

GRADUATE

PLANNING

University of Toronto
Department of Geography & Planning

Handbook

2017-2018

A guide to the
Planning PhD 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 <https://sgs.calendar.utoronto.ca/>.

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1 Academic Calendar

Fall 2017

July 17	Registration for fall session begins
August 1	Course enrolment begins
August 7	Civic holiday (University closed)
August 31	Last date for payment of tuition fees to meet registration deadline
September 4	Labour Day (University closed)
September 5-8	Orientation Week Activities
September 11	Most formal graduate courses and seminars begin
September 13	Summer session grades available for viewing online
September 15	Final date to submit PhD theses to SGS to avoid fees for 2017-2018
September 15	Registration for Fall session ends; after this date a late registration fee will be assessed
September 25	Final date to add full-year and Fall session courses
September 29	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
September 29	Final date to submit final PhD theses for Fall Convocation
October 9	Thanksgiving Day (University closed)
October 30	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 21	University closed for winter break until January 2 inclusive

Winter 2018

January 3	University reopens
January 8	Most formal graduate courses and seminars begin
January 12	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 17	Fall session grades available for viewing online
January 19	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 19	Final date to submit final doctoral thesis for March in absentia convocation
January 22	Final date to add winter session courses

February 19	Family Day (University closed)
February 26	Final date to drop full-year and winter courses without academic penalty
March	March graduation in absentia – Information is posted at www.convocation.utoronto.ca
March 30	Good Friday (University closed)
April 20	Students recommended for convocation in June - Coursework must be completed and grades must be submitted for full-year and Winter session courses
April 20	Final date for receipt of degree recommendations and submission of any required theses for master's degrees for June Convocation
April 20	Final date for submission of final PhD theses for June Convocation

Summer 2018

May 4	Final date for registration for students beginning program in Summer session
May 7	Final date to enrol in May-June or May-August session courses
May 16	Full-year and Winter session grades available for viewing online
May 21	Victoria Day (University closed)
May 25	Final date to drop May-June courses without academic penalty
June	Spring Convocation - Information is posted at www.convocation.utoronto.ca
June 18	Final date to drop May-August courses without academic penalty
July 2	Canada Day (University closed)
July 3	Final date to enrol in July-August courses
July 16	Final date to drop July-August courses without academic penalty
July 18	May-June session grades available for viewing online
August 6	Civic holiday (University closed)

2 Faculty Directory

2.1 Full Time Faculty

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

Christian Abizaid Associate Professor	(416) 978-3373 christian.abizaid@utoronto.ca SS5055 (STG)	Human-environment interactions; peasant livelihoods in tropical forests; cultural/political ecology
Matthew Adams Assistant Professor	(905) 569-4761 md.adams@utoronto.ca DV3261 (UTM)	Geographic Information Systems/science; exposure science; urban population
Ahmed Allahwala Associate Professor, Teaching Stream	(416) 287-7313 aallahwala@utsc.utoronto.ca MW274 (UTSC)	Urban and social policy and planning; participatory action research; community-engaged learning in geography
Laurel Besco Assistant Professor	(905) 828-3929 laurel.besco@utoronto.ca DV3266 (UTM)	Environmental/sustainability law and policy; green economy; socio-legal dimensions of climate change
Alana Boland Associate Professor	(416) 978-1587 boland@geog.utoronto.ca SS5006 (STG)	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 (STG)	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 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 SS5033 (STG)	Contested spaces; geographies of citizenship and labour; militarism, violence and security
Amrita Daniere Professor	(905) 569-4768 amrita.daniere@utoronto.ca	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 Davis 3273 (UTM)	Economic development; technological innovation; entrepreneurship
Richard DiFrancesco Associate Professor	(416) 978-2935 difrance@geog.utoronto.ca SS5025A (STG)	Regional economic dynamics; global production networks (GPNs); the nature of the GGH's articulation into various GPNs, and the regional implications of changes therein
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
Matt Farish Associate Professor	(416) 978-6671 farish@geog.utoronto.ca SS5040 (STG)	Militarism and geopolitics; the Cold War; environmental history
Alexandra Flynn Assistant Professor	(416) 208-4871 alexandra.flynn@utoronto.ca POL106-8 (UTSC)	Urban governance; legal geographies
Meric Gertler Professor	(416) 978-2121 president@utoronto.ca 206-27 King's College Cir. (STG)	Cities as sites of innovation and creativity; role of universities and research organizations in urban economies; regional and national systems of innovation
Emily Gilbert Associate Professor	(416) 978-0751 emily.gilbert@utoronto.ca UC B301 (STG)	Citizenship, borders and security; nationalism, postcolonialism, globalization; the culture and politics of money
Kanishka Goonewardena Associate Professor	(416) 978-2974 kanishka.goonewardena@utoronto.ca SS5062 (STG)	Critical theory and Marxist philosophy; architecture and urban planning; colonialism, imperialism, nationalism

