

Classmate name and email _____
Classmate name and email _____

JGI 346: Urban Planning Processes

Fall 2019: Wednesdays 10:10AM – 1PM, SS 2127

Professor: Dr. Naomi Adiv

Email: naomi.adiv@utoronto.ca

Office hours: Tuesdays 2-4PM, Sidney Smith 5027B

Sign up: <https://calendly.com/dr-adiv>

Teaching Assistants:

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Office hours: TBA during assignment periods

COURSE DESCRIPTION

This course provides an overview of the how contemporary planning tools and practice shape the built form of cities within their historical, social, legal, and political contexts. Community and urban design issues are addressed at local and regional scales and in both central cities and suburbs. The focus is on Toronto and the Canadian experience, with comparative examples from other countries, primarily the United States.

COURSE OBJECTIVES

- To acquire a general understanding of the historic origins and contemporary practice of urban planning.
- To understand through readings, lectures, and student exercises the role of planning as a function of government.
- To develop a basic understanding of common planning tools such as zoning, Official Plans, and design guidelines and what they are used for.
- To be able to identify and critique the fundamental conflicts of rights and values that make planning an inherently political activity
- To be able to directly observe and discuss how planning has shaped the physical form of the city around you through course material, examining planning documents and government data, and observing the city around you.

Important Dates

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|--|---------------------------------------|
| - First Class | September 11 |
| - Neighbourhood Walk Assignment due | October 16 10AM |
| - Term paper part 1 due | November 6 10AM |
| - Last Class and Term paper part 2 due | Dec. 4 10AM |
| - Final Examination | December Exam Period (exact date TBA) |

COURSE REQUIREMENTS

Attendance and participation

Everyone, including your instructor, is expected to come to class on time, with readings completed, and notes and assignments in hand (or submitted online). In-class time will involve a good deal of active participation, in order to develop a scholarly environment in which to explore ideas.

If you want to take notes on your **laptop**, you may do so with the Wi-Fi turned off. If your computer is being used for other than class purposes, I will ask you to put it away for the duration of the class. If this is a repeated problem, I will ask you not to bring your computer to class. **Cellphones** and other devices should remain off during class. If there is a pressing situation, and you need to be available by phone, please let Dr. Adiv know before class.

Communication: email, Quercus, office hours

Foremost, make sure to find a class partner who can fill you in if you have to miss a day; this is the best way to stay current. (Do not email your professor – in this or any class – to ask what you missed.)

This course is available through Quercus (q.utoronto.ca). Readings and other course material will be posted on this site. Students enrolled in the course should be able to see the link using their UTORID and password. Information on using Quercus is available in the Student Quercus Guide (<https://q.utoronto.ca/courses/46670/pages/student-quercus-guide>). Some course announcements will be posted on Quercus; make sure your settings are organized to let you know see these.

You are expected to check your UofT email daily, M - F. Dr. Adiv is most easily reached by email: naomi.adiv@utoronto.ca. You can usually (though not always) expect a response to your email within 24 hours M – F. A Friday afternoon email will most likely get a Monday response.

If you are using **email** to contact your instructors, please use formal etiquette.

- Make sure you have checked the syllabus first to see if your question has been covered. Then ask a classmate. Contact your professor once you have exhausted these options.
- Include a meaningful subject line (e.g., PLA1102: questions about text)
- Format the message as if it were a letter (with a salutation [Dear Professor], body [I am contacting you because...] and closing [Sincerely,])
- End the email with your full name.

I recommend that students come to **office hours** (for this and every class) at least once per term. You can learn so much more in a face to face conversation. Bring a friend if you like. Sign up for office hours at calendly.com/dr-adiv to guarantee a time, or stop by if you are flexible.

Please let your professor know if you won't be coming for a time you chose so someone else can have that slot.

Readings

All course readings, videos and podcasts can be found on Quercus in a folder *labeled with the week we will discuss them in class*. Print and mark the text (highlighter, pen, post-its or digitally); take notes and bring these to class, as they are a learning tool and we will reference them. Do not attempt to complete the readings on your smartphone. Sometimes we may re-divide the readings for the week under a particular topic. Some readings may be added or substituted during the semester. No changes will be made less than a week before an assignment is due.

