General description:
This class explores how to understand and engage with urban decline. It includes a consideration of various efforts to reverse, live with, and rethink urban decline in a variety of locales. The hope is that this exercise will shed light not only on iconic declining places like Detroit, but also on the nature of uneven development and how it is the rule rather than the anomalous exception within capitalist urbanization. Framing decline in this way allows us to see that vacated spaces within an otherwise growing city like Toronto are produced by similar forces as vacated spaces in declining industrial or resource-based regions.

Readings:
Most course readings are retrievable through the University of Toronto Library System; the remainder will be provided to students directly (details TBA).

Optional reading (discussions will draw on material in this book):


Policies:

Assignment submission: Hard copies only please.

Academic integrity: I expect that most of you are well-acquainted with the university’s policies regarding plagiarism and academic misconduct. Briefly, the quotation or paraphrasing of an author without proper citation is strictly prohibited, as is the submission of an assignment that you did not complete (e.g. buying a term paper, re-using old term papers). For more information about this matter, please visit: http://www.sgs.utoronto.ca/facultyandstaff/Pages/Academic-Integrity.aspx

Disability services: 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 or www.accessibility.utoronto.ca.

Evaluation:
15 percent: Participation in discussion/engagement with the reading. This is a seminar, so it is crucial for students to engage with the readings as seriously as possible. As part of this component, students will be required to provide a short presentation on one of the supplemental readings listed below. The presentation should be no more than 5 minutes in length and be focused on relating the article in question to the day’s required reading.

25 percent: Interventions assignment. Please write a three-page hand-out and deliver a presentation on a planning, policy, or activist approach that has been used in the past to manage or mitigate some aspect of urban decline. Examples can be state-based (such as government take-over of dis-used land to build public goods) or activist-based (such as forming a co-operative or protesting an essential cause of decline). The essential element though is that it be a tangible policy or approach that has been used by a person, institution, or government in the past. More details about this assignment will be announced in class. These presentations will occur on October 18 and 25.

60 percent: Final paper and presentation. You are required to develop, research, and write a 15-20 page paper on some aspect of urban decline. Each student will present the paper briefly (~10 minutes) in class on November 15, 22, and 29. The paper itself will be due one week after the end of classes, December 6.

Schedule:

* Reading available on the class portal site (Blackboard); all others available online through the library online system (either journals or online books)

Week 1: September 13: introduction to the course

Week 2: September 20: The economics and idea of decline
- what causes it in different parts of the world
- aversion in literature to it
- depth of issue in US versus other locations
- resilience
- consequences: infrastructure expenses, compounded deprivation

Required reading:


Supplemental readings:


**Week 3: September 27:** Social causes and consequences of decline
- Economics is not insulated from social pathologization

**Required readings:**


**Supplemental readings:**


**Week 4: October 4: Race and decline**
- Compounded deprivation, incarceration effects on cities
- US housing law; housing law elsewhere
- Hollow prize thesis; black urban regime
- Current movement of the black middle class to suburbs

**Required Readings:**


**Supplemental readings:**


**Week 5: October 11:** interventions presentations, part 1

**Week 6: October 18:** interventions presentations, part 2

**Week 7: October 25:** Blight and demolition
- right-sizing, triage, urban renewal, planned shrinkage in NYC
- justifications for demolition

**Required readings:**


**Supplemental readings:**


**Week 8: November 1:** Attracting ‘valued’ people, evicting marginalized people
- Attracting: immigration, tax breaks and other incentives
- Repelling: literal eviction, water austerity (and similar crackdowns), policing, nuisance laws

**Required readings:**


**Supplemental readings:**


**Week 9: November 8:** Equitable economic development?
- can this occur? (eds and meds, Cleveland model)
- is gentrification the same in heavily declined cities?
- alternative ownership models
- the role of housing? Helpful to subsidize new construction?
- DIY/ self-sufficiency
- expanding existing programs like section 8
Required readings:


Supplemental readings:


**Week 10: November 15:** final project presentation or decline film (depending on enrollment numbers)

**Week 11: November 22:** final project presentations

**Week 12: November 29:** final project presentations
Graduate Course Policies

Important Dates

Graduate courses are normally a minimum of 2-3 hours/week for 12 weeks. Reading week is optional for graduate courses. If observed, the instructor will inform the class and provide a make up date for the missed class.