Jason Hackworth Professor	(416) 946-8764 jason.hackworth@utoronto.ca SS5010 (STG)	Urban political economy; comparative urban policy; land abandonment
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 (STG)	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 and agrarian development; financialization of food and agriculture; agriculture biodiversity; peasant livelihoods
Thembele Kepe 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
Anna Kramer Assistant Professor, CLTA	(416) 978-3236 anna.kramer@utoronto.ca SS5063 (STG)	Social justice and access to the city; transit networks and land use; spatial and economic perspective
Vincent Kuuire Assistant Professor	(905) 828-5299 vincent.kuuire@utoronto.ca DV3278 (UTM)	Migration; immigrant integration and well-being; population health; environment and health
Nicole Laliberte Assistant Professor, Teaching Stream	(905) 569-4854 nicole.laliberte@utoronto.ca DV3262 (UTM)	Feminist geopolitics; anti-oppression pedagogies; geographies of emotion
Deborah Leslie Professor	(416) 978-8467 leslie@geog.utoronto.ca SS5066 (STG)	Cultural industries; commodity chains; labour, urban economic development
Robert Lewis Professor	(416) 978-1590 lewis@geog.utoronto.ca SS5003 (STG)	Historical geography of North American economic restructuring; industrial and social geography of suburban Chicago, 1850-1950; wartime manufacturing and metropolitan growth
Joseph Leydon Associate Professor, Teaching Stream	(905) 569-4854 joseph.leydon@utoronto.ca SE2113C (UTM)	Regional geography of North America; colonial North America and the Caribbean; population dynamics
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 (STG)	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
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 MW371 (UTSC)	Land and natural resource conflicts, political ecology, international development and racialization
Barbara Murck Associate Professor, Teaching Stream	(905) 828-5426 bmurck@utm.utoronto.ca SB3110 (UTM)	Natural hazards, environment and development; developing world
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 Associate 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 (STG)	Political economy; political economy and environment; industrial and alternative forestry
Katharine Rankin Professor	(416) 978-1592 rankin@geog.utoronto.ca SS5002 (STG)	Politics of planning and development; feminist and critical theory; culture-economy articulations
Susan Ruddick Professor	(416) 978-1589 ruddick@geog.utoronto.ca SS5059 (STG)	Critical theory, philosophy (both continental and non-Western); UrbanNatures, Socionatures; anti-racism; anti-colonialism
Matti Siemiatycki Associate Professor	(416) 946-5145 siemiatycki@geog.utoronto.ca SS5041 (STG)	Transportation policy and planning; infrastructure finance and delivery; community and regional planning
Rachel Silvey Professor	(416) 978-6640 silvey@geog.utoronto.ca SS5036 (STG)	Migration; Indonesia; feminist theory
Andre Sorensen Professor	416) 287-5607 sorensen@utsc.utoronto.ca B350 (UTSC)	Urban geography; urban form; planning history and theory
Sarah Wakefield Associate Professor	(416) 978-3653 sarah.wakefield@utoronto.ca UC373 (STG)	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
Michael Widener Assistant Professor	(416) 946-0270 michael.widener@utoronto.ca SS5037 (STG)	Access to healthy food and healthcare facilities; health and transportation geographies; GIS, agent-based modelling and spatial optimization
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 (STG)	Urban and regional economic development; geographic theorizing of markets, states, and institutions; geography of innovation and entrepreneurship

2.2 Cross-Appointed Faculty

Harald Bathelt Professor	(416) 946-0183 harald.bathelt@utoronto.ca SS3132 (STG)	Economic geography; relational economic geography; clusters, innovation systems and knowledge creation
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
Richard Florida Professor	florida@rotman.utoronto.ca	Economic development; creativity; location
Blake Poland Associate Professor	(416) 978-7542 blake.poland@utoronto.ca HS588 (STG)	Healthy cities and communities; community development as an arena of practice for health professionals; qualitative methods, critical social theory
David Roberts Assistant Professor, Teaching Stream	(416) 978-7790 d.roberts@utoronto.ca Innis College, 3 rd floor (STG)	Mega-events and urbanization; public-private partnerships and public infrastructure; participatory planning

John Robinson Professor	(416) 946-8936 johnb.robinson@utoronto.ca MK202 (STG)	Intersection of climate change mitigation; adaptation and sustainability; use of visualization, modeling and citizen engagement to explore sustainable futures
Beth Savan Retired Senior Lecturer	(416) 978-1586 b.savan@utoronto.ca ES1084A (STG)	Sustainability planning; energy conservation; changing behaviour to conserve resources

3 Introduction

3.1 About the Department

The University of Toronto's Department of Geography and Planning 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 Planning allows for the maintenance of a very energetic and creative environment.

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 (MUDES) degree. In addition, our graduate students have the opportunity to customize their studies through a number of collaborative specializations established with other units at the University of Toronto. 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 ethnically 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 The Graduate Office

The graduate office is located at St. George campus, on the 5th floor within the Department of Geography and Planning.

The **Graduate Administrator** is the first point of contact for geography graduate students. The Administrator is available to provide student services and to direct students to available resources, for example:

- Enrolment and registration issues
- Funding and payment questions
- Award application questions
- Admission questions
- Information on program requirements
- Information on departmental and SGS policies and procedures
- Liaising with SGS on behalf of students
- Signatures (approvals)
- Advice about resources available on campus to assist graduate students

The **Associate Chair Graduate** is responsible for management of academic matters related to the graduate program, including admissions, awards and curriculum. The Associate Chair is available to assist students with issues related to their academic program, for example:

- Supervision
- Academic progress
- Liaising with SGS on behalf of students for non-standard issues
- Advice about resources available on campus to assist graduate students

The **Graduate Chair** is responsible for overall graduate policy and strategic planning direction for the graduate program.

