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Office Hours (online): Wednesdays 2:30-4:30pm
or by appointment

Teaching Assistant: TBA

POL 349: GLOBAL URBAN POLITICS

Thursdays 10:00am-12:00pm

Course Description

This course examines urban politics in the context of globalization. With an understanding that urban politics is shaped by forces that are at once immediate and distant, it considers the local-global character of urban development, governance, planning, public policy, democracy, citizenship, and territoriality. Throughout the class, we will assess the varied nature of urbanization and urban society in a variety of sites in the global north and global south. While Toronto will serve as a key reference point in this comparative endeavor, we will also look at urban dynamics in Europe, Latin America, Asia, and Africa. Overall, our aim will be to bring abstract macro-level processes—such as global capitalism, climate change, migration, and inequality—down to earth and to trace their concrete histories, causes, and consequences. This course will thus provide students with a deep empirical understanding of global cities while developing a new theoretical vocabulary of politics attuned to the emergent forms of human association that mark the global urban age.

Course Objectives

- To establish a solid understanding of substantive issues, key trends and timely developments related to cities and urban-regions today
- To foreground the highly uneven and differentiated character of globalization and urbanization 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 global urban politics and to evaluate the strengths and weakness of various disciplinary approaches
- To identify significant dynamics shaping politics in Toronto and thus to become better informed urban citizens
- To improve academic skills of critical analysis, interpretation, argumentation, research, and communication

Requirements

Texts

The texts (readings, videos, audio) are the foundation of the course. Students should engage all the required texts and should be prepared to discuss and analyze the major issues raised in the material. Students are thus expected to read (or watch or listen) closely and with a critical eye.

Participation

Participation will comprise a large part of our class engagement. Students are expected to attend class each week and to take part in lecture and in-class activities. The participation grade will be determined based on: ongoing in-class participation (5%) and weekly contributions to the online Quercus discussion board (30%).

Following Thursday's class each week, I will post a prompt in the Quercus discussion board on the week's themes. Each student will make a meaningful contribution to discussion (approximately 200 words each) consisting of an original response to the discussion prompt, or an engaged reply to a peer's comment. You must make at least one contribution for 10 out of 12 weeks (i.e. you can opt out of 2 weekly discussions without penalty). Discussion contributions must be submitted by the following Wednesday at 11:59pm.

Our classrooms (physical and virtual) will be safe academic environments 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. Please be generous with yourself and your peers.

Assignments

In addition to ongoing participation in course discussions, there are two major assignments in the course. The first assignment is a short essay examining the global forces behind Toronto's urban development (due October 14). The second assignment is a group project on pandemic urbanism (due November 25 and December 2). These projects will explore the impact of the COVID-19 pandemic on urbanization and urban life. Assignment details will be posted on Quercus.

Evaluation

The grade for the class will be determined as follows:

Discussion Participation	35%
Global Toronto Essay	30%
Pandemic Urbanism Project	35%

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. Academic dishonesty in any form will thus not be tolerated.

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. Any assignments received after the due date will be penalized 5% per day or part thereof. However, if you have extenuating circumstances that are affecting your ability to meet deadlines—including situations related to the ongoing COVID-19 pandemic—please speak with me as soon as possible. Reasonable extension requests for the first essay will be granted provided you have a revised plan and timeline for completion.

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. If you judge a received grade to be inaccurate (with respect to the grading guidelines given by the Faculty of Arts & Sciences and the assignment prompt) and would like your assignment to be re-graded, you should submit to me and the TA 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.

Office Hours

Office hours will be held online using Zoom. Please schedule a time by emailing me in advance.

Email Policy

Please use your U of T email for course related correspondence. Be sure to include a meaningful subject line that includes the course code. I will try to respond to email within 1-2 working days. I do not typically reply to emails within 24 hours of an assignment due date.

Other Resources

Accessibility

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability or health consideration that may require accommodations, please approach the Accessibility Services Office <http://studentlife.utoronto.ca/accessibility> as soon as possible. The Accessibility Services staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let them and me know your needs, the quicker we can assist you in achieving your learning goals in this course. If there are any additional ways I can assist your learning in the course, please feel free to contact me directly.

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 research projects. In addition, the following guides on Essay Research: https://guides.library.utoronto.ca/CIRHR_IntroductionToResearch and How to Cite: <http://guides.library.utoronto.ca/citing> will be helpful for this class.

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>.

Health and Wellness

Health & Wellness offers University of Toronto students a wide range of medical and mental health services to help support you in achieving your personal and academic best. These supports are especially important right now, when you may be experiencing a variety of negative effects of the COVID-19 pandemic. To find out more and to access supports, please visit <https://studentlife.utoronto.ca/department/health-wellness>. If you are feeling distressed, see particular supports (including those for mental health) at <https://studentlife.utoronto.ca/task/support-when-you-feel-distressed/>

College Registrar

Your college registrar is available for both general academic advising and personal problem solving. Your college is responsible for holistic advising that takes into account all the elements of student life: academic, personal, financial, and more. If you are facing challenges or have questions about how to succeed at the University of Toronto, this office should be your first point of contact.

Course Materials

Readings will be made available through the course Quercus site, or through the U of T library system.

