) 569-4556 Andrea.olive@utoronto.ca DV3264 (UTM)	Environmental policy, conservation, private property
Scott Prudham Professor	416-978-1592 scott.prudham@utoronto.ca SS5007 (UTSG)	Political economy; political economy and environment; industrial and alternative forestry
Katharine Rankin Professor	(416) 978-1592 rankin@geog.utoronto.ca SS5002 (UTSG)	Politics of planning and development; feminist and critical theory; culture-economy articulations
Susan Ruddick Professor	(416) 978-1589 ruddick@geog.utoronto.ca SS5059 (UTSG)	Social geography; social planning in North America and Europe; marginal groups (youth and women)
Matti Siemiatycki Associate Professor	(416) 946-5145 siemiatycki@geog.utoronto.ca SS5041 (UTSG)	Transportation policy and planning; infrastructure finance and delivery; community and regional planning
Rachel Silvey Associate Professor	(416) 978-6640 silvey@geog.utoronto.ca SS5036 (UTSG)	Migration; Indonesia; feminist theory

Neera Singh Assistant Professor	SS5019 (UTSG)	Environmental conservation and development, community forestry, forest tenure and forest governance, environmental behaviour and subjectivity
Andre Sorensen Professor	416) 287-5607 sorensen@utsc.utoronto.ca B350 (UTSC)	Urban Japan; land use; suburban development
Sarah Wakefield Associate Professor	(416) 978-3653 sarah.wakefield@utoronto.ca UC373 (UTSG)	Mobilizing for community food security in Canada; community development and neighbourhood change; environmental justice/sustainability
Alan Walks Associate Professor	(905) 828-3932 alan.walks@utoronto.ca SB2113E (UTM)	Urban economic restructuring and social polarization; urban policy and neighbourhood inequality; neighbourhood effects and political ideology
Kathleen Wilson Professor	(905) 828-3864 kathi.wilson@utoronto.ca SB3111 (UTM)	Aboriginal health; neighbourhoods and health; immigration
Jun Zhang Assistant Professor	(416) 978-2958 zhang@geog.utoronto.ca 5025B (UTSG)	Urban and regional economic development; geographic theorizing of markets, states, and institutions; geography of innovation and entrepreneurship

2.2 Cross-Appointed Faculty

Shauna Brail Senior Lecturer	(416) 978-7463 shauna.brail@utoronto.ca 3 rd Floor, 2 Sussex Ave.	Independent fashion design firms in Toronto; community leadership and engagement in mixed income community revitalization initiatives; urban inequality and the intraurban geography of suicides in Toronto
Shiri M. Breznitz Assistant Professor	Munk School of Global Affairs (STG)	Economic development policies; location theory; university technology transfer on regional, national and international levels

3 Introduction

3.1 About the Department

The University of Toronto's Department of Geography is one of the oldest and largest geography departments in North America. Founded in 1935, the department is now present on three University of Toronto campuses, and maintains a roster of approximately 200 graduate students. It has a faculty of more than fifty professors with a diverse range of research interests, and each faculty member is associated with several research areas. This concentration of scholarship within the Department of Geography and Program in Planning allows for the maintenance of a very energetic and creative environment.

Our Graduate Programs include Masters and Doctoral level studies in several cognate areas within Geography including: Biogeography, Cultural and Historical Geography, Economic Geography, Environment and Resource Management, Geographic Information Systems, Physical Geography, Social Geography, and Urban Geography. In addition, our graduate students have the opportunity to customize their studies through a number of collaborative programs established with other units at the University of Toronto.

The three-campus graduate program offers MA, MSc, and PhD degrees in Geography, MScPI and PhD degrees in Planning and a Master of Urban Design (MUDS) degree. Planning and Urban Design programs are described in a separate handbook for Program in Planning.

3.2 Our History

Formal instruction in Town and Regional Planning was introduced at the University of Toronto in 1933 when lecture courses were given to architecture students at the undergraduate level. A Division of Town and Regional Planning was established in 1952 in the School of Architecture under the direction of Anthony Adamson. In 1954 the Division offered a program leading to a one year diploma in Town and Regional Planning. Adamson was succeeded by Gordon Stephenson and then John Dakin.

Under Dakin's direction, the program was expanded to a two-year Master's degree in 1963, and in 1967 the division became the Department of Urban and Regional Planning. The number of students and staff increased significantly in the 1970s. In 1981 the University decided to associate the program with a larger administrative unit, and transferred the program to the Department of Geography.

This transfer increased the faculty resources and provided an opportunity to strengthen the program. The current program was launched in September 1982, and was revised and expanded in 2000 with the establishment of the urban design specialization within Planning..

The launch of the PhD in Planning in September 2007 represents the most recent expansion of the program.

3.3 The Planning Program at the University of Toronto

We are a community of scholars, practitioners and activists studying cities and regions, committed to fostering places that are liveable, equitable, and humane.

Our distinguished faculty bring an unusually wide variety of perspectives to bear on planning education—based on extensive research and outreach projects across the economic, social, urban, environmental and design dimensions of planning.

We welcome students with diverse educational backgrounds and work experiences aligned with planning; especially those who belong to groups that are currently underrepresented in planning academia and practice, from either domestic or international arenas.

As a Planning Program we:

- address issues of social justice and environmental sustainability across all specializations of planning;
- bridge the largely imagined gap between theory and practice;
- advocate an interdisciplinary and critical approach to planning;
- engage in the communities around us;
- attract a varied, representative, experienced and creative student body every year.

3.3.1 Our Approach to Planning

The University of Toronto is a global leader as a research university. Our planning PhD offers our students access to a rich mix of scholars and practitioners and the opportunity to pursue scholarly issues and their practical applications in local, regional and international contexts commensurate with the diverse expertise of our planning and geography faculty. The program benefits from its close ties to the cognate discipline of geography and the wider network of scholars across the university.

Our faculty work across the domains of spatial analysis and planning intervention, theory and practice, reflection and action. This advantageous situation gives planning students access to a remarkably wide range of courses and faculty with expertise pertinent to many aspects of planning.

The approach to planning we advocate is interdisciplinary, critical and engaged. With us, students can pursue their interests in planning theory and history, political economy and public finance, economics, research methods, policy analysis, urban design, architecture, environmental studies, international development, anthropology, history, feminism, Marxism, critical theory, cultural studies, as well as urban, social, historical and cultural geography.

3.3.2 Our Commitment to Diversity

A strong commitment to diversity is another vital hallmark of our program. We wish to reflect the increasing social diversity of global cities in our student population and faculty, and we take pride in our efforts to bring a true diversity of perspectives on planning and related issues into our classrooms.

We recognize that these objectives can be achieved in part through curriculum development, but are also enhanced by recruitment strategies. The purpose of recruiting the best talent from a wide range of ethno-culturally diverse communities is not merely to ensure the demographic composition of the existing program better reflects that of the urban region, but to enrich it by creating an intellectual environment where diverse opinions about what planning is and should be may thrive.

We welcome students with diverse educational backgrounds and work experiences, working in both international and domestic realms, from Canada and countries around the world.

3.4 Departmental Resources

3.4.1 Computer and Urban Design Labs

On the St. George Campus, the following facilities are available exclusively for Geography and Planning courses and student research. A list of software installed in each lab is available on the department's website.

- **GIS Teaching and Computer Lab** – Room 620, Sidney Smith Hall (100 St. George St.): Equipped with 32 workstations, this lab is used for computing intensive courses, especially GIS.
- **Graduate Student Urban Design and Computer Lab I** – Room 617, Sidney Smith Hall (100 St. George St.): Equipped with 12 workstations, this lab is used for graduate student use at any time (except during time slots used for the Urban Design courses).
- **Graduate Student Urban Design and Computer Lab II and III** – Room 596 and 613, Sidney Smith Hall (100 St. George St.): Equipped with 10 workstations, these labs are available for student use at any time.
- **Collaboratory** – Room B003, Physical Geography Building (45 St. George St.): Equipped with 8 workstations this lab can be used for group projects and coursework.

3.4.2 Computer Account and Printing

Students will be assigned a username and password for use on departmental computers during orientation. Each account will be provided with 100MB of space.

Printing in student labs is administered through the Graduate Geography and Planning Student Society (GGAPSS). Students will receive a free printing credit at the start of the year and additional credit can be added during the year by contacting a GGAPSS representative.

3.4.3 Meeting Rooms

Students can book small rooms for progress committee or project meetings by contacting the main office, mainoffice@geog.utoronto.ca

3.4.4 Departmental Listservs

The department maintains several email listservs which are the primary method of communicating with students and faculty. All students will have their U of T email address subscribed to all lists at the start of each academic year.

Mandatory Listserv Subscription for Students

These lists are used by the department for official announcements.

gradadmin@geog.utoronto.ca	Official departmental announcements for all graduate students (policy, awards, registration, etc.)
everyone@geog.utoronto.ca	Departmental announcements which are relevant to all members of the department (faculty, students and staff). This list is moderated by the chair (messages will be reviewed for approval).

grads@geog.utoronto.ca	Information from GGAPSS and unofficial departmental announcements from students and faculty.
PLAmasters@geog.utoronto.ca	Departmental announcements for MSc Planning and MUDS students only
GGRmasters@geog.utoronto.ca	Departmental announcements for MA and MSc Geography students only
PLAphd@geog.utoronto.ca	Departmental announcements for PhD Planning students only
GGRphd@geog.utoronto.ca	Departmental announcements for PhD Geography students only

Optional Listserv Subscription for Students

These lists are for unofficial announcements and can be used by any member of the department. Students can unsubscribe by visiting <https://listserv.utoronto.ca> and clicking on the “Subscriber’s Corner” link (request a new password and register with your U of T email address).

social@geog.utoronto.ca	Announcements about social events/gatherings
employment@geog.utoronto.ca	Announcements about job postings (internal and external), internship or volunteer opportunities
political-spaces@geog.utoronto.ca	Political discussion items
classifieds@geog.utoronto.ca	Info about rooms/apartments for rent, items for sale or give-away

3.4.5 Weekly Digest

At the start of each week, the department sends out a Weekly Digest email to all members of the department which includes announcements, newsworthy items and links to events of interest. Items for inclusion in the Weekly Digest can be sent to the main office by email at mainoffice@geog.utoronto.ca

3.5 Graduate Geography and Planning Student Society

The Graduate Geography and Planning Student Society (GGAPSS) is the course union for graduate students in the department. The GGAPSS website at <http://ggapss.wordpress.com/> provides information on activities and services for current and prospective students.

3.6 Information for New Students

The School of Graduate Studies (SGS) has important information for new students on their website at: <http://www.sgs.utoronto.ca/currentstudents/Pages/Information-for-New-Students.aspx>. This website has links to several resources, including:

- The Essential Grad Guide
- Registration and enrolment

- How to obtain a T-card
- Housing
- Cost of Living
- SGS services (English Language Writing Skills Centre, Graduate Professional Skills, etc.)
- Information for International Students (entry to Canada, health insurance)

4 Program and Degree Requirements

The objective of the PhD in Planning is to prepare students for academic careers in teaching and research and non-academic careers in the public, non-profit or public sectors.

Our Planning PhD program is designed to provide students with a broad and critical knowledge of planning history, theory and practice, as well as rigorous training in research. These objectives are achieved through a combination of advanced seminars and workshops, a comprehensive exam and a doctoral dissertation. As part of their training, students also receive teaching assistantships and may be offered research assistantships, as these become available.