Both the Associate Chair and Chair work closely with the Graduate Geography and Planning Student Society (GGAPSS) on graduate matters.

3.5 Departmental Resources

3.5.1 Computer and Urban Design Labs

On the St. George Campus, the Graduate Student Computer and Urban Design Lab is available exclusively for graduate Geography and Planning courses and student research. A list of software installed in the lab is available on the department's website. The lab is located in room 617, Sidney Smith Hall (100 St. George St.) and is equipped with 14 workstations and 12 drafting tables. This is a combination room that can be used by graduate students at any time (except during time slots reserved for scheduled courses).

Printing in student labs is administered through the 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.

3.5.2 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.

3.5.3 Office Space

All students in the Department are allocated shared office space at the beginning of each academic year. Offices are pre-assigned by the GGAPSS Space Committee and the allocation process is communicated by email to students during orientation in September. Please visit the GGAPSS website at <https://ggapss.wordpress.com/services/space-productive/> for further information about graduate student space at St. George campus. A refundable key deposit of \$20 is required.

3.5.4 Meeting Rooms

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

3.5.5 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

gradadmin@geog.utoronto.ca	Official departmental announcements for all graduate students (policy, awards, registration, etc.). This list is moderated and only the graduate office can send messages.
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 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
physGGR@geog.utoronto.ca	Departmental announcements for physical geography students (MSc and PhD)

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).

employment@geog.utoronto.ca	Announcements about job postings (internal and external), internship or volunteer opportunities. All students will be added to this list by default.
political.spaces@geog.utoronto.ca	Listserv for the department's political spaces research cluster. Students must subscribe as described above.
Social-political@geog.utoronto.ca	Announcements about social events/gatherings and political discussion items. Students must subscribe as described above.

<p>TRANSPORT-GEO-L@listserv.utoronto.ca</p>	<p>Info about transportation research, job opportunities, and events. To subscribe, send an email to listserv@listserv.utoronto.ca with the following message in the body:</p> <p>SUBSCRIBE TRANSPORT-GEO-L</p>
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3.5.6 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

3.6 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.

3.7 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:

- First Steps for New Students
- The Essential Grad Guide
- Orientation
- Registration and enrolment information
- How to obtain a T-card, UTORid, UTmail+
- SGS Calendar
- Housing
- Resources for International Students
- Graduate Professional Skills (GPS) Program

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 average time to completion of the PhD program in Geography & Planning as of 2016 was 5.6 years. The School of Graduate Studies requires that the thesis be submitted within six years of initial registration in the program however extensions beyond six years can be requested.

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 Registration and Residence

The PhD program is a full-time program. Students register annually until all degree requirements have been fulfilled. Full SGS registration policies can be found in the SGS Calendar General Regulations.

Students must complete two years in residence at the Department. Residence requires that students must be on campus full-time and consequently in such geographical proximity to be able to participate fully in all activities associated with the program. Residence provides students with an opportunity to become immersed in the intellectual environment of the University. Exceptions to the residence requirement must be approved by the Associate Chair.

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 master's 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 this handbook. 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 Comprehensive 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.
- **Two-Day Examination:** The student writes the examination over two periods, amounting to eight hours in total, at least one day apart. All other conditions for the exam are the same as the one-day examination.
- **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).

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

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.

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 three. 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.

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 as assessed by the supervisory committee at the annual progress meeting.

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. The journal articles must meet four criteria, as determined by the supervisory committee:

1. The student is listed as the first or sole author of the paper when submitted for publication.
2. The student has done the following: had a primary or significant role in conceptualizing the paper, designing the methodology, collecting and analysing data.
3. The student wrote the first draft, and revised later drafts after feedback from the supervisor, committee members or co-authors.
4. The paper is truly part of the dissertation project (i.e. it would not have been written if not for the student's dissertation and cannot count toward anyone else's dissertation project).

It is recommended that the student and supervisor discuss these criteria and the expectations for authorship of the papers as early as possible and no later than the proposal defense.

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 and Planning if required.

The thesis must be provided to the examination committee 4 weeks prior to the examination date. The graduate office must be notified of the exam details 2 weeks prior to the examination date. The graduate office will prepare the examination file that can be collected by the supervisor just before the exam to be 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). The departmental recommendation is that the committee must include six voting members. The examination committee may 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/video 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 graduate) 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. 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 from the Student Accounts website at <http://www.fees.utoronto.ca/sessions.htm>.

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 Collaborative Specializations

In addition to degree programs, the department is a participating member of several Collaborative Specializations. 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 Specializations provide a structured program of study, including appropriate graduate supervision, courses, and seminars. Students may indicate their interest in admission to a Collaborative Specialization on their application for graduate studies, however most units offering specializations require that students submit a separate application and may have additional admission requirements. Please consult the offering unit'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.

