

**University of Toronto**  
**Department of Geography & Planning**

**PLA1101: Issues in Planning History, Thought, and Practice**

Wednesdays, 1– 4pm, Fall 2021

Room: SS2111

[Course website on Quercus](#)

**Instructor**

Nidhi Subramanyam, Ph.D.

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Office Hours: Thursdays, 2–4 pm (in person or via Zoom). Sign up [here](#).

**Teaching Assistant**

Garrett T Morgan

Ph.D. Candidate, Department of Geography & Planning

TA's email address: [garrett.morgan@mail.utoronto.ca](mailto:garrett.morgan@mail.utoronto.ca)

(Note: TA will not hold regular office hours but can be reached via email for queries related to course materials or help with assignments)

**Course Description**

This course introduces Master's students to key ideas in planning history, thought, and practice. Through a guided survey of historical precedents and contemporary planning practices, including theoretical and practical approaches across a range of sectors and geographic contexts, students will gain a critical understanding, and indeed appreciation, of how the discipline and profession have evolved over time, the key actors and moments in planning history, the contentious and 'dark side' of the profession, the forces shaping planning and its outcomes, the dilemmas (political, ethical, moral, logistical and other) and challenges that planners face and resolve in everyday practice, and the mechanisms through which they pursue and enact change and to what ends. Through course materials, in-class discussions, and interactions with practitioners, we will consider longstanding debates in planning such as those around professional power, expertise, legitimacy, and hubris; appropriate institutions and mechanisms for planning; planning's disciplinary niche; and how planners define values and make trade-offs between them, individually and collectively, as they seek to build better cities and communities. In doing so, this course actively centers the aims of the [Graduate Planning Program Mission](#). The course enables students to examine the tensions and synergies between theory and practice with a view towards bridging imagined gaps. Through examples, the course

equips students to develop normative and practical frameworks for fostering “sustainable, accessible, beautiful and just” places through planning.

## **Learning Outcomes**

The [Canadian Planning Standards Board \(PSB\)](#), which provides accreditation to professional planning programs and conducts exams for professional certification, requires that courses provide students with “sufficient coverage of functional and enabling competencies.”

By the end of the course, students will hone various “functional competencies.” They will be able to:

- Discuss how planning shapes and is shaped by changes in human settlements
- Describe and critically analyze the history of planning in Canada and other countries, as well as explain major planning theories, principles, and practices
- Develop positions and approaches to incorporate equity, diversity, and inclusiveness in planning and policy-making based on historical precedents
- Discuss examples of processes involved in planning and policy-making like visioning, goal-setting, and problem-framing; public participation; forms of knowledge and data collection and their inherent challenges

By the end of the course, students will enhance their “enabling competencies.” They will be able to:

- Gather and analyze different forms of data as well as identify patterns and trends in planning approaches over time to develop their critical and creative thinking skills
- Learn to incorporate diverse values and perspectives and resolve conflicts as they work in teams
- Communicate in a variety of oral and written formats
- Develop empathy and appreciation for professional practice

## **Course Organization**

### **Access to Course Materials & Readings**

All course content including the link to the Zoom meeting room for online meetings are available on the course website on [Quercus](#). Please familiarize yourself with this website, its modules, functionalities, and procedures for accessing course content. In case of any technical difficulties or Quercus-related queries, please consult [Quercus for students](#) or contact U of T Quercus support ([q.help@utoronto.ca](mailto:q.help@utoronto.ca)).

### **Submissions**

Unless otherwise noted, all assignments must be submitted via the relevant assignment submission links on the Quercus website. Please do not email your assignments to the instructor. Due to the high volume of emails, it is likely that your assignment can accidentally get

deleted or lost. Always maintain a backup copy of any submitted assignments in case of technical failures.

Normally, students will be required to submit their course assignments to the [University's plagiarism detection tool](#) website for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their material to be included as source documents in the University's plagiarism detection tool reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the University's plagiarism detection tool service are described on the company web site.

### **Course format**

The course meets for three hours to accommodate a schedule involving a short lecture followed by seminar-style discussions, in-class group activities, and occasionally, guest speakers, film screenings, and student presentations. We may not need the third hour for some weeks, and in that case, we will close the meeting after two hours. We will begin at 1.10 pm and wrap up by 4 pm. All students are expected to complete the readings before our meeting and participate in the discussion or in-class activities with comments, questions, observations, critiques, and examples.

Please note that the first two class meetings will take place on Zoom (link is available on the Quercus site). Recordings from these two online meetings will be made available to students who are unable to participate synchronously. Please inform me via email if you cannot attend so that I know that you are actively enrolled in the course.

## **Assignments and Evaluation**

This course consists of multiple assignments to provide you with an opportunity to showcase your individual learning, written and oral communication skills, and collaborative potential. The larger assignments are scaffolded, i.e., broken down into smaller components. Scaffolding allows you to build your deliverables in stages so that you are not overwhelmed during the end-of-semester exam period. It facilitates periodic assessment of your learning so that you can identify and address your strengths and areas for improvement throughout the semester.

