

DEPARTMENT OF GEOGRAPHY
University of Toronto

GGR 336F
URBAN HISTORICAL GEOGRAPHY OF NORTH AMERICA
FALL 2017

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Classes: Wednesday 12-2 pm in SSH2108
Office Hours: Tuesday, 2-3 pm; Wednesday 2-3 pm; or by appointment

Course Description

Over the last 350 years, urban growth has been an important feature of Canadian and U.S. history. From the early small urban settlements along the Atlantic and Pacific oceans to today's massive metropolitan areas, cities have both shaped and been shaped by national and international economic, social and political processes. Focusing on the period between 1840 and 1970, this course explores two major themes: a) the changing social and economic geographies of the metropolis (city and suburbs); and b) the urban problems, politics, and planning that emerged with capitalist industrialization after 1840. Issues to be covered include the rise of industrial capitalism and the Industrial City, the creation of the central business district, the building of middle-class, working-class and industrial suburbs, the character of ethnic neighbourhoods, housing markets, and urban planning and redevelopment.

Course Goals

The aim of GGR336 is to help students:

- Develop a broad understanding of some of the major historical processes and forces shaping Canadian and American cities between 1840 and the 1970s.
- Develop an understanding of the relationship between urban processes and the geographic patterns of growth, decline, and segregation in Canadian and American cities.
- Develop an appreciation of some of the key concepts used in the discipline of historical geography and urban geography by examining them in the context of the metropolitan areas of the Canada and the United States.
- Develop critical thinking, reading, writing and research skills.

Course Readings and Lectures

As there is no textbook that adequately addresses the range of topics covered in this course, weekly readings are drawn from academic journal articles and book chapters. You have access to all class readings on the Library's Course Reserves module at the 'Course Reserves' link on your Portal dashboard. I expect that you have read and are familiar with the readings before class time. Slides of class lecture notes will be posted on Blackboard after the lecture.

Course Requirements

Assignment 1: handed out in class, September 20; due no later than 11:59 pm, October 17	30%
Assignment 2: handed out in class, October 18; due no later than 11:59 pm, November 14	30%
Reading responses: at various times during the term	5%
Final exam: during faculty exam period	35%

Term Assignments

Assignments: There are two written assignments. In both cases, you will be assessed on your ability to summarize, analyze and synthesize research literature in geography and the social science and humanities more broadly. Both assignments focus on issues related to urban historical geography. Evaluation of your written work (both assignments and exam) rests on your ability to write a critical-interpretative essay using clear, correct English, which shows a basic command of diction, grammar, syntax and punctuation.

Assignment 1 and 2 submission policy: Both papers must be submitted electronically to Blackboard no later than 11:59 pm of the due date: October 17 for assignment 1 and November 14 for assignment 2. It is your responsibility to maintain digital copies of your written assignments and a hard copy of marked assignments until the final course marks are recorded.

Penalties for late assignments: A penalty is 5% per day. No assignments will be accepted seven days after the deadline. Consult your registrar if you are having difficulties during the term that prevent you from completing your work. Your registrar may be able to provide a letter documenting your situation in case of non-medical emergencies.

Missed Assignment Deadlines: Extensions will be granted only in the case of documented illness or personal emergencies. For medical reasons, you will need an official medical note that clearly indicates that you were unwell and unable to finish the assignment on time. In the case of a personal emergency, contact your College Registrar. You are responsible for providing official documentation explaining your absence as soon as possible.

Policy regarding grade changes: If you wish to request a change to a course paper mark, you must: a) take a couple of days to carefully review the comments, paper, and requirements; and b) bring me during my office hours your paper (the one with the TA's comments) and a brief rationale (1-2 paragraphs) that sets out the substantive aspects of the assignment that you would like revisited. If the request is accepted, there are three possible outcomes: the mark can stay the same, it can go up, or it can go down. By the University of Toronto policy, you have two weeks after receiving the mark to make a request.

