

# URBAN LANDSCAPES AND PLANNING

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 Office Hours: Mondays 12:30-2:30pm  
 or by appointment



1893 World's Columbian Exposition in Chicago

Source: Encyclopedia of Chicago

## Lecture Times & Location:

Monday 10am to 12pm  
 Wednesday 10am to 12pm

Sidney Smith (SS) 1070

**TAs:** Rachel Phillips, [rachel.phillips@mail.utoronto.ca](mailto:rachel.phillips@mail.utoronto.ca)  
 Zannah Matson, [zannah.matson@mail.utoronto.ca](mailto:zannah.matson@mail.utoronto.ca)

**Tutorial Dates:** July 11 | July 18 | July 25 | August 1

For times and location: <https://timetable.iit.artsci.utoronto.ca/summer2018>

## COURSE DESCRIPTION

This course critically examines the role of planning in helping to shape urban landscapes. It explores the history of utopian planning, the legacy of modernist planning and postmodern responses, and contemporary planning issues and paradigms. We will also examine theories of urban change and the macro forces that give rise to particular urban morphologies. A key objective is to illustrate how these larger processes (e.g. gentrification) occur on the ground through the use of historical and contemporary examples. We will also explore and engage with planning's 'progressive potential' to address current challenges of social justice and spatialized inequity in cities.

## LEARNING GOALS

Students will:

1. Develop an understanding of how planning helps to shape the urban landscape;
2. Learn key concepts and theories of urban change and understand how they impact socio-spatial landscapes;
3. Hone their ability to craft a well-supported argument;
4. Develop an ability to critically evaluate different planning approaches and mechanisms designed to bring about more socially just outcomes;
5. Understand and apply planning theories.

## EVALUATION

Assignment	Weight	Due Date
Participation and Attendance	15%	On-going
Reading Response	15%	July 17
Final Paper Proposal	15%	July 27
Final Paper	25%	Aug. 9
Final Exam	30%	TBA (exam period: Aug. 16-22)

**Reading Response:** (max. 500 words or 2-pages double-spaced). Based on the assigned readings, students will make an argument that addresses the questions asked. Students have the latitude to present any argument and take any position as long as it is well-supported by the readings and engages with the questions. See the assignment sheet for more details.

**Final paper proposal:** Briefly describe the selected planning case, outline your argument and how you will connect the case to course concepts and ideas (max. 1.5 pages double-spaced). The proposal must also include an annotated bibliography for 3 scholarly references and 1 grey literature (e.g. government reports; policy issue papers; city council reports), or 1 news article from a recognized official news source (e.g. Toronto Star or Globe and Mail) in which key ideas/background information from each piece are summarized. For each reading, there should be a sentence or two illustrating how the reference will be used as a piece of evidence to support your argument (max. 1.5 pages double-spaced). Proposal = 3 pages double-spaced max. See final paper proposal sheet for more details.

**Final paper:** (max. 7 pages double-spaced). Select a planning case from the assignment sheet and discuss how the case relates to planning paradigms and course concepts and theories. The paper should also examine and evaluate the potential solutions either evidenced in the case study or discussed in lecture. The paper should include the following components: 1. Background analysis of planning case and issue; 2. Critical examination/analysis of case study through the lens of planning approaches, and/or larger processes (e.g. gentrification); 3. Possible urban futures. See final paper assignment sheet.

**Final Exam:** The final exam will consist of short answer and essay questions.

**Participation and Attendance:** Attendance in lectures and tutorials is required and will be recorded. Be sure to always sign-in. However, attendance alone is not sufficient. The quality of your participation is also important. Participating means coming to class prepared by doing the assigned readings so that you can actively engage in working group activities and class discussions. Students will regularly break out into small working groups to work through and apply key concepts and theories by engaging with specific questions. The groups will develop a collective response to these questions and will submit this written response at the end of each class. The written responses will be assessed based on thoughtful engagement with the questions. Attendance in the four tutorials = 4%. The remaining marks will be based on attendance and working group activities for Classes 2 to 12.

## COURSE POLICIES & INFORMATION

**Email:** The instructor and TAs will *only* respond to e-mails sent from a University of Toronto account and that have "GGR 217" in the subject line. Please do not expect an immediate response. I will do my best to reply to your email within 1-2 days. Please do not ask questions over email that require a long response. I prefer that you come see me or your TA during office hours to ask any in-depth questions.