### **Assignments and Key Dates**

	<b>Assignment Details</b>	<b>Due Date</b>	<b>Weight</b>
<b>1</b>	<b>Posts on Quercus discussion board</b>	<b>Weekly, 11.59pm on Tuesday before class</b>	<b>20%</b>
<b>2</b>	<b>Individual term paper</b>		
	Paper proposal	October 13, 2021	5%
	Draft paper	November 24, 2021	5%
	Final paper	December 10, 2021	30%
<b>3</b>	<b>Planning Toronto – group project</b>		

	Group project proposal	September 29, 2021	5%
	Group project presentation	October 20 and 27, 2021 (in class)	15%
	Group article	November 10, 2021	10%
<b>4</b>	<b>Participation</b>	<b>Weekly (in class)</b>	<b>10%</b>

Please note that unless noted, all assignments are due by 11.59 pm on the due date listed on the syllabus. Marking rubrics for all assignments are available on Quercus.

### **Assignment Details**

#### **Assignment 1 – Weekly posts on Quercus discussion board**

Due date and weight: Weekly, 11.59 pm on Tuesday before class (20% of the course grade)

For eight weeks of your choosing during the semester (except week 1), you will post a brief response to the weekly readings on the corresponding Quercus discussion thread. You are expected to read critically and not merely summarize the readings. These responses should be about 300-400 words long. Your responses could either synthesize the readings by identifying points of connection or disconnection among them in relation to the course theme for the week. Alternatively, you could apply the course readings to a planning problem that you have encountered (e.g., in the news or on your job) or you could raise questions and points of discussion that are not adequately answered by the readings. As the weeks progress, your responses can draw connections to materials and discussions from past weeks. An excellent response will also seek to build on and respond to what other students are noting.

Regardless of what direction your response takes, please ensure that it is well-written and includes appropriate references and citations. You are welcome to include images or links to other sources. Completing the responses by the due date is important as they will inform classroom lectures and discussions. More importantly, it will help you prepare for class. Marks for these eight responses will form 20% of your course grade. Please note that you are required to submit at least one response for each of the three course parts. Pace yourself and use your four skips wisely!

#### **Assignment 2 – Individual term paper**

Due date and weight: 10 December 2021 (total 40% of the course grade)

You will write a 4000–5000-word (excluding images and references) term paper that responds to one of the following prompts:

(1) How do practicing planners navigate politics and different interests in a city as they plan? Conduct an in-depth interview with a planner (could be from the

public, private, or non-profit sector and any domain) to script this planner's biography. You may wish to focus on one-two representative projects for the sake of this paper. You should situate the planner's work in their respective historical, geographic, and institutional contexts, and analyze interview findings in relation to the relevant course readings on those themes. How does this planner's work concur with or diverge from what we already know about the history of planning thought and practice? What can we learn from their experiences?

(2) How has the approach to planning in a particular sector and domain in your chosen city evolved over time? For this assignment, pick a city and a sector (e.g., housing, transportation, parks) and pick 2-3 sectoral plans that were created at different points in the city's history. Trace how planning in that sector changed over time in terms of the ideas, focus, planners, institutions, actors, modes of planning and public engagement. As you trace how planning has evolved, analyze what changed and why. What factors influenced these changes? Your paper should include a critical reflection on whether planning has evolved to be more just and equitable (however these values operate in your chosen context). You may not pick a plan that was already analyzed for the Planning Toronto group project!

(3) A critical/ insurgent history of a plan in your chosen city. Analyze the socio-spatial conditions in which your chosen plan emerged, who championed and opposed it, and how these conflicts shaped the final plan. If a published history of your chosen plan exists, you might have to conduct additional research to present a new, previously unexamined perspective. This might include interviewing planners, political leaders, and residents, or re-analyzing archival materials. If you have access to a lot of data, you might wish to focus your history on specific themes (e.g., history of stakeholder engagement for plan X, history of plan X in city hall, etc.). Consult Leonie Sandercock's *Making the invisible visible: A multicultural planning history* if you wish to present an insurgent history of a plan. You may not pick a plan that was already analyzed for the Planning Toronto group project unless you are presenting a new, unexamined perspective!

You will need to do additional research outside of class time to complete your final paper. More guidance will be provided in class and office hours. This assignment has many intermediate deliverables and deadlines, which are as follows:

- **Paper proposal (due 13 October, worth 5% of the course grade)** - Submit a 300-400 write-up that identifies which prompt you will respond to. You will also note which planners/ plans you intend to write about,

your methods and data sources, the position you intend to take, and the theories that you will likely draw from (which can change). Identify 5-8 bibliographic references that your paper will draw from. The instructor will provide feedback to help you manage the scope to meet the course learning goals.

- **Draft of final paper (due 24 November, worth 5% of the course grade)** - At this stage, expect to finish a detailed outline of your paper with at least 50% of the text incorporated into the various sections. Everyone who does this will receive full marks. I will not provide feedback at this stage, but you are welcome to seek feedback during office hours, or exchange drafts with a colleague for peer feedback.
- **Final paper (due 10 December, worth 30% of the course grade)** - Submit a complete, well-written, clearly formatted, and edited paper, including all relevant images and references.

### ***Assignment 3 – Planning Toronto – Group project***

Due date and weight: 10 November 2021 (total 30% of the course grade)

In groups of 4 or 5, students will explore public, private, non-profit, or community sector responses to a Toronto-based planning problem. Groups will identify a plan to analyze (examples are available on Quercus), give an in-class oral presentation on the plan, and prepare a short submission on the plan for an online, non-academic publication. The purpose of this exercise is to reflect on the planning process in Toronto through a theoretical lens using course materials. Groups are expected to meet regularly, review the plan in relation to the relevant course materials, and take a position about the plan in their presentation and write-up. You will get some time to work together in class but additional effort outside of class meeting is expected.