5.1 Environmental Studies

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

The School 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 School'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 Specialization receive the following notation on their transcripts: "Completed Collaborative Specialization in Environmental Studies". Please consult the Centre for Environment website at <http://www.environment.utoronto.ca/> for detailed information about admission and completion requirements.

5.2 Environment and Health

The Environment and Health (EH) Collaborative Specialization is offered through the School for the Environment. 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 Specialization 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 Specialization receive the following notation on their transcripts: "Completed the Collaborative Specialization in Environment and Health". Please consult the Centre for Environment website at <http://www.environment.utoronto.ca/> for detailed information about admission and completion requirements.

5.3 Global Health

The Collaborative Specialization 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 will have the skills to work effectively with trans-disciplinary, international teams.

The Collaborative Specialization 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 Specialization receive the following notation on their transcripts: "Completed the Collaborative Specialization in Global Health". Please consult the Global Health program website at <http://www.dlsph.utoronto.ca/program/collaborative-specialization-in-global-health/> for detailed information about admission and completion requirements

6 Graduate Supervision

6.1 Supervisor

Students will conduct research under the guidance of a faculty supervisor (assigned at admission). The supervisory relationship is a foundation of graduate education, particularly in doctoral-stream programs. The success of a good supervisory relationship is a shared responsibility. It depends on both the student and supervisor communicating well, being tolerant and understanding, and each holding the other to high standards. The department also plays a role, providing clarity and consistency of expectations, upholding academic standards, administering the program fairly and effectively, and intervening where necessary to help resolve problems.

6.1.1 Supervision Guidelines and Checklist

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).

6.2 Supervisory Committee

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.

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. PhD students are required to meet with their supervisory committee at least once a year (normally April to 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, including Geography & Planning.

Additional members may be added if necessary.

7 Courses

7.1 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.

7.2 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.

7.3 Courses Outside the Department

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

Planning students are encouraged to consider taking GGR courses from our Geography program (which are counted as electives from outside the department). GGR courses are open to students from outside the planning program, with the exception of core courses (GGR1105H, GGR1110H, GGR1200H).

7.4 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.

7.4.1 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

(TBA)

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

(P. Hess)

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.

7.4.2 Methods Courses

JPG 1111H Research Practice

(TBA)

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.

JPG1400H Advanced Quantitative Methods

(S. Farber)

Spatial Analysis consists of set of techniques used for statistical modeling and problem solving in Geography. As such, it plays an integral role in the detection of spatial processes and the identification of their causal factors. It is therefore a key component in one's preparation for applied or theoretical quantitative work in GIScience, Geography, and other cognate disciplines. Space, of course, is treated explicitly in spatial analytical techniques, and the goal of many methods is to quantify the substantive impact of location and proximity on human and environmental processes in space.

7.4.3 Environmental Courses

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.

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. 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 natural resource policies governing use, access, and control of resources are imbued with and reproduce conflict. Through a variety of case studies and theoretical engagements (feminist, postcolonial, anti-racist, Marxist, post-humanist), this course examines how natural resource conflicts are shaped by multiple kinds of power. In this course we discuss how such contests are more than political economic struggles. Through attention to the entanglements of environment, difference and struggle, a core aim of this seminar is to interrogate what is given and taken-for-granted within dominant narratives, instruments and institutions shaping land and territorial demarcation, water access and distribution, livelihood (in)security, oil and mineral extraction, biodiversity conservation, and struggles over urban citizenship. While this course looks to make visible how states and elites shape space through natural resource control, simultaneously, it attends to how people and their communities work to defend and remake their lives and livelihoods in the face of displacement and dispossession.

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 Ecology of Food and Agriculture

(M. Ekers/R. Isakson)

Agri-food systems, connecting production and consumption, markets and various types of agrarian labour, are undergoing profound social and ecological change. Among these developments are large-scale land grabs, the financialization of food and farming, challenges to settler agriculture and the resurgence of indigenous food systems, the emergence of robust 'urban' and 'rural' alternatives to industrial and colonial agriculture. In trying to make sense of these changes, and the various social movements that have emerged in their wake, this course deploys the related paradigms of agrarian political economy and political ecology to analyze the forces and social relations that define land-based and food-focused transformations, both historically and in the contemporary moment. The 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. The course starts with foundational perspectives on the agrarian question from the early 20th century before discussing the renaissance of these debates in the 1970s and 1980s and the emergence during this time of political ecology as a critical approach to the study of food and land-based practices. Updating these earlier debates the course tackles a number of defining contemporary developments, as noted above, that are reshaping the meaning and character of land and food.

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?

7.4.4 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.

JPG1504H – Institutionalism and Cities: Space, Governance, Property & Power

(A. Sorensen)

This course focuses on the role of institutions in shaping processes of urban change, governance and planning. The premise of the course is that cities are extraordinarily densely institutionalized spaces, and that the formal study of institutions, and processes of institutional continuity and change will be productive for both planners and urban geographers. The course reviews the New Institutional literature in Political Science, Sociology, Economic Geography, and Planning Studies, with a focus on Historical Institutional concepts, and develops a conceptual framework for the application of institutionalist theory to urban space. The claim is that an understanding of institutions is revealing of power dynamics in urban governance, is valuable for understanding urban governance and planning in international comparative perspective, and provides a valuable perspective on urban property systems.

