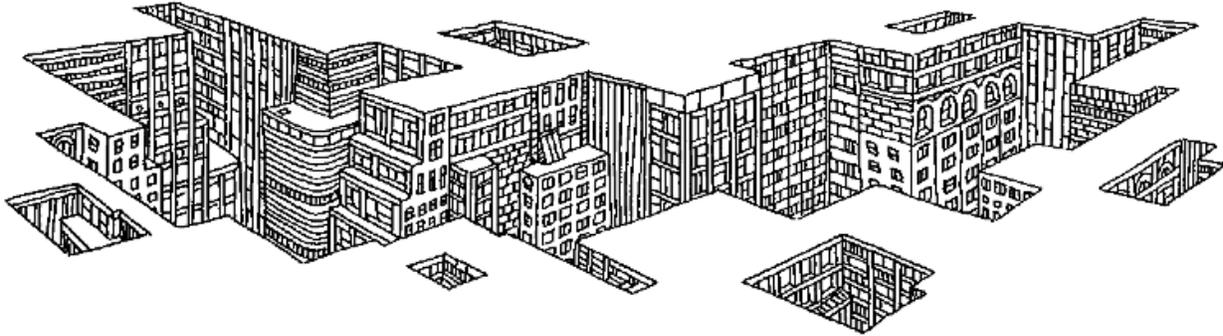


UNIVERSITY OF TORONTO, DEPARTMENT OF GEOGRAPHY  
**GGR 339 H1S — Urban Geography, Planning,  
and Political Processes**  
Winter 2015



Class: Tuesdays 6pm-8pm at SS 2127  
Office hours: Tuesdays 5pm-6pm in SS 5038

*Instructor*  
Dr. Jesse Proudfoot  
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*Teaching Assistant*  
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This course investigates North American urban political geography, exploring conflicts over immigration, environment, gentrification, homelessness, labour market restructuring, 'race' and racism, urban sprawl, nature and environment, gender, security, and segregation. An important goal of the course is to understand the *overdetermined* character of urban space: as the site of everyday life, as a commodity that is bought and sold, and as a space of politics and struggle. The course investigates how these struggles connect to economic, social and environmental politics at larger spatial scales, and considers different theoretical frameworks that geographers have developed to make sense of both the persistence of old problems and the emergence of new ones. In each of these instances we will turn a critical eye towards the city as ask *cui bono*? Who benefits from the city as it stands? And how do people articulate challenges to the city in pursuit of one that might be more equitable?

*Illustration by Vasco Mourão, 2012*



PDFs and links for all readings are available through Blackboard

## Evaluation

### **In class quizzes:** 10%

There will be a short quiz/assignment at the beginning of each class to assess your understanding of the week's readings. These will generally be simple questions—if you've done the readings with *some* degree of care, you'll know the answer.

### **Geographies of Encounter:** 15% *Due January 27<sup>th</sup>.*

Gill Valentine (week 2) talks about looking at “geographies of encounter” as a way to forge civic culture out of difference. In this paper, you will think about your own geographies of encounter through the ways in which you encounter difference in your everyday life. With whom do you live, work, and study? What types of people do you encounter in your movement through the city? After describing your experience of the city, you'll analyze why your geographies of encounter are the way they are by reflecting on the readings from Young and Valentine. What does *your* experience say about the possibility of the city as a space of difference? 4-5 pages. *Appx. 1750 words, not less than 1400.*

### **Term paper proposal:** 15%. *Due February 24<sup>th</sup>.*

A proposal for the term paper outlining your topic and including an annotated bibliography of at least 5 peer-reviewed sources. 4 pages. Details and potential topics will be discussed in class.

### **Term paper:** 30%. *Due March 24<sup>th</sup>.*

The term paper will either research a topic discussed in class or critically evaluate a set of theories. 10 pages plus bibliography. *Appx. 3500 Words, not less than 3150.*

### **Final exam:** 30%. *Scheduled during exam period, Apr. 8–30<sup>th</sup>.*

Details to be discussed in class. The exam will be cumulative and will include essay and short answer question.



