

**Department of Geography and Planning
University of Toronto
GGR457 - The Post-War Suburbs
Fall 2016**



Course Instructor: Tamir Arviv

Office: Sidney Smith Hall, fifth floor, 5061

Office Hours: Tuesdays, 4:00p.m.-5:00pm; or by appointment

Email: tamir.arviv@mail.utoronto.ca

Course Time and Location: Tuesday, 5:00p.m.-7:00p.m., SSH 2111

Course Description:

‘The suburbs’ is one of the most culturally loaded spatial concepts in circulation today. Depending on who uses the term and where they are located, it can refer to many different things. The suburbs can be a celebrated space of green lawns, big backyards, and high social status. It can be a derogatory term that signals banality and homogeneity in contrast to inner city excitement or rural pastoralism. It can mean the heavily gendered spaces where ideal family forms ‘naturally’ thrive. Alternatively, the suburbs can refer to the declining and neglected postwar spaces that are difficult to access by public transit and increasingly home to the city’s poorest and more precarious populations. It can refer to a space of crisis and violence as in the case of the Paris banlieues, or a place of class and racialized segregation, private security and gated communities.

This course considers the images of the suburbs through an analysis of urban change since World War II. We will investigate the discourses of growth and decline and an examination of the political economy of suburban space. The course will also entail exploration of the social and political relations that these spaces represent and reproduce. We will explore questions regarding public and private space; class, race and segregation; the gendered nature of suburbs; immigration and the suburbanization; citizenship and local politics; and ‘urban sprawl’.

Course Evaluation:

1. Ongoing verbal participation: 10%
2. Group presentation on readings: 20%
3. Two Reading responses: 10%
4. Research paper proposal (due October 20): 15%
5. Research paper (due December 1): 35%
6. ‘Mini-conference’ (Individual presentation on final paper): 10%

Verbal engagement (value 10%): This course is seminar based. Participants are expected to do the required readings before class each week and to actively engage in discussion. As an instructor and facilitator, I am particularly attentive to the *quality*, rather than the *quantity*, of your verbal comments. Put differently, class participation will not be graded simply according to the amount you speak in class, but according to the thoughtfulness of your contributions, the constructiveness of your engagement with your peers and the course material, and your general contributions to making the course a productive learning experience. In recognizing that public speaking can be challenging for many people, we will work hard as a group to foster a supportive space in the classroom. Moreover, in accordance with University policy, please note that this classroom is not a space where sexist, racist, xenophobic, homophobic, ableist, transphobic, classist or otherwise discriminatory language will go unchallenged or unaddressed. Making this learning experience generative and valuable is up to all of us!

Group Presentation (value 20%): All students in the seminar will have the opportunity to contribute to a group presentation on course readings at least once in the term. In each seminar meeting (except for the first and last meetings) one team of 2-3 students will give a **30-40 minute group presentation at the beginning of class**. The goal of these presentations is to contribute constructively to our discussions of the week's readings and should not be mere summaries. Successful presentations will identify at least two salient concepts from the readings, outline and critique the main arguments of the readings as well as provide either contemporary examples, comparisons with another readings, or offer some other insight into the previous week's topic. The form these presentations can take a traditional spoken talk, a video or other media intervention, a skit or performance art, or a mix of methods. As seminar leaders, how you design and structure the discussion will be left up to you. Each group member will receive the same grade.

Two Reading responses (value 10%): Seminar participants are asked to submit two (2) brief reading responses that address the required readings. One of these responses must be submitted before October 20th (no exceptions). You cannot submit your reading response at the same week of your group presentation. A strong reading response will be no longer than 2 paragraphs and will refrain from summarizing the contents of the readings. Rather, it will do any combination of the following: highlight key themes and questions, discuss what the reading tells us about postwar suburbs historically and/or today, investigate the structure and form of the authors' arguments, consider the connections between different readings, **and raise at least one critical questions for discussion**. Reading responses will be graded on a scale of 0-5, where a 0 is unsatisfactory, a 3 is satisfactory, and a 5 is creative, thoughtful and well-articulated. Reading responses must be submitted to the instructor via email (tamir.arviv@mail.utoronto.ca) no later than the day of class (Tuesday) at 12:00pm. There will be no extensions and no late hand-ins for reading responses (if they are not in my hands before class on Tuesday, by at 12:00pm., they will not be graded).