Reading responses: Students are required to submit five short three to five sentence reading responses that answer the following question about five of the course readings: what is the main argument of the author(s)?

Students may only submit one response per week (for any five weeks) and must state clearly in their answer which reading they are responding to. The response must be submitted on Blackboard no later than 11:59 the night before the class in which the reading is due. For example, a submission of a response to either the G. Lowe or D. Pacyga reading is due no later than 11.59 pm, October 3. A full mark will be given to a thoughtful response that responds to the question. An answer of fewer than three or more than five sentences will not be accepted and the student will not receive a mark.

Final exam: The final exam consists of definitions and essays, and is based on course readings and class lectures. The date, time and location will be announced midway through term by the Faculty of Arts and Science.

Classroom Environment

Everyone in the class has responsibilities. My primary obligation is to provide a safe and open space that offers a stimulating learning environment. Your primary obligations are to come to class having completed the weekly readings, ready to foster conversation about the lectures and the readings. All of us have to contribute to a respectful classroom. Please do not hesitate to speak to me after class or during office hours if you have concerns about the course environment.

Some things that contribute to a better classroom environment are:

- 1) Arriving on time and remaining for the duration of the class. If you have to enter or leave during the lecture, please do so as quietly as possible (and seat at the front).
- 2) Turning off (or putting in silent mode) cell phones and other communications devices. Do not answer your phone or text message during class. Do not use computers for non-class related activities - it is distracting to people around you.
- 3) Being respectful to everyone involved in the course – instructor, teaching assistant and other students. You have the right to expect respect from them in return. In accordance with University policy, this classroom is not a space where sexist, racist, xenophobic, homophobic, ableist, transphobic, classist or otherwise discriminatory language will go unchallenged or unaddressed. Non-compliance with any of the above terms will be subject to disciplinary actions under the Code of Student Conduct. University policies regarding Code of Student Conduct can be found at:
http://www.governingcouncil.utoronto.ca/Governing_Council/policies.htm

Audio recordings

Making audio recordings of lectures for your own personal use can only be done with the prior permission of the instructor. If you are granted permission by the course instructor, you must agree to the following: you will not distribute the audio recordings in any form (websites, email, file sharing, or any other means) or share audio recordings with other students without the explicit permission of the course instructor. No photographs or video recordings are permitted under any circumstances. In accordance with the Ontarians with Disabilities act, students with accommodation needs will be permitted to make personal audio recordings of lectures.

Communication Policy

Instructor-student interaction occurs in the classroom and during office hours. Email contact is limited to questions requiring simple yes/no answers, making appointments, and dealing with emergencies. Please come to my office hours or see me after class if you wish to discuss matters related to the class.

Accessibility Services

If you require accommodations for a disability or have any accessibility concerns about the course contact Accessibility Services as soon as possible:

<http://studentlife.utoronto.ca/accessibility>

Academic Integrity

Plagiarism is an academic offense at the University of Toronto. Plagiarism is quoting (or paraphrasing) the work of an author (including the work of fellow students) without a proper use of a citation. Students also should not submit any academic work for which credit has previously been obtained or is being sought, without first discussing it with the instructor. Please consult the “Rules and Regulations” section of the Arts and Science Calendar and the University’s “Code of Behaviour on Academic Matters” for more information:

www.governingcouncil.utoronto.ca/policies/behaveac.htm

Also, you may want to consult this resource:

www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize

Class Topics and Readings

Week	Date	Topic	Readings
1	September 13	Introduction	
2	September 20	The Industrial City and Immigrants	Lewis 2014; Barrett and Roediger 1997
3	September 27	Housing and Class	Harris 1996; Copp 1974
4	October 4	Work and Gender	Lowe 1986; Pacyga 2015
5	October 11	Place and Class	Cohen 1990
6	October 18	Place and Race	Gotham 2004; Nightingale 2012
7	October 25	Downtown and Consumers	Isenberg 2004
8	November 1	Suburbs: Gender and Class	Teaford 2008
	November 8	Reading week: no class	
9	November 15	Suburbs: Capitalism and the Slum	Lewis; 2002; Hise 2001
10	November 22	Modern Planning	Relph 1987; Moh and Betten 1972
11	November 29	Blight, Renewal and Redevelopment	Fogelson 2001
12	December 6	Summary	

