


# Course Outline

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<b>School:</b>	English & Liberal Studies
<b>Department:</b>	Humanities and Social Sciences
<b>Course Title:</b>	Toronto: Everyone's City
<b>Course Code:</b>	GNED 232
<b>Course Hours/Credits:</b>	42
<b>Prerequisites:</b>	N/A
<b>Co-requisites:</b>	N/A
<b>Eligible for Prior Learning, Assessment and Recognition:</b>	Yes
<b>Originated by:</b>	Shane Walker
<b>Creation Date:</b>	Summer 2021
<b>Current Semester:</b>	Fall 2025
<b>Approved by:</b>	

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Philip Alalibo, Associate Dean/Dean  
English & Liberal Studies

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Students are expected to review and understand all areas of the course outline.

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<br />Retain this course outline for future transfer credit applications. A fee may be charged for additional copies.

## Acknowledgement of Traditional Lands

Centennial is proud to be a part of a rich history of education in this province and in this city. We acknowledge that we are on the treaty lands and territory of the Mississaugas of the Credit First Nation and pay tribute to their legacy and the legacy of all First Peoples of Canada, as we strengthen ties with the communities we serve and build the future through learning and through our graduates. Today the traditional meeting place of Toronto is still home to many Indigenous People from across Turtle Island and we are grateful to have the opportunity to work in the communities that have grown in the treaty lands of the Mississaugas. We acknowledge that we are all treaty people and accept our responsibility to honor all our relations.

## Course Description

The territory known as Toronto is considered a world-renowned city in terms of place (quality of natural and built environments), people (diversity of population), product (key institutions, attractions, and infrastructure), and prosperity (standard of living), and is ranked in the top 20 of the world's best cities to "live, work, invest and visit." Dynamic neighbourhoods, globally recognized institutions, and a vibrant arts and culture scene belie the many challenges it faces, including inequity, climate change, mobility, housing, and community and neighbourhood development. This course provides a foundation for active citizenship by allowing students to engage with leaders at City Hall, examine Tkarón:to's/Toronto's histories, become aware of the urban issues it faces, evaluate its efforts to address those issues, and develop a community social action plan based on input from diverse contributors.

This course will be offered in partnership with the City of Toronto, Centennial College and other Toronto area colleges and universities. Six of the classes take place at Toronto City Hall, together with students from the other colleges and universities. These classes are taught by leading City of Toronto officials. The remaining classes are held by Centennial College. All assignments and grading are handled by Centennial College.

## External Standard Information (ESI)

N/A

## Course Learning Outcomes

The student will reliably demonstrate the ability to:

1. Examine how Indigenous and contemporary history, settlement patterns, and cultural, political, and socioeconomic institutions have shaped Tkarón:to/Toronto.
2. Discuss the urban issues facing Tkarón:to/Toronto, their root causes, and the critical role of an active citizenry.
3. Evaluate Tkarón:to's/Toronto's efforts to address urban issues and rebuild after major challenges.
4. Recognize Tkarón:to's/Toronto's role in supporting basic needs and promoting health and well-being to foster social inclusion.
5. Integrate ideas from diverse contributors to develop strategies for active citizenship and recommendations for building an equitable Tkarón:to/Toronto, as well as a community social action plan.

## Essential Employability Skills (EES)

The student will reliably demonstrate the ability to\*:

1. Communicate clearly, concisely and correctly in the written, spoken, and visual form that fulfills the purpose and meets the needs of the audience.
2. Use a variety of thinking skills to anticipate and solve problems.
3. Locate, select, organize, and document information using appropriate technology and information systems.
4. Analyze, evaluate, and apply relevant information from a variety of sources.
5. Show respect for diverse opinions, values belief systems, and contributions of others.
6. Interact with others in groups or teams in ways that contribute to effective working relationships and the achievement of goals.
7. Manage the use of time and other resources to complete projects.

*\*There are 11 Essential Employability Skills outcomes as per the Ministry Program Standard. Of these 11 outcomes, the following will be assessed in this course.*

## New Essential Skills (NES)

1. Respond to moral problems by analyzing and implementing practical solutions from an ethical perspective.
2. Work with others toward a common purpose.
3. Relate and engage effectively in complex situations across diverse groups and environments.
4. Reflect on one's actions to engage in a process of continuous learning.

