
**GGR339 Urban Geography, Planning, and Political Processes
Winter 2020**

6 PM – 8 PM, Mondays. Sidney Smith 1073.

Instructor:

Jason Spicer

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Winter 2020 Office Hours – Either M or T afternoon, Varies by Week, [Sign-Up Link](#)

Teaching Assistants:

Hyun-Chul Kim, Office Hours TBA

Course Description

As the world becomes majority urban, cities are increasingly the **sites and subjects** of political contestations. This course explores these struggles, focussing primarily on current and historical examples in the Global North, with special emphasis on Canada and the US. We centre two key questions:

1. When residents of urbanized spaces cannot access or obtain what they need to survive and thrive: what can they do?

Most often, they seek to turn **conditions into problems** requiring political redress. These conditions, which often reflect the inequities of daily life in urban space, can stem from a range of underlying factors. These factors may include, among others: economic or employment status; race, ethnicity and indigenous status; gender and sexuality; national origin and immigration status; mobility/accessibility; housing/security of tenure; criminal justice and policing; as well as climate change, sprawl, and degradation of the physical environment.

We will examine a host of different efforts to remedy injustices across many of these dimensions, considering movements such as the Global Climate Strikes, Black Lives Matter, Idle No More, Occupy Wall Street, Right to the City, Fight for \$15.

2. How do people turn urban conditions into political problems?

Constructing **geographies of resistance**, they engage with **political opportunity structures**, and **organize for power and change**, through urban **social movements, interest groups, and coalitions**. Through these organized efforts, they **expose, propose, and politicize**: they *expose* the root problems generating a condition, *propose* policy and planning solutions, and *build political power* to implement these



solutions, either through the government, or directly, without government involvement. They do this by using a set of tools, techniques and processes, sometimes called a **repertoire of contention**.

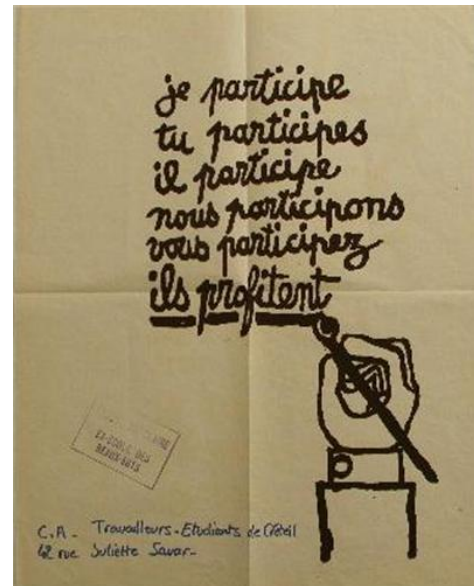
Their efforts may **diffuse** across cities, regions and nations, and **“scale up”** as global phenomena. Some may remain locally focused. Others may do both at the same time as “glocal” movements, maintaining a distinctly local character while also scaling and diffusing in space.

We will examine these processes in depth.

Course Objectives

This course has four main objectives, to provide students with a/an:

1. introduction to ways to **effect urban and regional change through politics and planning**.
2. representative overview of the **range of issues addressed through current and historical urban social movements and political processes**, particularly in Canada and the US.
3. venue in which to **enhance and develop individual and group presentation skills**.
4. opportunity to **conduct in-depth research** on a specific urban/regional **sociopolitical issue**.



Course Structure:

The course is structured into **three parts**. In the first part, we examine key **ideas** about achieving social change. We will read works by geographers, but also scholars of urban planning, public policy, politics, and sociology. In part two, we move beyond the world of ideas to examine how these ideas get translated into **tools, techniques and processes** used by real people in real places to effect change. In part three, we consider how these tools and techniques are collectively brought to bear on specific issues, by examining a range of movements by topic or theme.

Grading Scheme

100 points are available in this class. ***40 of these points are only available if you come to class.***

<u>Assignment</u>	<u>Total Points (Pts) Available</u>	<u>Details</u>
In-Class Participation Exercises	40	<ul style="list-style-type: none"> • Two in-class problem sets on 2/3 and 3/2 to review Ideas/ Tools sections. 20 pts total.