4.1 Admission Requirements

Students are admitted under the general regulations of the School of Graduate Studies.

For entry to the PhD program, a standing equivalent to a University of Toronto A- in an acceptable Master's program in planning or a closely related field is required. We view professional planning or related experience favourably during the admissions process and encourage applications from those belonging to groups that are currently underrepresented in the academic and professional worlds of planning.

Applicants whose first language is not English and who have graduated from a university where the language of instruction and examination was not English must have attained a minimum score on an acceptable English language proficiency test.

We do not anticipate having direct entry to the PhD program or mid-progra transfers from the MScPI program to the PhD program in the immediate future.

4.2 Program Requirements

Completion of the PhD program requires students to complete all requirements described in this section.

4.2.1 Timeline to Completion

The expectation is that PhD degrees will be completed within four years of initial registration. The School of Graduate Studies requires that the thesis be submitted within six years of initial registration in the program.

Year 1 (September-April)	Coursework
Year 1 (January-June)	Form supervisory committee Identify areas of concentration and prepare a draft reading list for comprehensive exam
Year 1 (May-June)	Annual progress meeting Present draft reading list for comprehensive exam to supervisory committee
Year 1, 2 (June-December)	Comprehensive Exam
Year 2 (June-no later than September Year 3)	Research Proposal Exam

Year 2 - 3	Research, data collection, writing Annual progress meeting (May)
Year 4	Research, data collection, writing Annual progress meeting (May) Internal and SGS Defense Exams

4.2.2 Residence and Length of Program

The PhD program is a four-year program that can be completed on a full-time basis. Students must complete two years in residence at the University of Toronto. All PhD program requirements must be completed within six-years from first enrolment.

4.2.3 Coursework

All students in the PhD program are expected to complete at least six half-credit courses (3.0 FCE) as follows:

- a) PLA2000H Advanced Planning Theory (0.5 FCE)
- b) JPG1111H Advanced Research Design (or alternate methods course subject to the approval of the supervisor) (0.5 FCE)
- c) An elective course from outside the planning program (0.5 FCE)
- d) Two electives in any subject (1.0 FCE)
- e) PLA2001H (CR/NCR) (0.5 FCE)

Students who do not have a masters degree in planning or a related discipline may be required by their supervisor to take up to two additional half-credit courses (4.0 FCE total) depending on their background and experience.

Planning PhD students may take any of the PLA or JPG courses listed in Section D. There is no restriction on the type or source of courses that must be taken outside the Program in Planning. The student's doctoral supervisor will approve outside course requests.

4.2.4 Supervisory Committee

During the second term of the first year, the student and supervisor will assemble a Supervisory Committee.

The Supervisory Committee consists of the supervisor/co-supervisors, at least one additional graduate faculty member from the department and an additional graduate faculty member from any graduate unit. Additional members can be added if necessary. The Supervisory Committee meets with the student to review progress at least once a year, administers program exams, and regularly provides advice on future work.

4.2.5 Annual Progress Reports

Progress review meetings must be held in May or June of each year (or more often at the discretion of the Associate Chair, Graduate). The Supervisory Committee will assess progress and plans for the following year and prepares an annual progress report which must be submitted to the graduate office for review by the Associate Chair, Graduate. The report is recorded in the student's ROSI record. It is the responsibility of the student to schedule progress report meetings.

For the first progress meeting (held during the student's first year), the student should fill out the annual progress report form and bring a draft comprehensive reading list for discussion to the meeting. The

timeline for writing the comprehensive exam should be established at this meeting. The student should also include 2-3 paragraphs on the proposed thesis area or topic. Annual reports for each year should include a list of activities undertaken in the past year, such as publications, courses, conference presentations, teacher training activities, professional development activities and progress on the dissertation (data collection, number of interviews completed and transcribed, document analysis undertaken, chapters completed, etc.). Progress reports can also be accompanied by materials such as draft questionnaires and interview guides, initial tabulations and analysis of results, and chapter summaries. The student should also construct a timeline for work to be completed and activities to be undertaken in the following year.

If a Supervisory Committee reports that a student's progress is unsatisfactory in each of two consecutive meetings, various sanctions may be recommended, including ineligibility for fellowships or termination of registration. A student who, through their own neglect, fails to have a meeting in a given year will be considered to have received an unsatisfactory progress report from the committee.

4.2.6 PhD Comprehensive Examination

Students will take a written and oral PhD Examination administered by the supervisory committee between June of year one and no later than December of year two. The purpose of the exam is to ascertain whether a student has obtained an adequate knowledge base to continue in the PhD program; to ascertain any knowledge gaps and suggest remedial action; and to provide a student with the opportunity to get a broad perspective on their chosen field of study. The scope and areas of concentration of the examination are to be jointly determined by the supervisory committee and the student. They are to be laid out in the draft comprehensive reading list and are to be confirmed in the first progress meeting. It is the responsibility of the supervisory committee to review and approve the draft reading list by a deadline established jointly by the supervisor and student. The scope of the exam cannot be changed after this stage.

The student should seek the advice of all committee members in preparing for the comprehensive examination. In consultation with the supervisor, the student should compile an appropriate draft reading list for each area of concentration by June of year one. The draft reading list should be circulated to all committee members for their comments and should form the basis of the examination. Normally, the total number of readings is approximately 100, but may be shorter or longer depending on the number of books included in the list. Students may wish to consider subdividing each area of concentration into 2-4 themes and should include a summary of what they see as the major issues covered in each area.

The supervisor is responsible for preparing the examination paper on the basis of input received from the committee members. The detailed instructions should be finalized in consultation with the student and committee members.

4.2.6.1 Exam Format

The exam will cover three areas of concentration and will have three questions in each area. The student must answer one question from each area of concentration. The questions will be based on the reading list and may not extend into material not covered by the reading list. The PhD examination is comprised of a written section and an oral section. The student may choose one of the three following formats for the written section:

- **One-Day Examination:** The student writes the exam over eight hours in a closed room on campus. The examination is open book and internet access is not permitted. Citations should be included from the comprehensive exam reading list, where relevant. These can be cited in text, i.e. (Harvey, 2008). The expected length of each of the three answers is 2000-2500 words.

- **Five-Day Examination:** The student writes the exam over a five day period (including weekend days if the exam period includes a weekend) either on or off-campus. The examination is due at the same time of day it is collected by the student (e.g. an exam that starts at 9am on a Thursday will be due at 9am on the following Tuesday). It is expected that students will cite their work, citations will be drawn exclusively or primarily from the reading list. There is no need to attach a list of references for books or articles included in the examination reading list. The few, if any, additional references to works cited that are not on the reading list can be attached to the end of each answer. Responses will be more in-depth than the one day exam. The expected length of each response is 3500-4500 words (not including the list of references/bibliography).
- **Fifteen-Day Examination:** The student writes the exam over a fifteen day period either on or off-campus. Although the questions will be based on the reading list, it is expected that the student will also draw upon additional materials and supplementary research. For this format, it is expected that students will produce high-quality work with a full list of references. The expected length of each response is approximately 5000-6400 words (not including the list of references/bibliography).

The written examination should be submitted electronically by the student to all committee members and the graduate office by the due date and time. The student should ask the committee members whether they would also like to receive a paper copy and, if so, the student is responsible for making a copy and providing it to the faculty member as soon as possible.

The oral examination (with the full examination committee) should take place not later than one week following the submission of the written exam. It is the responsibility of the student to arrange for a date, time and room for the oral examination and to provide this information to the graduate office. The graduate office will prepare an examination file which must be returned immediately following the exam.

4.2.6.2 Exam Results

At the time of the oral examination, the committee should base its evaluation of the student on the following criteria:

- The quality of the written responses: mastery, coverage, and communicative clarity for all questions on the examination;
- The quality of the oral defence of written responses and to questions not answered in writing: in terms of capturing the essence of the questions posed; ability to address the concerns raised and to deliver reasoned answers to legitimate criticisms;
- Oral responses to any questions related to the scope of the exam.

The supervisor should ensure that each committee member is satisfied with the answers to questions that he or she submitted for the examination. The outcome of the comprehensive exam is one of the following:

- Pass
- Conditional Pass. Student must satisfy conditions specified by the exam committee within three months, subject to final approval of the committee or a subset of the committee, which must include the supervisor(s). Failure to satisfy conditions by this date shall result in a failure of the exam.
- Fail. If this is the first failure, the student can repeat the exam within six months. The department will recommend termination of a student's graduate program if the student fails the repeat exam.

Conditions typically imposed for a conditional pass can include re-writing one or more questions or clarifying all or part of an oral answer in writing.

4.2.6.3 Exam Timeline

Year 1 (January-April)	Assemble a supervisory committee
Year 1 (January-June)	Identify areas of concentration and prepare a draft reading list
Year 1 (no later than May-June)	Present a draft reading list to supervisory committee for the first progress meeting
At least 2 months prior to exam	Establish date for approval of the final reading list by the supervisory committee
At least 1 month prior to exam	Student schedules exam and informs the graduate office of the date
Within 3 months of the exam	If the outcome of exam is conditional pass, all conditions must be satisfied
Within 6 months of the exam	If the outcome of exam is a fail and this is the first failed exam, student must repeat the exam

4.2.7 Research Proposal

A Research Proposal must be submitted and defended before the supervisory committee at the research proposal examination. The committee will advise the student on the acceptability of the proposal and will decide on any further steps to be taken in shaping the dissertation research project. The outcome of the proposal exam is one of the following:

- Pass
- Conditional Pass. Student must satisfy conditions specified by the supervisory committee (within three months) subject to final approval of the committee or a subset of the committee, which must include the supervisor(s). Failure to satisfy conditions by this date shall result in failure of the exam.
- Fail. The student must repeat the exam within six months.

The conditions will be attached to the research proposal examination form and typically include requests for revisions to theory and methodology. Examples of requested revisions might include additional reading on theory, reconceptualization of the theoretical approach, or additional research into the feasibility or appropriateness of the methodology. To keep on track for time-to-completion the department recommends the research proposal be defended by June of year two and no later than September of year 3. Normally, all required coursework will have been completed by the time of the research proposal exam but in some cases the research proposal can be presented earlier with the agreement of the supervisory committee.

The research proposal should be prepared when the student has settled on a research topic; completed a preliminary exploration of the sources; and identified the problem and defined a research strategy. Ideally, the research proposal should take the form of a paper of about twenty to forty pages in length which includes a statement of the problem, research questions, a discussion and literature review of the research context in which it is set, research objectives or hypotheses, a brief outline of the data sources

and methods, a draft survey or guiding questions for interviews (where appropriate) and a suggested timetable for completion. There should be a discussion of methods and methodology that makes reference to the literature on methodology. The proposal should provide a rationale for the choice of methods and discuss any ethical issues stemming from the research (if appropriate). The research proposal should be defended prior to extensive research. It should not constitute a draft of the final thesis.

It is the responsibility of the student to arrange for a date, time and room for the examination and to provide this information to the graduate office. The graduate office will prepare the examination file that can be collected just before the exam and returned immediately following the exam.

4.2.8 PhD Candidacy

When all requirements exclusive of the thesis have been met, a student has achieved PhD Candidacy. The department requires students to achieve candidacy by the end of year two. School of Graduate Studies policy requires that candidacy is achieved by the end of year three. Students who have not achieved candidacy by the end of year three will not be permitted to register in future sessions unless an extension has been approved.

