

Classmate name and email _____
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GGR 389: Public Space and Planning
University of Toronto, Winter 2020
Prof. Naomi Adiv
Thursdays, 9 – 11AM
Sidney Smith 2125

Professor: Dr. Naomi Adiv
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<https://calendly.com/dr-adiv>
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Course Description:

An introduction to the study of public spaces in North American cities. Key readings include history and theory of public space, as well as contemporary case studies and field assignments to understand the production and maintenance of public spaces in and around Toronto.

In this course, we will explore what it means for spaces to be designated as public. What qualities do the spaces have, and what kinds of public(s) do they invite or exclude? What does access to public space describe, and is it possible to measure? What are the expectations of the dominant culture around the meaning(s) of public space, and what happens when those expectations are violated? How do municipalities and other jurisdictions plan for and fund their public spaces, and how does that affect other kinds of decisions about design or access? How do other social dynamics of racialization, gender, and sexuality play out in the public spaces of our cities, and to what effect?

The places we will consider include the public spaces of gathering, encounter and protest such as parks and plazas, but also our streets and sidewalks, schools and airports, and other places that are funded with 'public' monies and invite 'public' use in various capacities. We will examine the contemporary literature in urban planning as well as a variety of social science disciplines in order to become more articulate in our descriptions of 'public space.' And we will gain empirical knowledge by exploring the city by transit and on foot, honing our powers of observation to see how the design and character of places operate as 'public'.

Important Dates

Feb 6: Essay 1 due
Feb 27: Field Assignment 1
March 5: Field Assignment 2
March 12: Field Assignment 3
April 3: Essay 2 due

COURSE REQUIREMENTS

Attendance and participation

Everyone, including your instructor, is expected to come to class on time, with readings completed, and notes and assignments in hand (or submitted online). In-class time will involve a good deal of active participation, in order to develop a scholarly environment in which to explore ideas.

If you want to take notes on your **laptop**, you may do so with the Wi-Fi turned off. If your computer is being used for other than class purposes, I will ask you to put it away for the duration of the class. If this is a repeated problem, I will ask you not to bring your computer to class. **Cellphones** and other devices should remain off during class. If there is a pressing situation, and you need to be available by phone, please let Dr. Adiv know before class.

Communication: email, Quercus, office hours

Foremost, make sure to find a class partner who can fill you in if you have to miss a day; this is the best way to stay current. (Do not email your professor – in this or any class – to ask what you missed.)

This course is available through Quercus (q.utoronto.ca). Readings and other course material will be posted on this site. Students enrolled in the course should be able to see the link using their UTORID and password. Information on using Quercus is available in the Student Quercus Guide (<https://q.utoronto.ca/courses/46670/pages/student-quercus-guide>). Some course announcements will be posted on Quercus; make sure your settings are organized to let you know see these.

You are expected to check your UofT email daily, M - F. Dr. Adiv is most easily reached by email: naomi.adiv@utoronto.ca. You can usually (though not always) expect a response to your email within 24 hours M – F. A Friday afternoon email will most likely get a Monday response.

If you are using **email** to contact your instructors, please use formal etiquette.

- Make sure you have checked the syllabus first to see if your question has been covered. Then ask a classmate. Contact your professor once you have exhausted these options.
- Include a meaningful subject line (e.g., PLA1102: questions about text)
- Format the message as if it were a letter (with a salutation [Dear Professor], body [I am contacting you because...] and closing [Sincerely,])
- End the email with your full name.

I recommend that students come to **office hours** (for this and every class) at least once per term. You can learn so much more in a face to face conversation. Bring a friend if you like. Sign up for office hours at adiv.youcanbook.me to guarantee a time, or stop by if you are flexible. Please let your professor know if you won't be coming for a time you chose so someone else can have that slot.

Readings

All course readings, videos and podcasts can be found on Quercus in a folder *labeled with the week we will discuss them in class*. Print and mark the text (highlighter, pen, post-its or digitally); take notes and bring these to class, as we will reference them. Sometimes we may re-divide the readings for the week

under a particular topic or add some media. Some readings may be added or substituted during the semester. No changes will be made less than a week before an assignment is due.

Writing Assignments and exams

Guidelines:

- Organize your written work into paragraphs, and check grammar and spelling before you hand it in.
- All papers must be typed, double spaced, with 1-inch margins and Times New Roman 12 point font.
- Do give your essay a title (centered at the top of the first page), but please no title pages. Include your name, the course and the date in the upper left-hand corner of the assignment; include the word count on the bottom right hand corner of the last page.
- Submit your paper as a Microsoft Word Document (other formats will be returned to you), labeled [LASTNAME]_GGR389_[ASSIGNMENT:].
- All assignments should be uploaded to Quercus by the start of class the day they are due.