		• All others unannounced 20 more pts , varies by week.
Group Project	30	
Group Project Proposal	4	Same due date for all groups: 1/27
Group Presentation Dry Run Recording	4	Video of your practice run through; due one week before your group presents
Group Final Presentation	15	Staggered in final four weeks of class
Group Teammate 360 Evaluation	7	Your teammates must approve your grade
Final Exam	30	
Total Points	100	

In-Class Group and Individual Participation Exercises, 20 points. Some weeks, students will have an opportunity to earn points through exercises conducted during class time. These exercises may include brief writing exercises about an in-class group activity or video, pop quizzes on the readings, or other similar activities. The maximum number of points available in each week may vary. Some weeks, it may be zero. No make-ups are available for these exercises. No advance announcement of exercises will be made, because **I really want you to come to class, so we can learn together.**

In-Class Individual Problem Sets, 20 points. After the ideas/concepts and tools/techniques sections of the class, there will be an in-class problem set. You must come to class regularly to be prepared for this problem sets.

Final Examination, 30 points. The final exam will be cumulative and comprehensive, covering all material from the course, including student-generated content from the group project presentations.

Group Project, 30 points. The group project (see assignment document for more details) will consist of a 10-minute oral presentation examining a specific example of an urban social movement, preferably one with some grounding in the GTA, Ontario, or Canada. These presentations will be staggered through part three of the class. There are four separate parts of this assignment.

1. **Proposal, 4 points.** The group will submit a proposal explaining the topic they wish to present, and the format they will use.
2. **Dry Run Recording, 4 points.** One week before presenting, the group will submit a video recording of a full “dry run”, or practice run-through, of their presentation.
3. **Presentation, 15 points.** The group will present an audiovisual presentation of some kind for 10 minutes. Though powerpoint style slides are advisable, students can be creative in the use of visual and aural/audio aids.
4. **Group-Individual Dynamics, 7 points.** After presenting, the rest of your group will collectively decide if each individual made a sufficient contribution to the group. Each group member may be given up to 7 points.

Lateness, Extensions and Accessibility Services: Late assignments will be penalized 10% per day. Extensions are granted for documented medical/emergency situations, or for documented

accessibility needs. If any student in the class anticipates that they might utilize Accessibility Services, **please let the Instructor know as soon as possible** so that reasonable accommodation can be made. Please consult [Student Life](#) for further information.

Plagiarism. Quoting or paraphrasing others' work without citation constitute plagiarism. This is an academic offense at the University of Toronto. Students should not submit academic work completed for other classes before consulting with the Instructor. Please see "[Rules and Regulations](#)", Arts and Science Calendar and '[How Not to Plagiarize](#)'.

Classroom Etiquette Items

Food in Classroom: YES. Our class is held at dinner time. I have no problem with you bringing food to class to eat, provided you do not do so in a manner disruptive to the learning environment!

Phones/Distractions in Class: NO. You are all adults. Please keep phone and non-class laptop use to an absolute minimum. If I catch anyone using their phone extensively, I will ban phones in the classroom. I may also restrict laptop usage. Note the front row is reserved for those not using screens.

Communication. Email to the instructor and TA is to be used **sparingly, and to ask simple yes, no, or short answer questions**. Please send all emails to both the instructor and the teaching assistant. We will respond to emails within 48 hours. For questions or issues requiring more than a simple yes or no answer, please come to office hours. **Use of office hours is strongly encouraged!**