Research Paper Proposal (value 15%): You are expected to submit a two-page proposal (plus bibliography) on October 20th. The proposal should explain the topic you have chosen for your research paper. It should explain the time period and place(s) you are examining, and provide some rationale for why this is an interesting and/or important topic to explore. It should also include a tentative overview of the structure of your paper and a detailed bibliography of sources. You may email me beforehand or meet with me about your topic to make sure you are on the right track. Please see the guidelines for writing your proposal on blackboard under the 'syllabus and assignments' tab.

Research Paper (value 35%): You are expected to submit a 10-12 page (plus bibliography) research paper on the last day of class (December 1). The paper can examine any historic or contemporary topic that relates to postwar suburbs. You must submit a hard copy of the paper. The paper should follow the Chicago Manual of Style with respect to formatting.

Individual presentation on final paper (value 10%): For the last session of the class we will host a **mini-conference** where students will give a brief presentation (no more than 5 minutes) of their term papers. The goal is to share your research topic, your evidence, and one or two key arguments, findings, or surprises with the class; as well as to practice giving brief but engaging presentations of your work. We will schedule an additional two hours for this event, and it is critical that all students attend the full session.

Submission policy of the paper proposal and research paper

You are required to submit the research paper proposal and research paper at the beginning of class at 5:10pm on the due dates. Email submissions will not be accepted. Assignments submitted after class has started will be considered one day late. Please submit late assignments through the drop box in the Geography Department on the 5th floor of Sidney Smith Hall, Room 5047. Note that assignments will only be date stamped at the end of the day on days that the main office is open (between 9a.m. and 5p.m., Monday – Friday). Assignments submitted to the “after hours” drop box will not be date stamped until the next day the office is open. Take this into account to avoid further penalties. No research paper proposals and/or research papers will be accepted via email, fax, or under office doors. It is your responsibility to maintain digital copies of your written papers and a hard copy of marked assignments until the final course marks are recorded.

The penalty for late assignments is 10% per day, with the weekend counting as one day. Work turned in more than seven calendar days after the due date will not be accepted. Please inform me immediately when circumstances keep you from submitting an assignment as scheduled. You are responsible for providing official documentation explaining your absence as soon as possible. Please consult your registrar if you are having difficulties during the term that prevent you from completing your course work. Your registrar may be able to provide a letter documenting your situation in case of non-medical emergencies.

Extensions will be granted sparingly, and only in the case of documented illness or personal emergencies. For medical reasons, you will need an official medical note that clearly excuses you for work or school on the day the assignment is due: <http://www.illnessverification.utoronto.ca/> . In the case of a personal emergency, contact your College Registrar as soon as possible.

Writing

If you think you may require help with your writing skills, please visit the central university website on writing: www.writing.utoronto.ca.

- You can find information about college writing centres at <http://www.writing.utoronto.ca/writing-centres/arts-and-science>.
- More than 60 Advice files on all aspects of academic writing are available at www.writing.utoronto.ca/advice.
- A complete list of printable PDF versions are listed at <http://www.writing.utoronto.ca/about-this-site/pdf-links-for-students>.
- You can also find information about the Writing Plus workshop series at <http://www.writing.utoronto.ca/writing-plus>.
- Information about the English Language Learning program (ELL) is available at <http://www.artsci.utoronto.ca/current/advising/ell>.

Academic integrity

Plagiarism and other forms of academic dishonesty are serious and will be dealt with to the full extent possible under university policies. These offences include absent or improper citation of others' work, the inclusion of false references, the re-submission of work for which you have already received credit and cheating during examinations. To familiarize yourself with what counts as academic dishonesty, please visit www.writing.utoronto.ca/advice/using-sources.

Classroom policies

Students are expected to arrive on time and to remain for the duration of the class. If you have to enter or leave during the lecture, please do so as quietly as possible. Remember that cell phones and other communications devices should either be turned off or in silent mode. Do not use computer for non-class related activities - it is distracting to people around you. In accordance with University policy, no photographs or video recordings are permitted under any circumstances. Audio recordings are permitted with the prior permission of the course instructor.