ESSAY 1 (Due February 6)

This paper (~1500 words) will use news media to investigate a conflict surrounding a public space, or public spaces, in Toronto, using our course readings and other texts to structure our analysis.

ASSIGNMENT 2 (Due April 3)

This paper (~2500 words) asks you to observe a public space of your choosing over three 'field assignments.' Students will employ course concepts and readings, as well as outside sources, to analyze observations. Students will receive guidance on collecting materials, and on conducting field observations.

Late Assignments:

Written assignments for this class are to be submitted in electronic form to Quercus. All assignments are to be handed in by the beginning of class on the day they are due (Wednesday at 10:10am). In the classroom SK548. Late assignments will be penalised 5% each day 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 collaborating documentation.

Final exam

The final exam will be a combination of short answers and essays related to the readings, media and lectures from the course. We will review for the exam in the last few weeks of the course.

Missed Exam: The final exam is administered through the Faculty of Arts and Science. Students who are unable to write their examinations due to illness, etc., should contact their College Registrar (see "Petitions Regarding Examinations" in the Calendar - <http://www.artsci.utoronto.ca/current/petitions/common#deferred>)

Grading Scheme:

Participation: 10%

Essay 1: 25%

Essay 2: 40% (5% each field assignment; 25% paper)

Final Exam: 25%

Grade Change Policy (for all assignments and exams):

Students wanting clarification on a particular grade must submit a request in writing explaining their question and, if they are disputing an answer marked wrong, documentation of the grading error with evidence from the text. Per University policy: "the remarking request should go first to the TA and any appeal of that should go to the course instructor. Such a request entails a remarking of the work. Hence, if a remarking is granted, the student must accept the resulting mark as the new mark, whether it goes up or down or remains the same. Continuing with the remark or the appeal means the student accepts this condition."

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students with disabilities, who may require accommodations, should contact Accessibility Services (<http://www.accessibility.utoronto.ca/>). Please notify the instructor if you have a disability that may require some modification to this course so that I can work with you and AS to make the appropriate arrangements. If you are not sure if you are eligible for accommodations, please contact the DRC in order to find out. The DRC is located in 455 Spadina Avenue, 4th Floor, Suite 400, and can be contacted at 416-978-8060, accessibility.services@utoronto.ca.

WRITING HELP AND CITATION GUIDELINES

There are resources at U of T to help you develop skills of reading, writing, studying, and researching. Please consider accessing the following:

- 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>)
- English Language Learning programs (<http://www.artsci.utoronto.ca/current/advising/ell>).

You are required to properly document the sources of your work. Choose a citation strategy consistent with your other courses. APA is the most common, and instructions can be found here:

https://owl.purdue.edu/owl/research_and_citation/apa_style/apa_formatting_and_style_guide/general_format.html

ACADEMIC DISHONESTY AND PLAGIARISM

Academic integrity is fundamental to learning and scholarship at the University of Toronto -- plagiarism is a serious academic offence and will not be tolerated. The University of Toronto's Code of Behaviour on Academic Matters outlines the behaviours that constitute academic misconduct, the processes for addressing academic offences, and the penalties that may be imposed. You are expected to be familiar with the contents of this document. Plagiarism includes 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>).

PLEASE NOTE ALSO THE FOLLOWING:

People come to this class with a variety of academic expertise, life experiences, and customs (both individual and cultural). These differences can, and hopefully will, contribute positively to the substance and quality of class discussion. However, because these differences are often related to social inequalities, they can also be a source of misunderstanding and frustration. It is thus important to keep in mind that active, respectful class participation is as much about listening to and engaging the ideas of others as it is about speaking one's own mind. This is an aspect of the class that we will discuss openly.

COURSE SCHEDULE

Week 1: Jan 9 introduction

Week 2: Jan 16 Defining public space

Media: Guerilla Public Seating

Carr, S., Francis, M., Rivlin, L. G., & Stone, A. M. (1992). *Public Space*. Cambridge: Cambridge University Press. Ch. 1: Public Space and Public Life (pp. 3 – 49).

Hand out Asst 1.

