

**COURSE OUTLINE**

**Fall 2014**

**ENVS 6325 CRITICAL PLANNING WORKSHOP**

The workshop investigates recent urban change in selected North American and European cities using an approach that is informed by recent critical planning practices and urban theory. Each year a different topic is selected as the basis for the workshop project.

**course director** Jenny Foster

jfoster@yorku.ca

HNES 278

**course meetings** York UniversityTD-Community Engagement Centre

Suite 232A, Yorkgate Mall

Tuesdays 2.30-5.30

Thursdays 6-9 pm

**objectives**

* To develop an advanced comprehension of critical planning theory and practice
* To develop a complex understanding of historical and contemporary planning issues and circumstances in the Jane-Finch neighborhood
* To develop awareness of the network of social, cultural and environmental advocacy groups active in the Jane-Finch neighborhood
* To work collaboratively with a variety of organizations focusing on “the politics of the possible” and urban environmental justice
* To prepare and disseminate reports on environmental justice and gentrification issues in the Jane-Finch neighborhood

**description**

ENVS 6325 Critical Planning Workshop is locate in the Yorkgate Mall, at the York University TD – Community Engagement Centre (CEC, a.k.a. “the York satellite campus”). None of the course sessions will be located on York’s main campus, aside from a class presentation to the FES community on 25 November. The course integrates a variety of community partners, and individual members of the Jane-Finch community are encouraged to join any of the course sessions. Community members who wish to attend the class may email the course director in advance (jfoster@yorku.ca), but it is also perfectly fine to just show up and join the group at the CEC.

The core critical planning theme of the course is environmental justice concerns in the Jane-Finch neighborhood. In particular, students will concentrate on the theme of gentrification. Early sessions will focus on critical urban planning literature and familiarization with the neighborhood. Students will prepare presentations on readings associated with these sessions. The course will then shift emphasis toward developing a critical understanding of environmental justice and gentrification, focusing on scales ranging from the global to local sites. These topics will also be the focus of student group presentations. The culmination of the course is a set of reports and presentations on the topics of environmental justice and gentrification, prepared in digital/print form and disseminated through oral presentations at FES and a special symposium coordinated by the CEC and Green Change. While students may choose which report and presentation they will devote their research intensity, there is an expectation that all students will participate in all aspects of the course.

Course materials combine online and printed resources. These include academic articles available through the York online library holdings, printed chapters and articles organized in a course compendium, and materials drawn from publicly-accessible websites. A copy of all the printed materials will be available in a file at the CEC reception desk, and community members are encouraged to borrow these and use the CEC computer terminals to access the electronic materials.

A website has been initiated for the course as well, and this is available to the public (no special York sing-in required). The course website may be accessed at:

http://criticalurbanplanning.info.yorku.ca

**evaluation**

Students will be evaluated according to the following:

participation: 20%

group presentation: 20%

report: 30%

report presentations: 30%

Students are expected to attend all course sessions and actively engage with course materials, themes and projects. If there is a compelling reason for absence, please inform the Course Director in writing, preferably prior to absence.

20% of the course grade is based on a group presentation, where students lead the seminar. Groups of 2 or 3 students will collectively lead the seminar. Presentations should cover at least the following:

- identify main themes of the readings

- provide a critical overview of the strengths and weaknesses of the readings

- identify key extracts and quotations from the readings

- relate themes to previous material and experiences

- prepare at least four questions for group response

The major research for this course is a group project. Students will determine the content and format of their projects, and will present these at a special symposium at York Woods Library on 27 November and an open session in FES on 25 November. Community members are also welcome to participate in all aspects of the course projects.