Course Schedule Outline

Week	Topic	Assignments
1/6	Introduction/Overview	
1/13	Ideas 1: Social Movements + Interest Groups	Look for Group
1/20	Ideas 2: Policy Agendas + Political Opportunity Structures	Finalize Group
1/27	Ideas 3: Urban Social Movements + City Politics	Group Proposal Due
2/3	Ideas 4: Spatial Justice? Just Cities + Geographies of Resistance	In-Class Problem Set
2/10	Tools 1: Community Organizing: Public Narratives + Mobilizing Power	
2/17	<i>Family Day/Reading Week – No Class or Office Hours</i>	
2/24	Tools 2: Social Movement “Repertoires”: Direct Action, Digital Strategies + Demonstrations	
3/2	Tools 3: Politics: Local Elections, Public Participation, and Plans	In-Class Problem Set
3/9	Themes 1: Environmental Justice and Climate Change	Presentations
3/16	Themes 2: Housing and Transit	Presentations
3/23	Themes 3: Labour, Work, and Economy	Presentations
3/30	Themes 4: Social Identity – Race, Indigeneity, Gender + Sexuality	Presentations

Detailed Weekly Schedule

Part 1 – “Big Ideas”: Concepts and Theories

1/6: Introduction and Course Overview

1/13: Preliminaries: Interest Groups and Social Movements

Little, W. (2018). [Social Movements and Social Change - Social Movements Subsection. Chapter 21, Subsection 2](#) in Introduction to Sociology – First Canadian Edition. OpenStax College.

Soule, S. A. (2013). Diffusion and Scale Shift. In The Wiley-Blackwell Encyclopedia of Social and Political Movements (eds D. A. Snow, D. Della Porta, B. Klandermans and D. McAdam).

Kollman, K. (2017). Interest Groups and Social Movements. Chapter 11 in The American Political System. W.W. Norton.

D’Agostino (2015). [Six Social Movements The World Can Learn From](#). Open Canada.

1/20 From Condition To Problem: Policy Agendas and Political Opportunity Structures

GROUP PROJECT ROSTERS/TEAMS MUST BE FINALIZED By the End of Class

Greer, S. (2015) "[John W. Kingdon, Agendas, Alternatives, and Public Policies](#)", in The Oxford Handbook of Classics in Public Policy and Administration. Oxford University Press.

Crossman, A. (2019). [Understanding Political Process Theory](#). ThoughtCo.

Almeida, P. (2019). “Theories of Social Movement Mobilization” (Ch. 3, pp. 44-62) in The Structure of Collective Mobilization. University of California Press.

Mortillaro, N. (2019) [‘What is Extinction Rebellion and What Are Its Demands?’](#) CBC News.

Carty, H. (2019). [“You Have Power That Students Don’t”: Protests Continue As Students Demand Better Mental Health Support](#). The Varsity.

1/27: Urban Movements, Coalitions, and Regimes

ASSIGNMENT DUE TODAY: GROUP PROPOSAL By the Start of Class

Pasotti, E. (2013) Urban Movements. In The Wiley-Blackwell Encyclopedia of Social and Political Movements (eds D. A. Snow, D. Della Porta, B. Klandermans and D. McAdam).

Miller, B. and Nicholls, W. (2013) [Social Movements in Urban Society: The City as A Space of Politicization](#), Urban Geography, 34(4) pp. 452-473

Mossberger, K. (2009), [‘Urban Regime Analysis’](#), in Davies, J. Imbroscio, D. (eds), Theories of urban politics. Sage. OR Davies

Cox, K. (2017). [Revisiting ‘The City As A Growth Machine’](#), Cambridge Journal of Regions, Economy and Society 10(3). Pp. 391–405,

2/3: Spatial Justice? Just Cities, The Right to the City, and Geographies of Resistance

ASSIGNMENT: In-Class Problem Set #1

Griffin, C. (2010). [Geographies of Resistance](#), in B. Warf (Ed.), *Encyclopedia of geography* (pp. 2442-2445).

Tomiak, J., McCreary, T., Hugill D., Henry, B., Dorries, H. (2019) "Settler City Limits." (Intro Chapter) in *Settler City Limits: Indigenous Resurgence and Colonial Violence in the Urban Prairie West*. Winnipeg: University of Manitoba Press.

Harvey, D. (2012) Chapter 1, "[The Right to the City](#)" in *Rebel Cities*. Verso: London. pp. 3-26.