Week 3: Jan 23 Defining public space cont

Media: All Under One Roof: How Malls and Cities are Becoming Indistinguishable
<https://www.theguardian.com/cities/2017/mar/16/malls-cities-become-one-and-same>

Madanipour, A. (2003). Why are the Design and Development of Public Spaces Significant for Cities? In A. R. Cuthbert (Ed.), *Designing Cities: Critical Readings in Urban Design* (pp. 139 - 151). London: Blackwell.

Iveson, K. 2007. *Publics and the City*. Malden, MA: Blackwell. Ch. 1: The Problem With Public Space.

Bring in newspaper articles for Asst 1.

Week 4: Jan 30 Spatial logics, distribution, and funding

Media: The High Line's Next Balancing Act
<https://www.citylab.com/solutions/2017/02/the-high-lines-next-balancing-act-fair-and-affordable-development/515391/>

Talen, Emily. (2010) The Spatial Logic of Parks, *Journal of Urban Design*, 15:4

Wolch, et. al. (2005). Park and Park Funding in Los Angeles: An Equity-Mapping Analysis. *Urban Geography*, 26(1), 4 - 35.

Week 5: Feb 6 privatization and exclusion

(Assignment 1 due)

Media: Playgrounds Only for the Rich Kids?
https://www.theguardian.com/commentisfree/2019/mar/26/playgrounds-rich-kids-housing-social-apartheid?CMP=share_btn_tw&fbclid=IwAR2sZVnStKYHvoTXcMSjmzrKUDzy4MdlxWddQG6ovjt6CaDz9p62wHx6B6l

Madden, D. (2010). "Revisiting the End of Public Space: Assembling the Public in an Urban Park." *City and Community* 9(2)

Mitchell, D. 1995. The End of Public Space? People's Park, Definitions of the Public, and Democracy. *Annals of the Association of American Geographers* (85:1), pp. 108 – 133.

Week 6: Feb 13 researching public space

Media: Lynda Barry video (TBA)

Gehl, J. And B. Svarre. 2013. *How to Study Public Life*. Washington: Island Press. (Part I)

Participation self-assessment

Hand out Asst 2.

Feb 20 (no class – reading week)

Week 7: Feb 27 researching public space, cont

Lynch, K. 1960. *The Image of the City*. Cambridge: the MIT Press. (Section TBA)

Gehl, J. And B. Svarre. 2013. *How to Study Public Life*. Washington: Island Press. (Part II)

Field Asst 1 due

Week 8: March 5 Sidewalks

Guest lecture: Sneha Mandhan

Media TBA

Ehrenfeucht, Robin and Anastasia Loukaitou-Sideris. 2007. "Constructing the sidewalks: municipal government and the production of public space in Los Angeles, California, 1880–1920." *Journal of Historical Geography*, 33:1.

Jacobs, Jane. 1992 [1961]. *The Death and Life of Great American Cities*. Chapter two: The uses of sidewalks – safety. (pp. 29 – 54)

Field Asst 2 due

Week 9: Mar 12 Parks

Media: For African Americans, Park Access Is About More Than Just Proximity
<https://www.citylab.com/design/2016/06/for-african-americans-park-access-is-about-more-than-just-proximity/485321/>

Olmstead, Frederick Law. 1858, 1870. The Plan for the Park and Public Parks and the Enlargement of Towns. In Jackson, Kenneth T. and David Dunbar (Eds.) *Empire City: New York Through the Centuries*. New York: Columbia University Press. (pp. 278 – 291)

Cranz, Galen. 1982. *The Politics of Park Design: A History of Urban Parks in America*. Cambridge: the MIT Press. Ch. 5: the Powers That Be

Field Asst 3 due

Week 10: Mar 19 Pools and baths

Media: [How hotel pools could be used to trim wait-lists for Toronto swimming lessons](#)

Rac, Michael. 2014. Is Everyone in the Pool? Lessons on Access and Equity from Toronto's Regent Park Aquatic Center.

Iveson, Kurt. 2003. Justifying Exclusion: the politics of public space and the dispute over access to McIvers ladies' baths, Sydney. *Gender, Place and Culture*, (10:3), pp. 215 – 228.

Week 11: Mar 26 libraries

Media: [A history of the American Public Library](#)

[FYI Podcast – Serving Homeless Patrons with John Spears](#) (20 min)

Given, LM and GJ Leckie. 2003. "Sweeping" the library: Mapping the social activity space of the public library." *Library and Information Science Research*, (25), pp. 365 – 385

Week 12: Apr 2 wrapping up!

Final paper due April 3