This assignment has many intermediate deliverables and deadlines, which are as follows:

- **Group project proposal (due 29 September, worth 5% of the course grade)** - Submit a 300-400 word proposal identifying your group members and their proposed roles, the plan that you will analyze, a selection of relevant references that you will draw from, and the target outlet in which you hope to publish your analysis.
- **Group project presentation (due 20 and 27 October in class, worth 15% of the course grade)** - Present your findings as a group in class. Presentations must be no more than 15 minutes in length. Each

presentation will be followed by 5-minutes of Q&A. Use the presentation as an opportunity to get feedback and improve your written submission.

- **Group article (due 10 November, worth 10% of the course grade)** - Submit a final write-up of about 1000-2000 words on Quercus. Your write-up should adhere to the style and formatting requirements of your chosen outlet. Authorship order should reflect individual contributions, but everyone will receive the same mark.

#### **Assignment 4 – Participation**

Due date and weight: Each class (total 10% of the course grade)

Since this class relies on peer learning, your preparation and engagement are essential. I will take attendance but merely attending class is not enough to secure a high participation grade. Each week, you are expected to come prepared to discuss the weekly readings in class, ask questions of the instructor, guest speakers and your classmates, and participate in in-class group activities. You will also sign up to present 1-2 readings during the semester to kick-off the discussion. As the reading leader, you will summarize the reading and pose 1-2 questions or points for further discussion. A sign-up sheet will be circulated during the first class.

#### **Late Policies**

Weekly posts on the Quercus discussion board inform lectures and in-class discussions. Therefore, all discussion board responses submitted after the deadline will get zero points. No exceptions. You have the option to skip four responses. Use them wisely.

All other assignments submitted after the deadline will incur a penalty of 5% per day (including weekends). For example, if an assignment is marked out of 100 points, you will lose 5 points per day's delay.

You may ask for an extension on your final paper deadline or a make-up for a quiz without penalty for reasons of accommodation, illness, or emergencies beyond your control. I understand that you might need extra time to care for yourself, family members, and loved ones during the pandemic so reach out directly (or via the appropriate administrative channels) if you need extra consideration. I reserve the right to grant or deny extension requests before the grade deadline.

## Required Text

All required texts and references materials for this course are available on the Quercus website or via the University of Toronto library. You may wish to purchase the following text from which we will draw many readings:

- Susan Fainstein and James DeFilippis (eds.). 2016 (4th ed.). *Readings in Planning Theory*. Malden, MA: Blackwell.

## Course Expectations

The following sections describe some course expectations with regards to communication and classroom etiquette to create an inclusive and respectful classroom environment.

### Communications via the course website or email

All announcements and updates related to the course will be made in class, on Quercus, and a copy will be sent to your University of Toronto email address. You are responsible for staying up to date.

I encourage all students to reach out to me via email if you have any questions, requests, course-relevant information to share or want to exchange ideas. Please wait at least 24 hours for me to respond before sending a follow-up email. Note that responses may be delayed during weekends, holidays, and break periods. So, plan accordingly.

### Classroom etiquette: Attendance and electronic devices

This course relies on peer learning. To contribute to peer learning, everyone is expected to be punctual, attend all course meetings, be prepared for course meetings, and participate in all in-class activities. Similarly, you are expected to be respectful to your colleagues, and use professional, non-discriminatory language in all course-related communication and presentations, whether in person or online.

You may use a laptop/ tablet for notetaking and/ or to refer to your readings. However, as in most professional planning settings, I discourage texting, browsing the web, or using social media during class as it is disrespectful towards your colleagues. It distracts others and interferes with their learning. The only exceptions are when I ask you to do an online activity or group research in class.

Unexcused absence from more than two course meetings will affect your participation grade. Exceptions will be made only in case of grave personal or medical emergencies. If you foresee that you cannot attend on a day when group presentations are scheduled for religious or medical reasons, please inform me and your group members to arrange for a suitable make up option.



**Inclusive classroom**

This course hopes to create an inclusive classroom where diverse backgrounds, life experiences, and perspectives are welcomed, respected, and celebrated. So that we can build an inclusive classroom, I ask that all members of the class honor the uniqueness of others, be open to the views of others, allow everyone the opportunity to speak and express their views/ concerns, and learn to disagree respectfully and professionally. Please use preferred names and pronouns, refrain from knowingly using hurtful or discriminatory language, and avoid socio-cultural stereotyping. We will also commit to the following rules of engagement:

- Practice active & empathetic listening
- Challenge the idea, not the person
- Be both teachers & learners: Help each other learn and grow.
- Take space & make space: If you tend to talk a lot, make space to let others speak. If you tend not to talk a lot, take space and share your ideas from time to time.
- Be here now!
- Stories stay in the room, and lessons leave.

If you feel unwelcome in class at any point, please share your concerns with me in person, over email, or drop a note under my office door (if you prefer to remain anonymous). I will try my best to resolve the issue.