Fainstein, S. (2010) Ch 6. "[Toward the Just City](#)" in *The Just City*, pp. 165-184

Skim: Soja, E. Ch 3. (2010) Ch. 3, "[Building a Spatial Theory of Justice](#)", in *Seeking Spatial Justice*. pp. 65-111.

Part 2 – "Nuts and Bolts": Tools, Techniques and Processes

2/10 Community Organizing and Leadership: Building Narratives and Relationships, Mobilizing for Power

Choudry, A, J. Hanley, and E. Shragge (2012) [Introductory Chapter](#), pp. 1-22 in *Organize!: Building from the Local for Global Justice*, PM Press.

Obama, B. H. (1988). [Why Organize? The Problems and Promise of the Inner City](#). Illinois Issues. University of Illinois.

Ganz, M. (as attributed, 2014). *Organizing: People, Power, and Change*. Leading Change Network/New Organizing Institute.

Ganz, M., T. Kay, J. Spicer. (2018). [Social Enterprise is Not Social Change](#). Stanford Social Innovation Review. Stanford University.

Move to Amend (2012) [A Guide to Power Mapping](#).

Barc, A. (2010). "[Nostalgia Tripping: The Spadina Expressway Debacle](#)." blogTO.

2/17: Reading Week – Family Day NO CLASS/OFFICE HOURS

2/24: Social Movement Repertoires: Digital Strategies, Direct Action, Demonstrations

Tilly, C. (2005) [Introduction to Part II: Invention, Diffusion, and Transformation of the Social Movement Repertoire](#), *European Review of History: Revue Europeenne d'Histoire*, 12:2, 307-320.

Speck, A. (2014) [The Movement Action Plan](#). Ch. 14 pp. 67-73. in *Handbook for Nonviolent Campaigns*. (Second Link Option: <https://www.nonviolence.wri-irg.org/en/node/40508>)

Van Laer, Jeroen and Peter Van Aelst (2009/13) "[Cyber-Protest And Civil Society: The Internet And Social Movement Repertoires](#)", Ch.12 pp. 230-254 in *Handbook of Internet Crime*.

Tupper, J. (2014) [Social Media and the Idle No More Movement: Citizenship, Activism and Dissent in Canada](#), *Journal of Social Science Education*, 13 (4) p. 87-94

Jha, S. Rani, Rev. (2017) Ch. 6. The Power of Empowering Communities, in *Transforming Communities*. Chalice Press. pp. 75-86.

3/2: The Political Arena: Municipal Elections, Public Participation, and City Planning

ASSIGNMENT: In-Class Problem Set #2

Marcuse, P. (2009) [From Critical Urban Theory To The Right To The City](#), *City*, 13:2-3, 185-197.

Barcelona en Comu (2016). [How To Win Back The City: En Comú Guide To Building A Citizen Municipal Platform](#)

Koblensky, W. (2016) [How Participatory Budgeting Works : What Do You Want In Your Neighbourhood?](#) Torontoist.

The Centre for Active Transportation (2017). [Bringing Planning to the People: Participatory Planning in Peterborough](#).

Arnstein, S. (1969/2015) “[A Ladder of Citizen Participation](#)” in *The City Reader* (eds. LeGates and Stout), Routledge. pp. 279-292.

Davidoff, P. (1965) [Advocacy and Pluralism In Planning](#), *Journal of the American Institute of Planners*, 31:4, 331-338

Recommended: Lightbody, J. (2005) [City Politics, Canada](#). Chapter 1. p. 23-63.

Part 3: Thematic/Topical Urban Politics and Movements

3/9: Environmental Justice and Climate Change

In-Class Presentation Groups

Schlosberg, D., & Collins, L. (2014). [From Environmental To Climate Justice: Climate Change And The Discourse Of Environmental Justice](#). *Wiley Interdisciplinary Reviews: Climate Change*, 5(3), 359-374.