**Course Readings and Blackboard:** There is no required textbook for this course. Course readings will be made available electronically through Blackboard. Important announcements and information about the course, assignments and final exam will be communicated through Blackboard and during class-time. Course lectures will also be available through Blackboard as a PDF. Please be sure to check your University of Toronto email regularly and attend lectures to keep apprised of course updates.

**Assignment Submissions:** Assignments must be submitted through Blackboard by 11pm on the due date. If you are using the Pages app on the Mac, please save it as a PDF before uploading to Blackboard. Please note: only the latest attempt on Blackboard will be graded.

**Late Assignments and Extensions:**

Considering the compressed nature of the semester, it is important to submit assignments on-time. All assignments must be submitted online through Blackboard. **The late penalty is 5% per day (including weekend days).** Thus, a grade of 80% becomes 60% in four days. Assignments more than 7 days late will not be accepted.

Extensions will be granted only in the case of documented illness and you must present a medical certificate completed by a healthcare professional. Please contact your college registrar as soon as possible if you are having personal difficulties that prevent you from completing your course work. If you foresee problems meeting submission deadlines, please consult with me **before** the assignment is due.

**Accessibility Needs:** The University of Toronto is committed to accessibility. Students with diverse learning styles and needs are welcome in this course. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please visit <http://www.studentlife.utoronto.ca/as/> as soon as possible.

**Re-grading Requests:** You must wait at least 24hrs between receiving the feedback and grade for your assignment and requesting a re-mark. You must provide a written, two-paragraph rationale for why you believe you should receive a better mark. Please be aware that your mark may go up, stay the same or go down. You must submit your request to the course instructor **within one week of the grade being made available on Blackboard.**

**Academic Integrity:** Academic integrity is fundamental to learning and scholarship at the University of Toronto. Plagiarism is an academic offense; plagiarism means quoting or paraphrasing the work of another, without proper citation. Changing a few words in a sentence does not make it your own. Other offenses include submitting your own work in more than one course without the permission of the instructor or falsifying or altering documentation such as doctor's notes. Please familiarize yourself with U of T's Code of Behaviour on Academic Matters (<http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters>) and check the "How not to plagiarize" website (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

**Audio or video recordings of lectures:** Please do not make audio or video recordings of lectures and class proceedings without explicit permission of the instructor.

## COURSE SCHEDULE AND READINGS

Class	Date	Topic	Required Readings, Tutorials and Assignments
1	July 4	Introduction	No readings
2	July 9	Historical urban form and the problems of the industrial city	<p>Engels, Friedrich. 1996. "The Great Towns," in <i>The City Reader</i> (New York: Routledge), 50-58.</p> <p>Kostoff, Spiro. 1992. "Hausmanization," in <i>The City Assembled: The Elements of Urban Form through History</i> (Toronto: Little Brown), 266-275.</p> <p><i>Optional reading:</i>            Relph, E. (2014). <i>Shaping the Old City</i>.  <a href="http://www.torontotransforms.com/home-about-torontos-transformations/chapter-3-shaping-the-old-city/">http://www.torontotransforms.com/home-about-torontos-transformations/chapter-3-shaping-the-old-city/</a></p>
3	July 11	Utopian visions of the city & origins of planning	<p><b><u>TUTORIAL #1</u></b></p> <p>Relph, E. C. (1987). <i>The Invention of Modern Town Planning: 1890-1940</i>, in: <i>The Modern Urban Landscape</i>. Baltimore: The John Hopkins Press, pp. 49-75.</p> <p>Fishman, Robert. (2016). "Urban Utopias in the Twentieth Century: Ebenezer Howard, Frank Lloyd Wright and Le Corbusier," in S. Fainstein and J. DeFilippis (eds.) <i>Readings in Planning Theory</i>. Fourth Edition. UK: Wiley/Blackwell, 23-50.</p>
4	July 16	Modernist planning, urban renewal, and resistance	<p><b><u>READING RESPONSE #1 DUE JULY 17 BEFORE 11PM</u></b></p> <p>Scott, James C. 2005. "The High-Modernist City: An Experiment and a Critique," in <i>Seeing Like a State: How certain schemes to improve the human condition have failed</i>, 103-46.</p> <p>In class: film excerpts from <i>New York: A documentary</i></p>
5	July 18	Postmodern urban landscapes and planning	<p><b><u>TUTORIAL #2</u></b></p> <p>Relph, E. (1987) <i>Post-Modernism in Planning and Architecture: 1970-</i>, in <i>The Modern Urban Landscape</i>, Baltimore: Johns Hopkins University Press, 211-37.</p> <p>In class: film excerpts from <i>Postmodernism and the Pruitt-Igoe Myth</i></p>