## Global Citizenship and Equity (GC&E) Outcomes

1. Analyze issues of equity at the personal, professional, and global level.
2. Identify and challenge unjust practices in local and global systems.
3. Support personal and social responsibility initiatives at the local, national or global level.

## Methods of Instruction

Six (6) synchronous (live) online sessions with City Hall officials and eight (8) asynchronous online sessions with the Centennial professor.

## Text and Other Instructional/Learning Materials

The costs of textbooks or other learning material are available through the Centennial College Bookstore <https://www.bkstr.com/centennialprogressstore/shop/textbooks-and-course-materials>.

### **Text Book(s):**

There is no textbook for this course. You access selected, required readings through the 'Overview' section of each weekly module and in the Weekly Topical.

### **Online Resource(s):**

You access selected, required readings through eCentennial.

Please see the weekly topical outline for any Additional Learning Resources required for your section of this course.

## Evaluation Scheme

- Critical 'Blog' Posts: Students critique (informed opinion/perspective) each of the six (6) 'conversations'/sessions held at Toronto City Hall, for a total of six (6) critical reflections worth 12.5% each.
- Assessment 4: Group Project: Students, in groups, employ creativity, collaboration, and critical thinking through non-traditional forms/methods to explore and document a social issue faced by Toronto/Tkarón:to (from one of several identified during the course). Students also complete a peer review of another (assigned) group's project (5%) and an assessment of their and each member of their group contributions to the group's project (5%).

Evaluation Name	CLO(s)	EES Outcome(s)	NES Outcome(s)	GCE Outcome(s)	Weight/100
Critical 'Blog' Posts	2, 3, 4	1, 6, 7	2, 7	3, 5	75
Assessment 4: Group Project	1, 2, 3, 4, 5	1, 5, 6, 7, 8, 9, 10	2, 6, 7, 8	3, 5, 6	25
<b>Total</b>					<b>100%</b>

If students are unable to write a test they should immediately contact their professor or program Associate Dean for advice. In exceptional and well documented circumstances (e.g. unforeseen family problems, serious illness, or death of a close family member), students may be able to write a make-up test.

All submitted work may be reviewed for authenticity and originality utilizing College approved plagiarism prevention software. Students who do not wish to have their work submitted to College approved plagiarism prevention software must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

When writing tests, students must be able to produce official Centennial College photo identification or they may be refused the right to take the test or test results will be void.

Tests or assignments conducted remotely may require the use of online proctoring technology where the student's identification is verified and their activity is monitored and/or recorded, both audibly and visually through remote access to the student's computer and web camera. Students must communicate in writing to the instructor as soon as possible and prior to the test or assignment due date if they require an alternate assessment format to explore mutually agreeable alternatives.

## Student Accommodation

The Centre for Accessible Learning and Counselling Services (CALCS) (<http://centennialcollege.ca/calcs>) provides programs and services which empower students in meeting their wellness goals, accommodation and disability-related needs. Our team of professional psychotherapists, social workers, educators, and staff offer brief, solution-focused psychotherapy, accommodation planning, health and wellness education, group counselling, psycho-educational workshops, adaptive technology, and peer support. Walk in for your first intake session at one of our service locations (Ashtonbee Room L1-04, Morningside Room 190, Progress Room C1-03, The Story Arts Centre Room 285, Downsview Room 105) or contact us at [calcs@centennialcollege.ca](mailto:calcs@centennialcollege.ca), 416-289-5000 ext. 3850 to learn more about accessing CALCS services.

## Use of Dictionaries

## Program or School Policies

### School of English and Liberal Studies Policy for Missed Tests and Late Assignments

Students who have missed a test and present documented evidence of their absence upon returning to class are permitted to do an alternative assessment, typically completing the assessment within two weeks of returning to class. Students are strongly advised to contact the professor before the scheduled test date. Students who do not contact the professor within 24 hours of the missed class and do not present documented evidence will receive a mark of zero for the assessment. Make-up assessments will not be given.

Assignments are due on their due dates. Students who are unable to submit an out-of-class assignment on the day it is due must inform the professor on or before the due date. A mark of 10% will be deducted for each day past the due date unless an alternate due date has been negotiated. A hard copy of the assignment should be presented to the professor for grading and feedback; however, an electronic copy may first be submitted as proof that the work has been completed. There will be no make-up assignments.

It is the student's responsibility to keep track of all returned assignment and test / exam marks.