4.2.9 Good Academic Standing and Satisfactory Academic Progress

Graduate students are required to remain in good standing in their programs and they are required to continually make satisfactory progress toward the completion of their degree requirements. This includes the requirement of minimum grade performance in course work, the successful passage of written and oral examinations among other degree requirements and the speed and timeliness of progression through degree requirements.

Failure to maintain good academic standing or satisfactory progress may result in various sanctions, including ineligibility for fellowships or termination of registration.

4.2.10 The Thesis

The thesis shall constitute a significant contribution to the knowledge of the field and must be based on original research conducted while registered for the PhD program. The topic for the thesis will have been approved at the proposal defence.

The thesis may take one of two forms. The traditional form is a manuscript thesis. An alternative form is the paper thesis. The paper thesis will normally consist of a minimum of three journal articles considered publishable in, or that have been published in, good quality journals.

Both types of theses should be based on a coherent topic with an introduction presenting the general theme of the research and a conclusion summarizing and integrating the major findings. In the paper thesis, it may be appropriate to pull out common elements of the papers (e.g. methodology or literature review) into a separate chapter. Pagination should be continuous for both types of theses; there should be a common table of contents, appendices as need, and the thesis should have an integrated bibliography.

Information on thesis formatting, copyrighting, etc. is available from the School of Graduate Studies website at <http://www.sgs.utoronto.ca/currentstudents/Pages/Producing-Your-Thesis.aspx>.

4.2.11 Departmental Thesis Examination

The completed PhD thesis will be examined in a Departmental Thesis Examination. The examination committee consists of the supervisory committee. One or more additional members can be from outside the Department of Geography if required. The graduate office must be notified that the exam will take

place at least one week prior to the exam date and will prepare the examination file that can be collected just before the exam and returned immediately following the exam.

4.2.12 School of Graduate Studies Final Oral Examination

A Final Oral Examination Committee will conduct the Final Oral Examination (FOE). Departmental policy is that the committee must include six voting members. The examination committee must include no more than three members of the Supervisory Committee (including the supervisor/co-supervisor) and at least three examiners who have not been closely involved in the supervision of the thesis. Eligible for inclusion in the latter group are the external appraiser (in person or by audio connection), members of the geography graduate faculty who have not read the thesis, and members of the graduate faculty of other departments, centres, or institutes of the University who have not read the thesis. A quorum is four voting members (at least one member of the supervisory committee and two external examiners are required for the exam to proceed). The School of Graduate Studies must approve the composition of the FOE committee.

The School of Graduate Studies, on the recommendation of the Associate Chair, Graduate, appoints the external appraiser. The external appraiser must:

- Be a recognized expert on the subject of the thesis and should be external to the University of Toronto;
- Be an Associate or Full Professor at their home institution;
- Have an arms-length relationship with both the candidate and the supervisor;
- Receive a copy of the thesis (from the department) at least six weeks prior to the exam.

Scheduling the Final Oral Examination begins a minimum of seven weeks prior to the proposed examination date. Contact the graduate office for information about the process to request this exam. Detailed rules for the submission of the dissertation, the appointment of an external examiner, the exam procedures and steps to be taken after the exam are set out in the SGS Guidelines for the PhD Final Oral Examination available on the SGS website at

<http://www.sgs.utoronto.ca/currentstudents/Pages/Doctoral-Exams-and-Schedule.aspx>

4.2.13 Submission of the Final Thesis

Once any final revisions or modifications have been made, the final thesis must be submitted to SGS. A bound copy must also be submitted to the department within four weeks of SGS submission. Information on formatting, electronic submission, and copyright is available from the School of Graduate Studies website at <http://www.sgs.utoronto.ca/currentstudents/Pages/Producing-Your-Thesis.aspx>

4.2.14 PhD Final Year Fees

Academic fees for doctoral candidates in the final year of their program are pro-rated based on the twelve-month academic year. Incidental fees are charged on a sessional (term) basis. A Fee Schedule is available at Student Accounts.

The month-to-month fee schedule does not apply to reinstated students. Students who have been reinstated will have received a notice from the School of Graduate Studies stating the terms of his or her reinstatement, along with the total amount owing for the reinstatement.

International students may be eligible for a partial refund of their UHIP. Please note that there are deadlines for such refunds, and students should contact the Centre for International Experience for information on eligibility.

5 Graduate Supervision

5.1 Supervisor

Students will conduct research under the guidance of a faculty supervisor (assigned at admission). The success of a good supervisory relationship is the shared responsibility of both the student and supervisor and involves communication, tolerance and understanding and holding each other to high standards. At the start of a student's program and regularly throughout, the department recommends that students meet with their supervisor and set out clear, shared expectations, discuss intellectual property issues and publication expectations and other matters. The department recommends that students and supervisors review the Graduate Supervision Guidelines available on the SGS website at <http://www.sgs.utoronto.ca/currentstudents/Pages/Find-a-Supervisor.aspx>, and each complete a graduate supervision checklist (contained in the guidelines).

5.2 Supervisory Committee

Doctoral students are expected to form a supervisory committee in consultation with their supervisor by April of year 1. Many students start connecting with committee members earlier, in January of year 1. It is recommended that students meet or take a course with faculty they might want to be on their committee early on to get a sense if a good match of interests exists.

The supervisory committee provides support to the student and supervisor by broadening and deepening the range of expertise and experience available and by offering advice about, and assessment of, the student's work. Students are required to meet with their supervisory committee at least once a year (normally in May or June).

The supervisory committee must include:

- a) the supervisor or supervisors;
- b) an additional geography & planning graduate faculty member;
- c) one additional graduate faculty member from any graduate unit at the university

Additional members may be added if necessary.

6 Collaborative Programs

In addition to degree programs, the department is a participating member of several collaborative programs. These innovative programs emerge from cooperation between several units, providing students with a broader base from which to explore a novel interdisciplinary area or special development in a particular discipline, to complement their degree studies.

Collaborative programs provide a structured program of study, including appropriate graduate supervision, courses, and seminars. Students may indicate their interest in admission to a Collaborative program on their application for graduate studies, however most collaborative programs require that students submit a separate application and may have additional admission requirements. Please consult the Collaborative program's website for admission requirements.

All degree requirements of both the degree program and the Collaborative program must be completed. When the requirements of a Collaborative program have been completed, a notation will be added to the student's transcript.

6.1 Environmental Studies

The Environmental Studies (ES) Collaborative Program is offered through the Centre for Environment (CFE) at the University of Toronto. Students pursue coursework and research in environmental areas. The Centre currently has graduate students from across the disciplinary spectrum.

The Centre offers a unique and comprehensive program of graduate study. By utilizing the University's extensive library holdings and faculty resources, it offers one of North America's most engaging and cross-disciplinary programs in the environment. One of the compelling strengths of the Centre's program is the interdisciplinary environment in which teaching and research is conducted. For example, in its core courses, professors from the humanities team teach with faculty from the social sciences, engineering, biology, and chemistry. Students are both able to specialize in an area of environmental research and gain exposure to a wide range of intellectual and methodological disciplines focused on environmental issues.

Students who complete the collaborative program receive the following notation on their transcripts: "Completed Collaborative Program in Environmental Studies". Please consult the Centre for Environment website at www.environment.utoronto.ca for detailed information about admission and completion requirements.

6.2 Environment and Health

The Environment and Health (EH) Collaborative Program is offered through the Centre for Environment (CFE) at the University of Toronto. The health implications of human impacts on the environment cover a very broad range of issues including air and water quality, contaminated land, and shifts in the distribution of vector-borne diseases (related to changes in land use, climate, and human migration). The EH collaborative program provides students in the health sciences with a broad environmental perspective while at the same time exposes environmental studies students to the health implications of environmental quality. This program may also be of interest to students who are concerned with sociological and policy approaches to the field of environment and health.

Students who complete the collaborative program receive the following notation on their transcripts: "Completed the Collaborative Program in Environment and Health". Please consult the Centre for Environment website at www.environment.utoronto.ca for detailed information about admission and completion requirements.

6.3 Global Health

The Collaborative Program in Global Health integrates methods and insights from the scholarly arenas of the participating partners. It provides a vibrant intellectual community for doctoral students and research faculty to interact and learn from one another. Students are encouraged to think critically about dominant paradigms and to integrate academic research skills in an applied community or policy setting.

Graduates of the program will have the skills to work effectively with trans-disciplinary, international teams.

The Collaborative Program views 'global health' in an integrative manner. It focuses on the relationships among local, regional, national, and international forces and factors that influence health and on the development of effective interventions and policies that will address or shape these.

Students who complete the collaborative program receive the following notation on their transcripts: "Completed the Collaborative Program in Global Health". Please consult the Global Health program website at www.dlsph.utoronto.ca/degree-information/collaborative-doctoral-program-global-health for detailed information about admission and completion requirements

7 Financial Support

The University of Toronto through the Department of Geography and Planning provides funding for all PhD students for four years. The minimum financial support package is \$15,000 per year plus tuition costs. The funding "package" may consist of a combination of Federal and Provincial government scholarships, University of Toronto Fellowships, teaching assistantships and/or research assistantships. Renewal of funding for PhD students, where applicable, requires the demonstration of satisfactory progress towards the degree.

7.1 Scholarships/Fellowships

Current students and eligible prospective students are expected to apply for external scholarships/fellowships. Students in the Department of Geography compete successfully for a variety of scholarship and fellowship support, both within and outside the University. Unlike assistantships, these awards are grants to the students and do not require the student to provide any services to the Department. Some scholarship funds are restricted to Canadian citizens or landed immigrants, others are restricted to foreign students from specific countries or groups of countries, while still others are restricted to students with particular research interests. Students will be advised by the Department's Graduate Student Advisor on what scholarships to apply for, and when to apply. The initiative, however, rests with the student.

The following are among the main types of scholarships or fellowships available.

7.1.1 External Awards

The department expects all eligible prospective and current students will apply for external awards or scholarships. External awards provide generous funding and students are strongly encouraged to apply for these awards. Deadlines and instructions are available from the graduate office in September.

Students must be alert to all of the requirements pertaining to applications for the following year. These include filling out the necessary forms, and obtaining letters of recommendation.

Ontario Graduate Scholarship (OGS)

For full-time graduate studies in Ontario. To apply, an 'A-' average in the final two years of study is required. Valued at \$5,000 per term for a minimum of two terms and up to three terms.

Social Sciences and Humanities Research Council (SSHRC)

Applicants must be Canadian citizens or permanent residents, and have an "A-" average in each of the final two years of study.

- SSHRC Canada Graduate Scholarship (Master's) is valued at \$17,500 for one year
- SSHRC Doctoral Award is valued at \$20,000 for up to four years
- SSHRC Canada Graduate Scholarship (Doctoral) is valued at \$35,000 for up to four years

Canadian Institutes of Health Research (CIHR)

Applicants must be Canadian citizens or permanent residents, and have an "A-" average in each of the final two years of study.

- CIHR Master's Award: Canada Graduate Scholarship is valued at \$17,500 for one year

- CIHR Doctoral Research Award: Canada Graduate Scholarship is valued at \$35,000 for up to three years

Vanier Award (SSHRC, NSERC and CIHR)

Applicants must have an “A-“ average in each of the final two years of study.

- SSHRC, NSERC and CIHR Vanier Awards are valued at \$50,000 for up to three years

Trudeau Scholarship

Applicants must be entering or registered in their first year of PhD studies and must have achieved high academic standing. The award is valued at up to \$40,000 stipend and \$20,000 travel allowance for up to three years.

