

URBAN LANDSCAPES AND PLANNING, GGR 217

Fall 2015

Class time and location:

Mondays, 1-3 pm, Sidney
Smith Hall, Room 2110

Instructor:

Dr. Katharine Rankin

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Office Hours: Mondays 3-5 p

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Course description

This course considers the role of planning in shaping the urban landscape through historical and contemporary examples that illustrate the interplay of competing and sometimes contradictory approaches to city building. It traces the origins, wide-ranging rationalities and lingering effects of planning in the production of urban space. And it broaches possibilities for engaging planning critically to address challenges of social and environmental justice in cities today.

Course goals

- [a] to spark your interest in planning as a profession and an area of critical inquiry;
- [b] to engage you in thinking critically about the origins, intellectual reach and limits of the field;
- [c] to support you in undertaking an independent research project on a selected planning case study

Classroom learning format

You will be asked to participate in the following activities: [a] listen to lectures; [b] participate in small group discussions; [c] watch films; [d] participate in class-wide discussions; [e] ask questions!

Evaluation

Short essays

1. E1 [out Sept 21; due Oct 5]	10%
2. E2 [out Oct 19; due Nov 2]	10%
Midterm test	15%
Case study paper [out Sept 28; due Nov 23]	35%
Final exam	30%

Topics and readings

1. September 14 **Introduction**

2. September 21 **Planning as a response to 19th c. industrial landscape**
 - Engels, Friedrich. 1996. "The Great Towns," in *The City Reader* (New York: Routledge), 47-55.
 - Kostoff, Spiro. 1992. "Haussmanization," in *The City Assembled: The Elements of Urban Form through History* (Toronto: Little Brown), 267-273.

Film: *Metropolis*
Distribute: Essay 1 assignment

3. September 28 **Utopian Visions – Escaping the 19th c industrial city**
 - Relph, Edward. 1987. The invention of modern town planning: 1890-1940. In, *The Modern Urban Landscape*. Baltimore: Johns Hopkins University Press, 49-62.
 - Fishman, Robert. 1977. "Urban utopias: Ebenezer Howard and Le Corbusier," in S. Campbell and S. Fainstein (eds.) *Readings in Planning Theory*. Oxford: Blackwell, 19-31.

4. October 5 **Utopian visions – planning modernity**
 - Scott, James C. 1998. "The High-Modernist City: An Experiment and a Critique," in *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed* (New Haven, Ct.: Yale University, 103-32.
 - Berman, Marshall. 1982. "Modernism in New York," *All That is Solid Melts into Air* (New York: Penguin Books), 288-312.

Film: *New York: A documentary*
Due: Essay 1
Distribute: Case study assignment

**** THANKSGIVING BREAK ****

5. October 19

Modernist planning is dead – long live modernist planning

- Scott, James C. 1998. "The High-Modernist City: An Experiment and a Critique," in *Seeing Like a State*, 132-46.
- Hayden, Dolores. 2003. "Sitcom Suburbs," in *Building Suburbia: Green Fields and Urban Growth (1820-2000)* (New York: Vintage Books), 128-153.

Film: *New York: A documentary*

Distribute: *Essay 2*

6. October 26

Postmodern urban landscape

- Relph, Edward. 1987. "Post-Modernism in Planning and Architecture: 1970-," in *The Modern Urban Landscape*, 211-37.
- Hayden, Dolores. 2003. "Nostalgia and Futurism," in *Building Suburbia*, 201-215.

Film: *Postmodernism*

Due: Midterm test

7. November 2

Planning traditions today: From advocacy to storytelling

- Sandercock, Leonie. 1998. "The difference that theory makes" and "Towards Cosmopolis: A postmodern utopia," *Towards Cosmpolis* (New York: John Wiley & Sons, 1998), 85-104, and 182-202.
- Fischler, Raphael. 2012. Fifty Theses on Urban Planning and Urban Planners. *Journal of Planning Education and Research*, 32, 107-114.

Due: Essay 2

**** FALL BREAK ****

8. November 16

Planning, Colonialism and War

- Eyal Wiezman. 2003. "Military Operations as Planning." <http://www.metamute.org/editorial/articles/military-operations-urban-planning>
- Kipfer, Stefan & Petrunia, Jason. 2009. "Recolonization" and Public Housing: A Toronto Case Study", *Studies in Political Economy* 83: 111-139

Film: *Architecture of violence*

9. November 23

Planning, Racism and Gentrification

- Rankin, Katharine N. and Heather McLean. 2015. "Governing the commercial streets of the city: New terrains of disinvestment and gentrification in Toronto's inner suburbs," *Antipode* 47(1): 216-239.
- Cahill, Caitlin. 2007. "Negotiating grit and glamour: Young women of color and gentrification," *City and Society* 19(2): 202-231.

Due: Case study paper

Guest speaker: Cutty Duncan, Social Planning Toronto

10. November 30

Right to the City

- Harvey, David. 2008. "The right to the city," *New Left Review* 50: 23-40.
- Marcuse, P. 2009. "From critical urban theory to the right to the city," *City*, 13(2-3): 185-197

11. December 7

Wrap up

- Friedmann, J. 2000. "The good city: In defense of utopian thinking," in *International Journal of Urban and Regional Research*, 24(2): 460-472.