## Assignment submission and late penalty

All assignments will be turned in electronically via Blackboard. Assignments are due at the *beginning* of class on the due date, anytime after that will be marked as late. Papers turned in in unspecified ways (i.e. slid under an office door) will not be considered as received. You are also asked to submit an electronic version of your paper to Turnitin.com, though the time of submission is based on receipt of the Blackboard version. (Please see later section on Turnitin.com).

A late penalty of 5% of total grade of assignment, per day, will be deducted for all late assignments. Exceptions can only be granted in very special circumstances and must always be accompanied by documentation and, whenever possible, advance notice. Please consult your college registrar promptly should you have any difficulties during the term that prevent you from completing your coursework due to extenuating circumstances.

U of T Medical certificate: <http://www.illnessverification.utoronto.ca/>

Non-medical document: <http://www.artsci.utoronto.ca/current/petitions/process#documentation>

Requests for remarking of assignments should be made in writing to the instructor within two weeks of the assignment being returned.

### Course expectations

Students are expected to: attend class, complete all required readings, and come prepared to discuss them in class. *You will not do well in this course if you do not attend class and do the readings.*

Students are expected to use the Blackboard site as required. I will distribute readings through Blackboard, make announcements, and post grades there. Assignments will be handed in via Blackboard.

### Technology in class

Cellphones should be set to silent. No texting, Facebook-ing, or whatever in class, obviously, it's really rude. If you need to take a phone call, go ahead, just leave the room first. We're all adults here; do what you need to do, just be respectful of the fact that there's a class going on. Finally, audio/video recording is not permitted without prior authorization (aka, talk to me first).

Also, consider taking notes by hand instead of laptop! Apparently it helps you learn better: <http://www.washingtonpost.com/news/morning-mix/wp/2014/04/28/why-students-using-laptops-learn-less-in-class-even-when-they-really-are-taking-notes>

### Weekly Schedule

Date	Topics	Readings
Jan. 6	Introduction	—
Jan. 13	Cities and the question of difference	Young Valentine
Jan. 20	Origins and critiques of planning	Fishman Jacobs
Jan. 27	Race, suburbanization, and public housing Film: <i>Pruitt-Igoe</i> <i>Geographies of encounter assignment due</i>	Hirsch Eads & Salinas (NPR)
Feb. 3	Mass incarceration: Racializing the “surplus population”	Alexander Wacquant
Feb. 10	The politics of multiculturalism	Hage, K. Mitchell “Multiculturalism”
Feb. 17	<i>Reading week, no class</i>	—
Feb. 24	The city of capital: fixity and flux <i>Term paper proposals due</i>	Harvey Solnit
Mar. 3	Resisting gentrification I Film: <i>Boom! The sound of eviction</i>	Smith Ley
Mar. 10	Resisting gentrification II	Blomley “Property” Slater
Mar. 17	The politics of public space	Blomley “Rights” D. Mitchell “Annihilation”
Mar. 24	Urban politics in action: Harm reduction Film: <i>Fix: The story of an addicted city</i> <i>Term papers due</i>	Articles from <i>The Tjye</i>
Mar. 31	Urban politics in action: Harm reduction II	Gurstein & Small Kerr <i>et al.</i>

**Exam period: April 8th-30th**

## Required and supplementary readings (chronologically by theme)

Contact me over email if you want to access to any of the supplementary texts.

### Cities and the question of difference

Young, I. M. (1990). City life and difference [abridged]. In *Justice and the Politics of Difference* (pp. 226–248, selections). Princeton, N.J.: Princeton University Press.

Valentine, G. (2008). Living with difference: reflections on geographies of encounter. *Progress in Human Geography*, 32(3), 323–337. doi:10.1177/0309133308089372

#### *Supplementary:*

Fraser, N. (2000). Rethinking recognition. *New Left Review* 3, 107–120.