7.1.2 University of Toronto/SGS Awards

In addition to the awards listed below, the School of Graduate Studies maintains a comprehensive listing of scholarships and awards available through the university. This listing is available on the SGS website.

Connaught Scholarships

The Connaught Scholarship is a prestigious entrance award intended to attract excellent international doctoral students. The award is open to all disciplines. The effective value awarded to each student will be \$35,000 total (including tuition).

Ontario Trillium Scholarship

The Ontario Trillium Scholarships (OTS) program is a prestigious entrance award intended to attract more of the best qualified international students to Ontario for PhD studies. This program supports the 2010 Open Ontario commitment to increase the number of international students in Ontario while maintaining spaces for qualified domestic students.. The effective value to each student in 2012-2013 will be \$40,000 total (including tuition)

W. Garfield Weston Doctoral Fellowship

The W. Garfield Weston Doctoral Fellowship Program are awarded each year to 16 Canadian doctoral students from the University of Toronto—across the humanities and the social, physical and life sciences—a travel award of \$50,000 to further their research and broaden their skills and networks in a global setting.

Doctoral Completion Award

The Doctoral Completion Award is available for doctoral students in the first year beyond the funded cohort. Applications are submitted to the department. The award value varies depending on resources available and number of eligible applications received.

SGS Travel Grant

The SGS research travel grant is available to help fund travel for doctoral students within Divisions I and II only for whom travel is essential for the completion of their research and doctoral program. Please note that travel to conferences is not eligible within this grant.

Grant values vary. Not all projects are funded and the funding awarded may not cover the entire amount requested by the applicant.

7.1.3 Faculty of Arts & Science Awards

A listing of awards and application details is available at <http://www.artsci.utoronto.ca/graduate/scholarships>. The awards listed in this section have a March 15 application deadline.

Andrea and Charles Bronfman Student Awards in Israeli Studies

Awarded to a domestic graduate student undertaking research or study in Israel. Financial and academic merit will both be considered.

Associates of the University of Toronto Awards for Study of the United States

Awarded to a domestic graduate student undertaking research/study related to United States. Financial need and academic merit will both be considered.

Barbara Frum Memorial Award in Canadian Scholarship

Awarded to a graduate student enrolled in the first year of a doctoral-stream program who is undertaking study related to Canada.

Dipty Chakravarty Bursary for Bengali Studies (Bangla Studies)

Awarded to a domestic graduate student pursuing research related to Bengal, and who intends to study in India/Bangladesh for a minimum of 24 weeks. Financial need will be considered.

Dr. David Chu Scholarships in Asia Pacific Studies

Awarded to a domestic graduate student who is pursuing study or research related to the Asia Pacific region (east and southeast Asia). Financial need will be considered.

General Motors Women in Science and Mathematics Awards

Awarded to a domestic woman graduate student enrolled in a program in science or mathematics. Financial need will be considered.

Ukrainian Studies Scholarships

Three scholarships are available: the Dmytro and Natalia Haluszka Family Scholarship in Ukrainian Studies, the Dr. Roman Turko and Yaroslawa Turko Scholarship in Ukrainian Studies, and the Ivan Bodnarchuk Scholarship in Ukrainian Studies. Awarded to a domestic graduate student undertaking research or study related to the Ukraine. Financial need will be considered.

Vivian Poy Chancellor's Fellowship in the Humanities and Social Sciences

Awarded to a domestic graduate student who is enrolled in a doctoral-stream humanities or social science program. Financial need will be considered.

Walter and Mary Tuohy Award in Arts and Science

This award alternates on an annual basis between graduates and undergraduates. Awarded to a domestic graduate student who is undertaking a period of study at an international post-secondary institution or pursuing international field work. Financial need and academic merit will both be considered.

7.1.4 Departmental Awards

The Department is grateful for the generous support of graduate students by its members, alumni and friends. The contributions are reflected in the following Departmental awards.

Graduate Alpar Grant

Established in honour of the late Zehra Alpar, the department's student advisor for many years spanning the 1960s through 1990s and generously supported by the alumni and friends of the Department of Geography and Planning and matched by the Ontario Student Opportunity Trust Fund (OSOTF), Endowed Adjustment Fund (EAF) and the Ontario Trust for Student Support (OTSS). It is awarded to a graduate student registered with the Department of Geography and Program in Planning who is making good progress to the completion of the degree requirements.

Graduate Alpar Scholarship

Established in honour of the late Zehra Alpar, the Department's student advisor for many years spanning the 1960s through 1990s on the occasion of her retirement in 1994 and generously supported by the alumni and friends of the Department of Geography and Planning. It is awarded to a graduate student registered with the Department of Geography and Planning who is making good progress to the completion of the degree requirements.

Graduate Geography and Planning Student Society (GGAPSS) Endowed Bursary

Established through the generous donations of current students, alumni, family, friends and colleagues of the graduate program in Geography and Planning and matched by OSOTF and EAF. It is awarded to graduate students in the Department of Geography, on the basis of financial need and academic merit.

Alexander B. Leman Memorial Award

Established by the Leman in memory of Alexander B. Leman, Ing.Arch., FRAIC, FRSA, (1926-2010) an architect and urban planner who founded his own architectural firm (1958) as well as Leman Group Inc., (1972) an urban development and planning consulting company. A Fellow of the Royal Architectural Institute of Canada and Fellow of the Royal Society for the Arts, London, UK, he served as President of the Ontario Association of Architects as well as President of the World Society for Ekistics. It is awarded to a graduate student enrolled in the collaborative program at the Centre for Environment and the Department of Geography's and Planning, based on academic merit and financial need.

Graduate Anne McMaster Grant

Established by the alumni and friends of the Department of Geography and Planning, in honour of Anne McMaster, former business officer, who provided over 27 years of outstanding service to the Department, on the occasion of her retirement in 1994. It is awarded to a graduate student registered with the Department of Geography Planning, on the basis of financial need, where academic merit may also be considered. The award is intended to cover costs such as departmental field trips, field courses, professional experience courses, etc.

Graduate Anne McMaster OSOTF Award

Established by the alumni and friends of the Department of Geography, in honour of Anne McMaster, former business officer, who provided over 27 years of outstanding service to the department, on the occasion of her retirement in 1994. It is matched by OSOTF and EAF. It is awarded to a graduate student registered with the Department of Geography and Planning, on the basis of financial need, where academic merit may also be considered. The award is intended to cover costs such as departmental field trips, field courses, professional experience courses, etc.

George Tatham/Geography Alumni Graduate Scholarship

Established through the generous donations of the alumni and friends of the Department of Geography and Planning. It is awarded to a graduate student registered in full-time studies in the Department of Geography and Planning on the basis of academic merit.

Ontario Graduate Scholarship (OGS) Endowed Awards

Available to students who hold Ontario Graduate Scholarships:

- Donald F. Putnam/George Tatham OGS in Geography
- Neptis Foundation OGS in Geography
- J.M. Tomczak / OGS in Geography
- Michael Ralph Walsh OGS in Geography

7.2 Teaching Assistantships

Teaching assistants provide a variety of services to undergraduate courses including marking assignments and running tutorials and laboratory sessions. Duties, including preparation time, are not recommended to exceed an average of five or ten hours per week over the academic term. Teaching assistants may hold a fellowships and research assistantship as well, though fellowship restrictions may limit the time available for employment. A teaching assistantship may be a required element of a “funding package”. Refusal to accept a teaching assistantship may lead to a reduction in the funding level.

7.3 Research Assistantships

There are a number of opportunities for students with special research skills to assist staff of the Department with research projects and contracts. Rates of pay and time requirements vary. A research assistantship may be a required element of a “funding package.” Refusal to accept a research assistantship may lead to a reduction in the funding level.

8 Courses

8.1 Selecting Courses

Students should consult with their supervisor before selecting courses. Supervisors may require that students enrol in courses she/he teaches, or may have other suggestions for courses which may be appropriate for a student's research interests.

8.2 Timing of Courses

There is no departmental requirement to take a particular number of courses during any given session. Normally coursework is spread over the fall and winter sessions and the number taken in a term may vary depending on what's available and the student's research interests. Generally, students take up to three courses per term but may take more or less. For PhD students, the expectation is that coursework is completed by end of year 1.

8.3 Courses Outside the Department

Each department has their own course enrolment procedures. Students should contact the Graduate Administrator in the department hosting the course for instructions.

8.4 Planning Courses

Courses are available on demand and subject to faculty resources. Consult the Graduate Planning Course Timetable on the website for availability. The PLA designation refers to planning courses, the JPG designation refers to joint planning-geography courses.

8.4.1 Required/Core Courses

PLA 2000H Advanced Planning Theory

(K. Goonewardena)

This seminar digs into the roots of some fundamental concepts animating the politics of planning. In so doing, it focuses on a few pioneering intellectual interventions by pioneering thinkers across the political spectrum. Themes and names to be surveyed include a selection from, for example: history/Fukuyama, market/Hayek, power/Foucault, reason/Adorno, hegemony/Gramsci, colonization/Fanon, democracy/Habermas, city and state/Lefebvre, technology/Heidegger, praxis/Hegel and Marx.

JPG 1111H Research Practice

(A. Daniere/K. Wilson)

This course will introduce students to philosophical and methodological approaches to research in geography. Through seminar and lecture modules, students will acquire an understanding of different research paradigms, quantitative and qualitative methods, and the knowledge necessary for developing sound and reflective geographic research strategies. The goals of the course will be to provide students with the knowledge needed to effectively evaluate research, understand the process of research design, formulate research questions and develop a geographic research proposal.

Students may take an alternative methods course, subject to the approval of the supervisor.

PLA2001H Colloquium in Planning Research

(K. Goonewardena)

This is a non-credit seminar series in which faculty members, students and invited speakers will present and discuss the findings of their current research.

8.4.2 Environmental Courses

JPG1402H Environment and Development

(A. Boland)

Examines the relationship between environment and development. After consideration of key theoretical frameworks for understanding the links between the two, we will focus on case studies from regions typically considered sites for development (i.e., the Third World), as well as from advanced capitalist and transition economies.

JPG1403H Political Ecology of African Environments

(T. Kepe)

This course introduces, and makes argument for use of, political ecology approach to understand environmental challenges facing the African continent. With widespread concerns about degradation of and conflicts over natural resources (land, flora and fauna) dominating environmental policies in Africa, the political ecology approach seeks to encourage an understanding of how politics, the economy, history and culture shape and are in turn shaped by interactions of people with the physical environment. Several topics are explored and these include poverty and environment; environmental degradation narratives and their origins; politics of conservation and land and resource rights.

JPG1410H Institutional and Organizational Ecology

(K. MacDonald)

This seminar focuses on the role of institutions in structuring nature-society relations and environmental management. As property relations are restructured, and management responsibilities both centralized and decentralized in different parts of the world, institutions historically responsible for governing human-environment relations morph and are often displaced by spatially and ideologically distant realms of authority, including international non- and inter-governmental organizations. Readings and discussion in this seminar focus on, among other topics, understanding the effect of institutions on local ecosystem dynamics, factors contributing to institutional resilience and vulnerability, institutional production of environmental knowledge, and methodological tools and approaches required to understand new and emergent institutional contexts of environmental production.

JGE1413H Workshop in Environmental Impact Assessment

(TBA)

Lectures and workshops examine the major methodologies and techniques used in environmental impact assessment and allow the student to apply these to relevant planning situations.