Accessibility Services

The University of Toronto is committed to accessibility. The Accessibility Services Office aims to facilitate barrier-free education for all students. If you require accommodations for a disability, have any accessibility concerns about the course, the classroom or course materials, or wish to learn more about the services they provide, please visit <http://studentlife.utoronto.ca/accessibility> as soon as possible or email disability.services@utoronto.ca

Communication

Your questions about the course are more than welcome at any time! Instructor-student contact typically occurs in the classroom and during office hours (Tuesdays 4:00p.m.-5:00p.m) if you wish to discuss matters related to the class. If you find this time not to be convenient, please contact me through email to arrange alternative meeting date and time. Please always use your University of Toronto email address (@mail.utoronto.ca) for course related communications and I will try to respond to your e-mails within 24-48 hours.

Course site on Blackboard

This course will use Blackboard primarily for (1) course announcements, (2) posting of important documents, e.g., syllabus, papers instructions, (3) posting course readings and lecture slides, (4) email correspondence, and (5) posting grades. It is your responsibility to check Blackboard frequently (once or twice a week). Also, please note that any marks posted on Blackboard are *provisional* and that only marks posted on ROSI/ACORN are treated as official.

You MUST have a your.name@mail.utoronto.ca email address indicated on ROSI/ACORN to properly receive messages from the Instructor and TA through Blackboard. It is your responsibility to set this up if it is not already. To access the GGR457 course site, go to the UofT portal log-in page at:

<https://portal.utoronto.ca/webapps/portal/frameset.jsp>.

To log in use your UTORid and password. Once you are logged in, look for the course link under the 'My Courses' module. Please make sure that the email you have on ROSI/ACORN is one that you check regularly, since this is the email that Blackboard uses to communicate with you.

Course Reading

This course does not have a textbook. The readings for the course are mostly assigned journal articles and book chapters. Depending on format availability, material will either be provided on the course website in electronic format (i.e. pdf), or with a link to the electronic resource. Though recommended readings are not mandatory for this course, going through them provides additional perspectives on issues discussed in the lectures.

Topics and Readings:

September 15 | Course introduction

- Recommended: Harris, R., and Lewis, R. (2001). "The Geography of North American Cities and Suburbs, 1900-1950 A New Synthesis." *Journal of Urban History*, 27(3), 262-292.

September 22 | The [Contemporary] Post-War Suburbs

- Nicolaides, B. 2006. "How Hell Moved from the City to the Suburb: Urban scholars and Changing Perceptions of Authentic Community" in Kruse, K.M. and Sugrue, T. (Eds.). The New Suburban History. University of Chicago Press: Chicago and London. 80-99
- Davis, M. 1997. "Ozzie and Harriet in Hell." *Harvard Design Magazine*. Winter/Spring: 4-7.
- Short, J.R., Hanlon, B., and Vicino, T.J. 2007. "The Decline of Inner Suburbs: The New Suburban Gothic in the United States." *Geography Compass* 1/3: 641-656.
- Ray, B. Greg, H. and Johnson, B. 1997. "The Changing 'Face' of the Suburbs: Issues of Ethnicity and Residential Change in Suburban Vancouver." *International Journal of Urban and Regional Research* (21)1: 75-99.

September 29 | From World War to Cold War on the 'Homefront'

- May, Elaine T. 1999. "Containment at Home: Cold War, Warm Hearth" in Homeward Bound: American Families in the Cold War Era. Basic Books. 10-29.
- Dudley, M. 2001. "Sprawl as strategy: City Planners Face the Bomb." *The Journal of Planning Education and Research* (20)4: 52-63.
- Katznelson, I. 2005 "White Veterans Only." In When Affirmative Action Was White. New York: W.W. Norton and Co. 113-141.

October 6 | 'White Flight', Segregation, and Suburban Growth

- Silberman, C. 1962. "The City and the Negro." *Fortune*, March. 89-91, 139-154.
- Thompson, H. 1999. "Rethinking the Politics of White Flight in the Postwar City: Detroit, 1945-1980." *Journal of Urban History* 25 (2): 163-198.
- Wiese, A. 2004. "Forbidden Neighbors" White Racism and Black Suburbanites, 1940-60 in Places of their Own: African American Suburbanization in the 20th Century. Chicago: University of Chicago Press. Chapter 4.