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.

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.

JPG1558H Transportation: The History and Geography of Cycles and Cycling

(R. Buliung)

The presence of cycling in cities has, for some, become the hallmark for the progressive city; progressive from a transport perspective. But how did we get to this point in the history of urban transportation and city life? Has it always been like this? Is more cycling a desirable outcome for everyone? Who cycles and who doesn't, and for what reasons? In one sense, this course addresses these very questions, while exploring several points of complex intersection between cycles and cycling and a range of social, economic, and political constructs/forces/processes that often operate at a range of scales. Adopting an historical and geographical lens, we will also consider the uneven way in which cycling seems to have fallen into and out of favour, locally, nationally, and globally over time.

This course will explore cycling's past and present using a range of resources and experiences (including some actual cycling in the city!) using a mixture of lectures, student lead seminars and presentations, and fieldwork. The course begins in the City of Toronto, with a focus on infrastructure planning and injury. The course will make use of cycle planning documents and reports available through the City of Toronto. Students will use fieldwork to identify and trouble infrastructure implementation and use. The history of cycling technologies, planning and infrastructure then comes into view, followed by an examination of points of intersection between cycles, cycling and identity(s) scaled from the body to the nation. Study of cycling and active transport more broadly then shifts toward the Global South.

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.

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.

JPG1617H Organization of Economies and Cities

(J. Miron)

This is a course about the urban economy. The emphasis is on understanding how agency (initiative) leads political actors in a state to make possible the conditions that give rise to an urban economy. I review and re-interpret fundamental models that explain how the operation of markets in equilibrium shapes the scale and organization of the commercial city in a mixed market economy within a liberal state. The course reviews classic models of the urban economy that are based on the work of Alonso, DiPasquale & Wheaton, Getz, Herbert & Stevens, Hurd, Lowry, Mills, Muth, Ripper & Varaiya, and Schlager, among others. The antecedents to these models can be traced back to the work of Andrews, Beckmann, Christaller, Clark, Cooley, Haig, Leontief, Polanyi, Power, Reilly, Thünen, Samuelson, and Tiebout. These models assume appurtenant property, contract, and civil rights. As befits the liberal state, such models also presume that individuals and firms are purposeful and have autonomy in these markets. These models raise questions about how and when does governance enable and facilitate markets, autonomy, and the urban economy in this way. Overall, the perspective of this course is that it is

helpful to see governance (and hence the urban economy) as outcomes negotiated by political actors motivated by competing notions of commonwealth and aggrandizement.

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 many dimensions. As a result, regional economic change has proved very difficult to fully explain using conventional theories and methods. This course examines the theoretical linkage between related trends of globalization, vertical disintegration, technological and organizational innovation, regional specialization, 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 only becoming more 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 economic activity is becoming ever more concentrated in space even as it globalizes. Exclusion: GGR431.

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.

JPG1814H Cities and Immigrants

(V. Kuuire)

Globalization processes and changes in immigration laws in recent decades have led to an upsurge in cross-border movement of people and ushered in sequential waves of immigration from various regions of the world to Canada and the U.S. Cities and their adjoining metropolitan areas are the biggest

beneficiaries of these changing dynamics where immigrants are important contributors to economic growth and social reinvigoration. This course will examine the dynamics and changing patterns of immigrant integration in cities and urban locations. Topics of focus will include theories of immigrant integration, socio-spatial patterns of immigrant settlements in cities, labour market participation, socio-cultural identity formation and transnational engagements. The course will rely on contemporary examples and case studies to provide a deeper understanding of how immigrants are shaping dynamics within cities.

7.4.5 Cultural/Historical/Social Planning Courses

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? The course is premised on the belief that class matters analytically and politically. Whatever the era, whatever the prevailing fashions, scholars and activists frequently end up returning at some point to questions of social class if they are to explain—and

change—the world around them. We begin with two theorists who have had an enormous influence on writings on class: Karl Marx and Pierre Bourdieu (a third, Antonio Gramsci, will be considered through Stuart Hall). We follow this with key writings in the geographical traditions by Ruthie Gilmore, David Harvey, and Doreen Massey. This year, I am proposing to give priority to the race-class-power nexus, including through using the work of Stuart Hall, Frantz Fanon, C L R James, Cedric Robinson and a number of exciting and relevant 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.

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?

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.

JPG1812Y Planning for Change

(A. Kramer, S. Bunce)

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.

JPG1813H 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, analysts and researchers were more or less confident about the answers to such questions as the 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.” Today, however, analysts and researchers are confronted with a new context, including shrinking resources for redistribution, reconfigurations of service delivery systems between levels of government, changing scales of service delivery, between public, non-profit and private sectors, new forms of poverty and marginality, and a rhetoric of globalization and privatization.

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.

7.4.6 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.

8 Financial Support

The Department of Geography and Planning provides a financial support package to all PhD students for 4 years – students who are eligible to receive this package are in the “funded cohort”.

In 2017-18, the annual base financial support package is \$16,750 plus tuition costs (in 2017 tuition amounts are \$8,481 domestic and \$23,693 international). This represents the base support provided; students have opportunities to secure funding in addition to the base amount.