Writing Assignments and exams

Guidelines:

- Organize your written work into paragraphs, and check grammar and spelling before you hand it in.
- All papers must be typed, double spaced, with 1-inch margins and Times New Roman 12 point font.
- Do give your essay a title (centered at the top of the first page), but please no title pages. Include your name, the course and the date in the upper left-hand corner of the assignment; include the word count on the bottom right hand corner of the last page.
- Submit your paper as a Microsoft Word Document (other formats will be returned to you), labeled [LASTNAME]_JGI346_[ASSIGNMENT: NW, TP1 TP2].

1. Neighbourhood Walk (Due: October 10)

In this assignment, you are asked to take an interpretive walk in your neighbourhood or in another district of the city, take careful notes, and write a 4-5 page paper about what you notice in terms of the planning models that shaped the area, and what current planning issues there may be. Based on your observations, students should submit a 1,250 - 1,500 word paper (about 4-5 pages).

This assignment will be graded on

- field notes and maps (30%)
- content (50%)
- organization and mechanics (20%) The complete rubric will be available on Quercus; **we'll go over all parts in class on September 18.**

2. Term paper

The final product of this assignment is a term-paper developed on one of four planning related-topics. The paper is expected to engage the scholarly literature, but also draw on locally relevant examples and planning documents such as published plans and reports to illustrate the issue.

This assignment is due in two parts:

Part 1: Part 1 consists of a description of your paper topic, research question, and structure, along with an annotated bibliography. It is due at noon on **November 6**. It will be returned to students by **Nov. 13** with comments intended to help you develop a successful paper.

Part 2: Part 2 consists of a fully developed paper on your topic of no more than 3,000 words, plus bibliography, illustrations, etc. It is due at the start of class on **December 4**.

In-class workshops on the term paper will be held on **October 16 and November 13**. TAs will also hold extra office hours around the paper to support student writing.

Late Assignments:

Written assignments for this class are to be submitted in electronic form to Quercus. Late assignments will be penalized 5% each day late. **No assignments will be accepted more than one week after the due date** unless the student has obtained prior permission from the instructor in the case of documented illness or other extenuating circumstances.

Extensions will only be granted in the case of documented illness (see <http://illnessverification.utoronto.ca>) or personal emergency. If a personal emergency arises that prevents you from submitting your assignment on time, contact your College Registrar immediately so that you can assemble the proper collaborating documentation.

3. Final exam

The final exam will be a combination of definitions and short answers from the readings, media and lectures from the course. We will review for the exam in the last few weeks of the course.

Missed Exam: The final exam is administered through the Faculty of Arts and Science. Students who are unable to write their examinations due to illness, etc., should contact their College Registrar (see "Petitions Regarding Examinations" in the Calendar - <http://www.artsci.utoronto.ca/current/petitions/common#deferred>)

Grading Scheme:

Assignment 1.(Oct. 16).....	20%
Term paper part 1 (Nov 6).....	20%
Term paper part 2 (Dec. 4).....	35%
Final Examination (Date TBA).....	25%

Grade Change Policy (for all assignments and exams):

Students wanting clarification on a particular grade must submit a request in writing explaining their question and, if they are disputing an answer marked wrong, documentation of the grading error with evidence from the text. Per University policy: “the remarking request should go first to the TA and any appeal of that should go to the course instructor. Such a request entails a remarking of the work. Hence, if a remarking is granted, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark or the appeal means the student accepts this condition.”

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities, who may require accommodations, should contact Accessibility Services (<http://www.accessibility.utoronto.ca/>). Please notify the instructor if you have a disability that may require some modification to this course so that I can work with you and AS to make the appropriate arrangements. If you are not sure if you are eligible for accommodations, please contact the DRC in order to find out. The DRC is located in 455 Spadina Avenue, 4th Floor, Suite 400, and can be contacted at 416-978-8060, accessibility.services@utoronto.ca.

WRITING HELP AND CITATION GUIDELINES

There are resources at U of T to help you develop skills of reading, writing, studying, and researching. Please consider accessing the following:

- Robarts Library research and reference services (<https://onesearch.library.utoronto.ca/robarts-reference-and-research-services>)
- Writing Centres (<http://www.writing.utoronto.ca>)
- the Academic Success Centre (<http://www.asc.utoronto.ca>)
- English Language Learning programs (<http://www.artsci.utoronto.ca/current/advising/ell>).