**Indigenous land acknowledgement**

This is a course on planning history and there is a complex and painful history to the land on which we work. We should acknowledge that the land on which the University of Toronto and we operate has for thousands of years been the traditional land of the Huron-Wendat, the Seneca, and the Mississaugas of the Credit. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

**Other disclaimers**

As the instructor, I reserve the right to change the syllabus (readings, activities, or assignment descriptions) as needed to meet the learning goals. Whenever a change is made, students will be notified as soon as possible during class and via email about the change(s).

## Course schedule at a glance

Unless otherwise noted, all class meetings will occur in-person in Rm SSH 2111

Week	Dates	Topics
1	15 Sept (zoom)	<b>Introductions and setting common ground</b> What is planning theory?
	<b>PART I</b>	<b>THE CONTENTIOUS ROOTS OF PLANNING</b>
2	22 Sept (zoom)	<b>Colonialism and development</b> In class: Film screening "Finding our way"
3	29 Sept	<b>Racial dispossession, reparation, and black spatial imaginaries</b> Due today: Group project proposal
4	6 Oct	<b>Capitalist and neoliberal planning</b>
	<b>PART II</b>	<b>THE TERRAIN OF PLANNING: VISIONS, RATIONALITIES, ACTORS, INSTITUTIONS, PROCESSES</b>
5	13 Oct	<b>Utopias, modernist plans, and their critiques</b> Due today: Term paper proposal
6	20 Oct	<b>Planning approaches: Rational, comprehensive, incremental</b> Due today: Planning Toronto – group presentations (in class)
7	27 Oct	<b>Planning alternatives: Advocacy, participation, and collaboration</b> Due today: Planning Toronto – group presentations (in class)
8	3 Nov	<b>Planning within bureaucracies and markets</b>
9	10 Nov	<b>Planning without 'planners': Informality, insurgency, and community-based planning</b> Due today: Planning Toronto – group article Guest speaker: Prof. Karen Chapple, Director, UofT School of Cities
	<b>PART III</b>	<b>ENDURING WICKED PROBLEMS</b>
10	17 Nov	<b>Equity planning in a diverse and divided world</b>
11	24 Nov	<b>Planning for crises and uncertainty:</b> Climate change and pandemics Due today: Term paper draft In class: Presentation by Garrett Morgan (Course TA)
12	1 Dec	<b>Knowledge, power, and learning in action</b> Guest speaker: John Farrow, Chairman Emeritus of LEA Group
13	8 Dec	<b>Wrap up:</b> Review what we have learnt through the semester with an eye towards the future In class: Complete course evaluations

## Detailed Course Schedule and Reading List

Links to all readings are available on Quercus. For each module, I have suggested many optional readings on Quercus. You may choose to read them if you wish to delve deeper into a particular topic.

### **I. Week 1 (15 September, online meeting): Introductions and setting common ground**

What is planning? What is planning theory?

#### **Required readings**

- Course syllabus
- Familiarize yourself with the course website on Quercus

#### **Optional readings of interest**

- Friedmann, J. (1987). The terrain of planning theory. In *Planning in the Public Domain: From Knowledge to Action* (pp. 19-42). Princeton University Press.
- Fainstein, S. S., & DeFilippis, J. (2016) Introduction: The structure and debates of Planning Theory. In Fainstein, Susan. Defilippis, James (Eds.). *Readings in Planning Theory* (pp. 1-18). John Wiley & Sons.
- Watson, V. (2009). Seeing from the South: Refocusing urban planning on the globe's central urban issues. *Urban Studies*, 46(11): 2259-2275.

## **PART I – THE CONTENTIOUS ROOTS OF PLANNING**

### **2. Week 2 (22 September, online meeting): Colonialism and development**

#### **Required readings**

- Gordon, L. A. D., Fischer, R., & Wolfe, J. M. (2019). Our common pasts? A re-interpretation of Canadian planning histories. *Plan Canada*, 59(1): 16-51.
- Barry, J. M., & Cassedy, J. (2019). Indigenous Rights and Planning: From recognition to meaningful coexistence? *Plan Canada*, 59(1): 51-56.
- King, A. D. (2015). Colonialism and Urban Development. In Miraftab, F. and Kudva, N. (Eds). *Cities of the Global South Reader* (pp. 29-39). Routledge.

#### **Pick one of the two (also required):**

- Escobar, A. (1992). Planning. In Sachs, W. (Ed.). *The Development Dictionary: A Guide to Knowledge as Power* (pp. 132-145). London: Zed Books.
- Goldman, M. (2015). Development and the City. In Miraftab, F. and Kudva, N. (Eds). *Cities of the Global South Reader* (pp. 54-65). Routledge.

#### **Optional readings of interest**

- Porter, L. (2016). A colonial genealogy of planning. In *Unlearning the colonial cultures of planning* (pp. 43-76). Routledge.
- Porter, L. (2006). Planning in (post) colonial settings: Challenges for theory and practice. *Planning Theory & Practice*, 7(4): 383-396.

- Ugarte, M. (2014). Ethics, discourse, or rights? A discussion about a decolonizing project in planning. *Journal of Planning Literature*, 29(4): 403-414.
- Rankin, K. N. (2010). Reflexivity and post-colonial critique: Toward an ethics of accountability in planning praxis. *Planning Theory*, 9(3): 181-199.