**course timeline**

9 Sep (Tues): intro, meet Lorna Schwartzentruber and Clara Stewart-Robinson

11 Sep (Thurs): Critical urban planning readings, part 1

## Marcuse, Peter (2010) “Rights in Cities and the Right to the City?” in Ana Sugranyes and Charlotte Mathivet (editors), [Cities for All:  Proposals and Experiences towards the Right to the City](http://www.hic-net.org/content/Cities%20fol%20All-ENG.pdf) (Habitat International Coalition, Santiago, Chile), pp. 87-98. (available online as free .pdf)

## Marcuse, Peter (2010). “Changing Times, Changing Planning: Critical Planning Today” *Progressive Planning* 182, pp. 13-16

## Sager, Tore (2013) *Reviving Critical Planning Theory* (London: Routledge). Chapter 3: “Activist modes of planning: A systematic overview”, pp. 66-95.

16 Sep (Tues): daytime neighborhood walking tour (Wanda McNevin)

18 Sep (Thurs): evening neighborhood walking tour (FIT)

23 Sep (Tues): determining study scale, types of data

# James, Carl E. (2012) *Life at the Intersection: Community, Class and Schooling* (Toronto: Fernwood Books) chapter 1: “Community, Stigmatization and Opportunities” and chapter 2: “Jane-Finch: A Profile” (pp.16-51)

Marcuse, Peter (2005) “Study areas, sites. And the geographic approach to public action”, in Carol J. Burns and Andrea Kahn (eds.) *Site Matters: Design Concepts, Histories, and Strategies* (London: Routledge) pp. 249-279.

Stewart, Graeme (2007) “Toronto’s modern suburbs and the concrete high-rise”, in Michael McClelland and Graeme Stewart (eds.) *Concrete Toronto: A Guidebook to Concrete Architecture From the Fifties to the Seventies*, pp. 212-217.

25 Sep (Thurs): Critical urban planning readings, part 2

Ranking, Katherine N. (2009) “Critical development studies and the praxis of planning” *City: analysis of urban trends, culture, theory, policy, action* 13(2-3): 219-229.

## de Souza, Marcelo Lopes (2006) “Social movements as ‘critical urban planning’ agents” *City: analysis of urban trends, culture, theory, policy, action* 10(3): 327-342

30 Sep (Tues): environmental justice readings, part 1

Agyeman, Julian. 2008. “Toward a ‘just’ sustainability?” *Continuum: Journal of Media & Cultural Studies”* 22(6): 751-756.

Walker, Gordon (2012) *Environmental Justice: Concepts, Evidence and Politics* (London: Routledge). Chapter 9: “Analysing environmental justice”, pp. 214-221.

Anguelovski, Isabelle. 2013. “New directions in urban environmental justice: Rebuilding community, addressing trauma, and remaking place” *Journal of Planning Education and Research* 33(2): 160-175*.*

2 Oct (Thur): JFAAP

7 Oct (Tues): gentrification readings, part 1

# Kohn, Margaret. (2013) “What is wrong with gentrification?” *Urban Research & Practice* 6(3): 297-310.

London Tenants Federation, Loretta Lees, Just Space, and Southwark Notes Archive Group. (2014) *Staying Put: An Anti-Gentrification Handbook for Council Estates in London*. <https://southwarknotes.files.wordpress.com/2014/06/staying-put-web-version-low.pdf>

# The Agenda with Steve Paiken (2014) “Gentrification: Help or Harm?” discussion with panelists Sharon Zukin, Kyle Rae, Diane Dyson, Christopher Leinberger, and Martine August, 2 April 2014. http://www.youtube.com/watch?v=F3Mbeb4\_bpI

9 Oct (Thur): gentrification readings, part 2

# Wong, Joanne (2010) Regent Park: Revitalization or gentrification?

## “Some tenants of the Regent Park project fear they are being "forced out" of the neighbourhood and that it will one day cater more to wealthier residents.” *Toronto Star* 12 September 2010. <http://www.thestar.com/news/gta/2010/09/12/regent_park_revitalization_or_gentrification.html>

## August, Martine (2014) “Negotiating Social Mix in Toronto's First Public Housing Redevelopment: Power, Space and Social Control in Don Mount Court” *International Journal of Urban and Regional Research* 38(4): 1160-1180*.*

Quastel, Noah (2009) “Political ecologies of gentrification” *Urban Geography* 30(7): 694-725

14 Oct (Tues): environmental justice and gentrification readings

Berger, Joseph (2012) “No longer burning, the South Bronx gentrifies” *New York Times*. 25 March 2012. <http://www.nytimes.com/2012/03/26/nyregion/grand-concourse-neighborhood-in-the-south-bronx-gentrifies.html?pagewanted=all&_r=0>

Pearsall, Hamil (2010) “From brown to green? Assessing social vulnerability to environmental gentrification in New York City” *Environment and Planning C: Government and Policy* 28: 872-886.