### Origins and critiques of planning

Jacobs, Jane. (1961 [1992]). “The Uses of Sidewalks: Safety”. In *The Death and Life of Great American Cities*. New York: Vintage Books: 29–54 (selections).

Fishman, R. (1977). *Urban utopias in the twentieth century: Ebenezer Howard, Frank Lloyd Wright, and Le Corbusier*. New York: Basic Books (selections).

#### *Supplementary:*

Berman, M. (1983). “Robert Moses: the expressway world” and “The 1960s: A shout in the street”. In *All that is solid melts into air: The experience of modernity*. London: Verso.

Engels, F. (2000). The great towns. In Richard T. LeGates & Frederic Stout (Eds.), *The City Reader* (2nd ed., pp. 46–55). London: Routledge.

Howard, E. (2000). The town-country magnet. In R. T. LeGates & F. Stout (Eds.), *The City Reader* (2nd ed., pp. 322–329). London: Routledge.

Le Corbusier. (2000). A contemporary city. In R. T. LeGates & F. Stout (Eds.), *The City Reader* (2nd ed., pp. 336–343). London: Routledge.

### Race, suburbanization, and public housing

Hirsch, A. R. (1998). The second ghetto and the dynamics of neighborhood change. In *Making the Second Ghetto: Race and Housing in Chicago, 1940-1960* (pp. 1–39). Chicago, Ill: The University of Chicago Press.

Eads, D., & Salinas, H. (2014). Demolished: The End Of Chicago’s Public Housing. Retrieved January 5, 2015, from <http://apps.npr.org/lookatthis/posts/publichousing/>

Film: *The Pruitt-Igoe Myth*. 2011 (dir. C. Freidrichs).

#### *Supplementary:*

Bristol, K. G. (1991). The Pruitt-Igoe Myth. *Journal of Architectural Education*, 44(3), 163–171.

### Mass incarceration: managing the racialized surplus population

Alexander, M. (2010). Introduction. In *The new Jim Crow: mass incarceration in the age of colorblindness*. New York: The New Press. 1-19.

Wacquant, L. (2000). 'The new 'peculiar institution': on the prison as surrogate ghetto. *Theoretical Criminology* 4(3), 377-389.

#### *Supplementary:*

Film: *The House I Live in* (Jarecki 2013)

Gilmore, R. W. (2007). *Golden gulag: prisons, surplus, crisis, and opposition in globalizing California*. Berkeley: University of California Press.

Coates, T.-N. (2014, May 21). The Case for Reparations. *The Atlantic*. Retrieved from <http://www.theatlantic.com/features/archive/2014/05/the-case-for-reparations/361631/>

### The politics of multiculturalism

Hage, G. (1998). White multiculturalism: A manual for the proper usage of ethnics. In *White nation: fantasies of white supremacy in a multicultural society* (pp. 117–140). Sydney: Pluto Press.

Mitchell, K. (1993). Multiculturalism, or the united colors of capitalism? *Antipode*, 25(4), 263–294.

### The city of capital: fixity and flux

Harvey, D. (1985 [2000]). The urban process under capitalism: A framework for analysis (abridged). In G. Bridge & S. Watson (Eds.), *The Blackwell City Reader* (pp. 116–124). Cambridge, Mass.: Blackwell.

Solnit, R. (2013, February 7). Diary. *London Review of Books*, pp. 34–35. Retrieved from: <http://www.lrb.co.uk/v35/n03/rebecca-solnit/diary>

#### *Supplementary:*

Harvey, D. (1978). The urban process under capitalism: a framework for analysis. *International Journal of Urban and Regional Research*, 2(1-4), 101–131. doi:10.1111/j.1468-2427.1978.tb00738.x (This is the longer version of Harvey's "Urban Process")

Arieff, A. (2013, December 13). What Tech Hasn't Learned From Urban Planning. *The New York Times*. Retrieved from <http://www.nytimes.com/2013/12/14/opinion/what-tech-hasnt-learned-from-urban-planning.html>

### Resisting gentrification I

Smith, N. (1996). Class struggle on Avenue B: The Lower East Side as Wild Wild West. In *The new urban frontier: Gentrification and the revanchist city* (pp. 4–29). New York: Routledge.

