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## **POL 378: CITIES AND CITIZENS**

Thursday 10:00am-12:00pm

### **Course Description**

More than half the world's population now live in cities. This so-called 'urban age' raises profound questions about the nature of politics and democracy: about how we live together and about how we collectively build, manage, and govern our societies. This course responds to these crucial inquiries with a focus on the interaction of cities and citizens. It begins with a critical examination of classical theories and institutions of citizenship—grounded in the modern nation state—exploring their relevance for our contemporary global urban society. This is followed by a survey of contemporary practices of civic engagement and city building, both formal and informal. Thematic topics include local government reform, DIY urbanism, radical municipalism, urban social movements, sanctuary cities, smart cities, public space design, and ecological citizenship. Examples will be drawn from Toronto and from cities around the world.

### **Course Objectives**

- To establish a solid understanding of substantive issues, key trends, and timely developments related urban citizenship
- To foreground the highly uneven and differentiated geographies of urban citizenship rights, responsibilities, and activities; and to trace how various hierarchical structures—such as race, class, gender, and colonialism—affect contemporary urban politics
- To become familiar with key theoretical debates in the field of citizenship studies and to evaluate the strengths and weakness of various disciplinary approaches
- To engage with various kinds of city builders and urban commentators and thus to become better informed citizens
- To improve academic skills of critical analysis, interpretation, argumentation, research, and communication

### **Requirements**

#### *Participation*

It is assumed that students will attend—and arrive on time—to every lecture. Anything covered in lecture will be considered evaluable content. Our classroom will be a safe academic environment where ideas are devised, debated, and deconstructed. A university is an important place to debate difficult issues—and in doing so, to challenge others, to appreciate unfamiliar viewpoints, and to reflect upon and deepen one's own convictions. All students are encouraged to exchange ideas openly in a rigorous and respectful manner.

### *Readings*

The readings are the foundation of the course. Students should complete all the required readings before class and should be prepared to discuss and analyze the major issues raised in the material. Students are thus expected to read closely and with a critical eye.

### *Assignments*

There are three 5-7 page essays and a final exam. The essays are to be submitted to Quercus on October 3, October 31 and November 28 respectively. Assignment details will be distributed in lecture. The final exam will take place during the official exam period.

### **Evaluation**

The grade for the class will be determined as follows:

Short essays (x3)	60%
Final exam	40%

### **Academic Policy**

#### *Academic Integrity*

Academic integrity is fundamental to learning and achieving course goals. The assignments in this course are designed to give you an opportunity to learn important skills and concepts by making honest attempts through your own thinking, writing, and hard work. I am strongly committed to assigning grades based on my students' honest efforts to demonstrate learning in this course. Academic dishonesty in any form will thus not be tolerated.

Acts of academic dishonesty include:

- cheating on tests and exams (bringing notes, looking at a neighbour's paper, allowing someone to look at your paper)
- copying material word-for-word and not acknowledging the source by placing the text within quotation marks, even with a citation
- submitting work produced by someone else as though it was your own (e.g. a friend's paper, work purchased from a custom essay site)
- work completed in a group that is not supposed to be group work.
- submitting the same work, in part or in whole, for multiple courses
- "editing" that results in a paper which is no longer entirely your own work.

For a complete list of offences, see section B of the *Code of Behaviour on Academic Matters* (<http://www.governingcouncil.utoronto.ca/policies/behaveac.htm>). If you have any questions about what is or is not permitted in this course, please do not hesitate to contact me.

#### *Deadlines*

All deadlines are firm. Papers will be penalized 5% for each 24 hours after the deadline. If you have extenuating circumstances that are affecting your ability to meet deadlines, please speak with me in office hours as soon as possible.

### *Contested Grades*

The TA and I take very seriously the responsibility of grading and commenting on your work. I am happy to discuss evaluation criteria and strategies for improvement at any time in my office hours. If you judge a received grade to be inaccurate (with respect to the grading guidelines given by the Faculty of Arts & Sciences and/or the assignment rubric) and would like your assignment to be re-graded, you should submit to the TA and me a detailed written account of why you think the grade is inaccurate, along with the original graded assignment, *within one week of the first day papers are returned to students*. Please note that re-reading a paper for the purposes of reconsidering the grade implies your acceptance that the grade could also drop based on further evaluation.

### *Libraries*

The U of T library system is an extraordinary resource for accessing information, conducting research and enhancing your learning. You should make every effort to take advantage of the various library services available to students. I especially encourage students to consult with librarians for assistance on their research projects. In addition, the following guides on Essay Research: <http://guides.library.utoronto.ca/essayresearchbasics?hs=a> and How to Cite: <http://guides.library.utoronto.ca/citing> will be helpful for this class.

### **Other Resources**

#### *Accessibility*

The University of Toronto is committed to accessibility. If you require accommodations or have any accessibility concerns, visit <http://studentlife.utoronto.ca/accessibility> as soon as possible.

#### *Writing*

The University of Toronto offers an extensive collection of resources and tools to aid students in academic writing. I strongly suggest that you familiarize yourself with the workshops, tutoring services, and advice guides provided at <http://www.writing.utoronto.ca>. Information about the English Language Learning program (ELL) is available at <http://www.artsci.utoronto.ca/current/advising/ell>.

### **Course Materials**

All readings will be made available through Quercus or the U of T Libraries.