Essoka, Jonathan D. (2010) “The gentrifying effects of brownfield redevelopment” *Western Journal of Black Studies* 34(3): 299-315

16 Oct (Thur): project planning

21 Oct (Tues): community organizing for critical planning and social change

Indigenous Environmental Network: http://www.ienearth.org/

Highlander Research and Education Centre: <http://highlandercenter.org/>

Sustainable South Bronx: <http://www.ssbx.org/>

Southwest Workers Union: <http://www.swunion.org/>

Together North Jersey: http://togethernorthjersey.com/

Capacity Global: <http://www.capacity.org.uk/>

Center on Race, Poverty and the Environment: <http://www.crpe-ej.org/crpe/>

Environmental Health Coalition: <http://www.environmentalhealth.org/index.php/en/>

23 Oct (Thur): field research

28 Oct (Tues): PEACH walking tour

30 Oct: Co-curricular week (no class)

4 Nov (Tues): project reporting and discussion with Winston W. LaRose and Szimbah Hanley

## 6 Nov (Thurs): project planning

11 Nov (Tues): project reporting and discussion with Joesiann Nelson, Black Creek Community Health Centre

13 Nov (Thur): field research

18 Nov (Tues): project reporting

20 Nov (Thur): field research

25 Nov (Tues): FES presentation, HNES 140

27 Nov (Thur): community symposium at York Woods Library, 1785 Finch Ave W.

2 Dec (Tues): debrief, next steps

4 Dec (Thur): peer evaluation and partner potuck

**academic honesty**

All York students are subject to policies regarding academic honesty as set out by the Senate of York University and by the Faculty of Environmental Studies (FES). Students are strongly encouraged to read the Senate Policy on Academic Honesty, a copy of which can be found on the York University web-site (http://www.yorku.ca/secretariat/legislation/senate/acadhone.htm). FES is committed to maintaining the highest standards of academic integrity. Please be advised that conduct that violates the ethical or legal standards of the University community may result in serious consequences. For more information, please contact the Director, Student and Academic Services and/or the FES Writing Program Coordinator.

**research ethics**

Students who conduct a research study using human participants must submit the following for approval prior to the conduct of research:

1. three copies of a proposal outlining the purpose of the research and the methodology to be used
2. three copies of the Faculty of Environmental Studies Human Participants Research Protocol Form, and
3. three copies of the Written Informed Consent form or a script of Verbal Informed Consent (Verbal Informed consent is permissible only in extenuating circumstances, where written communication is not feasible).

This material will be reviewed by a Sub-committee of the Research and Awards Committee. Reviews will take up to 2 weeks from the date of submission. If the research is not approved prior to the conduct of the research, then the research will not have received research ethics clearance and will be deemed unacceptable for submission as a component of this course.

Information regarding the use of human participants in research studies may be found on the Faculty of Graduate Studies webpage <http://www.yorku.ca/grads/polc/ethics.htm>.

Students are advised that all human participants in the research must have either signed a written consent form or have provided oral consent for their participation in the research. Students also are advised that the consent forms must be retained by the Principal Investigator for two years following the completion of the research.

PLEASE NOTE:

Students who feel that there are extenuating circumstances that may interfere with the successful completion of the course requirements are encouraged to discuss the matter with the course director as soon as possible. Students with physical, learning or other disabilities who require reasonable accommodations in teaching style or evaluation methods should discuss this with the course director early in the term so that appropriate arrangements can be made.

Copies of this and other FES Course Outlines may be obtained in Room 137 Health, Nursing, and Environmental Studies Bldg.