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td><strong>Fall 2019</strong></td>
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<tr>
<td>July 15</td>
<td>Course enrolment begins</td>
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<tr>
<td>September 9</td>
<td>Most formal graduate courses and seminars begin</td>
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<tr>
<td>September 11</td>
<td>Summer session grades available for viewing online in ACORN</td>
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<tr>
<td>September 23</td>
<td>Final date to add full-year and Fall session courses</td>
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<tr>
<td>October 14</td>
<td>Thanksgiving Day (University closed)</td>
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<td>October &amp; November</td>
<td>Undergraduate Reading Week: UTM – Oct. 15-18; UTSC – Oct. 12-18; STG – Nov 4-8*</td>
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<td>October 28</td>
<td>Final date to drop fall session half or full courses without academic penalty</td>
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<tr>
<td>November 25-29</td>
<td>Last week of graduate classes*</td>
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<tr>
<td>December 23</td>
<td>University closed for winter break until January 3 inclusive</td>
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<tr>
<td><strong>Winter 2020</strong></td>
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<tr>
<td>January 6</td>
<td>University reopens, most formal graduate courses and seminars begin</td>
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<tr>
<td>January 8</td>
<td>Submission deadline for Fall session grades</td>
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<tr>
<td>January 15</td>
<td>Fall session grades available for viewing online in ACORN</td>
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<tr>
<td>January 20</td>
<td>Final date to add Winter session courses</td>
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<tr>
<td>February 17</td>
<td>Family Day (University closed)</td>
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<td>February</td>
<td>Undergraduate Reading Week: UTM – Feb. 18-21; UTSC – Feb 15-21; STG – Feb 17-21*</td>
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<td>February 24</td>
<td>Final date to drop full-year and winter courses without academic penalty</td>
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<tr>
<td>March 23-27</td>
<td>Last week of graduate classes*</td>
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<tr>
<td>April 10</td>
<td>Good Friday (University closed)</td>
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<td>April 15</td>
<td>Winter grades due for students graduating in June 2020</td>
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<tr>
<td><strong>Summer 2020</strong></td>
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<tr>
<td>May 6</td>
<td>Submission deadline for Winter session grades (for students not graduating in June)</td>
</tr>
<tr>
<td>May 13</td>
<td>Full-year and Winter session grades available for viewing online in ACORN</td>
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*If undergraduate reading week is observed, the instructor must provide a make-up date for the missed class. This may include an extra class at the end of term.

Course Syllabi

A final course syllabus, which includes all assignments, deadlines and weighting of methods of evaluation, must be made available to all students enrolled in the course as early as possible, no later than the deadline for enrolling in classes (September 23, 2019 for fall courses and January 20, 2020 for winter courses).

Changes to the methods of evaluation or their relative weights cannot be made after this date without the consent of a simple majority of students in the class, provided a vote is announced at the previous class meeting.
Late Assignments
Instructors are not obligated to accept late work, except where there are legitimate, documented reasons beyond a student’s control. In such cases a late penalty is not normally applied. In all other circumstances, if an instructor intends to accept and apply penalties to late assignments this will be clearly set out in the syllabus.

Attendance and Participation
Although attendance makes up no more than 20% of the final course grade, regular and consistent attendance in graduate courses is expected. Most graduate courses are seminar style classes, which involve collaborative work and in-class discussions with other students and instructors. Students who are unable to attend class each week must inform the instructor as early as possible.

Accessibility and Accommodations
The University of Toronto is committed to accessibility. If you require accommodations because you are disabled, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: http://studentlife.utoronto.ca/as

Where there is an accommodation recommended by Accessibility Services, the department and/or instructors will be provided with an accommodation letter.