You are required to properly document the sources of your work. Choose a citation strategy consistent with your other courses. APA is the most common, and instructions can be found here: https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_for_mat.html

ACADEMIC DISHONESTY AND PLAGIARISM

Academic integrity is fundamental to learning and scholarship at the University of Toronto -- plagiarism is a serious academic offence and will not be tolerated. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Plagiarism includes quoting or paraphrasing the work of another author, including that of fellow students, without proper citation. 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>).

Please note also the following:

People come to this class with a variety of academic expertise, life experiences, and customs (both individual and cultural). These differences can, and hopefully will, contribute positively to the substance and quality of class discussion. However, because these differences are often related to social inequalities, they can also be a source of misunderstanding and frustration. It is thus important to keep in mind that active, respectful class participation is as much about listening to and engaging the ideas of others as it is about speaking one's own mind. This is an aspect of the class that we will discuss openly.

Course Schedule: Readings are listed the day they are due. Readings in grey are suggested but not required.

Week 1: Sept. 11 — *Introduction and Overview: Planning issues and problems*

Introductions

Syllabus

Assignments

Expectations

Introductory exercise

→ 12PM TA visit!

**Week 2: Sept 18 – *What does planning describe? What do planners do?* Reading the TO
official plan**

Toronto official plan, Ch. 1 – 5. Please complete the reading guide provided Week 1

Ryan, B. D. (2011). Reading Through a Plan. *JAPA*, 77:4, 309 – 327.

Neuman, M. (1998). Does Planning Need the Plan? *Journal of the American Planning Association*, 64:2, 208-220.

Go over Assignment 1 in class

Week 3: Sept. 25 — *Urban Form in History, Colonial Planning, and the Problems of the Industrial City*

Grant, J. (Ed.) (2008). *A Reader in Canadian Planning*. Ch. 1.: The Nature of Canadian Planning. pp. 3-20.

Relph, E. (2014). "Shaping the Old City." See: <http://www.torontotransforms.com/home-about-torontos-transformations/chapter-3-shaping-the-old-city/>

Hall, P. (1988). *Cities of Tomorrow*. Wiley Blackwell. Ch. 2: The City of Dreadful Night, pp. 14-47

Week 4: Oct 2 — Planning in our everyday lives

Jacobs, A. (1985). Starting to Look."In *Looking at Cities* Cambridge, MA: Harvard University Press.

Southworth, M. and P. M. Owens (1993). The Evolving Metropolis: Studies of Community, Neighborhood, and Street Form at the Urban Edge. *Journal of the American Planning Association* 59,3: 271-287.

Baird, G. (1978). Theory/Vacant Lots in Toronto. *Design Quarterly*, 108: 16-39.

Recommended: Lewis, P. (1982). Axioms for Reading the Landscape. In *Material Culture Studies in America* (Ed. Schlereth, T.J.). Nashville: American Association for State and Local History.

For a great example of interpretive urban writing, “On loving Toronto — memories of the Annex and discovering Scarborough” ([Spacing Magazine](#), April 11, 2014)

Week 5: Oct. 9 — Envisioning A New City (Guest: Paul Hess)

Relph, E. (1987). The Invention of Modern Town Planning: 1890-1940, in *The Modern Urban Landscape*, Baltimore: The Johns Hopkins Press, pp. 49-75.

Birch, E.L. (2002). Five Generations of the Garden City: Tracing Howard's Legacy in the Twentieth-Century Residential Planning. In *From Garden City to Green City: The Legacy of Ebenezer Howard*, eds. Kermit C. Parsons and David Schuyler, Baltimore: The Johns Hopkins University Press.

HAND OUT TERM PAPER ASSIGNMENT. POST TOPICS BY MONDAY 9/14 5PM

Week 6: Oct. 16 — *The Power to Plan: City Planning and Governance*

Siegel, D. (2009). "Ontario" in *Foundations of Governance: Municipal Government in Canada's Provinces*, Andrew Sancton and Robert Young eds. Toronto: University of Toronto Press.