Ley, D. (2003). Artists, aestheticisation and the field of gentrification. *Urban Studies*, 40(12), 2527–2544.

Film: *Boom! The Sound of Eviction*. 2002. (dir. F. Cavanaugh).

## Resisting gentrification II

Blomley, N. K. (2004). Property and the landscapes of gentrification. In *Unsettling the city: urban land and the politics of property* (pp. 29–74). New York: Routledge.

Slater, T. (2004). Municipally managed gentrification in South Parkdale, Toronto. *Canadian Geographer* 48(3), 303–325.

### *Supplementary:*

Shaw, K. (2008). Gentrification: What It Is, Why It Is, and What Can Be Done about It. *Geography Compass*, 2(5), 1697–1728.

August, M., Freeman, L., & Blomley, N. (2014, January 2). Mixed neighbourhoods not always a good idea. *The Vancouver Sun*. Vancouver. Retrieved from <http://www.vancouversun.com/travel/Mixed+neighbourhoods+always+good+idea/9344177/story.html>

Sommers, J., & Blomley, N. (2002). The worst block in Vancouver. In R. Schier (Ed.), *Stan Douglas: Every Building on 100 West Hastings* (pp. 18–58). Vancouver: Arsenal Pulp Press.

## The politics of public space

Blomley, N. (2010). The right to pass freely: Circulation, begging, and the bounded self. *Social and Legal Studies* 19 (3), pp. 331-350.

Mitchell, D. (1997). The annihilation of space by law: the roots and implications of anti-homeless laws in the United States. *Antipode*, 29(3), 303–335.

### *Supplementary:*

Smith, N. (1998). Giuliani Time, The Revanchist 1990s. *Social Text*, 57, 1–20.

Davis, M. (1990). Fortress LA: The militarization of urban space. In *City of quartz: Excavating the future in Los Angeles*. New York: Verso.

## Urban politics in action: Harm reduction in Vancouver, BC

Katic, G., & Fenn, S. (2014a, September 5). Vancouver's Addiction Ambitions, Revisited. Retrieved January 5, 2015, from <http://theyee.ca/News/2014/09/05/The-Four-Pillars-Revisited>

Katic, G., & Fenn, S. (2014b, September 12). Vancouver's Drug Prevention "Pillar": How Strong Does It Stand? Retrieved January 5, 2015, from <http://theyee.ca/News/2014/09/12/Vancouver-Drug-Prevention/>

Katic, G., & Fenn, S. (2014c, September 19). The Methadone Split: Cracks in Vancouver's Treatment Pillar. Retrieved January 5, 2015, from <http://theyee.ca/News/2014/09/19/Methadone-Split/>

Katic, G., & Fenn, S. (2014d, September 26). In Surrey, "Harm Reduction" Drug Approaches a Hard Sell. Retrieved January 5, 2015, from <http://theyee.ca/News/2014/09/26/Surrey-Harm-Reduction-Drug/>

Katic, G., & Fenn, S. (2014e, October 3). In Vancouver and Seattle, Winding down the War on Drugs. Retrieved January 5, 2015, from <http://theyee.ca/News/2014/10/03/Vancouver-Seattle-War-on-Drugs/>

Film: *Fix: The Story of an Addicted City* 2002 (dir. N. Wild).