JPG1415H Global Environmental Justice and Social Movements

TBA

JPG1416H Environmental Consequences of Land Use Change

(T. Conway)

This reading seminar focuses on land use/land cover within a global environmental change framework. Changing land use/land cover, alongside climate change, has emerged as a key component of environmental change research, with researchers from both the social and physical sciences contributing to the growing body of literature. The course begins by exploring the processes and consequences of land use changes. This is followed by an examination of the approaches to studying historical, current, and future land use/land cover. The course ends with a detailed examination of two key topics: tropical deforestation and North American suburban development. Throughout the course issues associated with bridging the gaps between the social and natural sciences, connections between global and local processes, and the role of individual decision-makers will be considered.

JPG1418H Rural Land Use Planning

(M. Bunce)

The examination of policy and planning issues that arise from the growing space, resource and amenity demands on rural lands. Particular attention will be paid to the distinctiveness of rural planning problems and to the development of appropriate policies and practices for rural areas. Following a discussion of conceptual questions such as the distinctiveness of rurality, changing rural-urban relations, the value of countryside, the role of rural land and the objectives of rural planning, the course will focus on specific topics including: urban containment, agricultural land use planning, resource management, environmental conservation, amenity planning, settlement design and rural economic development.

JPG1419H Aboriginal/Canadian Relations in Environmental and Resource Management

(D. McGregor)

The course will explore the relationship between Aboriginal and non-Aboriginal peoples in Canadian society from pre-European contact to the present. The relationship between Aboriginal and non-Aboriginal peoples in Canada shapes historical and current views of environmental and resource management in a variety of ways. Economic, environmental, political, social and cultural aspects will be discussed.

JPG1421H Health in Urban Environments

(S. Wakefield)

This course explores ways of theorizing, evaluating, and improving health in urban areas. Through readings, group discussion, and individual and group inquiry, students will examine the key mechanisms by which urban environments (broadly defined) impact on the people living in them, and how - and to what extent - urban residents can in turn alter their environments to facilitate health. While this course is grounded in the practice-oriented discourses of urban planning and health promotion, a critical awareness of, and debate about, the strengths and limitations of various approaches to promoting and maintaining the health of urban residents in both developed and developing countries will be encouraged.

JPG1423H Political Ecology of the Global Agrifood System

(TBA)

As food and agriculture move increasingly to the centre of many apparently disparate social, political and economic dilemmas, a modernist legacy focused on industries and cities has left most theories, policies, and government institutions ill equipped to interpret agrofood systems. This course introduces academic debates and multiscale policy initiatives linking land use, food safety, knowledge/intellectual property, health and environmental effects of different farming systems, and other emergent linkages.

JPG1424H Comparative Farming Systems

(TBA)

Issues related to farming systems, agricultural policies, and agrarian social movements are increasingly coming into public contestation. The course offers an introduction to historical and contemporary debates about the agrarian question, including social relations of production, technologies, knowledge, and fit with agroecosystems. It explores farming systems in North and South, as well as contemporary intergovernmental, expert and social movement approaches to agricultural policies and the place of farming in society.

JGE1425H Livelihoods, Poverty and Environment in the Developing Countries

(C. Abizaid)

The livelihoods of the rural (and in some cases the urban) poor in the developing world are closely connected to the environment. Hundreds of millions of people, including many indigenous and other traditional peoples, rely directly upon natural resources, at least in part, for their subsistence and often, also, for market income. For many of them, access to such resources is a matter of survival-of life or

death, a way of life, or the hope for a better future for them or for their children. Although the livelihoods of these peoples are sometimes regarded as having a negative impact on the environment, more recently, many of them are being heralded as models for biodiversity conservation and sustainable resource. A better understanding of how the rural (and urban) poor make a living -their livelihoods- is considered key to addressing issues of poverty and sustainable resource use, and also for environmental change mitigation and adaptation. This course seeks to develop an understanding of livelihoods among the poor in developing countries, with a focus on how assets, social relations and institutions shape livelihood opportunities in the present and into the future. More broadly, attention will be paid to the ways in which livelihoods are connected to the environment, but also to economic and political processes, with an eye to gain insight on their potential for poverty alleviation, sustainable resource use, and environmental change mitigation/adaptation. The course will also explore emerging areas of inquiry in livelihoods research.

JPGR1426H Natural Resources, Difference and Conflict

(S. Mollet)

This course is concerned with the ways in which international development policies governing natural resource use, access and control reproduce difference and inequality, and how together these processes fashion conflict. Through attention to the entanglements of environment, difference and inequality, a core aim of this seminar is to interrogate what is taken as given in the governing instruments and institutions shaping natural resource policies that inform development activities from oil and mineral extraction to land and territorial demarcation, and tourism to name a few.

Three overlapping themes will guide this seminar. First, we will explore historical and geographical perspectives of natural resource conflicts with attention to post-colonial, post-structural and feminist theorizations of development as a way to understand the woven relations of environment, difference and conflict. Second, we will examine the contemporary role of the state in the provocation and abatement of natural resource conflict and work to unpack the meanings of conflict itself. Third, we will investigate how multiple forms of difference and their intersections (caste, class, gender, race, sexuality, nationality etc.) are materially and symbolically imbued in natural resource policy. Together, our seminar discussions, readings, films, and news analyses will address a number of conceptual and empirical debates and policy-related discussions in geography, planning and development studies.

JPG1427H (Re)Localization of Food

(P. Desrochers)

The course will take an in-depth and critical look at current proposals to "re-localize" our food system through the (re)development of urban agriculture and shorter supply chains. It will survey recent policy reports and proposals and take a broader historical perspective on the rationale behind the development of the long distance trade in food products and inputs.

JPG1428H Managing Urban Ecosystems

(T. Conway)

This reading seminar focuses on the different ways people interact with and manage urban ecosystems. The course begins by exploring the characterization of cities as ecosystems. We will then examine the socio-ecological research and management goals that draw on and build from an urban ecosystem perspective. Management of urban climates, hydrology, and vegetation will be explored. The role of municipal policy, built form, residents and other key actors will be examined in-depth. Throughout the course, issues associated with bridging knowledge gaps between the social and natural sciences, unique characteristics of urban ecosystems, and the role of individual decision-makers will be considered.

JPG1429H Political Economy of Food and the Agrarian Question

(M. Ekers/R. Isakson)

This course examines the often forgotten roots of contemporary debates in political ecology and food, that is, the enduring agrarian question. The agrarian question examines the extent to which capital has

transformed agricultural production and the degrees to which producers have been able to resist dispossession and the industrialization and capitalization of agriculture. Arguably, access to food and the viability of alternative and conventional agriculture is shaped by the particular, and at times limited, ways that capital takes hold of agrarian production processes and transforms small-scale and peasant farmers. This course examines these questions through a series of historical and geographical accounts of the agrarian question and discusses how they might inform or limit understandings of the political ecology of food. We start with competing historical accounts of agrarian production in the works of Lenin, Kautsky and Chayanov. Next, we explore their respective influences in accounts of peasant studies and agrarian political economy in the 1970s and 1980s and the chasm existing between marxist and populist accounts of the peasantry and agrarian change. Finally, we trace the endurance and possible relevance of the agrarian question in contemporary readings of alternative agriculture, land-based social movements, renewed forms of enclosure and the financialization of land. Through this course we explore to what degree more recent studies of political ecology and food might be reinvigorated through a historically and geographically expansive reading of the agrarian question.

PLA1601H Environmental Planning and Policy

(V. Maclaren)

This course covers the basic principles of environmental planning. Emphasis is placed on environmental planning and policy-making in an urban context. The sustainability of urban settlements will be the overarching question throughout the course. While it does introduce some technical tools, the principal aim will be to enable thinking and analysis related to this question. The course is broad in scope but also allows students an opportunity to explore topics of special interest. It will offer a combination of North American examples and a comparative international perspective.

ENV1444H Capitalization of Nature

(S. Prudham)

This course will draw on a range of theoretical and empirical research materials in order to examine the particularities of what might be referred to as “capitalist nature”. Specifically, the course is concerned with three central questions: (i) what are the unique political, ecological, and geographical dynamics of environmental change propelled by capital accumulation and the dynamics of specifically capitalist forms of “commodification”? (ii) how and why is nature commodified in a capitalist political economy, and what are the associated problems and contradictions? (iii) how can we understand the main currents of policy and regulatory responses to these dynamics?

8.4.3 Urban and Economic Courses

JPG1501H The Political Economy of Cities

(K. Rankin)

The physical form of cities is an expression of social and economic processes that are nested and mediated at a number of different spatial scales. The reinvestment of inner city neighbourhoods is, for example, a simultaneous expression of global labour market restructuring, regional housing supply, and personal preference, among other factors. This course addresses the political and multi-scalar context of contemporary urban forms through a selective treatment of the relevant literature. It begins with a brief overview of conventional notions of urban structure, continues with more recent critiques of these ideas, and concludes with a focus on the impact of globalization.

JPG1502H Global Urbanism and Cities of the Global South

(R. Narayanareddy)

In this course we will critically examine “global urbanism” while paying explicit attention to how cities of global South have been studied, understood and depicted in global urban research. In the past two decades, influential policymakers have promulgated the “global cities” paradigm, which frames 21st

century urbanism in global terms. According to the “global cities” paradigm “global” cities of the North, such as New York, London and Tokyo are at the pinnacle of globalization. In contrast, cities of the global South are consistently portrayed as “mega” cities that are disorderly, polluted, chaotic, ungovernable, and marked by infrastructure collapse. In short, cities of the global South are mega cities with mega problems. In this course we will begin by examining policy-oriented as well as academic literature in order to understand how the global cities paradigm was given coherence and propagated across the world.

JPG1507H Housing Markets and Housing Policy Analysis

(L. Bourne)

The objective of this course is to provide an opportunity for in-depth analyses of housing, as both product and process, and to apply these analyses to concrete housing situations and current policy and planning problems. Two principal themes are emphasized: 1) assessments of changes in the structural and spatial dimensions of housing demand and supply, and alternative modes of housing provision; and 2) evaluations of housing policies and programs and their relationships to social and economic policies and urban planning. The latter will be undertaken primarily through the discussion of case studies of specific problems and policy issues, the former through a review of basic concepts on housing in the first few weeks of class.

JPG1508H Planning for the Urban Poor in Developing Countries

(A. Daniere)

This course covers public sector policies, programs and projects that target the urban poor in developing countries, particularly through attempts to improve their incomes through direct income-generating activities or employment and through the provision of basic environmental services. In addition the course examines planning for infrastructure services with an emphasis on the planning process.

JPG1509H Feminism, Postcoloniality and Development

(TBA)

This course takes up the challenge for feminist theory posed by the postcolonial condition, for the sake of articulating a critical theory of development (and geography/ planning more generally) that seriously engages issues of socio-cultural difference, including racism. By now ‘gender’ has been thoroughly accepted as a legitimate domain of intervention in mainstream development circles, and we will briefly consider how liberal, Marxist and post-colonial feminisms have contributed to its institutionalization. But we will also view these developments critically, asking how they might be implicated in wider-scale political economic processes such as imperialism, neoliberalization and associated patterns of socioeconomic and cultural injustice. To do so requires theorizing the postcolonial condition, with recourse not only to postcolonial theory but also to more materialist engagements with cultural politics and political economy. We conclude by exploring how we might build on this analysis to claim development (and planning/geography) as a feminist practice.

JPG1510H Recent Debates on Urban Form

(A. Sorensen)

This course reviews three significant bodies of literature on the topic of urban growth and how to structure it, those of Growth Management, New Urbanism, and Sustainable City Form. Each offers a critique of recent patterns of urbanisation, and proposes an alternate pattern of development, yet the problems identified and the approaches suggested vary widely. Participants will be encouraged to explore these differences.