### 3. Week 3 (29 September): Racial dispossession, reparation, and black spatial imaginaries

**\*\*Due today: Group project proposal \*\***

#### **Required readings**

- Watch: Rothstein, R. "Segregated by Design" - the 17-minute video version of his book, *Color of Law*. Available online at: <https://www.segregatedbydesign.com/watch/#screenings> (He talks very fast, so use closed captioning or read the book).
- Thomas, J. M. (1994). Planning history and the black urban experience: Linkages and contemporary implications. *Journal of Planning Education and Research*, 14(1): 1-11.
- Corbin, C. N. E. (2018). Wakanda! Take the wheel! Visions of a Black green city. *Planning Theory & Practice*, 19(2): 273-275.
- Dozier, D. (2018). A Response to Abolitionist Planning: There is No Room for 'Planners' in the Movement for Abolition. *Progressive Planning*. Available at: <https://www.plannersnetwork.org/2018/08/response-to-abolitionist-planning/>
- Goetz, E. G., Williams, R. A., & Damiano, A. (2020). Whiteness and urban planning. *Journal of the American Planning Association*, 86(2), 142-156.
- Song, L. (2021). Reparative Planning as Movement Building. *Planetizen*. Available at: <https://www.planetizen.com/features/114461-reparative-planning-movement-building>

#### **Optional readings of interest**

- Rothstein, R. (2017). *The color of law: A forgotten history of how our government segregated America*. Liveright Publishing.
- Pitter, J. (2020). A Call to Courage: An Open Letter to Canadian Urbanists. *Canadian Urban Institute*. Available at: <https://canurb.org/citytalk-news/a-call-to-courage-an-open-letter-to-canadian-urbanists/>
- Williams, R. A. (2020). From racial to reparative planning: Confronting the white side of planning. *Journal of Planning Education and Research*. Doi: <https://doi.org/10.1177/0739456X20946416>
- Lee, C. A., Flores, N. M., & Hom, L. D. (2021). Learning from Asian Americans: Implications for Planning. *Journal of Planning Education and Research*. Doi: <https://doi.org/10.1177/0739456X211006768>

#### 4. Week 4 (6 October): Capitalist and neoliberal planning

##### Required readings

- Molotch, H. (1976). The city as a growth machine: Toward a political economy of place. *American Journal of Sociology*, 82(2), 309-332.
- Harvey, D. (1989). From managerialism to entrepreneurialism: the transformation in urban governance in late capitalism. *Geografiska Annaler: Series B, Human Geography*, 71(1), 3-17.
- Kipfer, S., & Keil, K. (2000). Toronto, Inc? Planning the Competitive City. *Antipode*, 34(2): 227-264.
- Shatkin, G. (2008). The City and the Bottom Line: Urban Megaprojects and the Privatization of Planning in Southeast Asia. *Environment and Planning A*, 40(2), 383-401.

##### Optional readings of interest

- Foglesong, R. (2016) Planning the Capitalist City. In Feinstein, S. Defilippis, J. (Eds.), *Readings in Planning Theory* (pp.110-116). John Wiley & Sons.
- Siemiatycki, M. (2009). Delivering transportation infrastructure through public-private partnerships: Planning concerns. *Journal of the American Planning Association*, 76(1), 43-58.
- Walks, R. A. (2009). The urban in fragile, uncertain, neoliberal times: towards new geographies of social justice?. *The Canadian Geographer/Le Géographe Canadien*, 53(3), 345-356.

## **PART II – THE TERRAIN OF PLANNING**

#### 5. Week 5 (13 October): Utopias, modernist plans, and their critiques

**\*\*Due today: Term paper proposal \*\***

##### Required readings

- Fishman, R. (2016). Urban Utopias: Ebenezer Howard, Frank Lloyd Wright, and Le Corbusier. In Fainstein, S. Defilippis, J. (Eds.), *Readings in Planning Theory* (pp. 23-50). John Wiley & Sons.
- Scott, J.C. (1998 original). Excerpt of "Authoritarian High Modernism" in Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed. Reprinted in Fainstein, S. Defilippis, J. (Eds.), *Readings in Planning Theory* (pp. 75-93). John Wiley & Sons.
- Jacobs, J. (1961 original). Excerpt of The Death and Life of Great American Cities. Reprinted In Fainstein, S. Defilippis, J. (Eds.), *Readings in Planning Theory* (pp. 94-109). John Wiley & Sons.

For a critique read (optional): Campanella, T. (2011). [Jane Jacobs and the Death and Life of American Planning](#). *Places Journal*.

- Yiftachel, O. (1994) The Dark Side of Modernism: Planning as control of an ethnic minority. In Watson, S. and Gibson, K. (eds.) *Postmodern Cities and Spaces*. (pp. 216-241). Blackwell.

### **Optional readings of interest**

- Hall, P. (1988). The City of Monuments. In *Cities of Tomorrow: An intellectual history of urban planning and design in the twentieth century* (pp. 188-217). Oxford, UK: Blackwell.
- Wirka, S. M. (1996). The city social movement: Progressive women reformers and early social planning. In Sies, M. C., & Silver, C. (eds). *Planning the twentieth-century American city* (pp. 55-75). Baltimore, MD: Johns Hopkins Press.
- Banerjee, T. (2009). "U.S. Planning Expeditions to Postcolonial India: From Ideology to Innovation in Technical Assistance." *Journal of the American Planning Association*, 75(2): 193-208.
- Rumbach, A. (2014). Do new towns increase disaster risk? Evidence from Kolkata, India. *Habitat International*, 43, 117-124.