All submitted work that requires extensive writing such as essays and reports will be reviewed for authenticity and originality utilizing Turnitin®. Students who do not wish to have their work submitted to Turnitin® must, by the end of the second week of class, communicate this in writing to the instructor and make mutually agreeable alternate arrangements.

## Course Policies

This course requires students to respect and adhere to the principles of academic honesty, especially in terms of plagiarism. The following excerpt from Centennial College's policies on academic integrity describe academic integrity and defines plagiarism:

"Academic integrity is the foundation of a learning organization. Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. This policy recognizes the general responsibility of Centennial College and its faculty members, and staff to ensure standards of academic conduct, and of its students to be aware of and comply with such standards.

... to present the ideas, writing, artistic work, creations, etc. of another

person or entity (including those generated by Artificial Intelligence or AI tools or websites) as one's own. This includes the presentation of all or part of another person's work as something one has written, paraphrasing another's writing without proper acknowledgement or representing another's work or creation as one's own. Any use of the work of others, whether published, unpublished or posted electronically or on the web, attributed or anonymous, must include proper acknowledgement."

Plagiarism is forbidden at Centennial College and by all academic institutions in Canada. Those who are caught plagiarizing face severe penalties, including course failure and/or suspension from the college.

Please make sure you familiarize yourself with Centennial College's Academic Honesty & Plagiarism Policy, available through: <https://centennialcollege.widen.net/s/gbzx6chzvz/academic-honesty-policy>

## College Policies

Students should familiarize themselves with all College Policies that cover academic matters and student conduct.

All students and employees have the right to study and work in an environment that is free from discrimination and harassment and promotes respect and equity. Centennial policies ensure all incidents of harassment, discrimination, bullying and violence will be addressed and responded to accordingly.

### Academic Honesty

Academic honesty is integral to the learning process and a necessary ingredient of academic integrity. Forms of academic dishonesty include cheating, plagiarism, and impersonation, among others. Breaches of academic honesty may result in a failing grade on the assignment or course, suspension, or expulsion from the college. Students are bound to the College's AC100-11 Academic Honesty and Plagiarism policy.

To learn more, please visit the Libraries information page about Academic Integrity <https://libraryguides.centennialcollege.ca/academicintegrity> and review Centennial College's Academic Honesty Module: [https://myappform.centennialcollege.ca/centennial/articulate/Centennial\\_College\\_Academic\\_Integrity\\_Module\\_%202/story.html](https://myappform.centennialcollege.ca/centennial/articulate/Centennial_College_Academic_Integrity_Module_%202/story.html)

### Use of Lecture/Course Materials

Materials used in Centennial College courses are subject to Intellectual Property and Copyright protection, and as such cannot be used and posted for public dissemination without prior permission from the original creator or copyright holder (e.g., student/professor/the College/or third-party source). This includes class/lecture recordings, course materials, and third-party copyright-protected materials (such as images, book chapters and articles). Copyright protections are automatic once an original work is created, and applies whether or not a copyright statement appears on the material. Students and employees are bound by College policies, including AC100-22 Intellectual Property, and SL100-02 Student Code of Conduct, and any student or employee found to be using or posting course materials or recordings for

public dissemination without permission and/or inappropriately is in breach of these policies and may be sanctioned.

For more information on these and other policies, please visit [www.centennialcollege.ca/about-centennial/college-overview/college-policies](http://www.centennialcollege.ca/about-centennial/college-overview/college-policies).

Students enrolled in a joint or collaborative program are subject to the partner institution's academic policies.

## PLAR Process

This course is eligible for Prior Learning Assessment and Recognition (PLAR). PLAR is a process by which course credit may be granted for past learning acquired through work or other life experiences. The PLAR process involves completing an assessment (portfolio, test, assignment, etc.) that reliably demonstrates achievement of the course learning outcomes. Contact the academic school to obtain information on the PLAR process and the required assessment.