Class	Date	Topic	Required Readings, Tutorials and Assignments
6	July 23	Suburban growth and urban decline	Hayden, D. (2003). Sitcom Suburbs, in: Building Suburbia: Green Fields and Urban Growth (1820-2000). New York: Vintage Books, 128-153.  Downs, A. (1997). The challenge of our declining big cities. Housing Policy Debate, 8(2), <b>READ: 362-384.</b>
7	July 25	Planning for difference: advocacy to radical planning	<b><u>TUTORIAL #3</u></b> <b><u>PAPER PROPOSAL DUE JULY 27 BEFORE 11PM</u></b>  Sandercock, L. (1998). "The difference that theory makes," in: Towards Cosmopolis. New York: John Wiley & Sons, 85-104.
8	July 30	Gentrification, race and displacement	Shaw, K. (2008) Gentrification: what it is, why it is, and what can be done about it. Geography Compass 2(5), 1697–1728.  <i>Optional reading:</i> Davidson, M. (2008). Spoiled Mixture: Where does State-led 'Positive' Gentrification End? Urban Studies, 45(12), 2385-2405.  <b>Guest speaker:</b> Kuni Kamizaki, Community Planning Officer with Parkdale Neighbourhood Land Trust (PNLT)
9	Aug 1	Planning and Social Mix	<b><u>TUTORIAL #4</u></b>  August, M. (2016). Revitalisation gone wrong: Mixed-income public housing redevelopment in Toronto's Don Mount Court. Urban Studies, 53(16): 3405-3422.  <i>Optional reading:</i> Mah, J. & Hackworth, J. (2011). Local politics and inclusionary housing in three large Canadian Cities. Canadian Journal of Urban Research, 20(1): 57-80.  <b>Guest speaker:</b> Kaydeen Bankasingh, Co-Chair, Lawrence Heights Inter-Organizational Network (LHION)
<b>AUGUST 6 IS CIVIC HOLIDAY = NO CLASS</b>			
10	Aug 8	Planning and Colonialism	<b><u>FINAL PAPER DUE AUG. 9 BEFORE 11PM</u></b>  Porter, L. (2006). Planning in (Post)Colonial Settings: Challenges for Theory and Practice. Planning Theory and Practice, 7(4), 383-396.  In class: Rebel Architecture and film excerpts from Six Miles Deep

Class	Date	Topic	Required Readings, Tutorials and Assignments
11	Aug 13	The just city and the right to the city	<p>Marcuse, P. 2009. "From critical urban theory to the right to the city," <i>City</i>, 13(2-3): 185-197.</p> <p>Fainstein, S. (2009) "Planning and the Just City" in: <i>Searching for the just city: debates in urban theory and practice</i>. London, New York: Routledge, 19-36.</p>
12	Aug 14	Make-up lecture: Wrap up and Exam Review game	<p><i>Optional readings:</i></p> <p>Marcuse, P. (2016). What's the matter with "good" planning? <a href="https://www.progressivecity.net/single-post/2016/10/05/WHAT%E2%80%99S-THE-MATTER-WITH-%E2%80%9CGOOD%E2%80%9D-PLANNING">https://www.progressivecity.net/single-post/2016/10/05/WHAT%E2%80%99S-THE-MATTER-WITH-%E2%80%9CGOOD%E2%80%9D-PLANNING</a></p> <p>Stein, S. (2016). "Good Planning" Is Bad Planning, and "Progressive" Is Not Enough: A Response to Peter Marcuse. <a href="https://www.progressivecity.net/single-post/2016/11/02/%E2%80%9CGOOD-PLANNING%E2%80%9D-IS-BAD-PLANNING-AND-%E2%80%9CPROGRESSIVE%E2%80%9D-IS-NOT-ENOUGH-A-RESPONSE-TO-PETER-MARCUSE">https://www.progressivecity.net/single-post/2016/11/02/%E2%80%9CGOOD-PLANNING%E2%80%9D-IS-BAD-PLANNING-AND-%E2%80%9CPROGRESSIVE%E2%80%9D-IS-NOT-ENOUGH-A-RESPONSE-TO-PETER-MARCUSE</a></p>