## **6. Week 6 (20 October): Planning approaches: Rational, comprehensive, incremental**

**\*\*Due today: Planning Toronto – group presentations (in class)\*\***

### **Required readings**

- Rittel, H. W., & Webber, M. M. (1973). Dilemmas in a general theory of planning. *Policy sciences*, 4(2): 155-169.
- Lindblom, C. E. (1959). The science of "muddling through". *Public administration review*, 19(2): 79-88.

**Everyone should \*ideally\* read both, but if you are pressed for time, read the one assigned to you carefully and skim the rest! Come prepared to teach your reading to others.**

- **Last names (A-F) read:** Hostovsky, C. (2006). The paradox of the rational comprehensive model of planning: Tales from waste management planning in Ontario, Canada. *Journal of planning education and research*, 25(4): 382-395.
- **Last names (G-R) read:** Forester, J. (1989). The politics of muddling through. In *Planning in the face of power* (pp. 48-66). University of California Press.
- **Last names (S-Z) read:** Innes, J. E. (1996). Planning through consensus building: A new view of the comprehensive planning ideal. *Journal of the American planning association*, 62(4): 460-472.

## **7. Week 7 (27 October): Planning alternatives: Advocacy, participation, and collaboration**

**\*\*Due today: Planning Toronto – group presentations (in class)\*\***

### **Required readings**

- Davidoff, P. 2016 (1965 original). Advocacy and pluralism in planning. Reprinted in Fainstein, S. Defilippis, J. (Eds.), *Readings in Planning Theory* (pp. 427-442). John Wiley & Sons.

- Arnstein, S. R. (1969). A ladder of citizen participation. *Journal of the American Institute of Planners*, 35(4): 216-224. [You will likely read this for other courses so skim again!]
- Cooke, B., & Kothari, U. (2001). The Case for Participation as Tyranny. In Bill Cooke and Uma Kothari. (eds.). *Participation: The New Tyranny?* (pp. 1-15). Zed Books.
- Reardon, K. M., Ionescu-Heroiu, M., & Rumbach, A. J. (2008). Equity planning in post-hurricane Katrina New Orleans: Lessons from the ninth ward. *Cityscape*, 10, 57-76.

#### **Optional readings of interest**

- Goonewardena, K., & Rankin, K. N. (2004). The desire called civil society: A contribution to the critique of a bourgeois category. *Planning Theory*, 3(2): 117-149.
- Sorensen, A., & Sagaris, L. (2010). From participation to the right to the city: Democratic place management at the neighbourhood scale in comparative perspective. *Planning Practice & Research*, 25(3): 297-316.
- Danieri, A., Takahashi, L., & NaRanong, A. (2005). Social capital and urban environments in Southeast Asia: Lessons from settlements in Bangkok and Ho Chi Minh City. *International Development Planning Review*, 27(1): 21.
- Sletto, B. (2012). Indigenous rights, insurgent cartographies, and the promise of participatory mapping. *Portal*, 7, 12-15.

### **8. Week 8 (3 November): Planning within bureaucracies and markets**

#### **Required readings**

- Krumholz, N., & Forester, J. (1990). Preface, Chapters 1: Planning in Cleveland, 2: Inheriting a Staff and Building a New One, and 12: Improving Planning, Management, and Administration in Other City Agencies. In *Making Equity Planning Work: Leadership in the Public Sector*. Temple University Press.
- Adams, D., & Tiesdell, S. (2010). Planners as market actors: Rethinking state-market relations in land and property. *Planning Theory & Practice*, 11(2), 187-207.
- Warner, M. E. (2011). Club Goods and Local Government: Questions for Planners. *Journal of the American Planning Association*, 77(2), 155-166.

#### **Optional readings of interest**

- Qian, Z. (2010). Without zoning: Urban development and land use controls in Houston. *Cities*, 27(1): 31-41.
- Clavel, P. (1986). The Roots of Progressive Urban Politics. In *The Progressive City* (pp. 1-18). Rutgers University Press.

### **9. Week 9 (10 November): Planning without ‘planners’: Informality, insurgency, and community-based planning**

**\*\*Due today: Planning Toronto – group article \*\***

**Required readings**

- Roy, A. (2016. (2005 original)). Urban informality: The production of space and practice of planning. Reprinted in Fainstein, S. Defilippis, J. (Eds.), *Readings in Planning Theory* (pp. 524-539). John Wiley & Sons.
- Beard, V. A. (2012). Citizen Planners: From Self-Help to Political Transformation. In Crane, R., & Weber, R. (eds). *Oxford Handbook of Urban Planning*. (pp. 706-721). Oxford University Press.
- Huq, E., & Miraftab, F. (2020). "We are all refugees": Camps and informal settlements as converging spaces of global displacements. *Planning Theory & Practice*, 21(3): 351-370.

**Optional readings of interest**

- Miraftab, F. (2009). Insurgent planning: Situating radical planning in the global south. *Planning theory*, 8(1): 32-50.
- Skim: Watson, V. (2009). 'The planned city sweeps the poor away...': Urban planning and 21st century urbanisation. *Progress in planning*, 72(3), 151-193.