**This course outline and its associated weekly topical(s) may not be reproduced, in whole or in part, without the prior permission of Centennial College.**

## Topical Outline (subject to change):

### Weekly Topical

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
1	Toronto/Tkarón:to - Pre-colonialism through Globalization  Toronto/Tkarón:to – Challenges, Changes, and Urbanization	Available through eCentennial/online.	Explore Toronto's/Tkarón:to's Indigenous, colonial, and contemporary histories.  Recognize how settlement patterns and cultural, political, and socioeconomic institutions shape(d) Toronto/Tkarón:to.	Online content and/or video(s) and/or activity	Diagnostic Assessment: Academic Integrity Exercise (Opens: 9:30 am Friday, September 6, 2024; Closes: 11:59 pm Friday, October 4, 2024)	
2	CivicLabTO (City Hall) Session 1: The City's Strategic Priorities and the Role of Local Government	Available through eCentennial/online.	Examine the City of Toronto's (the City) strategies to evolve, improve, and realise its full potential in areas such as transit, land use development, and the environment.  Discuss how (or whether) the City's strategies address the challenges impacting the lives of its residents.  Explore the importance of of local (Toronto/Tkarón:to) government and its role in the daily lives of residents.	Location: Council Chamber, City Hall	Critical 'Blog' Post - CP 1: Due 11:59 pm Thursday, September 19, 2024.	
3	Tkarón:to/Toronto - A Well Run City?  Tkarón:to/Toronto - Municipal, Provincial, Federal Relationships	Available through eCentennial/online.	Identify the characteristics of a well run city.  Examine Toronto's/Tkarón:to's efforts to become a 'well-run' city.  Discuss the relationships between the City (municipal government) and the provincial and federal governments.	Scheduled Zoom meeting  Online content and/or video(s) and/or activity		
4	CivicLabTO (City Hall) Session 2: City Finances &	Available through eCentennial/online.	Describe the City's financial plan, including sources of revenue and cost pressures.	Online content and/or video(s) and/or activity.	Critical 'Blog' Post - CP 2: Due 11:59 pm	



Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
	Intergovernmental Affairs		Explain how the relationship between the City and the other two levels of government (provincial and federal) influences public policy, benefits Toronto's/Tkarón:to's residents, and advances the City's interests.		Thursday, October 3, 2024.	
5	Tkarón:to/Toronto - Inner City Poverty, Urban Inequality, and Health Disparities  Toronto/Tkarón:to - Race, Class, and Sex/Gender: Inequity and Empowerment	Available through eCentennial/online.	Describe inner city poverty in Toronto/Tkarón:to and its connection to population health.  Define the social and political determinants of health (SPDOH).  Examine the impacts of the SPDOH on the health of populations/communities within Toronto/Tkarón:to.  Investigate how interactions among the SPDOH and structures of urban inequality create health disparities in Toronto/Tkarón:to.  Explain how race, class, and sex/gender lead to 'othering', inequality, and inequity.	Scheduled Zoom meeting  Online content and/or video(s) and/or activity	Diagnostic Assessment: Academic Integrity Exercise closes: 11:59 pm Friday, October 4, 2024)	
6	CivicLabTO (City Hall) Session 3: Building an Equitable City	Available through eCentennial/online.	Identify systemic inequities faced by underrepresented and underserved communities in Toronto/Tkarón:to.  Examine the City's equity, diversity & inclusion strategies to identify and remove barriers faced by human rights protected groups within Toronto/Tkarón:to.  Discuss the City's actions to advance truth, justice and reconciliation to contribute to the visibility and overall wellbeing of First Nations, Inuit and Métis Peoples in Toronto/Tkarón:to.	Committee Room 2, City Hall	Critical 'Blog' Post - CP 3: Due 11:59 pm Wednesday, October 17, 2024.  Group Project: Due 11:59 pm, Thursday, November 21, 2024	
7	Toronto/Tkarón:to - Homelessness and Urban Inequality  Tkarón:to/Toronto - Affordable Housing	Available through eCentennial/online.	Describe homelessness, the types of homelessness, and the impacts of homelessness.  Examine factors contributing to homelessness in Tkarón:to/Toronto.	Scheduled Zoom meeting  Online content and/or video(s) and/or activity		

