

URBAN LANDSCAPES AND PLANNING, GGR 217

Fall 2019

Class time and location:
Mondays, 1-3 p, SSH1083

Instructor:
Professor Katharine Rankin

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Office Hours: Mondays 3-5 p
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Tutorial times and locations:
T0101 MO3-4 (UC248); T0201
MO4-5 (UC248); T0301 TU12-1
(RL14190); T0401 TU1-2 (UC248)



Course description

This course considers the role of planning in shaping the urban landscape through historical and contemporary examples that illustrate the interplay of competing and sometimes contradictory approaches to city building. It traces the origins, wide-ranging rationalities and lingering effects of planning in the production of urban space. And it broaches possibilities for engaging planning critically to address challenges of social and environmental justice in cities today.

Course goals

[a] to spark your interest in planning as a profession and an area of critical inquiry;
[b] to engage you in thinking critically about the origins and intellectual reach of the field;
[c] to support you in undertaking an independent research project on a selected planning case study

Classroom learning format

You will be asked to participate in the following activities: [a] listen to lectures; [b] join small group & class discussions; [c] watch films; [d] attend tutorials; [e] ask questions!

Evaluation

Short essays

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| 1. E1 [out Sep 16; due Sep 30] | 15% |
| 2. E2 [out Oct 7 due Oct 28] | 15% |
| 3. Case study paper [out Sep 30; due Nov 18] | 40% |
| 4. Final exam | 30% |

TOPICS AND READINGS

1. September 9 **Introduction**

2. September 16 **Planning as a response to 19th century industrial landscape**

- Engels, Friedrich. 1996. "The Great Towns," in *The City Reader* (New York: Routledge), 47-55.
- Kostoff, Spiro. 1992. "Haussmanization," in *The City Assembled: The Elements of Urban Form through History* (Toronto: Little Brown), 267-273.

Film: *Metropolis*

Distribute: Essay 1 assignment

3. September 23 **Utopian visions – planning modernity**

- Fishman, Robert. 1977. "Urban utopias: Ebenezer Howard and Le Corbusier," in S. Campbell and S. Fainstein (eds.) *Readings in Planning Theory*. Oxford: Blackwell, 19-67.
- Friedmann, John. 2000. "The good city: In defense of utopian thinking," in *International Journal of Urban and Regional Research*, 24(2): 460-472.

Film: *New York: A documentary*

Tutorial #1 this week

4. September 30 **Modernist planning is dead – long live modernist planning**

- Scott, James C. 1998. "The High-Modernist City: An Experiment and a Critique," in *Seeing Like a State*, 132-46.
- Hayden, Dolores. 2003. "Sitcom Suburbs," in *Building Suburbia: Green Fields and Urban Growth (1820-2000)* (New York: Vintage Books), 128-153.

Film: *New York: A documentary*

Due: Essay 1 (submitted electronically to Quercus no later than 9:00 am)

Distribute: Case study assignment

5. October 7 **Postmodern urban landscape**

- Relph, Edward. 1987. "Post-Modernism in Planning and Architecture," in *The Modern Urban Landscape*, 211-37.
- Grant, Jill L., and Stephanie Bohdanow. 2008. "New urbanism developments in Canada: a survey." *Journal of Urbanism* 1(2): 109-127.

Distribute: Essay 2

October 14 **Thanksgiving Break (No class)**

6. October 21

Planning paradigms today: From advocacy to storytelling

- Sandercock, Leonie. 1998. "The difference that theory makes" and "Towards Cosmopolis: A postmodern utopia," *Towards Cosmopolis* (New York: John Wiley & Sons, 1998), 85-104, and 182-202.
- Marcuse, P. 2011. The three historic currents of city planning. *The New Blackwell Companion to the City*, 643-655.

