Syllabus

JPG1504 Institutionalism and Cities: space, governance, property & power

Term: Winter 2019
Instructor: André Sorensen
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Office: Sidney Smith 5034
Office hours: Mondays 5-6pm, Wednesdays 3-4pm

Class time: Mondays 3-5pm
Class location: SS5017

LEARNING OBJECTIVES:
1. Develop a solid understanding of New Institutionalist theory and concepts
2. Critically engage with applications of NI in planning theory
3. Critically apply institutionalist theory and concepts to the analysis of urban governance and spatial planning institutions.
4. Understand the theory and method of Comparative Historical Analysis

Course Description
This course focuses on the role of institutions (defined as shared norms and understandings, standard operating practices, and enforceable rules) in structuring processes of urban change, urban governance, and spatial planning. The premise of the course is that cities are extraordinarily densely institutionalized spaces, and that a careful study of institutions, and of processes of institutional continuity and change will be productive for both planners and urban geographers. The course reviews the New Institutionalist literature in Political Science, Sociology, and Planning Theory, with a focus on Historical Institutionalism (HI) and Comparative Historical Analysis (CHA), and develops a conceptual framework for the application of HI theory to urban space. The claim is that an understanding of institutions is revealing of power dynamics in urban capitalism, is valuable for understanding urban governance and spatial planning in international comparative perspective, and provides a valuable critical perspective on urban property institutions.

Urban governance and spatial planning present an exceptionally dense and consequential set of institutions that regulate processes of urban growth and capital investment in cities. Local states play a central role in structuring the production of new urban property rights during land development, and in defining and protecting those property rights over time. Indeed, to a greater degree than in perhaps any other market, the state, and governance and spatial planning institutions, are fundamental and indispensable to the existence and continued value of urban property, and to the working of property markets. Spatial planning, in HI perspective, is the set of institutions designed to manage and regulate urban spaces and property, many of which appear prone to path dependent processes and positive feedback effects. Fundamental is that in different jurisdictions, very different sets of institutions have emerged in the transition to capitalist property systems in cities. An institutional approach helps to explain why particular institutions emerged in each jurisdiction, how they have evolved, and how they shape different urban trajectories. Other worlds are possible, but first we must understand the ones we have, how they became established, and why they become entrenched.

The course will be useful for geographers and planners who are interested in urban politics, planning theory, planning history, property rights, and international comparisons.
## COURSE EVALUATION

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<thead>
<tr>
<th>Evaluation Area</th>
<th>Weight (%)</th>
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<tr>
<td>Weekly Reading Reflections</td>
<td>20%</td>
<td>10 out of 12 weeks</td>
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<tr>
<td>Seminar Leadership</td>
<td>15%</td>
<td>Once between weeks 2 and 12</td>
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<tr>
<td>Participation</td>
<td>15%</td>
<td>Weekly</td>
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<tr>
<td>Final Paper Proposal</td>
<td>10%</td>
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<tr>
<td>Final Paper</td>
<td>40%</td>
<td>April 8</td>
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### Weekly Reading Reflections – 20%
Weekly reading reflections are valuable in ensuring that we actively engage with the required readings. It is quite a different matter to quickly read a paper than it is to sit down and write a considered response to the paper. As the readings are the starting point for class discussions, a critical engagement with them will help to ensure a rich discussion. Participants should write a 2-page double-spaced reflection on the required readings for 10 weeks of the term. No reflection is expected for Class 1. Reading responses must be posted to the course Quercus page **by noon on the Sunday before** each class. Late responses will not be accepted.

Reading reflections should represent a thoughtful engagement with the required readings associated with each class. These reflections should be more than a simple summary of the content and should discuss some of the following questions: what key questions and/or issues do the readings provoke you to consider? How do the readings contribute to an understanding of institutions? What modifications, if any, might be required to apply these concepts to urban institutions and urban space? What is of value in the readings, what critiques might be offered and what are the limits of the work? When writing your reflections remember that particular, focused engagements are always better than overly general comments. One approach to evaluating the readings is to discuss the way the readings help you understand or explain an issue or concept that you are interested in pursuing in your own research. Each reading reflection should end with a question about the week's topic to be posed during class.

### Seminar Leadership – 15%
The first hour of each class will be devoted to a seminar-style discussion of the required readings, facilitated by one or two participant in the class. Seminar leaders will be decided during the first and second weeks. Seminar leaders should read both the required and recommended readings for that week and will be expected to lead the class in discussion of the readings, and in considering their application to research on cities and spatial planning. The second hour of each class I will present my own analysis of the way the required readings contribute to major current debates, and the challenges and opportunities in applying the week's concepts to cities.

### Participation – 15%
Your substantive, constructive and respectful participation in weekly class discussions is crucial for the success of this course. It is expected that all participants will contribute to the discussion by posing questions, raising issues and comments using the readings to inform your comments and analysis, listen closely to others, and respectfully engage with their views. Please remember, excellent participation starts with perfect attendance.