8.1 The Funding Package

The funding package typically consists of a combination of external scholarships, University of Toronto fellowships or other internal awards, teaching assistant positions (at any of our tri-campus locations) and a research assistant position with the student’s supervisor. Students in the funded cohort will receive a funding letter at the start of the academic year which outlines the specific components of their funding package as well as payment details.

Students are expected to pursue their degree program as their full-time occupation (limit of employment to 10 hrs/week on average, including RA and TA) and must maintain good academic standing and make satisfactory progress toward completion of degree requirements to remain eligible for funding.

8.1.1 Funding for Students with External Scholarships

External scholarships (such as SSHRC, NSERC, OGS, etc.) are an important source of financial support for graduate students. Our students have been highly successful in obtaining these competitive and prestigious awards.

External scholarships are counted towards the base funding amount. If the scholarship is less than the base funding amount, the department will provide funds to bring total funding up to the base amount. For example, for a domestic student receiving a SSHRC Master’s award receives \$17,500 from the scholarship, the department provides \$7,731 to bring the package to the base amount of \$16,750 plus tuition.

Students with an external scholarship generally don’t have to do as much teaching assistant work (e.g. a 50 hour position compared to the normal 150 hours) and are not required to do a research assistant position as part of their funding package.

Most students who hold an external scholarship that does not cover the full base amount will receive a ‘top-up’ in addition to the base package. This top-up amount varies from year to year depending on available funds. Students who have a scholarship which exceeds the base funding amount (e.g. SSHRC CGS of \$35,000 or Vanier of \$50,000) do not usually receive a top-up.

8.1.2 Teaching Assistant Positions

Students holding teaching assistant (TA) positions provide a variety of services to undergraduate courses including marking assignments and running tutorials and laboratory sessions. These positions are considered both a source of funding and a form of professional training. Students may be expected to TA at any of our three campus locations (St. George/downtown, UTM/Mississauga and UTSC/Scarborough).

The department typically includes 150 hours of TA work (paid at \$45.39/hourly as of May 2017, including vacation pay) over the fall and/or winter sessions towards the base funding package. The maximum amount of teaching assistant work that can be included in the funding package is 180 hours in 2017-18.

PhD students are guaranteed five subsequent appointments, one each year for the same number of hours as their first or second appointment (whichever is greater). The department assigns subsequent appointments in May/June for the following academic year.

The department will circulate TA job postings and application instructions to incoming students in July. Students who do not apply for TA positions, or who decline positions they are offered are considered to have forfeited this funding and will have their funding package reduced accordingly. Students may apply for TA positions in addition to the hours assigned for their base package, however additional appointments are not guaranteed. Positions are posted throughout the year and are circulated to students as they become available.

8.1.3 Research Assistant Positions

Research assistant (RA) positions allow students to work on a funded research project. This provides an important opportunity for students to acquire first-hand experience that will be helpful in their academic careers. These positions make a positive contribution to graduate education and the graduate student experience. Sometimes the subject of their own research may differ from that of the project they are working on as an RA, but students will nevertheless benefit by having the opportunity to learn about new methods and literatures in geography.

The department typically includes a maximum of \$1,500 in RA work toward the base funding package. These positions are funded through a supervisor's research grants. The specific tasks and terms/conditions (including hourly rate of pay, if applicable) for the position will be determined by the supervisor.

8.1.4 Payments

Different components of the funding package are paid via different methods according to varying schedules.

Students must be registered and maintain a current mailing address in the student web service/Acorn for award payments to be issued. Students are encouraged to also record their banking information in Acorn – otherwise cheques will be issued by mail or for pick-up.

Students must also provide their hiring unit with signed contracts/payroll forms/banking information for TA and RA for payroll to be set up.

External Scholarships

Most external scholarships are paid through Acorn by the School of Graduate Studies (SGS), in equal instalments at the start of each session. E.g. a \$15,000 OGS award is paid in \$5,000 instalments at the start of September, January and May. September payments are issued directly to the student; January and May instalments are usually directed toward outstanding tuition and fees. See the SGS Managing Your Award page for further details.

U of T Fellowship

Students without major scholarships normally receive U of T Fellowship (UTF) Tuition Awards which are paid directly to their fees in two equal instalments at the start of the fall (September) and winter (January) sessions.

Students without major scholarship (and some with major scholarships that do not cover the full base package) receive UTF Stipend Awards which are paid through Acorn in equal instalments at the start of each session. E.g. a \$6,000 UTF Stipend award is paid in \$2,000 instalments at the start of the fall (September), winter (January) and summer (May) sessions.

Teaching Assistant Positions

Teaching assistant salary is paid in equal instalments monthly for the duration of the position through the HRIS/payroll system on the 28th of the month (or the preceding Friday if the 28th falls on a weekend). E.g. a student who has a 150 hour TA position (\$6,808.50) from September – December will be paid for 37.5 hours (\$1,702.12) at the end of September, October, November, and December. Students will receive a contract for each position they are assigned and can access payroll statements using the Employee Self-Service (ESS).