Course readings

Week 2: The Industrial City and Immigrants

Lewis, Robert, "An urban history" in Lisa Benton-Short (ed.), *Cities of North America: Contemporary Challenges in US and Canadian Cities* (Lanham: Rowman and Littlefield, 2014), pp. 59-83

Barrett, James and David Roediger, "Inbetween peoples: race, nationality and the 'new immigrant working class,'" *Journal of American Ethnic History* 16 (1997), pp. 3-44.

Week 3: Housing and Class

Harris, Richard, "A city of homes," in *Unplanned Suburbs: Toronto's American Tragedy, 1900 to 1950* (Baltimore: John Hopkins University Press, 1996), pp. 86-108

Copp, Terry, "Housing conditions" in *The Anatomy of Poverty: the Condition of the Working Class in Montreal, 1897-1929* (Toronto: McClelland and Stewart, 1974), pp. 70-87

Week 4: Work and Gender

Lowe, Graham, "Mechanization, feminization, and managerial control in the early-twentieth-century Canadian office," in Craig Heron and Robert Storey (eds.), *On the Job: Confronting the Labour Process in Canada* (Kingston and Montreal: McGill-Queen's University Press, 1986), pp. 177-209.

Pacyga, Dominic, "Working in the yards," in *Slaughterhouse: Chicago's Union Stock Yards and the World it Made Famous* (Chicago: University of Chicago Press), pp. 63-92

Week 5: Place and Class

Cohen, Lisabeth, "Living and working in Chicago in 1919" in *Making a New Deal: Industrial Workers in Chicago, 1919-1939* (Cambridge, Cambridge University Press, 1990), pp. 11-52.

Week 6: Place and Race

Gotham, Kevin, "Urban space, restrictive covenant and the origins of racial residential segregation in a US city, 1900-1950," *International Journal of Urban and Regional Research*, 24.3 (2004), pp. 616-33

Nightingale, Carl, "Camouflaging the color line in Chicago" in *Segregation: A Global History of Divided Cities* (Chicago: University of Chicago Press, 2012), pp. 295-331.

Week 7: Downtown and Consumers

Isenberg, Alison, “‘Mrs. Consumer,’ ‘Mrs. Brown America,’ and ‘Mr. Chain Store Man’: economic woman and the laws of retail,” in *Downtown America: A History of the Place and the People Who Made It* (Chicago: University of Chicago Press, 2004), pp. 78-123

Week 8: Suburbs: Gender and Class

Teaford, John, “Creating suburbia,” in *The American Suburb: The Basics* (New York: Routledge, 2008), pp. 1-41

Week 9: Suburbs: Capitalism and the Slum

Lewis, Robert, “The industrial suburb is dead, long live the industrial slum: suburbs and slums in Chicago and Montreal, 1850-1950,” *Planning Perspectives*, 17 (2002), pp. 123-44.

Hise, Greg, “‘Nature’s workshop’: industry and urban expansion in Southern California, 1900-1950,” *Journal of Historical Geography*, 27.1 (2001), pp. 74-92

Week 10: Modern Planning

Relph, Edward, “The invention of modern town planning, 1890-1940,” in *The Modern Urban Landscape* (Baltimore: John Hopkins University Press, 1987), pp. 49-75.

Mohl, Raymond and Neil Betten (1972) “The failure of industrial city planning: Gary, Indiana, 1906-1910,” *Journal of the American Institute of Planners*, 38.4 (1972), pp. 203-14

Week 11: Blight, Renewal and Redevelopment

Fogelson, Robert, “Inventing blight: downtown and the origin of urban redevelopment” in *Downtown: Its Rise and Fall, 1880-1950* (New Haven: Yale University Press, 2001), pp. 317-80