October 13 | The Political Economy of Suburbanization

- Checkoway, B. 1984. "Large Builders, Federal Housing Programs, and Postwar Suburbanization." In Tabb, W.K. and Sawers, L. (eds.) Marxism and the Metropolis. New York: Oxford University Press.
- Walker, R. 1981. "A Theory of Suburbanization: Capitalism and the Construction of Urban Space in the United States." In Dear, M. And Scott, A.J. eds. Urbanization and Urban Planning in Capitalist Society. London and New York: Methuen.
- Smith, N., Caris, P. and Wyly, E. 2001. "The 'Camden Syndrome' and the Menace of Suburban Decline: Residential Disinvestment and its Discontents in Camden County, New Jersey." *Urban Affairs Review*, 36: 497-531.

October 20 | Gendered Suburban Space

*Research paper proposal due

- Saegert, S. 1980. "Masculine Cities, Feminine Suburbs: Polarized Ideas and Contradictory Realities." *Signs* 5 (Supplement): S93-108.
- Strong-Boag, V. 1991. "Home Dreams: Women and the Suburban Experiment in Canada, 1945-60." *Canadian Historical Review*, 72: 471-504.

- Kelly, B. 1993. "The Politics of House and Home." In Expanding the American Dream: Building and Rebuilding Levittown. SUNY Press. Chapter 8, 163-168.
- Clayton, H. 2013. "Building a "Family Friendly" Metropolis: Sexuality, the State, and Postwar Housing Policy." *Journal of Urban History* 39(5): 933 –955
- Recommended: Tongsen, K. 2011. Relocations: Queer Suburban Imaginaries. NY: NYU Press. Chapter 2.

October 27 | Consumption and Culture

- Cohen, L. 2000. "From Town Center to Shopping Center." In Scanlon, J (ed.) Gender and Consumer Culture Reader. New York: NYU Press: 245–265
- Ziskind, M. 2003. "Labor Conflict in the suburbs: Organizing retail in metropolitan New York, 1954-1958". *International Labor and Working-Class History*, 64: 55- 73.
- Beauregard, R.A. 2006. When America Became Suburban. Minneapolis: University of Minnesota Press. Chapters 5 and 6, 101-43.

November 3| Sprawl' and Auto-mobility

- Gottman, J. and Harper, R.A. (eds.) 1967. Metropolis on the Move; Geographers Look at Urban Sprawl. New York: John Wiley and Sons. Chapter 1, 3-20.
- Jackson, K. 1985. Crabgrass Frontier: The Suburbanization of the United States. New York: Oxford University Press. Chapter 14, 246-71.
- Scheller, M. and Urry, J. 2000. "The City and the Car." *International Journal of Urban and Regional Research*, (24)4: 737-757.

November 10 | Fall Break (no classes)

November 17 | New Urbanism

- Ellis, C. 2002. "The New Urbanism: Critiques and Rebuttals". *Journal of Urban Design*, 7(3), 261–291
- Grant, J., and Perrott, K. 2009. "Producing diversity in a new urbanism community: policy and practice." *Town Planning Review*, 80(3), 267-289.
- Al-Hindi, K. F. 2001. "The new urbanism: Where and for whom? Investigation of an emergent paradigm." *Urban Geography*, 22(3): 202-219.
- Harvey, D., 1997. "The new urbanism and the communitarian trap". *Harvard Design Magazine*, 1(3): 68-69.
- Recommended: Lund, H. 2003. "Testing the claims of new urbanism: Local access, pedestrian travel, and neighboring behaviors." *Journal of the American Planning Association*, 69(4):414-429

November 24 | Governing the contemporary postwar suburbs

- Siciliano, A. 2009. Policing Poverty: Race, Space and the Fear of Crime After the Year of the Gun in Suburban Toronto. PhD Dissertation, University of Toronto. Chapters 1 and 2, 30-107.
- Strong Neighbourhoods Task Force 2005. Strong Neighbourhoods: A Call to Action.

December 1| Mini-conference

*Research paper due