Research Assistant Positions

Research assistant positions can be paid as lump sum, monthly in equal instalments, or monthly based on the hours worked during each pay period. Payments are paid through the HRIS/payroll system on the 28th of the month. The student should request a contract from their supervisor in September specifying the work required and payment details.

8.1.5 Additional Funding

Some students are successful in securing additional TA work, Course Instructor positions (usually after achieving PhD candidacy), and extra RA work to supplement their income, though additional funding is not guaranteed. Students can also apply for internal awards and scholarships through the department, Arts & Science and SGS (information on such opportunities will be forwarded to students as they are announced throughout the year).

Funding for travel and conference attendance and some research expenses is also available through the department and from SGS (information and application instructions are forwarded to students in the fall or spring of each year). This funding varies depending on the number of applications and the pool of funds available each year. In some cases, a supervisor may also be able to provide funding for such expenses.

8.2 Funding Beyond the Funded Cohort

Students who are beyond the funded cohort (PhD students years 5+) are expected to pay full tuition fees.

Through the Faculty of Arts & Science Program Level Fellowship, each student who does not hold a major scholarship the following year will receive a lump sum payment in April before they leave the funded cohort. The value of the fellowship varies each year depending on total funds available and the number of students who are eligible to receive funding.

PhD students who do not hold major scholarships are eligible to receive the Doctoral Completion Award (DCA) in years 5 and 6. The value of the DCA varies each year depending on funds available and the number of students who are eligible to receive funding, with international students receiving a larger amount in proportion to their fees. PhD students are also guaranteed TA positions in years 5 and 6 at the same number of hours as their 1st or 2nd appointment (subsequent appointments).

All students beyond the funded cohort are encouraged to apply for and accept TA positions in geography (at all three campuses) and in cognate units (School for the Environment, City Studies, etc.). In some cases, RA positions may also be available either with their supervisor or with other faculty members. RA positions are not normally posted; students are generally able to find such positions through word-of-mouth from their supervisor, committee members or course instructors.

Graduate students who are members of CUPE 3902 Unit 1 (bargaining unit representing TAs) may be eligible for other bursaries and funds through their union.

8.3 Average Income and Time to Completion

SGS publishes information on the average income for graduate students after tuition at <http://www.sgs.utoronto.ca/gradfunding/Pages/GGR.aspx>. This information was collected in 2014 at a time when the base funding level was at a lower level (\$15,000 plus tuition).

As of 2016, the average time to completion for the PhD program was 5.6 years for PhD.

8.4 Scholarships/Fellowships

Current students and eligible prospective students are expected to apply for external scholarships/fellowships. Students in the Department of Geography and Planning 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 graduate office of available scholarships and application deadlines by email as opportunities are announced each year.

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

8.4.1 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. 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.

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

Vanier Award (SSHRC, NSERC and CIHR)

Applicants must be pursuing a PhD degree and have completed less than 20 months of doctoral studies as of May in the application year.

- 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.

8.4.2 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 at <http://www.sgs.utoronto.ca/currentstudents/Pages/Scholarships-and-Awards.aspx>.

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.

8.4.3 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.

8.4.4 Travel and Conference Funding

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.

Department of Geography & Planning Travel and Research Funding

The department typically announces funding to support student research costs in the winter session to cover costs associated with field research, such as travel costs to conduct fieldwork outside of the GTA or lab, data, and equipment costs. The amount granted to individual students will vary depending on the funding available and the number of eligible applicants.

Students who are affiliated with UTM must apply to a UTM administered fund. All other students may apply for funds through the graduate office based at St. George campus.

SGS Conference Grant

The SGS conference grant provides modest financial support to eligible students who will be actively presenting their research at an academic conference. Two application cycles occur every year

(Winter/Spring and Fall). Because this grant serves as supplemental funding for the proposed conference, applicants are expected to seek out additional funding from other sources.

GGAPSS Conference Funding

The department, through GGAPSS, provides funding to support student travel and registration fees for attendance at academic conferences. Funding is usually announced in the winter session and students apply directly to GGAPSS. The amount granted to individual students will vary depending on the funding available and the number of eligible applicants.

Students who are affiliated with UTM must apply to a UTM administered fund. All other students may apply for funds through the graduate office based at St. George campus.

8.4.5 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. Applications for awards will be accepted in the summer.

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. Lemman Memorial Award

Established by the Lemman in memory of Alexander B. Lemman, Ing.Arch., FRAIC, FRSA, (1926-2010) an architect and urban planner who founded his own architectural firm (1958) as well as Lemman 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

9 Resources for Students

Resources included below are some of the main supports available to students, this is not intended to be an exhaustive list of all services available.