**PART III – ENDURING WICKED PROBLEMS****10. Week 10 (17 November): Equity planning in a diverse and divided world****Required readings**

- Hayden, D. (1980). What would a non-sexist city be like? Speculations on housing, urban design, and human work. *Signs: Journal of Women in Culture and Society*, 5(S3), S170-S187.
- Forsyth, A. (2011). Queering planning practice: understanding non-conformist populations. In Doan, P. (eds.). *Queering planning: Challenging heteronormative assumptions and reframing planning practice* (pp. 21-51) Ashgate.
- Sandercock, L. (2016). Towards a cosmopolitan urbanism: From theory to practice. Fainstein, S. Defilippis, J. (Eds.), *Readings in Planning Theory* (pp. 407-426). John Wiley & Sons.
- Goonewardena, K., & Kipfer, S. (2005). Spaces of difference: Reflections from Toronto on multiculturalism, bourgeois urbanism and the possibility of radical urban politics. *International Journal of Urban and Regional Research*, 29(3), 670-678.

**Optional readings of interest**

- Krumholz, N. (1982). A retrospective view of equity planning Cleveland 1969–1979. *Journal of the American Planning Association*, 48(2), 163-174.
- Rahder, B., & Milgrom, R. (2004). The uncertain city: making space (s) for difference. *Canadian Journal of Urban Research*, 13(1): 27-45.
- Micklow, A., Kancilia, B., Warner, M. (2015). *The Need to Plan for Women*. Planning with a Gender Lens, Issue Brief. Ithaca NY: Cornell University. Available at: <https://www.planning.org/divisions/planningandwomen/>



- Pitter, J., & Lorinc, J. (Eds.). (2016). *Subdivided: City-building in an age of hyper-diversity*. Coach House Books. [on diversity in Toronto]
- Garcia, I., Garfinkel-Castro, A., & Pfeiffer, D. (2019). Planning With Diverse Communities (Planning Advisory Service (PAS) Report 593), *American Planning Association*. [Practitioner perspectives, link on Quercus]

**For equity planning in specific planning domains read (optional):**

- **Sustainability** - Campbell, S. (1996). Green cities, growing cities, just cities?: Urban planning and the contradictions of sustainable development. *Journal of the American Planning Association*, 62(3), 296-312.
- **Zoning** - Talen, E. (2012) Zoning and diversity in historical perspective. *Journal of Planning History*, 11(4), 330-347.
- **Transportation** - Wennink, A., and Krapp, A. (2020). Equity-Oriented Performance Measures in Transportation Planning. PAS Memo, *American Planning Association*. Available online at: [https://planning-org-uploaded-media.s3.amazonaws.com/publication/download\\_pdf/PAS-MEMO-2020-03-04-rev.pdf](https://planning-org-uploaded-media.s3.amazonaws.com/publication/download_pdf/PAS-MEMO-2020-03-04-rev.pdf)

## **II. Week II (24 November): Planning for crises and uncertainty: Climate change and pandemics**

**\*\*Due today: Term paper draft\*\***

**Required readings**

- Amin, A. (2011 original). Urban planning in an uncertain world. Reprinted in Fainstein, S. Defilippis, J. (Eds.), *Readings in Planning Theory* (pp. 156-168). John Wiley & Sons.
- Jon, I. (2021). Towards resilient cities that care: imagining more equitable and sustainable urban futures after the COVID-19 pandemic. *The Town Planning Review*, 92(1), 131-137.
- Hurtado, P. (2020). COVID-19, communities, and the planning profession. Available online at: <https://planning.org/blog/9198765/covid-19-communities-and-the-planning-profession/>

**Pick one of the two (also required):**

- Fainstein S. (2015). Resilience and justice. *International Journal of Urban and Regional Research*, 39(1), 157-167.
- Goh, K. (2020). Planning the green new deal: climate justice and the politics of sites and scales. *Journal of the American Planning Association*, 86(2), 188-195.

**Optional readings of interest**

- Ramos, H., Walks, A., and Grant, J.L. (2020, April 1). Coronavirus pandemic is an opportunity to create affordable cities. *The Conversation*. Available at: <https://theconversation.com/coronavirus-pandemic-is-an-opportunity-to-create-affordable-cities-134735>

- Avin, U., & Goodspeed, R. (2020). Using exploratory scenarios in planning practice: A spectrum of approaches. *Journal of the American Planning Association*, 86(4), 403-416.

## **12. Week 12 (1 December): Knowledge, power, and learning in action**

### **Required readings**

- Fischler, R. (2012). The Reflective Practitioner. In Sanyal, B., Vale, L. and Rosan, C. (eds.) *Planning Ideas that Matter: Livability, Territoriality, Governance and Reflective Practice* (pp. 313-332). MIT press.
- Corburn, J. (2007). Community knowledge in environmental health science: co-producing policy expertise. *Environmental Science & Policy*, 10(2), 150-161.
- Umemoto, K. (2001). Walking in another's shoes: Epistemological challenges in participatory planning. *Journal of planning education and research*, 21(1), 17-31.
- Forester, J.F. (1999). Listen to stories, learn in practice: The priority of practical judgement. In *The Deliberative Practitioner: Encouraging Participatory Planning Processes* (pp. 19-38). MIT Press.