JPG1512H Place, Politics and the Urban

(A. Walks)

The course examines the relationship between geography, politics, and governance. In particular, it seeks to interrogate the theoretical importance of place, space and urban form in the production of political and

social values, practices, strategies, and discourses, and in turn, analyze the implications of the place-politics nexus for understanding shifts in the direction and form of urban policy, governance and citizenship. The course begins with a broad examination of the theoretical bases for linking place and politics, particularly as this relates to the construction of urban and non-urban places, with literature drawn from a number of sources, including geography, urban studies, political science, and planning theory. The course then examines a number of specific cases, from gentrification as a political practice, to the politics of homelessness and anti-panhandling legislation, and the political geography of regional planning and municipal amalgamation, that inform and challenge our understanding of the relationship between place and political praxis.

PLA1514H: The Role of the Planner

(TBD)

This course is intended to shake the conventional planning tree. Its purpose is to help develop future leaders in the planning profession who truly want to make a difference by breaking out of the conventional mindset of North American Planning. The course is structured around four basic themes: The vocation of planning, Planning for changing societies: the GTA city region, The political realities of planning: Toronto's Official Plan, and A 100 year plan for the Greater Toronto Area. This course is restricted to MScPI students and second-year students will get priority.

JPG1516H Declining Cities

(J. Hackworth)

Much of planning and urban thought more generally is implicitly or explicitly oriented around the idea of growth—growth allows cities to be managerial, gives them room for error, salves intra-constituency squabbles, etc. In the face of decline, the most common planning or urban theoretical response is to engage in economic development (that is, to reignite growth). But what about those cities (or sections of otherwise growing cities) that have declined in population or resources and remained healthy, pleasant, places to live? Can we learn something from their experience that allows us to rethink the way that cities decline, or what the professional response to it should be? What about those cities, conversely which retain an infrastructure footprint that was intended for a much larger city? Can they be downsized in a planned way? If so, what would such an effort (mobilizing the state to sponsor planned decline) mean for the bulk of urban theory that suggests that it is the state's role to reignite growth?

JPG1518H Sustainability and Urban Communities

(S. Bunce)

This course focuses on sustainability and communities and neighbourhoods in cities in North America and Europe, with some exploration of examples of community-based sustainability in cities in the global south. The intention of this course is to examine academic and policy discussion on urban sustainability and the contemporary context and future of urban communities, and will address socio-political dimensions of urban sustainability found in human geography and urban planning literatures, rather than focusing on physical or technical applications of sustainability principles.

PLA1518H City Building Practice & Experience

(TBD)

PLA1552H City Planning and Management

(TBD)

The purpose of this course is to prepare professional planners to manage their own activities and provide leadership when operating as part of the city administration. This will be done by providing an understanding of how services and programs are established, planned and delivered by city governments and other agencies. The focus will be on providing students with practical approaches to implementing land use, environmental and other policies. Students will be introduced to the planning and management

tools used to deliver the full range of programs a city must provide. The course will be delivered through readings, lectures and group discussions. Significant use will be made of case studies on city issues which students will analyze and discuss in class. This course is offered in alternate years with PLA 1551H.

PLA1553H Urban Transportation Policy Analysis

(TBD)

The course will analyze the politics and economics of transportation policies. It will seek to understand how these policies shape the city and affect society and culture. All modes of transportation will be considered, but because contemporary urban transportation is dominated by cars and trucks there will be special focus on their social and environmental costs. Alternatives to prevailing transportation policies will be examined.

JPG1554H Transportation and Urban Form

(S. Farber)

The need to reduce automobile dependence and congestion has been argued widely in recent years, and urban form has been identified as a major aspect influencing choice of travel mode. The combined imperatives of sustainability, healthier cities, and worsening congestion has prompted an increasingly rich body of research on the relationships between urban form, transport infrastructure, and travel patterns, and an array of new methodological approaches to research them. This course critically examines this research and examines planning strategies that seek to influence travel through coordinated transport investment and land use and design control. Both regional and neighbourhood scale issues and strategies will be addressed. The geographic focus of the course will largely be metropolitan regions in Canada and the United States, but there will be opportunity to examine other national contexts.

JPG1556H Transportation Systems Analysis: An Exploration of Concepts, Methods, Applications and Emerging Issues

(R. Buliung)

Transportation systems play an integral role in supporting a range of daily activities at various scales (e.g., neighbourhood activities to global trade). Moreover, interaction between system users typically gives rise to externality effects ranging from increasing the attractiveness of places, to congestion and environmental emissions. Through this course students will explore established and state-of-the art approaches to the analysis and management of transportation systems. The course begins with a look into the Urban Transportation Planning System (UTPS), with a view to understanding both its current role in transportation planning and potential shortcomings. Attention then shifts toward current thinking and cutting-edge research directed at understanding and modeling microscopic (e.g., individual, household) demand for activities and travel. While the broader urban activity system includes numerous stakeholders and subsystems (transport, land use, etc.), the course stresses conceptual, methodological and emerging issues related to personal mobility and accessibility. Emphasis is uniquely placed on the spatial and temporal properties of urban transportation systems.

JPG1558H Transportation: Historical and Geographical Perspectives

(R. Buliung)

Transportation of goods, people, and information is an integral aspect of everyday life, but what of the origin of the various modes of transportation? How did the systems that we use and plan today, and their constituent technologies come to be? Annually, this course will involve an exploration of the history and geography of a particular mode of transportation. Using lectures, seminars, student papers and presentations, and occasionally fieldwork, the key people and places, technologies associated with the development of the modes of transport will be examined. The ebb and flow of demand for the modes of transport (e.g., biking, walking, public transit, the car) through time and across space will be discussed, as

will costs and benefits. Adopting an historical and geographical lens, we will also consider the uneven way in which transport modes seem to fall into and out of favour, locally, nationally, and globally.

JPG1607H Geography of Competition

(J. Miron)

In a market economy, how do firms come to be at the places where they produce, distribute, or sell their goods or services? How, when, and why does competition among firms as well as the impact of firm sitting on the sitting of their suppliers and customers, lead to localization (clustering) of firms in geographic space, the growth of some places (e.g., some cities or districts), and the decline of others? Such questions are central to an area of scholarship known as competitive location theory. A spatial (regional) economy incorporates "shipping costs" which include costs related to search, freight, insurance and brokerage, storage, installation and removal, warranty and service, and arbitrage profit. As a result, the effective or delivered price of a firm's products or inputs, inclusive of shipping costs, may well vary locally. This course focuses on how, as a result of competition, location and clustering shape and are shaped by local prices.

JGE1609H Cities, Industry, and the Environment

(P. Desrochers)

This reading seminar is devoted to the study of the environmental impacts of urban industrialization and to past, current and potentially new and better ways of addressing them. Several topics, from the creation of recycling linkages between firms to brownfield redevelopment, are examined through the theoretical lenses of eco-industrial development, a perspective that looks at industrial production using an analogy to ecological systems where the by-products of one species become the food of another. In view of the importance of existing and proposed environmental regulations for the adoption of potentially more sustainable industrial practices, a portion of this course will be devoted to the analysis of how various regulatory regimes have affected firms' behaviour towards the environment. North American regulations, policies and practices will provide the background for discussing past successes and mistakes.

JPG1614H Regional Development and Policy

(M. Gertler)

The process by which regional economies develop and change serves as the focus for this course. Emphasis is on the changing nature of capitalist economies; implications for regional systems of production and consumption, and; regional development policy. Examples are drawn from Canada, the United States, Great Britain and Western Europe.

JPG1615H Planning the Social Economy

(K. Rankin)

What would it take to build a 'social economy,' an economy rooted in the principles of social justice, democratic governance and local self-reliance? What are the progressive and regressive implications of such an undertaking? JPG 1615 will explore these questions both theoretically and practically. Theoretically, with recourse to some canonical and more recent writings about the interface between 'society' and 'economy'. Practically, the course will look at what role municipal governments could and do play in building the social economy. The case of social housing in the GTA serves as an example—as well as a context for learning about key tools in local economic development. The course will also consider how communities and neighbourhoods are growing increasingly active in developing alternative economic institutions, such as cooperatives, participatory budgets and community development financial institutions in order to institutionalize the social economy at the local scale.

JPG1616H The Cultural Economy

(D. Leslie)

This course examines the so-called “cultural turn” in economic geography, often referred to as “the new economic geography”. We will begin by considering various ways of theorizing the relationship between culture and economy. After reflecting upon the historical antecedents of contemporary understandings of this relationship, we will explore selected themes in the cultural economy literature such as cultural industries, consumption, economic discourse, work cultures, governmentality and commodity chains/actor networks.

PLA1650H Urban Design: History, Theory, Criticism

(K. Goonewardena)

This course takes up the design challenges of contemporary urbanism. In so doing, it focuses upon modern, postmodern, and postcolonial architecture and city planning from several standpoints of critical theory—such as Marxism, feminism, deconstruction, phenomenology, psychoanalysis, as well as the various modernisms and influential reactions to them. To complement the normative dimension of such critiques, interdisciplinary perspectives drawn from urban and cultural geography, history, sociology, anthropology, planning theory, and political economy will furnish an account of the social, cultural, political, and economic forces now shaping cities with a view to creating alternative visions and forms of urban space.

PLA1651H Planning and Real Estate Development

(TBD)

Provides an overview of the Canadian and U.S. development industry within the real estate development process. The course then covers the financial basis of urban development projects (private and public finance); the participants; land assembly procedures; land banking; mixed-use projects; sectoral and scale differences within the development industry market and locational search procedures. Finally, it addresses the interface of the industry with the public sector.

PLA1652H Introductory Studio in Urban Design and Planning

(TBD)

This studio course introduces the basic principles and skills of urban design to students from various backgrounds by working through exercises of sketching, research and design involving such challenges of planning as housing, public space and transportation in their relation to the politics and aesthetics of urban form.

PLA1653H Advanced Studio in Urban Design and Planning

(P. Hess)

This course is an advanced version of PLA 1652H. Emphasis will be placed on research applications to urban design, and the use of computer-generated images for design and presentation purposes. This course is a full course offered during the winter semester and, therefore, counts as two half courses.

PLA1654H Urban Design Research Methods

(TBD)

This course covers methods used in urban design research and practice. The emphasis is on learning from the urban environment through observation, field surveys, and interviews. Additional areas of focus include methods of design generation and presentation; and methods for integrating public participation in the design process.

PLA1655H Urban Design and Development Controls

(TBD)

This course looks at urban design strategies in the context of planning processes. It introduces students to a broad array of contemporary Canadian and U.S. municipal and regional design control policies and implementation tools, focusing on the most innovative and successful approaches but also examining lesser approaches and the structural constraints and value choices associated with them. Connections between design control policy and design outcomes are critically examined within the context of individual case studies.

PLA1656H Land Use Planning: Principles and Practice

(TBD)

This course introduces students to the statutory and non-statutory components of the planning process, including issues and implications of various planning policies and tools, and the role and responsibilities of key stakeholders. The course provides students with a foundation in the planning framework in Ontario, through a review of the intent of legislation and policy, and a critical discussion of the application of policy to current issues and case studies. With an emphasis on several issues of relevance to municipalities in the Toronto region, it also reviews planning approaches from cities around the world. The course focuses on land-use planning but also explores other key considerations and issues in the planning process.

