

DEPARTMENT OF GEOGRAPHY
University of Toronto

GGR 482 / JPG2150
The Historical Geographies of Toronto
Fall 2018
(Draft version)

Instructors:

Paul Hess / Sidney Smith Hall 5067 / (416) 978-4955 / hess@geog.utoronto.ca

Robert Lewis / Sidney Smith Hall 5003 / (416) 978-1590 / lewis@geog.utoronto.ca

Office hours:

Paul Hess: Wednesday 2-3 pm; Thursday 11-noon; and by appointment

Robert Lewis: Tuesday, 2-3 pm; Wednesday 3-4 pm; and by appointment

What is it?

The course examines the planning history of Toronto's post-war landscapes using local fieldtrips linked to readings and seminars. Using historical perspectives on the changing character of selected areas, the course explores the planning, creation, reproduction, and evolution of the city's landscapes over time. A broad approach centered on the political economy of modernist planning and urbanism, metropolitan development, and creative destruction will be used to examine the key dynamics of urban change in Toronto after 1945 with attention paid to the role of changing ideas about planning and normative models of built form.

The field trip course is open to undergraduate and graduate students who are interested in exploring Toronto's urban landscapes. Enrollment is limited to 10 undergraduate and 10 graduate students. There are a few additional non-tuition costs. These will be mostly for getting to and from the field sites, which will involve the cost of local transit for the most part.

The class uses a compressed format, with formal instruction expected to be completed by mid-October. After an introductory class, there are four modules, each of which consists of a linked field trip and seminar. There will also two presentation and discussion classes to bring the course together as a whole. Thus, there will be 10 class sessions in total. The class meets in SSH 5017A.

The course centers on four modules, each of which has two interlinked parts. One part consists of four walking field trips. The walking trips will last for two to four hours and take place on Friday afternoons starting at 1 pm. The second part consists of two to three hour seminar classes that take place at the university on Thursday between 5 and 8 pm. Although there may be some lectures, these classes are geared to giving students the opportunity to discuss the class readings and the field trips. Other class time will be spent on student presentation of their on-going projects, and general discussion. Class time and field visits are compulsory and are evaluated through a participation grade. Students must supply a medical note or a letter from their college registrar if they miss a class.

Course goals

The aim of GGR482 / JPG2150 is to help students:

- Develop a broad understanding of the major processes shaping Toronto's postwar landscape.
- Develop an understanding of the relationship between urban processes and the geographic patterns of urban redevelopment, urban modernism, and creative destruction.
- Develop an appreciation of some of the key concepts used in the disciplines of historical geography, urban geography and planning history.
- Develop critical thinking, reading, writing and research skills.

The four module themes and sites are:

- A. Creating Modernist neighbourhoods: City Park to St. Jamestown
- B. Redevelopment and the modern CBD: TD Centre to Brookfield Place
- C. Modernism and its discontents: Cabbagetown, Regent Park, West Donlands, and the St. Lawrence neighborhood
- D. The Modernist suburb: Thorncliffe Park, Don Mills, the Peanut, and North York Centre

Weekly schedule

September 13	Introduction
September 20	Module A seminar: Creating modernist neighbourhoods
September 21	Module A field trip: Creating modernist neighbourhoods
September 27	Module B seminar: Redevelopment of the modern CBD
September 28	Module B field trip: Redevelopment of the modern CBD
October 4	Module C seminar: Modernism and its discontents
October 5	Module C field trip: Modernism and its discontents
October 11	Module D seminar: The modernist suburb
October 12	Module D field trip: The modernist suburb
November 1	Class presentations I
November 8	Class presentations II

Field site logistics:

It is your responsibility to get to the field sites on time. We will be in the field regardless of the weather. You must wear comfortable walking shoes and clothes, and, depending on the weather, you must bring a good raincoat (or umbrella) or warm coat, and sun protection (hat and sun cream). Please dress appropriately.

Writing and report due dates

Sept 19 to October 11	Ten reading summaries
Sept 27 to October 11	One linked report on one of the modules
October 15	Proposal
October 30 and Nov 6	Project presentation summary
November 9	Term paper due for class presentation I (October 30)
November 16	Term paper due for class presentations II (November 6)

Evaluation:

The grade for the course is as follows:

Participation	20%
Class presentation	10%
Written work	70%

Course work

Participation (20%): participation is more than just turning up to walk the streets or to sit in class. It also involves constructive engagement with the class material, the other students, and the instructors. You are to contribute to the discussion as we explore Toronto and as we talk around the classroom table. The concern here is not with the ‘amount’ of talking you do (although you do have to do some), but with the usefulness and quality of your contributions.

Class presentation (10%): in the last two classes of term students will present a short oral report on their term paper to the class. One half of the class will give their report on November 1; the other half on November 8. The report will be a summary of your paper’s question, evidence, and argument.