12. December 9

Extra session to support preparation for Final exam

NOTE THIS IS A WEDNESDAY AND CLASS WILL BE HELD IN ROOM SS 2110

CLASSROOM ORGANIZATION

The required readings are the central building block of the course. In some weeks, we will use classroom time to closely examine and discuss readings. The lectures serve to enrich, clarify, and illustrate – but not repeat – the assigned readings. Some class time will be used to present material that complements the readings. If you miss class you could be missing material that is important for tests and assignments—not to mention your understanding of the issues! Readings must be read in advance of the lecture for which they are assigned. Come to class with questions, comments and criticisms regarding the readings. Opportunity will be provided for sharing your reflections. Chances are that if you have a thoughtful question, others will benefit from hearing it, and the discussion it may generate. You will be asked to participate in small group and class-wide discussions. For the assignments, mid-term test and final exam, you will be required to have a solid grasp of the course readings, lecture materials and film content.

COURSE ASSIGNMENTS

The two one-page essays are oriented to practicing and improving writing skills while allowing for reflection on key issues addressed in the course readings, lectures and films. You will be assessed on the basis of your argumentation and writing clarity. You must write legibly and check basic grammar and spelling. It is a good idea to ask a sympathetic reader (e.g., friend, Writing Centre tutor) to comment on your assignments before submitting.

A short mid-term test in week 6 covers materials of weeks 2-5. It is designed to assess your comprehension of readings, lectures and films through multiple choice and short answer questions. The eight-page case study paper provides an opportunity to conduct independent research on a specific urban landscape and/or planning project that has been an object of public debate or deliberation—such as the revitalization of Regent Park or The Big Move transportation plan in Toronto (but you may choose a case study in another city). Your task will be to learn about your chosen case, relate it to course materials, evaluate it and draw your own conclusions. Your paper will be assessed based on the quality of your argumentation, writing clarity, mobilization of evidence, and engagement with course resources and themes. The (two-hour) final exam, which covers material from all 10 weeks of readings/lectures/films, will allow you to demonstrate your mastery of course material through a combination of short answer responses and essays.

COURSE ADMINISTRATION

Readings are posted on the University of Toronto Portal, at <http://www.portal.utoronto/>. Use your UTORid to access your portal homepage, “My Page.” In the bottom right corner, click on “Library Course Reserves.” Select GGR217 from among the courses listed under “My Courses.”

Course website can be found by going to your Portal homepage, “My page.” Under “My Courses” in the top right corner, click on GGR217. There you will find the course syllabus, assignments, weblinks, announcements, and you will be able to check your final grades at the end of term (grades for each assignment will be returned on the submitted paper copy).

Assignment submissions: Written assignments are to be submitted in both print and electronic form. The print copy is due at the beginning of class. An electronic version must be submitted as a back up, no later than 5 p.m. on the day after you submit your print copy. The essay you submit electronically must be the same version you submit in class (we check for this). Instructions on how to submit electronically will be provided with Essay 1.

Late assignments: Written assignments for this class are to be submitted in both a print and electronic form. The submission time is based on receipt of the print version. The hardcopy print versions of your assignments are due at the beginning of class (1:10 p Monday) and these should be submitted in the classroom (SS 2110). Late papers (anything after 1:10 p on Monday) must be submitted to the department dropbox and will be time-stamped at 5pm on the day of submission. A paper stamped 5p on Monday will be considered one day late (including assignments handed in after class has begun). Penalty for late assignments is

5% of the earned grade for each weekday late. For example, if you hand something in on Wednesday afternoon, it will be penalized for Mon, Tues, and Weds, 15%. All late assignments should be handed in to the assignment drop box just outside the Main Office (Sid Smith 5047) of the Department of Geography and Planning. The office is open Mon-Fri, 9am-5pm. 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.

Accommodation: If you require accommodations or have any accessibility concerns, please visit <http://www.studentlife.utoronto.ca/as> as soon as possible.

Academic integrity: Academic integrity is fundamental to learning and scholarship at the University of Toronto. Plagiarism is an academic offense; plagiarism means 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>).

Academic skills: There are resources at U of T to help you develop skills of reading, writing, studying, and researching. Please consider accessing Robarts Library research and reference services (<https://onereach.library.utoronto.ca/robarts-reference-and-research-services>), Writing Centres (<http://www.writing.utoronto.ca>), the Academic Success Centre (<http://www.asc.utoronto.ca>), and the English Language Learning programs (<http://www.artsci.utoronto.ca/current/advising/ell>).

Office hours and email: Office hours are available for you to meet with me (or Julie or Jeremy) one-on-one or in small groups for discussions of substantive course-related issues. If I am prevented from making office hours due to extenuating circumstances, I will send an email to the class in advance and attempt to reschedule.

Please conduct as much course business as possible in-person before or after class. Email should be limited to short (yes/no) questions for which you cannot find answers in the syllabus, assignment guidelines, Blackboard, or among your classmates. If email is necessary it should be directed to the instructor or a TA with GGR217 in the subject line. Please allow 2-3 days for a response via email. We suggest you use your U of T email account for correspondence related to this course and check it regularly. This is the account that the University uses for all official correspondence and it is the one used with messages sent via Blackboard.

We hope you enjoy participating in this course!