JPG1660H Regional Dynamics

(R. DiFrancesco)

The space-economy has always been characterized by polarization across myriad dimensions. As a result, regional economic change has been very difficult to fully explain (and certainly predict) using conventional (orthodox) theories and methods. This course examines the theoretical linkage between related trends in terms of globalization, vertical disintegration, specialization, innovation, and the locational behaviour of firms. We will focus on the seemingly counter-intuitive finding that regional economic change in a time of increasing global interdependence is increasingly dependent on the local context. Topics will include evolutionary economic geography, path dependence, economic clusters, learning regions, the role of institutions, knowledge spill-overs, and the geography of innovation, among others. We will see why the economic activity is becoming ever more concentrated in space even as it globalizes.

JPG1670H Regional Economic Analysis

(R. DiFrancesco)

A lecture/seminar course designed to provide geographers and planners alike with a thorough understanding of the theory and methods of Regional Economic Analysis. Although much of the lecture/seminar time will be used to discuss the various techniques and their theoretical underpinnings, students will be evaluated entirely on their ability to conduct a study of some urban/regional economic problem using techniques covered in class. A significant amount of time will be committed to guiding students through the design and implementation phases of their projects. The use of widely available spreadsheet packages for these analyses will be stressed. Topics to be covered will range from economic base models, through various types of input-output models to regional econometric models.

PLA1751H Public Finance for Planners

(TBD)

The course introduces some basic principles of public finance that have relevance for planners and policy-makers, in particular, the principles and patterns of transfers among jurisdictions. Topics include notions of service requirements and costs, revenue bases, tax incidence and burden, and benefits. Discussion of equity and principles of redistribution, grants and transfer systems.

PLA1801H Urban Infrastructure Planning

(M. Siemiatycki)

Infrastructure is the term that describes the transportation systems, sewers, pipes, and power lines that provide urban dwellers with necessary public services. In recent years, billions of dollars of public money have been spent upgrading existing infrastructure, and planning and delivering new facilities.

Infrastructure has many impacts on the way that people in cities live. The way that infrastructure systems are planned, financed, and distributed impact on environmental sustainability, job creation, social equity, economic development, and urban livability. Moreover, infrastructure has the potential to both serve existing populations, and shape the way that future communities are built.

Through lectures, discussions, workshops, readings of scholarly articles and case studies, the course will aim to engage students in the key topics and debates related to the provision of urban infrastructure.

Topics to be covered will include: project planning, causes and cures for cost overruns, financing mechanisms such as public-private partnerships, and the politics of facility planning and management.

JPG1812Y Planning for Change

(A. Daniere, K. Wilson)

Planning for Change is a year-long course (Y) comprised of seminars, readings, films, discussion, writing, reflection and the completion of a major project designed by and for a community organization. Students will have the opportunity to gain an in-depth, reflective experience in the field of community development.

The course is based on successful models of service-learning courses at other institutions. Service learning, as a pedagogical practice, aims to unite what often appear to be divisive realms of theory and practice by providing analytical tools to connect academic and community development work. Service-learning aims to create an educational space where work is done for community organizations with students based on the self-identified needs of the community. Students are challenged to reflect on the work they are doing and the context in which service is provided. Planning/Geography education and service-learning are in many ways an ideal partnership. A service-learning course in the graduate program at the University of Toronto opens a way for students to gain hands-on experience in the field of community development.

8.4.4 Cultural/Historical/Social Courses

PLA1503H Planning and Social Policy

(S. Ruddick)

What is social policy? What are the underlying objectives of policy delivery? What are the most effective methods of implementation? Twenty years ago, objectives and parameters of redistribution were framed within the norms of the Keynesian welfare state. Debates were centered largely around “how much” and not “how to.” The course explores social planning in the context of shrinking resources for redistribution, reconfigurations and changing scales of service delivery, the rise of public, non-profit and private sectors, debates over rights and needs and new forms of poverty and marginality, globalization and privatization. Students will gain an understanding of the changing history and philosophy of redistribution, the rhetoric and reality of globalization, and the relationship between shifting social policies and social identities.

JPG1503H Space, Time, Revolution

(K. Goonewardena)

This graduate seminar examines the relations between critical spatio-temporal and socio-spatial thought and new conceptions of radical politics. Its references are twofold: on the one hand, it surveys the recent attempts of such thinkers as Alain Badiou, Slavoj Žižek, Daniel Bensaïd, Jacques Rancière, Giorgio Agamben, Bruno Bosteels and Peter Hallward to re-theorize revolution in the face of global liberal democratic hegemony; on the other hand, it interrogates their conceptions of ‘event’, ‘situation’, ‘dissensus’, ‘exception’ and ‘communism’ in the historical court of actual revolutionary experiences

produced by anti-colonial and socialist politics, especially at such moments as 1789, 1791-1803, 1848, 1871, 1917, 1949, 1968. The readings for this course will therefore draw on both contemporary theoretical texts and classic accounts of revolutionary subjectivity that highlight its spatio-temporal and socio-spatial dimensions, in the vein of Kristin Ross's *The Emergence of Social Space: Rimbaud and the Paris Commune* as much as Frantz Fanon's *The Wretched of the Earth*.

JPG1505H The Multicultural City: Diversity, Policy and Planning

(M. Mahtani)

As communities across Canada become even more culturally diverse, those of us involved in shaping planning and social policy require an ever-expanding toolbox of skills and approaches for policy to be truly inclusive. How can urban social policy respond to the new realities of transnational migration? How can planning practices respond to the challenges of difference in the city? This course will explore these questions by focusing on innovative processes that are required to work in policy arenas through a multicultural context.

JPG1506H State/Space/Difference: Understanding the New Social Geography of the State

(S. Ruddick)

This course focuses on the new social geography of the state and social policy. A new "geography" of the state is emerging with the downloading of services to sub-national levels of government and the rise in importance of supranational institutions. This has raised questions about the hollowing out of the nation state and the real and imagined impacts of "globalization" on the politics of redistribution. A new "social geography" of the state is emerging as the "rescaling" of social policy brings with it increasing uncertainty about normative basis for policies of redistribution— as institutions contend with economic, cultural and political differences across (and within) national borders. The course focuses on approaches within political economy, with particular emphasis on the regulation school. Examples are primarily Western, with emphasis on Europe, the European Union and North America.

JPG1520H Contested Geographies of Class Formation

(M. Hunter)

How are spatial and class inequalities produced and contested in mutually constituted ways? Why are class inequalities always spatial inequalities? Following criticisms of Marxism and feminism in the 1980s (tied up with what some call the "cultural turn") scholars have become accustomed to view race, class, gender, and sexuality as "intersecting." This is an important development—a starting point in fact for the course—but it has also left a situation whereby we routinely evoke class to explain the social world in which we live but often in a way that lacks a sense of the term's genealogy and analytical strengths and limitations. This course therefore excavates writings on class from sociologists like Marx, Weber, and Bourdieu; geographers like Cindi Katz and Doreen Massey; intersection scholars like Patricia Hill Collins; urbanists like David Harvey; and writers on colonialism like Franz Fanon. We divide the seminar into two parts: the first explores key theories on class and the second explores these through monographs.

PLA1551H Policy Analysis

(TBD)

This course introduces and critically assesses several methods for the analysis of public policy prior to its implementation. It begins by discussing techniques based on the criterion of efficiency as applied in private sector decision-making. This is then contrasted with approaches that incorporate a broader social or community perspective. Finally, the course considers the differential impacts of public policy on particular groups within society and ways of capturing this. Cases are drawn from many areas of planning to illustrate the capabilities, limitations and assumptions underlying each approach.

JPG1672H Land and Justice

(T. Kepe)

Land carries a heavy weight of historical meaning. It has two broad meanings: the landscape valued for its natural resources (e.g. food production, raw material, living space etc) and the territory with which a particular people identify. These meanings of land have implications on why anyone has interest in particular land, and how it is held and distributed. Similarly, how land was acquired and by whom, as well as how it is currently used, can determine its multiple meanings to different people and governments. There is extensive evidence that indicates injustice was central in many of the processes followed to acquire land in many nations, and that the way it is currently held or used, or redistributed remain unjust. This course focuses on justifications normally given for historical land injustices (including colonial land dispossession and other forms of land grabs), as well as an assessment of current strategies to deal with land injustices that are adopted by different nations. This is a reading-intensive course. The contact session takes the form of a class discussion based on the prescribed readings, with the instructor acting as a facilitator, including making short introductory and concluding remarks. Each student is required to lead at least one or two discussion sessions. It is required that the readings for each session be done prior to coming to class.

JPG1702H Historical Urban Geography and Planning

(R. Lewis)

The focus of this course is the process of North American urban restructuring between 1850 and 1960. It is a seminar course which covers a range of economic, political and social issues such as industrial reorganization, the changing role of the state and planning, and the construction of class and ethnic neighbourhoods.

JPG1706H Geographies of Violence and Security

(D. Cowen)

This course explores the shifting spatiality of organized violence, as well as changing theories of war and in/security. From the historical nationalization of legitimate war as a project of 'internal' and 'external' colonialism, to the disciplining of labouring bodies as part of the rise of geo- and bio-political forms, to the contemporary securitization of everyday urban life and the blurring of the borders of military and civilian, war and peace, and 'inside' and 'outside' state space, this seminar tracks the geographies of the political through the logistics of collective conflict. The course will examine perpetual, urban, and privatized forms of war that trespass modern legal, political, ontological, and geographical borders. Finally, we will explore problems of war 'at home'. How does the practice of war within the nation and the productive nature of war for domestic politics trouble our assumptions about the nation state, citizenship and 'normal' political space and time?

JPG1710H Historic Preservation Planning

(TBA)

The first part of this course is a reading program combined with seminar discussions. Issues covered include: the philosophical approach to historic preservation, approaches to preservation in Europe, the United States and the Third World. Particular attention is given to preservation planning in Canada with special emphasis on Ontario. The roles of the public and private sectors are discussed. The second part of the course focuses on developing research and presentation skills with the preparation of a planning report in support of historic preservation in some area of Toronto or a nearby small town. The goal is to involve everyone with documentary resources and to draw upon these primary sources to their fullest potential in developing a case for preservation.

JPG1802 Political Spaces I

(TBA)

The starting point for this course is that space is produced at multiple scales through contested power relations. Our examination of political space thus engages bodies, identity and subjectivity as sites for exploring the socio-spatial ordering of difference, racialization, gender, sexuality and class. The ways in

which these processes articulate the ideologies, practices and technologies of governance and citizenship are also crucial to the formation of political space and a key focus of this course. Building an interpretation of political space involves engaging questions of borders, thus security, mobility, transnationalism, and critical/geopolitics must also be critically examined. Other related domains of political space addressed in the course include: neo-liberalism and the social construction of markets; nature, land and land rights; and post-coloniality, modernity, modernization.

JPG 1804H Space, Power and Geography: Understanding Spatiality

(S. Ruddick)

The course charts new ways of thinking about space and power that are non-Cartesian, non-Hobbesian, and non-representational originating in divisions in Enlightenment thinking 400 years ago. Contemporary manifestations of this shift can be seen in the work of Foucault and Deleuze, Hardt and Negri, Bruno Latour their growing influence in geography manifest in geo-philosophy, non-representational space, emotional geographies, geographies of affect, politics of the multitude, networks and assemblages. The course explores the conceptual developments that give rise to this shift, introducing students to new ways of thinking about the nature of power, the nature of resistance, forms of social organization and mobilization, and the organization of space itself.