Tutorial #2 this week

7. October 28

Planning and Colonialism

- Blomley, N. 2004. Land and the postcolonial city. In *Unsettling the city: urban land and the politics of property*. New York: Routledge, pp. 105-138.
- Kipfer, Stefan & Petrunia, Jason. 2009. "Recolonization" and Public Housing: A Toronto Case Study," *Studies in Political Economy* 83: 111-139

Film: *Architecture of violence*

Due: Essay 2 (submitted electronically to Quercus no later than 9:00 am)

November 4

Reading Week Break (No class)

8. November 11

Planning and Neoliberalism

- Hackworth, Jason. 2007. "The Place, Time, and Process of Neoliberal Urbanism," in *The Neoliberal City: Governance, Ideology and Development in American Urbanism*. Ithaca, NY: Cornell University.
- Keil, Roger and Stefan Kipfer. 2000. "Toronto, Inc? Planning the Competitive City," *Antipode*, 34(2): 227-264 (read pp 234-253).
- Goonewardena, Kanishka. 2007. Planning and neoliberalism: The challenge for radical planners," *Planners Network*, Summer, <http://www.plannersnetwork.org/2007/07/planning-and-neoliberalism-the-challenge-for-radical-planners/>

Tutorial #3 this week

Due: Elevator pitch for Case study

9. November 18

Planning, Racism and Gentrification

- Rankin, Katharine N. and Heather McLean. 2015. "Governing the commercial streets of the city: New terrains of disinvestment and gentrification in Toronto's inner suburbs," *Antipode* 47(1): 216-239.
- Slater, Tom. 2004. "Municipally managed gentrification in south Parkdale, Toronto," *The Canadian Geographer/Le Géographe Canadien*, 48(3), pp.303-325.

10. November 25 **The Just City & The Right to the City**

- Fainstein, Susan. 2015. Spatial justice and planning. In Fainstein, S. S., & DeFilippis, J. (eds.), *Readings in planning theory: Fourth edition* (pp. 258-272). John Wiley & Sons, West Sussex.
- Marcuse, Peter. 2009. Postscript: Beyond the Just City to the Right to the City. In Marcuse, P., Connolly, J. Novy, J., I. Olivo, Potter, C., and Steil, J. (eds.), *Searching for the just city*. Oxford: Routledge, 240-254.
- Harvey, D. 2003. The right to the city. *International journal of urban and regional research*, 27(4), 939-941.

Guest speaker: Kuni Kamizaki

Due: Case study paper (submitted electronically to Quercus no later than 9:00 am)

11. December 2 **Wrap up**

- Friedmann, John. 2000. "The good city: In defense of utopian thinking," in *International Journal of Urban and Regional Research*, 24(2): 460-472.
- Rankin, Katharine. 2002. Planning education: How could it be different from business school? *Planners Network*, Summer. Retrieved from <https://www.plannersnetwork.org/2002/07/planning-education-how-could-it-be-different-from-business-school/>

Film: Holding ground: The rebirth of Dudley Street

Tutorial #4 this week: exam prep

CLASSROOM ORGANIZATION

The required readings are the central building block of the course. In some weeks, we will use classroom time to closely examine and discuss readings. The lectures serve to enrich, clarify, and illustrate the assigned readings. Some class time will be used to present material that complements the readings. If you miss class you could be missing material that is important for tests and assignments—not to mention your understanding of the issues! Readings must be read in advance of the lecture for which they are assigned. Come to class with questions, comments and criticisms regarding the readings. Opportunity will be provided for sharing your reflections. Chances are that if you have a thoughtful question, others will benefit from hearing it, and the discussion it may generate. You will be asked to participate in small group and class-wide discussions. For the assignments and final exam, you will be required to have a solid grasp of the course readings, lecture materials and film content.

COURSE ASSIGNMENTS

The two short essays are oriented to practicing and improving writing skills while allowing for reflection on key issues addressed in the course readings, lectures and films. You will be assessed on the basis of your argumentation and writing clarity. You must write legibly and check basic grammar and spelling. It is a good idea to ask a sympathetic reader (e.g., friend, Writing Centre tutor) to comment on your assignments before submitting.