Academic Integrity
Academic misconduct by graduate students is taken very seriously. The University’s policy on academic misconduct is found in the Code of Behaviour on Academic Matters (the Code). Students in graduate studies are expected to commit to the highest standards of integrity and to understand the importance of protecting and acknowledging intellectual property. For example, it is assumed that they bring to their graduate studies a clear understanding of how to cite references appropriately, thereby avoiding plagiarism.

Regarding plagiarism, the Code includes the following statements:

B.i.1. It shall be an offence for a student knowingly:

(d) to represent as one’s own idea or expression of an idea or work of another in any academic examination or term test or in connection with any other form of academic work, i.e., to commit plagiarism.

Wherever in the Code an offence is described as depending on “knowing,” the offence shall likewise be deemed to have been committed if the person ought reasonably to have known.

Other academic offences include the possession and/or use of unauthorized aids in examinations, submitting the same paper for different courses, forgery (whether of academic records or other documents), concocting facts or references to sources, personating someone, and other forms of cheating and academic dishonesty. Please refer to sections B.i.1. and B.i.3. in the Code for detailed descriptions of offences applicable to students.

The policy on academic misconduct and the process for handling an allegation of academic misconduct is outlined at http://www.sgs.utoronto.ca/facultyandstaff/Pages/Academic-Integrity.aspx

Coursework Extensions
The authority to grant an extension to submit coursework beyond the sessional grade deadline is with the department and not the instructor of the course. To request a formal extension, students must submit a Coursework Extension Form, completed by both the student and course instructor, to the relevant graduate department prior to the final grade deadline.
In order to ensure fairness in granting extensions, the department must be reasonably certain that:

- The reasons for delay are serious and substantiated.
- The student is not granted unfair advantage over other students in the course.
- The student has a reasonable chance of completing the outstanding work within the time allotted.
- The normal and satisfactory completion of any new coursework is not in jeopardy.

Extension requests for medical reasons (e.g. short-term illness) must be accompanied by a medical note. Extension requests for students with accommodations due to disability must be supported by documentation from Accessibility Services. Extension requests for other reasons must be detailed in the form or a note to the department.

**Religious Accommodations**

Students must alert instructors in a timely fashion to any upcoming religious observances and anticipated absences. Instructors will make every reasonable effort to avoid scheduling tests, exams or other compulsory activities at these times. In the case of an unavoidable conflict with a compulsory activity, every reasonable effort is made to give students the opportunity to make up missed work.

**Course Enrolment and Quercus**

Acorn is the only indicator of official course enrolment; Quercus is not. Students enrolled in Acorn will be automatically populated to a course’s Quercus site within 24 hours of enrolling. In some cases, if a student is on a course wait list or there is another delay in processing registration an instructor may give a student access to Quercus as a guest. This will not constitute official enrolment and students are responsible for making sure the course is added correctly using Acorn.

**Auditing**

Students who wish to audit a course must obtain permission directly from the course instructor within the first week of class. Permission is subject to available space and can only be granted by the course instructor.

Only registered students at the University of Toronto may audit courses. Auditing entitles a student to attend lectures only. Students may not submit any written work, attend labs/tutorials or write tests/exams. The student will not be enrolled in the course and the course will not appear on their transcript. The department does not provide certificates of attendance.

**Reading Courses**

Reading courses allow students to complete coursework in topics not covered by current course offerings in Geography or Planning. Reading course guidelines and form is found at [https://geography.utoronto.ca/wp-content/uploads/2012/07/ReadingCourseInstructions.pdf](https://geography.utoronto.ca/wp-content/uploads/2012/07/ReadingCourseInstructions.pdf). The form must be accompanied by a brief course outline.

**Copyright in Instructional Settings**

If a student wishes to record (tape, video, photograph, etc.) any lecture presentations or other similar materials provided by the instructor; the instructor’s written consent must be obtained beforehand. Otherwise, all such reproduction is infringement of copyright and prohibited. In the case of private use by students with disabilities, the instructor’s consent shall not be unreasonably withheld.