### **Course Schedule**

#### **Theories of Citizenship**

##### September 5: Liberal Citizenship and its Limits

Benjamin Barber (2013) "Cities and Democracy" in *If Mayors Ruled the World*, New Haven: Yale University Press, 53-82.

James Holston and Arjun Appadurai (1999) Cities and Citizenship. *Public Culture*, 8(2): 187-204.

Lynn Staeheli (2003) "Cities and Citizenship" *Urban Geography*, 24(2): 97-102.

### September 12: From Civil Disobedience to Radical Democracy

Holloway Sparks (1997) "Dissident citizenship" *Hypatia*, 12(4): 74-110

Sheldon Wolin (1994) "Fugitive Democracy" *Constellations* 1(1): 11-25.

### September 19: The 'Post-Political' City

Stuart Hall and Alan O'Shea (2014) Common-sense neoliberalism,

[https://www.lwbooks.co.uk/sites/default/files/s55\\_02hall\\_oshea.pdf](https://www.lwbooks.co.uk/sites/default/files/s55_02hall_oshea.pdf)

Mark Purcell (2008) "The Terror of Neoliberalism" in *Recapturing Democracy*. New York: Routledge, 7-31.

Erik Swyngedouw (2018) "The Janus-face of Governance beyond the State" in *Promises of the Political*. Cambridge: MIT Press, 3-22.

## **Institutions of Citizenship**

### September 26: Local Government in a Global Era

Loren B. Landau (2014) Conviviality, rights, and conflict in Africa's urban estuaries. *Politics & Society*, 42(3): 359-380.

Anne Phillips (1996) "Why does Local Democracy Matter?" in *Local Democracy and Local Government* edited by David Wilson Laurence Prachett. London: Palgrave, 20-37.

Nicolas Rose (2000), "Governing cities, governing citizens" in *Democracy, citizenship and the global city* edited by Engin Isin. London: Routledge, 95-109.

### October 3: Freedom is an Endless Meeting

Sherry Arnstein (1969) "A ladder of citizen participation." *Journal of the American Institute of Planners* 35(4): 216-224.

Kahente Horn-Miller (2013) "What does Indigenous Participatory Democracy Look Like? Kahnawà:ke's Decision Making Process" *Review of Constitutional Studies* 18(1): 111-132.

Sian Lazar (2006) "El alto, ciudad rebelde: Organisational bases for revolt," *Bulletin of Latin American Research*, 25(2): 183-199

\*\*\*ESSAY 1 DUE

### October 10: DIY Urbanism

Amanda Huron (2015) "Working with strangers in saturated space: Reclaiming and maintaining the urban commons" *Antipode*, 47(4): 963-979.

Kurt Iveson (2013) "Cities within the city: Do-it-yourself urbanism and the right to the city" *International journal of urban and regional research*, 37(3): 941-956.

Nathan McClintock (2014) "Radical, reformist, and garden-variety neoliberal: coming to terms with urban agriculture's contradictions" *Local Environment* 19(2) 147-171.

## **Spaces of Citizenship**

### October 17: Cities and Colonialism

Nicholas Blomley (2003). "Land and the Postcolonial city" In *Unsettling the city: Urban land and the politics of property*. New York: Routledge, 105-138.

Franz Fanon (1963) "On Violence" in *Wretched of the Earth*, New York: Grove Weidenfeld. 35-66, 88-106

October 24: Segregated Publics

Teresa Caldeira (1996) "Fortified Enclaves: The New Urban Segregation" *Public Culture*, 8(2), 303-328.

Naheed Mustafa (2014) The divided city: Multiculturalism left us stuck on the periphery of Toronto. *Toronto Life*: February 13.

October 31: Designing Democracy

Federico Caprotti (2014) "Critical research on eco-cities? A walk through the Sino--Singapore Tianjin Eco--City, China" *Cities* 36, 10--17.

Dolores Hayden (1980) "What would a non-sexist city be like? Speculations on housing, urban design, and human work." *Signs*. 5(3) pp 170-187.

Jan Gehl (2011) "To Assemble or Disperse" in *Life between Buildings*. Washington: Island Press, 81-128.

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**Acts of Citizenship**

November 7

(reading week)

November 14: Urban Social Movements

Julie-Anne Boudreau (2016) "Global Urban Social Movements: Emerging forms of Political Action" in *Global Urban Politics*, London: Polity Press, 65-101.

Margit Mayer (2007) "Contesting the Neoliberalization of Urban Governance" in *Contesting Neoliberalism: Urban Frontiers*, New York: Guilford Press, 90-115.

Ed Soja (2009) "The city and spatial justice." *justice spatiale/spatial justice*. n° 01, September.

November 21: The Right to the City

Nigel Gibson (2007) "Zabalaza, Unfinished Struggles against Apartheid: The Shackdwellers' Movement in Durban," *Socialism and Democracy*, 21(3): 60-96

Tina Grandinetti (2019) "Urban aloha 'aina: Kaka'ako and a decolonized right to the city" *Settler Colonial Studies*. 19(2): 227-246.

Gerda Wekerle (2000) Women's rights to the city: gendered spaces of a pluralistic citizenship. In *Democracy, citizenship and the global city*, edited by E. Isin. New York: Routledge, 203-217.

November 28: Maintaining the City of the Future

Barcelona en Comú (2018) *Fearless Cities*. Oxford: New Internationalist Publications. 84-148.

\*\*\*ESSAY 3 DUE