9.1 Student Services and Support (St. George Campus)

- **Aboriginal Student Services & Programs:** First Nations House provides culturally-relevant services to Aboriginal students that support and unite academic success with personal growth and leadership development. We offer learning opportunities for all students to engage with Aboriginal communities, within the University of Toronto and beyond. <http://www.fnh.utoronto.ca/>
- **Academic Success Centre:** A team of dedicated professionals from diverse academic backgrounds can help you develop the skills, strategies and competencies that you need to succeed. Open to students from all faculties and disciplines (undergraduate or graduate). <http://www.asc.utoronto.ca/>
- **Anti-Racism & Cultural Diversity Office:** The Anti-Racism & Cultural Diversity Office serves faculty, staff and students in various ways to help facilitate a supportive environment within which to live, learn and work. <http://www.antiracism.utoronto.ca/index.html>
- **Career Centre:** Explore career possibilities, learn about the latest job-search strategies, or build on your professional skills through the Career Centre. <http://www.studentlife.utoronto.ca/cc>
- **Family Care Office:** The Family Care Office provides confidential guidance, resources, referrals, educational programming and advocacy for the University of Toronto community and their families. <http://www.familycare.utoronto.ca/>
- **Sexual & Gender Diversity Office:** Innovative education, programming, resources and advocacy on sexual and gender diversity for students, staff and faculty across the University's three campuses. <http://sgdo.utoronto.ca/>
- Links to various student services and support on all three campuses: <http://www.future.utoronto.ca/current-students/student-services-campus-life/student-services-support>

9.2 International Students

- **Centre for International Experience:** The Centre for International Experience serves international students coming to U of T and domestic students looking to go abroad. <http://www.studentlife.utoronto.ca/cie>

9.3 Health & Wellness

- **Accessibility Services:** Academic accommodations, adaptive technology and other disability-related supports and services. <http://www.accessibility.utoronto.ca/>
- **Health & Wellness Centre:** Offers students a wide range of services to help support them in achieving their personal and academic best. <http://www.studentlife.utoronto.ca/hwc>
- **SGS Graduate Counselling Services:** Graduate students can access counselling services through SGS at 63 St. George. St. The Wellness Counsellor will offer brief counselling services tailored to the challenges presented by graduate-level university life. The focus of counselling is on strengths, resiliency, and skills-building. <http://www.sgs.utoronto.ca/currentstudents/Pages/Graduate-Counselling-Services.aspx>

9.4 SGS Financial Aid & Advising

- The SGS Financial Advisor is trained to assist currently registered students in all aspects of financial management, including planning a budget and debt load management.
- The SGS Financial Aid office provides emergency grants, loans or bursaries to students in need.
- SGS also offers a Parental Grant program for students who experience a loss or reduction in funding as the result of taking an approved parental leave of absence during a child's first year.
- See <http://www.sgs.utoronto.ca/currentstudents/Pages/Financial-Aid-and-Advising.aspx> for further information about these programs.

9.5 Professional Development

- The department offers an in-house professional development series. There are also a variety of workshops and programs across the University. Event announcements will be circulated to students by email.
- **Graduate Centre for Academic Communication:** Provides graduate students with advanced training in academic writing and speaking.
<http://www.sgs.utoronto.ca/currentstudents/Pages/GCAC.aspx>
- **Graduate Professional Development Program:** GPD programs and events can help students communicate better, plan and manage time, learn entrepreneurial and leadership skills, and understand and apply ethical practices.
<http://www.sgs.utoronto.ca/currentstudents/Pages/GPD.aspx>
- **Graduate Professional Skills Program:** The GPS program is designed to help graduate students become fully prepared for their future, by focusing on skills beyond those learned within a disciplinary program critical to success in the wide range of careers that graduates enter, both within and outside the academe. Successful completion of 60 hours of work will be recognized by a transcript notation. <http://www.sgs.utoronto.ca/currentstudents/Pages/Professional-Development.aspx>

10 Policies and Guidelines

10.1 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.

10.2 SGS Calendar

The SGS Calendar describes the broad range of graduate study opportunities available at the University of Toronto. It also contains policies and procedures related to graduate studies. The calendar is divided into five major sections.

- General Regulations
- Degree Regulations
- Fee Regulations
- Financial Support
- Graduate Programs

The SGS Calendar is available online at <https://sgs.calendar.utoronto.ca/>

10.3 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/>.

10.4 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”.

10.5 Travel Abroad

Students who plan to travel outside of Canada to conduct research, fieldwork, attend conferences or participate in any activities related to their graduate study (all of which are considered ‘U of T sponsored activities’) must register with the Safety Abroad Office (SAO) following the steps below at least one month prior to travel. The Safety Abroad Office works 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. Register with the Safety Abroad Database by completing the online form. (Students travelling on a program activity – i.e. field trip – will be contacted by the department for registration information).
2. Attend a mandatory Safety Abroad Workshop.
3. Complete and return the Consent and Liability Terms of Participation Waivers to the SAO.
4. Obtain supplementary travel health insurance. Review any existing health coverage, for example through your student union or UTGSU. Be sure that it is sufficient for your needs, and confirm and/or activate your insurance.
5. Students going abroad for an independent field trip or research may wish to develop the Safety Planning Record, which can be reviewed and approved by your supervisor and submitted to the Geography & Planning Graduate Administrator for the Graduate Chair’s approval.

If you are planning to travel to a high risk destination (where Global Affairs Canada advises people to avoid non-essential or avoid all travel), [additional steps are required](#).

Students who do not follow these steps and who have not received SAO approval for travel will not receive credit for research conducted (i.e. research cannot be used toward thesis/MRP/dissertation or other academic projects) and will not receive University funding for their trip.

Visit the Safety Abroad website at <http://www.studentlife.utoronto.ca/cie/safety-abroad> for further information.

10.6 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.