Written work (70%): this consists of several elements. All written work is to have one inch borders, and to be doubled-spaced, single-sided and written in Times Roman 12 font type. All written work is to be submitted online to Quercus.

You are to submit the following:

Reading summaries (10%)

You are to write ten (10) summaries of the class readings. Each summary is to be between 100 and 150 words and to answer the question: what is the main argument of the author(s)? They are due no later than midnight the day before the class in which they will be discussed. A full mark will be given to a thoughtful response that responds to the question. An answer of fewer than 100 or more than 150 words will not be accepted and the student will receive a zero.

Linked report (10%)

One two-page, double-spaced, ‘linked’ report on one of the modules. A linked report is an exploration of the ‘conversation’ between the field area and the weekly readings. The purpose of the report is to have you think through the relationship between the field and seminar elements of the course. The reports are due no later than midnight on the following dates:

- Module A: Creating modernist neighbourhoods - September 26
- Module B: Redevelopment of the modern CBD - October 3
- Module C: Modernism and its discontents - October 10
- Module D: The modernist suburb – October 17

Term paper (50%)

This consists of two pieces of work. The first is a two-page *proposal (10%)* that sets out the question and argument of the term paper. It is due on October 15. The second is a 10-12 page (3,000-3,500 word) *paper (40%)*.

Your term paper (and thus proposal) will explore and report on one of the class themes by using evidence taken from a) the areas we explored in Toronto as well as other areas; b) secondary readings (academic journal articles, book chapters, books, government reports, etc.); and c) the Toronto newspapers. You may want to work with the insurance plates from the Goad's Atlas. The themes you can choose from are: immigration, suburbanization, gentrification, urban redevelopment, economic development, housing, and segregation. (Come and talk to us if you have another theme you would like to work on.) The purpose of the paper is to have you think through the creative destruction processes and Toronto's postwar modernist urbanism. This may involve using some historical sources to think thorough how a particular street, area or neighborhood experienced change over time. The submission date for the paper depends on when you make your paper presentation: the paper is due November 9 for those who give their oral report on November 1; and November 16 for those who give their oral report on November 8.

Penalties for late assignments: A penalty is 5% per day with no work 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 the paper to our office hours with 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.

Classroom Environment

Everyone in the class has responsibilities. Our 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 us 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.

- 2) Turning off (or putting in silent mode) cell phones and other communications devices. Do not answer your phone or text 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 – instructors 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

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 our office hours or see us after class if you wish to discuss matters related to the course.

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

Readings

Module A: Creating Modernist neighbourhoods

Jon Caulfield, *City Form and Everyday Life: Toronto' Gentrification and Critical Social Practice* (Toronto: University of Toronto Press, 1994), 41-60.

Robert Lewis and Paul Hess, "Refashioning Urban Space in Post-War Toronto: The Wood-Wellesley Redevelopment Area, 1952-1972," *Planning Perspectives*, 31 (2016): 563-84

Eric Mumford, *Defining Urban Design: CIAM Architects and the Formation of a Discipline, 1937-1969* (New Haven: Yale University Press, 2009), 64-99.

Module B: Redevelopment and the modern CBD

Gunter Gad and Deryck Holdsworth, "Corporate capitalism and the emergence of the high-rise office building," *Urban Geography* 8 (1987): 212-31.

Graham Todd, "'Going global' in the semi-periphery: world cities as political projects. The case of Toronto" in Paul Knox and Peter Taylor (eds.), *World Cities in a World-System* (Cambridge: Cambridge University Press, 1995), 192-212

Pierre Filion, Igal Charney and Rachel Weber, "Downtowns that work: lessons from Toronto and Chicago," *Canadian Journal of Urban Research*, 24 (2015): 20-42

Module C: Modernism and its discontents

Jon Caulfield, *City Form and Everyday Life: Toronto' Gentrification and Critical Social Practice* (Toronto: University of Toronto Press, 1994), 61-93.

J. David Hulchanski, *Planning New Urban Neighbourhoods: Lessons from Toronto's St Lawrence Neighborhood* (UBC Planning Papers, Canadian Planning Issues #28, 1990).

Gillad Rosen and Alan Walks, "Castles in Toronto's sky: condo-ism as urban transformation," *Journal of Urban Affairs*, 37 (2104): 289-310

Module D: The Modernist suburb

Larry Bourne, "Reinventing the suburbs: old myths and new realities," *Progress in Planning*, 46 (1996): 163-84.

Pierre Filion, "Suburban mixed-use centres and urban dispersion: what differences do they make," *Environment and Planning A*, 33 (2001): 141-60

Andre Sorensen, "Toronto megacity: growth: planning institutions, sustainability," in Andre Sorensen & Junichiro, eds., *Megacities: Urban Form, Governance, and Sustainability* (New York: Springer, 2011), 245-71