Makuch, C. & Leisk. (2004). *Canadian Municipal and Planning Law*. Toronto: Thompson Carswell. Chapter 7 "Planning and Plans" pp. 159-188.

Spacing Radio episode 34: Provincial creatures

ASSIGNMENT 1 – NEIGHBOURHOOD WALK DUE 10AM

PAPER WRITING WORKSHOP 10 – 11AM

Week 7: Oct. 23 — Zoning and Development Control

(Guests: Students in the MSc in Planning program, second year)

Fischler, R. (1998). The Metropolitan Dimension of Early Zoning: Revisiting the 1916 New York City Ordinance. *Journal of the American Planning Association*, 64:2, : 170–88.

Lueng, H. (2003). *Land Use Planning Made Plain, 2nd ed.*, Toronto: University of Toronto Press. Chapt. 7
“Implementation (Control Oriented)”

Week 8: October 30 — Regional Planning and the Problems of Growth

Thorne, J. (2016). Places to Grow: A Case Study in Regional Planning in a Rapidly Growing Urban Context, in *Planning Canada, A Case Study Approach*, Ren Thomas ed., Toronto: Oxford Press, pp. 361 - 369.

Wheeler, S.M. (2003). The Evolution of Urban Form in Portland and Toronto: Implications for sustainability planning. *Local Environment*, 8:3, 317-33.

Spacing Radio (Episode 22): Visioning

Return Assignment 1

NOVEMBER 4 - 8: Fall Reading Week – NO CLASS

Term paper part 1 due 11/6 10AM

Week 9: Nov. 13 — Plan Implementation: Urban Design Guidelines, Public-Private *Partnerships*, Non-Regulatory Planning

Punter, J. (2002). Urban Design as Public Policy: Evaluating the Design Dimension of Vancouver's Planning System. *International Planning Studies* 7:4, 265-282.

Brook, C. & Reid, M. (2016). The Toronto Avenues and Mid-Rise Building Study, in *Planning Canada, A Case Study Approach*, Ren Thomas ed., Toronto: Oxford Press, pp. 315-324.

James, R.K. (2010). From 'Slum Clearance' to 'Revitalisation': Planning, Expertise and Moral Regulation in Toronto's Regent Park. *Planning Perspectives*, 25:1, 69–86.

Term paper part 1 RETURNED

Writing workshop: the Zeroth draft

Week 10: Nov. 20 — Transportation Plans and Planning

Kramer, A. & Mettke, C. (2016). The Death and Life of 'Transit City': Searching for Sustainable Transport in Toronto's Inner Suburbs. In *Planning Canada, A Case Study Approach*, Ren Thomas ed., Toronto: Oxford Press, pp.374-383.

Hess, P.M. (2009). Avenues or Arterials: The Struggle to Change Street Building Practices in Toronto, Canada. *Journal of Urban Design*, 14: 1, 1–28.

Week 11: Nov. 27. — Planning, Public Participation, and Politics

Qadeer, M. A. (1997). Pluralistic Planning for Multicultural Cities: The Canadian Practice. *Journal of the American Planning Association*, 63: 481 - 494.

Lightbody, J. (2006). Chapter 7 “Interests and Lobbying at City Hall” in *City Politics Canada*, Peterborough, Ontario: Broadview Press, pp. 263-302

Umemoto, K. (2001). Walking in Another’s Shoes: Epistemological Challenges in Participatory Planning. *Journal of Planning Education and Research* 21: 17 - 31

Week 12: Dec. 4 — Planners, The Planning Profession, and the Future of Planning

Planners Panel – TBA

Jill L Grant and Pierre Filion. Emerging urban forms in the Canadian city. Chapter 17. Canadian Cities in Transition: Perspectives for an Urban Age, (eds. P Filion, M Moos, T Vinodrai, R Walker) Fifth Edition, Oxford University Press, pp. 288-304.

Rahder, Barbara and Patricia Wood, “A funny thing happened on the way to the future,” in uTOpia: Towards a New Toronto, Coach House Books, 2005. Pp.238 – 242

+podcast TBA

FINAL PAPER DUE 10AM

Final Exam: To be scheduled by Faculty of Arts and Sciences