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
			<p>Identify populations vulnerable to homelessness in Tkarón:to/Toronto.</p> <p>Discuss affordable housing.</p> <p>Explain the relationship between affordable housing and homelessness.</p>			
8	CivicLabTO (City Hall) Session 4: Community Planning – Affordable Housing & Homelessness	Available through eCentennial/online.	<p>Explain the City's housing policy, especially in terms of providing Torontonians with affordable, safe, and suitable housing.</p> <p>Identify strategies the City implements to ensure a human rights approach to housing for those experiencing homelessness.</p> <p>Discuss the City's post-secondary housing strategy.</p>	Council Chamber, City Hall	Critical 'Blog' Post - CP 4: Due 11:59 pm, Thursday, November 7, 2024.	
9	CivicLabTO (City Hall) Session 5: Arts, Culture, and Community Resilience	Available through eCentennial/online.	<p>Discuss the importance of public art, public spaces, and shared cultural experiences for community resilience in Tkarón:to/Toronto.</p> <p>Recognize how public art, public spaces, and shared cultural experiences contribute to the well-being of residents in Tkarón:to/Toronto.</p> <p>Discuss how the City's arts and cultural strategies help strengthen the social fabric of communities.</p>	Council Chamber, City Hall	Critical 'Blog' Post - CP 5: Due 11:59 pm, Thursday, November 14, 2024.	
10	<p>Tkarón:to/Toronto - Civic Art: Strengthening Neighbourhoods</p> <p>Tkarón:to/Toronto - Urban Indigenous Peoples: Space, Culture, Politics</p>	Available through eCentennial/online.	<p>Examine the roles of civic/community art in Tkarón:to/Toronto in helping to build strong communities/neighbourhoods.</p> <p>Explore the relationship between civic/community art, health, social cohesion, and community resilience in Tkarón:to/Toronto.</p> <p>Discuss approaches to decolonize and reimagine public spaces in Tkarón:to/Toronto,</p>	<p>Scheduled Zoom meeting</p> <p>Online content and/or video(s) and/or activity</p>		

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
			acknowledge and restore Indigenous presence, and engage and educate people in truth and reconciliation.			
11	CivicLabTO (City Hall) Session 6: Mobility, Transportation & Climate Action	Available through eCentennial/online.	<p>Identify issues impacting mobility and access to public transit.</p> <p>Discuss strategies to improve mobility and public transit.</p> <p>Investigate ways of facilitating mobility and access to public transit that foster social inclusion.</p> <p>Examine the impact of climate change on Tkarón:to/Toronto.</p> <p>Discuss the City's Toronto's/Tkarón:to's strategies to mitigate climate change and create a sustainable city.</p>	Council Chamber, City Hall	<p>Critical 'Blog' Post - CP 6: Due 11:59 pm, Thursday, November 28, 2024.</p> <p>Group Project due: 11:59 pm, Thursday, November 21, 2024</p>	
12	<p>Tkarón:to/Toronto - Transit and equity</p> <p>Tkarón:to/Toronto - Improving access, accessibility, and mobility</p> <p>Tkarón:to/Toronto - Enhancing the built environment</p>	Available through eCentennial/online.	<p>Examine mobility and access to public transit challenges faced by racialized/underserved communities.</p> <p>Discuss strategies to improve mobility and public transit accessibility for racialized/underserved communities.</p> <p>Investigate ways of fostering social inclusion through pedestrian hubs, mobility, and access to public transit.</p>	<p>Scheduled Zoom meeting</p> <p>Online content and/or video(s) and/or activity</p>	Self/Group Assessment due: 11:59 pm, Thursday, November 28, 2024	
13	<p>Green Toronto/Tkarón:to - Urban Agriculture and Sustainability</p> <p>Toronto/Tkarón:to - Sustainable Neighbourhoods</p> <p>Toronto/Tkarón:to - The Sharing Economy</p>	Available through eCentennial/online.	<p>Determine how urban agriculture addresses climate change and food insecurity.</p> <p>Examine how sustainable neighbourhoods contribute to healthy environments and support resilient communities.</p> <p>Discuss the sharing economy.</p> <p>Identify the impacts of the sharing economy.</p>	<p>Scheduled Zoom meeting</p> <p>Online content and/or video(s) and/or activity</p>	Peer Review due: 11:59 pm, Thursday, December 5, 2024	

Week	Topics	Readings/Materials	Weekly Learning Outcome(s)	Instructional Strategies	Evaluation Name and Weight	Evaluation Date
14	Toronto/Tkarón:to – Future of the City  Toronto/Tkarón:to - Activism and Social Change	Available through eCentennial/online.	Examine trends, challenges and opportunities, including growth and continuing urbanization, that could/will impact Toronto/Tkarón:to and its communities.  Discuss the City's efforts to address the trends, challenges, and opportunities.  Identify activism, social movements, and social change and how they create possibilities for collective and self-transformation.	Scheduled Zoom meeting  Online content and/or video(s) and/or activity		