

Syllabus: JGI346 – Urban Planning Process

University of Toronto, Fall 2020

Wednesdays 10am – 1pm

Online - BBCollab



Paul Hess

[Instructor email](#)

Office Hours: immediately after class up to 1:30pm; Thursdays, 9-11am; by request

Teaching Assistants

Sneha Mandhan [Email](#)

Kate Nelischer [Email](#)

TA office hours will be announced for help with assignments.

Course Description

This course provides an overview of 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.

Given remote teaching this year, lectures will be kept relatively short, followed by small-group activities and class discussion.

Learning Outcomes

By the end of this course, students should:

- Acquire a general understanding of the historic origins and contemporary practice of urban planning.
- Understand through readings, lectures, and student exercises the role of planning as a function of government.
- Develop a basic understanding of common planning tools such as zoning, Official Plans, and design guidelines and what they are used for.
- Be able to identify and critique the fundamental conflicts of rights and values that make planning an inherently political activity
- 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.

Course Organization

Access to Course Materials & 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*. There will also be a series of short “conversations with planners” that you will be required to view. Highlight (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. Some readings may be added or substituted during the semester. No changes will be made less than a week before an assignment is due.

Submissions

Assignments will be submitted through the Quercus site. You are expected by not required to submit the final paper through Turnitin. If you do not use Turnitin, you may email your paper as a PDF to me directly.

Assignments and Evaluation

Key Dates

1. Development Profiles	10%	October 14, 2020
2. Neighbourhood Evaluation	20%	October 28, 2020
3. Term Paper Part 1	10%	November 18, 2020
4. Term Paper Part 2	35%	December 9, 2020
5. Group-evaluation, class exercises	5%	Various
6. Final Assessment	20%	TBA

Assignment Details

Assignment 1. Development Profiles (Due October 7 by start of class)

Due October 7 by start of class; weight 10%

In this assignment, students will exam planning reports on three recent buildings in one of Toronto's growth areas to help understand how planners shape development. Students will be organized into teams, assigned to a growth area in the city, and look up information at the city to record basic information about the project including how many stories were allowed, what community benefits the development may have been required to provide, and what development charges were levied. We will go over these terms as part of the project. Student will submit this data into an online-form and submit background documents. We will share the results of everyone's work as a class, as well as a parallel class at UTSC. Students will also write a one-page "planning note" recording their impressions of the process.

The assignment will be graded on:

- Completeness of data and documentation.

Assignment 2 – Neighbourhood Evaluation

Due October 21 by start of class; weight 20%

This assignment builds on the development profiles. You are asked to evaluate the area in which the developments you profiled are located in terms of whether you think the planning process created a good place. You should gather background planning documents and take a walk around the area (at least virtually, but in person is better). You should take careful notes, and write a 4-5 page paper on what you noticed in terms of the planning ideas used and whether or not you think they were successful. This is your evaluation, so does not have a correct answer, but should be based on grounded observations and criteria. You may discuss what you think and share resources with your group, but should independently write your paper. I will assign one or two articles that may guide you as to some ideas of what makes a good or well planned place, but again your criteria maybe different.

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.

Assignment 3&4 – Term Paper

Due in two parts: Part 1 due November 4 (Proposal and bibliography); weight 10%. Part 2 due December 9 (final paper); weight 35%.

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 10 am on **November 4**. It will be returned to students by **Nov. 18** 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 9**.

Discussion group evaluation and class exercises

Various dates; weight 5%

There will be a short evaluation of your discussion group to be completed on the last day of class (Dec. 9). It will ask about the quality of discussion, interaction, and a self-evaluation of your contribution to the group.

Final Assessment

Date TBD; weight 20%

I will update you with information as I know more about the assessment and its administration. It will be some combination of short answers from the readings, media and lectures from the course in addition to a short essay that synthetically engages course material. We will review for the exam in the last few weeks of the course.

Course Schedule

Week 1 - September 16

Introduction and Overview: Planning issues and problems

Readings:

- Recommended (not required): Grant, J. (Ed.) (2008). A Reader in Canadian Planning. Ch. 1.: The Nature of Canadian Planning. pp. 3-20.

Week 2 - September 23

Planning before planning and the Industrial City

Readings:

- [Edward, Relph. \(2014\). "Shaping the Old City.](#)
- Hall, P. (1988) Cities of Tomorrow, Ch. 2, "The City of Dreadful Night" pp. 14-47 Assignment Handout and workshop

Week 3 - September 30

Envisioning the New City

Readings:

- Edward Relph (1987) "The Invention of Modern Town Planning: 1890-1940" in *The Modern Urban Landscape*, Baltimore: The John Hopkins Press, pp. 49-75.
- Eugenie L. Birch (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.