#### Urban politics in action II:

Gurstein, P., & Small, D. (2005). From Housing to Home: Reflexive Management for those Deemed Hard to House. *Housing Studies*, 20(5), 717–735. doi:10.1080/02673030500213953

Kerr, T., Small, W., Peace, W., Douglas, D., Pierre, A., & Wood, E. (2006). Harm reduction by a “user-run” organization: A case study of the Vancouver Area Network of Drug Users (VANDU). *International Journal of Drug Policy*, 17(2), 61–69. doi:10.1016/j.drugpo.2006.01.003

#### *Supplementary:*

Kubler, D., & Walti, S. (2001). Drug Policy-making in Metropolitan Areas: Urban Conflicts and Governance. *International Journal of Urban and Regional Research*, 25(1), 35–54.

MacPherson, D., Mulla, Z., & Richardson, L. (2006). The evolution of drug policy in Vancouver, Canada: Strategies for preventing harm from psychoactive substance use. *International Journal of Drug Policy*, 17(2), 127–132. doi:10.1016/j.drugpo.2005.10.006



#### Contacting me and the TA

Email quickly becomes out of control when you're a teacher. So, email should be restricted to simple questions I can answer in a sentence. I'll respond to these types of email within 24 hours. Longer questions are best handled in office hours or after class. I'm generally happy to stick around after class to talk about stuff in addition to office hours.

#### Academic Integrity

Plagiarism will not be accepted. Any cases of plagiarism will result in referral to the Registrar and can result in a zero grade for the assignment or course and a note in your academic record. All direct quotes should be marked by “quote marks” and accompanied with a full citation of the source, with page number of the original text. Facts, arguments, and ideas from other people must be similarly cited. Discussion on how to avoid plagiarism will be undertaken in class. Re-use of *your own papers*, or parts of them, submitted to other classes is an academic offence commonly referred to as ‘self-plagiarism’. This doesn't mean you can't *build* on work you've done before, you just need to acknowledge it and cite it. Speak to me if you'd like to expand on a topic you've written on before.

See the following sites for more details:

[http://www.artsandscience.utoronto.ca/ofr/calendar/Rules\\_&\\_Regulations.html](http://www.artsandscience.utoronto.ca/ofr/calendar/Rules_&_Regulations.html)

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

#### Turnitin

Normally, students will be required to submit their course essays to Turnitin.com for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to

be included as source documents in the Turnitin.com reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.

### Accessibility Needs

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: [disability.services@utoronto.ca](mailto:disability.services@utoronto.ca) or <http://studentlife.utoronto.ca/accessibility>

### Language Assistance

The English Language Learning (ELL) Program is designed to help multilingual students achieve the high level of English required for top academic work at U of T. Our courses and activities are free and non-credit. All sessions are taught by highly qualified university instructors. Native speakers of English are also welcome. Visit our website at <http://www.artsci.utoronto.ca/current/advising/ell>

Starting on September 12, the ELL Program will offer free, online academic writing instruction through our Reading eWriting activity. To register, students should contact the ELL Coordinator at [ell.newcollege@utoronto.ca](mailto:ell.newcollege@utoronto.ca)

Starting on September 8, we will also offer free, on-site Communication Cafes which focus on the language needed for academic discussions and presentations. No registration is necessary. For the schedule and topics, visit <http://www.artsci.utoronto.ca/current/advising/ell/communication-cafe>

Participating in ELL is a great way to help ensure a successful academic year. It's also a wonderful opportunity to meet other students who want to establish relationships in English. We offer small, friendly groups and professional advice about language improvement.

### Writing assistance

Writing is one of the hardest things any of us has to do. Here's where to find some help.

Writing Centre: <http://www.writing.utoronto.ca/writing-centres/arts-and-science>.

The teaching approach of the college writing centres is described at:

<http://www.writing.utoronto.ca/writing-centres/learning>.

More than 60 Advice files on all aspects of academic writing are available at [www.writing.utoronto.ca/advice](http://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>.

The Writing Plus workshop series: <http://www.writing.utoronto.ca/writing-plus>.