### Final Paper Proposal – 10%
Participants are strongly encouraged to start thinking and working on an idea for your major paper at the start of the class. Having a good concept that fits both your own research interests
and an institutionalist approach will make writing the paper much more manageable. Any topic is possible, as long as the paper draws on the New Institutionalist theories and conceptual frameworks introduced by this course. Please submit your proposal by **February 25** at the latest. Proposals should clearly identify the topic that you intend to research and briefly explain how you will use NI theory. I will be happy to provide feedback and comments on your ideas during January and February in advance of the deadline, during office hours, or by email. Proposals should include an introduction, a discussion of your approach to institutional analysis, and an outline of the paper, including reference to at least 5 texts that you will be working with, and should be in total not more than 3-5 pages. Please upload to Q in PDF format.

**Final Paper – 40%**
Final papers should be between 20 to 25 pages double spaced (25 maximum), plus bibliography. Any topic is acceptable, as long as the paper draws on the literature and concepts of NI. All participants are encouraged to explicitly and critically consider the conceptual leverage offered by and the relevance of institutional analysis for your paper. Papers should include an abstract, should be clearly and concisely written and structured, and should support a clear thesis. Please submit no later than **April 8**, to Q in PDF format.

**COURSE BASICS**
- My office hours will be Mondays 5-6pm, and Wednesdays 3-4pm, SS5034
- Please arrive to class on time.
- Please submit all assignments to the course page on Q
- Weekly reading reviews should be submitted to Q by noon on the Sunday before each class.

All the readings except the Pierson ‘Politics in Time’ chapters are available as PDF files in Q in the Files/Readings folder. Readings are numbered by week, and a(Required), b(Recommended) and c(Related).


**TOPICS AND READINGS**

**Week 1. January 7. Introduction Lecture**

*Required reading: N/A*

**Week 2. January 14. New Institutionalism**

*Required:*


*Recommended:*

Political Life.' American Political Science Review 78(3): 734-749.

Related:


Required:
Structuring politics: historical institutionalism in comparative analysis. S. Steinmo, K.

Recommended:

Recommended:
and Proceedings of the Ninety-Seventh Annual Meeting of the American Economic
Association 75(2): 332-337.
Robertson, D., I. McIntosh and J. Smyth (2010). 'Neighbourhood Identity: The Path
Dependency of Class and Place.' Housing, Theory and Society 27(3): 258-273.

Related:
Low, N. and R. Astle (2009). 'Path dependence in urban transport: An institutional analysis of
urban passenger transport in Melbourne, Australia, 1956–2006.' Transport Policy 16:
47-58.
Quitzau, M.-B. (2007). 'Water-flushing toilets: Systemic development and path-dependent
characteristics and their bearing on technological alternatives.' Technology and Society 29:
351-360.

Week 4. January 28. Path dependence

Required:

Related:
Low, N. and R. Astle (2009). 'Path dependence in urban transport: An institutional analysis of
urban passenger transport in Melbourne, Australia, 1956–2006.' Transport Policy 16:
47-58.
Quitzau, M.-B. (2007). 'Water-flushing toilets: Systemic development and path-dependent
characteristics and their bearing on technological alternatives.' Technology and Society 29:
351-360.

Week 5. February 4. Critical Julctures

Required:


**Recommended:**


**Related:**


**Week 6. February 11. Structured processes of incremental change**

**Required:**


**Recommended:**


**Related:**


**Week 7. February 25. Sociological Institutionalism;**

**Required:**

**Recommended:**  
**Related:**  

**Week 8. March 4. Discursive/Constructivist Institutionalism**  
**Required:**  
**Recommended:**  
**Related:**  

**Week 9. March 11. Comparative Historical Analysis**  
**Required:**  

**Recommended:**

**Week 10. March 18. Institutions and Power**

**Required:**

**Recommended:**

**Week 11. March 25. Institutions and spatial planning**

**Required:**

**Recommended:**

**Week 12. April 1. The question of institutional design**

**Required:**

**Recommended:**
COURSE POLICIES

Accessibility
The University of Toronto is committed to accessibility. I will do anything I can to ensure that the course is accessible to everyone who wishes to take it. If you require accommodations or have any accessibility concerns, do communicate with me, and visit http://studentlife.utoronto.ca/accessibility

Academic integrity.
Please do not plagiarize.
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 proper use of citation (and quotations marks when using an author’s words). Students also should not be submitting any academic work for which credit has previously been obtained or is being sought, without first discussing with the instructor. Please consult the “Rules and Regulations” section of the Arts and Science Calendar (http://www.artsandscience.utoronto.ca/ofr/calendar/Rules_&_Regulations.html) for further information and check the ‘How not to plagiarize’ website at: http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize.”

E-mail policy: Please contact me by email with any questions. I will make every effort to reply to you within 2 business days. Please identify yourself clearly and include “JPG1504” in the subject line.

Submitting assignments: All assignments should be submitted to the course Quercus site on the due date. Please be sure to keep rough and draft work of your before submitting. These should be kept until marked assignments have been returned.

Late assignments: The penalty for late assignments is 2% of the assignment grade out of 100% per day (including weekends as one day). Weekly reading reflections are only valuable if completed before the class, so will not be accepted if they are submitted after the relevant class. If you foresee problems meeting submission deadlines please contact me; accommodations can always be made with adequate advance notice. This means at least one week before the deadline, not the night before the work is due.