Week 4 - October 7

The Power to Plan: Institutionalizing Planning

Readings and Podcast:

- Sorensen, A. (2011). *Toronto Megacity: Growth, Planning Institutions, Sustainability*. In A. Sorensen & J. Okata (Eds.), *Megacities: Urban Form, Governance, and Sustainability* (245-272). Tokyo: Springer Verlag.
- [Spacing Radio episode 34: Provincial creatures.](#)

Week 5 - October 14

Zoning Systems and Applications

Development Profiles Due

Readings:

- Fischler, Raphael. (1998) "The Metropolitan Dimension of Early Zoning: Revisiting the 1916 New York City Ordinance." *Journal of the American Planning Association*, 64(2), 170–88.
- Hok-Lin Lueng (2003) Chapt. 7 "Implementation (Control Oriented)" in *Land Use Planning Made Plain*, 2nd ed., Toronto: University of Toronto Press.
- Recommended:
- Silver, Christopher. 1996. "The Racial Origins of Zoning in American Cities." In *Urban Planning and the African-American Community: In the Shadows*, edited by June Thomas and Marsha Ritzdorf, 1st edition, 23–42. Thousand Oaks: Sage Publications.

Week 6 - October 21

The Role and Functions of Plans: Official Plan, Secondary Plans, Zoning, Precinct Plans

Readings:

- Ryan, B. D. (2011). Reading Through a Plan: A Visual Interpretation of What Plans Mean and How They Innovate. *Journal of the American Planning Association*, 77(4), 309–327.

- [City of Toronto Official Plan Chapters 2& 5](#)
- Neighbourhood Evaluation Due

Week 7 - October 28

Public Space, Green Infrastructure, Parks, and Privately Owned Public Spaces

Neighbourhood Evaluation Due

Readings:

- Banerjee, T. (2001). "The Future of Public Space Beyond Invented Streets and Reinvented Places." *Journal of the American Planning Association* 67:9-24.
- [City of Toronto 'Green Streets Technical Guidelines'](#)
- City of Toronto. (2014) "[City of Toronto. \(2014\) "POPS: Creative Place Making to Enhance Urban Life." \(POPS Guidelines\).](#)

Week 8 - November 4

Growth Pays for Growth: Subdivision Control, Development Charges, Section 37, Land Dedications, Bill 108

Readings:

- Moore, A. A. (2013). Trading Density for Benefits: Toronto and Vancouver Compared. IMFG
- [Found, A. \(2019\). Development Charges in Ontario: Growth Paying for Growth? IMFG.](#)

November 11 - READING WEEK – NO CLASS

Week 9 - November 18

Post Modern Planning and Sprawl

Term Paper Part 1 Due

Readings:

- Filion, P., & Kramer, A. (2012). Transformative Metropolitan Development Models in Large Canadian Urban Areas: The Predominance of Nodes. *Urban Studies*, 49(10), 2237–2264.
- Grant, Jill L., and Stephanie Bohdanow. "New Urbanism Developments in Canada: A Survey." *Journal of Urbanism: International Research on Placemaking and Urban Sustainability* 1, no. 2 (2008): 109–27.
- Williamson, J. (2015). "Urban Design Tactics for Suburban Retrofitting." In E. Talen (Ed.), *Retrofitting sprawl : addressing seventy years of failed urban form* (pp. 103–122). Athens: University of Georgia Press.

Week 10 - November 25

Housing and Redevelopment

Reading and Podcast

- 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.
- [PODCAST: Spacing Radio 032, Housing Toronto.](#)

Week 11- December 2

Transportation Planning

Readings:

- 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
- Pucher, J., & Buehler, R. (2008). Making cycling irresistible: Lessons from the Netherlands, Denmark and Germany. *Transport Reviews*, 28(4), 495–528
- Taylor, B. D., & Morris, E. A. (2015). Public transportation objectives and rider demographics: are transit's priorities poor public policy? *Transportation*, 42(2), 347–367.

Week 12 - December 9

Public Engagement and Politics

Paper Part 2 Due.

Readings:

- Qadeer, M. A. (1997), Pluralistic Planning for Multicultural Cities: The Canadian Practice, *Journal of the American Planning Association*, 63, pp.481 - 494.
- [Pitter, Jay. 2020. "A Call to Courage An Open Letter to Canadian Urbanists."](#)
- Arnstein, Sherry. "The Ladder of Citizen Participation", in Jay M. Stein (ed). *Classic Readings in Urban Planning: An Introduction*, McGraw Hill, Inc., New York, New York: 1995, pp. 358-374.
- Recommended:
- James Lightbody (2006) Chapt 7 "Interests and Lobbying at City Hall" in *City Politics Canada*, Peterborough, Ontario: Broadview Press, pp. 263-302

Course Policies & Expectations

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). Class will start at 10 past the hour. Class are

schedule for 2 hours and 50 minutes. I will mostly keep classes to two hours and will rarely use all this time. In-class time will involve short lectures, small-group discussion, and a good deal of active participation, in order to develop a scholarly environment in which to explore ideas.

Communication: email, Quercus, office hours:

This course is available through [Quercus](#). 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](#). 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. Hess is most easily reached by [email](#). 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 participate in **office hours** at least once per term. You can learn so much more in a face to face conversation. Bring a friend if you like. I will establish an online room for office hours.

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](#). 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

Supporting Mental Health in the U of T Community

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:

- Your College Registrar
- [U of T Student Life Health and Wellness](#).
- Department of Geography & Planning's [Mental Health Resources webpage](#).
- Emergency Support: Feeling distressed? Check out the full list of resources [here](#).

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](#).
- [Writing Centres](#).
- [The Academic Success Centre](#).
- [English Language Learning programs](#).

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](#).

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](#) and check the ["How not to plagiarize" website](#).

Classroom Environment

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.