The case study paper provides an opportunity to conduct independent research on a specific urban landscape and/or planning project that has been an object of public debate or deliberation—such as the revitalization of Regent Park or The Big Move transportation plan in Toronto. Your task will be to learn about your case, relate it to course materials, evaluate it and draw your own conclusions. The case may be chosen from a list of options provided on Sept 30, or you may propose your own idea. Your paper will be assessed based on the quality of your argumentation, writing clarity, mobilization of evidence, and engagement with course resources and themes.

The (two-hour) final exam, which covers material from all 10 weeks of readings/lectures/films, will allow you to demonstrate your mastery of course material through a combination of multiple choice, short answer responses and essays.

COURSE ADMINISTRATION

Readings are posted on the Quercus, at <https://q.utoronto.ca>. Use your UTORid to access your Quercus homepage, “My Page.”

Course website can be found by going to your Quercus homepage, “My page.” Under “My Courses” in the top right corner, click on GGR217. There you will find the course syllabus, assignments, weblinks, announcements, lecture slides (to be posted after classes) and you will be able to check your final grades at the end of term (grades for each assignment will be returned on the submitted paper copy). Regularly check the course site on Quercus (at least once a week). Please note that all written work must be submitted via Quercus.

Assignment submissions: Assignments are to be submitted in electronic form on Quercus on the day they are due (Mondays at 9am). Assignments submitted via email will not be accepted.

Late assignments: Assignments are due via Quercus on the day they are due (Mondays at 9am). Late papers (anything after 9am on Monday) can be submitted on Quercus (Quercus time shows the time of submission). A paper submitted via Quercus after 9am will be considered one day late. Penalty for late assignments is 5% of the earned grade for each weekday late. For example, if you hand something in on Wednesday afternoon, it will be penalized for Mon, Tues, and Weds, 15%. On Quercus assignments submitted past the deadline will automatically show as "late". No assignments will be accepted more than one week after the due date unless the student has obtained prior permission from the instructor in the case of documented illness or other extenuating circumstances.

Extensions will only be granted in the case of documented illness (see <http://illnessverification.utoronto.ca>) or personal emergency. If a personal emergency arises that prevents you from submitting your assignment on time, contact your College Registrar immediately so that you can assemble the proper documentation.

Accommodation: If you require accommodations or have any accessibility concerns, please visit <http://www.studentlife.utoronto.ca/as> as soon as possible.

Academic integrity: Academic integrity is fundamental to learning and scholarship at the University of Toronto. Plagiarism is an academic offense; plagiarism means quoting or paraphrasing the work of another author, including that of fellow students, without proper citation. Other offenses include submitting your own work in more than one course without the permission of the instructor

or falsifying or altering documentation such as doctor's notes. Please familiarize yourself with U of T's *Code of Behaviour on Academic Matters* (<http://www.artsci.utoronto.ca/osai/The-rules/code/the-code-of-behaviour-on-academic-matters>) and check the "How not to plagiarize" website (<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>).

Academic skills: There are resources at U of T to help you develop skills of reading, writing, studying, and researching. Please consider accessing Robarts Library research and reference services (<https://onesearch.library.utoronto.ca/robarts-reference-and-research-services>), Writing Centres (<http://www.writing.utoronto.ca>), the Academic Success Centre (<http://www.asc.utoronto.ca>), and the English Language Learning programs (<http://www.artsci.utoronto.ca/current/advising/ell>).

Office hours and email: Office hours are available for you to meet with me (or Kuni or Asya) one-on-one or in small groups for discussions of substantive course-related issues; please note that there are three tutorial sessions also scheduled for this purpose. If I am prevented from making office hours due to extenuating circumstances, I will attempt to reschedule.

Please conduct as much course business as possible in-person before or after class. Email should be limited to short (yes/no) questions for which you cannot find answers in the syllabus, assignment guidelines, Quercus, or among your classmates. If email is necessary it should be directed to the instructor or a TA with GGR217 in the subject line. General inquiries about the course should be directed to Kuni Kamizaki. Please allow 2-3 days for a response via email. We suggest you use your U of T email account for course-related correspondence and check it regularly. This is the account that the University and Quercus uses for all official correspondence.

We hope you enjoy participating in this course!