Wolch, J. R., Byrne, J., & Newell, J. P. (2014). [Urban Green Space, Public Health, And Environmental Justice: The Challenge Of Making Cities Just Green Enough?](#). *Landscape and Urban Planning*, 125, 234-244.

Fünfgeld, H. (2015). [Facilitating Local Climate Change Adaptation Through Transnational Municipal Networks](#). *Current Opinion in Environmental Sustainability*, 12, 67-73.

Teelucksingh, C., B. Poland, C. Buse, and R. Hasdell. 2016. “[Environmental Justice in the Environmental Non-governmental Organization Landscape of Toronto \(Canada\)](#).” *Canadian Geographer* 60 (30): 381–393

Harrabin, R. (2019). [Climate, Yellow Vests, Pensions: France Braces For 'Black' Weekend Of Protests](#), Radio France Internationale (RFI).

Dougherty, I. and A. Clarke. (2019). [Three Ways Young Changemakers Can Have a Greater Impact Globally](#). Open Canada.

3/16: Housing and Transit: The Right to Housing and Transportation Equity

In-Class Presentation Groups

Greene, J. (2014). [Urban Restructuring, Homelessness, And Collective Action In Toronto, 1980–2003](#). *Urban History Review/Revue d'histoire urbaine*, 43(1), 21-37.

Monsebraaten, L. (2016) [“Advocates taking Canada’s Housing Policy to the UN.”](#) Toronto Star.

Nettling, P, (2018) [“Organizing Against Project Gentrification: Housing Activism in a White-Supremacist Landscape in Montreal”](#) Metropolitics.

Stolz, R. (2005). [A National Transportation Equity Movement for Real Human Needs](#). *Race, Poverty & the Environment*, 12(1), 64-66.

Amar, A. and C Teelucksingh (2015). [Environmental Justice, Transit Equity and the Place for Immigrants in Toronto](#). *Canadian Journal of Urban Research* 24(2). 43-63.

3/23: Labour, Work and Economy: From Occupy to Living Wages, Unions, and Cooperatives

In-Class Presentation Groups

Harvey, D. (2012) Chapter 7, [“#OWS: The Party of Wall Street Meets its Match.”](#) pp. 159-164 in *Rebel Cities*. Verso: London.

Spicer, J., R. Manduca, T. Kay (2020). [National Living Wage Movements in a Regional World: The Fight for \\$15 in the United States](#). in *LERA Annual Research Volume*, Cornell U. Press.

Heneberry, J. and R. Laforest (2011) [Cooperatives and the State: The Case of Ontario](#), 2 (2), 57-70. *Canadian Journal of Nonprofit and Social Economy Research*.

The Toronto and York Region Labour Council, 2016. [Mapping Our Work: Toronto Labour History Walking Tours](#).

Cooper, T. and T. Hennessy (2016). [The Promise of the Living Wage Movement](#). Toronto Star.

Recommended: Kamizaki, K. (2016). [Parkdale Community Economic Development \(PCED\) Planning Project – Parking Planning Study – Toronto, ON](#).

3/30: Social Identity: Race, Indigeneity, Gender + Sexuality

In-Class Presentation Groups

Derickson, K. (2017) [‘Urban Geography II: Urban Geography In The Age Of Ferguson’](#), *Progress in Human Geography*, 41(2), pp. 230–244.

Vachelli, E. and E. Kofman, (2018) [Towards an Inclusive and Gendered Right to the City](#). *Cities* (76).

Frisch, M. (2002). [Planning as a Heterosexual Project](#), *Journal of Planning Education and Research*. pp. 254-266.

Boisvert, N. (2018). [“Black People 'Grossly Overrepresented' In Violent Police Interactions, Ontario Human Rights Report Says.”](#) CBC News.

[The Urban Indigenous Action Plan](#), Ontario. (2018).

Gollum, M. (2016) [Toronto Bathhouse Raids: How The Arrests Galvanized The Gay Community](#). CBC.

Monkman, L., and B. Morin (2017). [5 Years After Idle No More, Founders Still Speaking Out..](#) CBC News.