### **Optional readings of interest**

- Schon, D.A. (2016). From technical rationality to reflection-in-action. In *The Reflective Practitioner: How professionals think in action* (pp. 21-74). Routledge.
- Thomas, J.M. (2012). Social Justice as Responsible Practice: Influence of race, Ethnicity, and the Civil Rights Era. In Sanyal, B., Vale, L. and Rosan, C. (eds.) *Planning Ideas that Matter: Livability, Territoriality, Governance and Reflective Practice* (pp. 359-385). MIT press.
- Markusen, A. (2000). Planning As Craft and As Philosophy. In Rodwin, L., & Sanyal, B. (eds.) *The Profession of City Planning: Changes, Images, and Challenges 1950-2000* (pp. 261-274). Center for Urban Policy Research, Rutgers University.

## **13. Week 13 (8 December): Wrap up**

### **Required readings**

- Marcuse, P. (2009). From critical urban theory to the right to the city. *City*, 13(2-3), 185-197.
- Hurtado, P. (2021). The future of planning is agile, people-centric, and technologically advanced. APA Blog. Available online at: <https://www.planning.org/blog/9211711/the-future-of-planning-is-agile-people-centric-and-technologically-advanced/>

**\*\*Due 10 December: Final term paper (via Quercus)\*\***

## Course Policies

The Department of Geography and Planning's full [Graduate Course Policies](#) apply to this course.

### Accessibility Services

The University of Toronto and I are committed to creating an equitable and accessible learning environment. In working toward this goal, the University will strive to provide support for, and facilitate the accommodation of individuals with disabilities so that all may share the same level of access to opportunities, participate in the full range of activities that the University offers, and achieve their full potential as members of the University community. If you require accommodations because you have a disability (or fall ill during the semester), or have any accessibility concerns about the course, the classroom, learning technology, or course materials, please contact Accessibility Services as soon as possible.

Where there is an accommodation recommended by [Accessibility Services](#), the department and/or instructors will be provided with an accommodation letter. I will make the necessary accommodations.

### Academic Integrity

Academic misconduct by graduate students is taken very seriously. The University's policy on academic misconduct is found in the [Code of Behaviour on Academic Matters](#) (the Code). 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. For example, it is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism. In case you are in doubt about citing correctly or what constitutes plagiarism, please contact the instructor or the TA for clarification before submitting your work.

Regarding plagiarism, the Code includes the following statements:

B.i.1. 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 without the knowledge of the instructors, forgery (whether of academic records or other documents), concocting facts or references to sources, personating someone, and other forms of cheating and academic dishonesty. Please refer to sections B.i.1. and B.i.3. in the Code for detailed descriptions of offences applicable to students.

In general, you are encouraged to discuss and learn from each other, but ultimately submit your own ideas and work for assignments. Academic dishonesty is shameful and will result in university disciplinary action. The [SGS Academic Integrity Resources webpage](#) outlines the policy on academic misconduct and the process for handling an allegation of academic misconduct.

### **Religious Accommodations**

In accordance with the [University of Toronto policy on accommodations for religious observances](#), I am willing to arrange reasonable accommodation of the needs of students who observe religious holy days. Students must alert me in a timely fashion to any upcoming religious observances and anticipated absences. I will make every reasonable effort to avoid scheduling assessments, exams, or other compulsory activities at these times. In case of an unavoidable conflict with a compulsory activity, I will make a reasonable effort to give you an opportunity to make up missed work.

### **Copyright in Instructional Settings**

Lectures and course materials prepared by the instructor are considered by the University to be an instructor's intellectual property covered by the Copyright Act, RSC 1985, c C-42. Course materials such as PowerPoint slides and lecture recordings are made available to you for \*your own study purposes\*. These materials cannot be shared outside of the class or "published" in any way. Posting recordings or slides to other websites without the express permission of the instructor will constitute copyright infringement.

### **Extension Requests**

The authority to grant an extension to submit coursework beyond the sessional grade deadline (January 5, 2022) is with the department and not the course instructor. To request a formal extension beyond a grade deadline, students must submit a Coursework Extension Form, completed by both the student and course instructor, to the relevant graduate department prior to the final grade deadline.

In order to ensure fairness in granting extensions, the department must be reasonably certain that:

- The reasons for delay are serious and substantiated.
- The student is not granted unfair advantage over other students in the course.
- The student has a reasonable chance of completing the outstanding work within the time allotted.
- The normal and satisfactory completion of any new coursework is not in jeopardy.

Extension requests for medical reasons (e.g., short-term illness) must be accompanied by a medical note. Extension requests for students with accommodations due to disability must be supported by documentation from Accessibility Services. Extension requests for other reasons must be detailed in the form or a note to the department.

## **Mental Health Statement**

As a student at U of T, you may experience circumstances and challenges that can affect your academic performance and/or reduce your ability to participate fully in daily activities. An important part of the University experience is learning how and when to ask for help. There is no wrong time to reach out, which is why there are resources available for every situation and every level of stress.

Please take the time to inform yourself of available resources, including:

- [Geography & Planning Mental Health Support Website](#)
- [Graduate Wellness Services](#)
- [Student Mental Health Resources](#)
- [Emergency support if you're feeling distressed](#)

## **Other student support**

As a graduate student at U of T, you can access [various resources](#) at the School of Graduate Studies to thrive and succeed. If you require advanced training in academic writing and speaking, contact the [Graduate Centre for Academic Communication](#).