JPG1805H Transnationalism, Diaspora and Gender

(R. Silvey)

This seminar focuses on the politics of contemporary global migration processes with particular attention to the gender dimensions. It examines the geographic literature on transnationalism and diaspora to develop insight into the theoretical ramifications of critical political-economy, post-colonialism, post-structuralism, and feminism.

JPG1809H Spaces of Work: Value, Identity, Agency, Justice

(M. Buckley)

This course will introduce students to Marxist, feminist, anticolonial and intersectional perspectives on 'work' in the twenty-first century. A key intention of this course is to prompt students to examine what forms of work – and also whose work – has been taken into account in geographical scholarship and to explore a number of prominent debates concerning labour, work and employment within geography over the last three decades. In doing so we will engage with foundational political economy texts on the relations of labour under capitalism, and texts within geography and sociology on work, labour, place and space. We will also examine a number of broad economic and cultural shifts in the nature of contemporary work and employment such as de-industrialization, the feminization of labour markets and service sector work, neoliberalization and the rise of the 'precariat'. At the same time, students will be prompted to consider critiques of some of these 'transformational' narratives to probe the colonial, patriarchal, and capitalist continuities shaping the contours of contemporary work. In this sense this is not an exhaustive course on labour and work in geography, but rather a series of discrete introductions to key scholarly arguments about work, often followed by a range of responses to those arguments in the following week. The course will touch on a broad range of topics, including unfree labour, labour organizing, precarious employment and social reproductive work which are tied together by four overarching themes that run through the course – value, identity, agency and justice. Overall this course aims to give students the chance to explore not only how work has been conceptualized and studied in geography, but how it could be.

JPG1811H Troubling Militarism: Space, Affect, Economy

(D. Cowen/J. Han)

In this course we examine the spatial politics and affective economies of militarism. Our approach is feminist, queer, and geographical, and combines questions of geopolitical and geoeconomic inquiry. Rather than approach "militarism" as a coherent set of ideas and practices that must simply be opposed,

resisted, or reversed somehow, we seek to trouble militarism and its affective mobilization. We will grapple with the violence of militarism, not only in the immediately martial practices that the term typically denotes, but also in the imperial and colonial political geographies out of which the modern use of the term arises, and through its everyday and banal attachments. The ultimate aim is to develop conceptual and theoretical tools to explain militarism, militarization, and militancy through a critical engagement with ideas of race, class, gender, identity, and difference. What are the historical connections between the practice of nationalism and imperialism and the rise of militarism? What are the economic and political factors tied to militarism throughout the world? How do the concepts of militarism, militarization, and militancy help us to rethink the geo-political economies of labour, war, and violence? How can we broaden statist approaches to militarism to draw critically from scholarly, journalistic, and creative engagements with social movements and resistance strategies? Can we extend our analysis to envisage a more expansive set of questions concerning militarism to include sexual politics, queer militancy, and martyrdom? When / does militancy exceed the militarism that help shape its form? Throughout the semester, we will fine-tune our concepts and terminology to build a robust set of tools to trouble militarism, militarization, and militancy across time and space.

JPG1815H Political Economy, the Body, and Health

(M. Hunter)

What are the health consequences of recent transformations in sexuality and intimate relationships? How are intimate geographies of disease spatialized? This course explores connections between intimacy, geography, and health particularly through the lens of sexually transmitted infections. The course takes as its starting point the recent turn from medical geography towards a more qualitative, theoretically driven, health geography. It draws from research in countries that include Papua New Guinea, the Dominican Republic, and South Africa.

8.4.5 Geographic Information Systems Courses

JPG1906H Geographic Information Systems

(D. Boyes)

This course provides an intensive introduction to fundamental geographic information system (GIS) theory, as well as practical, hands-on experience with state-of-the-art software. The course is designed to accommodate students from a variety of research backgrounds, and with no previous GIS experience. The goal is to provide students with a theoretical understanding of spatial data and analysis concepts, and to introduce the practical tools needed to create and manage spatial data, perform spatial analysis, and communicate results including (but not limited to) the form of a well-designed map. Assignments require the use of the ArcInfo version of ESRI's ArcGIS software and extensions, and are designed to encourage proper research design, independent analysis, and problem solving. By the end of the course, successful students should be able to apply what they have learned to their own research, to learn new functions on their own, and have the necessary preparation to continue in more advanced GIS courses should they wish to do so. Classes consist of a two hour lecture each week, which integrate live software demonstrations to illustrate the linkages between theory and practice.

JPG1914H GIS Research Project

(D. Boyes)

Students will work in a group setting to explore the application of GIS techniques to a problem that crosses the boundaries of economic geography, physical geography, and planning. Students should discuss their backgrounds with the instructors before registering for the course.

9 Policies and Guidelines

9.1 General

There are numerous policies and guidelines affecting graduate studies. These appear on the SGS Web site at

<http://www.sgs.utoronto.ca/currentstudents/Pages/Policies,-Guidelines,-Student-Responsibilities.aspx>:

- Graduate Grading Policy
- Intellectual Property
- Research Ethics
- Academic Sanctions for Students With Outstanding Obligations to the University
- Code of Behaviour on Academic Matters
- Sexual Harassment
- Code of Student Conduct
- Access to Student Academic Records
- Safety in Field Research
- Appropriate Use of Information and Communication Technology
- Statement on Human Rights

Furthermore, University of Toronto-wide policies affecting students are available at www.governingcouncil.utoronto.ca/policies.htm.

9.2 Ethics Review

The University of Toronto requires that all graduate student and faculty research involving human subjects be reviewed and approved by the relevant institutional Research Ethics Boards (REBs) before work can begin. Although research methodologies differ, the fundamental ethical issues and principles in research involving human subjects are common across all disciplines.

Research involving human subjects includes:

- Obtaining data about a living individual through intervention or interaction with the individual, or the obtaining of private personal information about the individual.
- Secondary use of data (i.e. information collected for purposes other than the proposed research) that contains identifying information about a living individual, or data linkage through which living individuals may become identifiable.
- Naturalistic observation, except the observation of individuals in contexts in which it can be expected that the participants are seeking public visibility.

The University of Toronto has five Research Ethics Boards (REBs) that meet monthly to review ethical protocols from faculty members and graduate students of the departments that they serve. The Office of Research Ethics is part of the Office of the Vice-President, Research and Associate Provost, and functions to assist researchers through the ethical review process and to provide administrative support to the Research Ethics Boards (REBs). The REB that covers Geography research is the Social Sciences and Humanities Ethics Review Committee.

It is mandatory that all projects involving human subjects receive ethical approval **before** commencing any research activities, including recruitment, pre-screening or pilot trials. The ethical process for each protocol is slightly different (dependent on ethical issues inherent to research methodology, subject

population, research question, etc.) and may take several weeks to months for final approval. Clarification and revisions to original submissions are common, and are handled as quickly and efficiently as possible. Understanding the issues and receiving proper guidance and supervision in the crafting of both the research study and the ethical protocol can minimize turn-around time.

The SGS Student Guide on Ethical Conduct, Research Involving Human Subjects is available at <http://www.sgs.utoronto.ca/facultyandstaff/Pages/Research-Involving-Human-Subjects.aspx> and provides an overview of the policy and requirements.

Detailed research ethics policies, application forms, and all the information and resource materials needed to submit an ethics protocol for review are available at <http://www.research.utoronto.ca/>.

9.3 Plagiarism and Other Academic Offences

Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. It is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism. The student's thinking must be understood as distinct from the sources upon which the student is referring. Two excellent documents entitled *How Not to Plagiarize* and *Deterring Plagiarism* (of interest to students and faculty respectively) are available for reference on the SGS website or from the department.

The University's understanding of plagiarism is found in the Code of Behaviour on Academic Matters (available on the Governing Council website) and includes the following statements:

It shall be an offence for a student knowingly:

(d) to represent as one's own idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.

Wherever in the Code an offence is described as depending on "knowing", the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

Other academic offences include the possession and/or use of unauthorized aids in examinations, submitting the same paper for different courses, to name only a few of the most obvious violations. Please refer to the Code of Behaviour on Academic Matters for detailed descriptions of offences and procedures.

Violations of the Code of Behaviour on Academic Matters by graduate students are taken very seriously. Following procedures outlined in the Code, cases involving graduate students are handled by the Chair of the Graduate Department and the Dean of the School of Graduate Studies. Students are encouraged to inquire of their departments about specific practices in their discipline related to appropriate citation practices. It is the responsibility of the student to be informed and to "cite it right".

9.4 Travel Abroad

The Safety Abroad Office (SAO) is a service available to UofT students who travel abroad for a University activity. They partner with students, staff and faculty to minimize risk by:

- Providing Safety Abroad Workshops
- Monitoring security situations
- Assisting students with emergencies abroad

- Offering 24/hr Emergency line

Students involved in a “UofT activity” (in other words if they are getting credit, funding or sanctioning from the University) will have to register with the Safety Abroad Office before any travel.

All students must complete the following items at least one month before travel:

1. Safety Abroad Workshop (<http://www.cie.utoronto.ca/Safety/Student-Workshops.htm>)
2. Safety Abroad Database (<http://www.safety-abroad.utoronto.ca/>)
3. Waivers
4. Obtain Supplementary Health Insurance

There are two different pathways for students to take to register with the Safety Abroad Office, depending on the nature of travel and how it is being processed by the University.

A trip is considered,

Department Travel if: The student is taking a trip that is organized by the student and at a time that independent from conventional semester dates (ex. Conference or independent research). Steps to be taken are:

1. Fill in Online Registration Request form
2. The SAO will register you and send you a confirmation email, you can then sign on to the Safety Abroad Database and fill in your profile completing Emergency Contact, Passport and Travel Health insurance information
3. Attend Safety Abroad Workshop (valid for 1.5 years)
4. Sign and submit waivers to the Safety Abroad Office
5. Get Supplementary Health Insurance

Program Travel if: 1) Someone from UofT is choosing participants and/or helping organize part of the the travel; 2) if ythe student is taking a trip as a group or field trip (ex. Exchange, internships or practicums). Steps to be taken are:

1. Sign in to the Safety Abroad Database and input Emergency Contact, Passport and Travel Health insurance information
2. Attend a Safety Abroad Workshop (valid for 1.5 years)
3. Sign & submit waivers to your program
4. Get Supplementary Health Insurance

9.5 Official Correspondence

The University and its divisions may use the postal mail system and/or electronic message services (e.g., electronic mail and other computer-based on-line correspondence systems) as mechanisms for delivering official correspondence to students.

Official correspondence may include, but is not limited to, matters related to students’ participation in their academic programs, important information concerning University and program scheduling, fees information, and other matters concerning the administration and governance of the University.

The University provides centrally-supported technical services and the infrastructure to make electronic mail and/or on-line communications systems available to students. University correspondence delivered by electronic mail is subject to the same public information, privacy and records retention requirements and policies as are other university correspondence and student records.

Students are responsible for maintaining and recording in the Student Web Service a current and valid postal address as well as the address for a University-issued electronic mail account. Students are expected to monitor and retrieve their mail, including electronic messaging account(s) issued to them by the University, on a frequent and consistent basis. Students have the responsibility to recognize that certain communications may be time-critical. Students have the right to forward their University-issued electronic mail account to another electronic mail service provider address but remain responsible for ensuring that all University electronic message communication sent to the official University-issued account is received and read. Failure to do so may result in a student missing information and will not be considered an acceptable rationale for failing to receive official correspondence from the University.