Course Schedule

	I: What is Global Urban Politics?
September 9	<p><u>Politics in the Urban Age</u> Julie-Anne Boudreau (2016) <i>Global Urban Politics</i>, New York: Polity Press, Introduction, 1-22.</p> <p>Warren Magnusson (2010) “Seeing like a City: How to Urbanize Political Science.” In Jonathan Davies and David Imbroscio (eds.) <i>Critical Urban Studies: New Directions</i>. Albany, NY: SUNY Press, pp. 73-88.</p>
September 16	<p><u>Globalization and Urbanization: A Framework for Analysis</u> Manfred Steger (2017) <i>Globalization: A Very Short Introduction</i> (4th Edition). Oxford University Press, 1-37.</p> <p>George Monbiot (2016) “Neoliberalism – the ideology at the root of all our problems” <i>The Guardian</i>, 15 April, https://www.theguardian.com/books/2016/apr/15/neoliberalism-ideology-problem-george-monbiot</p>

<p>September 23</p>	<p><u>Global Cities and Global Slums</u> Saskia Sassen (2001) <i>The Global City: New York, London, Tokyo</i>. Princeton: Princeton University Press, pp. 3-15.</p> <p>Mike Davis (2004) “Planet of Slums” <i>New Left Review</i> 26.</p>
<p>September 30</p>	<p><u>Inter-urban Policymaking</u> Eugene McCann (2011) “Urban Policy Mobilities and Global Circuits of Knowledge: Toward a Research Agenda,” <i>Annals of the Association of American Geographers</i>, 101:1, 107-130.</p> <p>Michele Acuto & Benjamin Leffel (2020) “Understanding the global ecosystem of city networks,” <i>Urban Studies</i>, 58(9) 1758–1774.</p>
<p>II: ‘Glocal’ Issues in Context</p>	
<p>October 7</p>	<p><u>Migration and Citizenship, Beijing</u> Ranier Bauböck et al. (2019) Cities vs States: Should Urban Citizenship be Emancipated from Nationality? http://globalcit.eu/cities-vs-states-should-urban-citizenship-be-emancipated-from-nationality/ (read any 2 contributions to the forum)</p> <p>Li Zhang (2002) “Spatiality and Urban Citizenship in Late Socialist China,” <i>Public Culture</i>, 14(2), 311-334.</p>
<p>October 14</p>	<p><u>Metropolitan Governance, Toronto</u> Michael Storper (2014) “Governing the Large Metropolis,” <i>Territory, Politics, Governance</i> 2:2, 115-134.</p> <p>Steve Paikin et al. (2018) The Megacity at 20, <i>The Agenda</i>, https://www.youtube.com/watch?v=sqG0J5pnuxQ</p> <p>GLOBAL TORONTO ESSAY DUE</p>
<p>October 21</p>	<p><u>Public Transit, Paris</u> Theresa Enright (2020) “Commotion,” <i>Society and Space</i>, https://www.societyandspace.org/articles/commotion</p> <p>Theresa Enright (2015) “Contesting the Networked Metropolis” in <i>Transport, Mobility and the Production of Urban Space</i>, edited by Julie Cidell and David Prytherch, New York: Routledge. 172-186.</p>
<p>October 28</p>	<p><u>Housing Politics, Durban</u> David Madden and Peter Marcuse (2016) <i>In Defense of Housing</i> New York, Verso. 1-13.</p> <p>Nigel Gibson (2007) “Zabalaza, Unfinished Struggles against Apartheid:</p>

	The Shackdwellers' Movement in Durban,” <i>Socialism and Democracy</i> , 21(3), 60-96.
November 4	<p><u>Climate Change, Jakarta</u> Harriet Bulkeley (2013) <i>Cities and Climate Change</i>, New York: Routledge, 1-17.</p> <p>Rita Padawangi (2012) “Chapter 13: Climate Change and the North Coast of Jakarta: Environmental Justice and the Social Construction of Space in Urban Poor Communities. In <i>Urban areas and global climate change</i>). Emerald Group Publishing Limited, 321-339.</p>
November 11	Reading Week- No Class
November 18	<p><u>The Smart City, Rio de Janeiro</u> Shannon Mattern (2017) The City is not a Computer, <i>Places Journal</i>, https://placesjournal.org/article/a-city-is-not-a-computer/</p> <p>Christopher Gaffney and Cerriane Robertson (2018) “Smarter than Smart: Rio de Janeiro's Flawed Emergence as a Smart City, <i>Journal of Urban Technology</i>, 25(3), 47-64.</p>
	III. Sharing of Research and Learning
November 25	Final Presentations and Discussion
December 2	Final Presentations and Discussion

Sample Covid-19 Resources

Pandemic Urbanism	https://docs.google.com/document/d/1EK9MSBySLHLk9aqADj2k3i5Z7RD-fKpLdAVplKBFw8w/edit#heading=h.3wp3qb3d4u3q
Covid-19 and Urban Politics	https://theconversation.com/what-does-the-coronavirus-pandemic-sound-like-the-voices-of-people-struggling-secluding-and-surviving-around-the-world-135539 https://www.un.org/sites/un2.un.org/files/sg_policy_brief_covid_urban_world_july_2020.pdf https://theconversation.com/outbreaks-like-coronavirus-start-in-and-spread-from-the-edges-of-cities-130666?utm_source=twitter&utm_medium=bylinetwitterbutton https://www.theguardian.com/world/2020/apr/15/how-did-the-coronavirus-start-where-did-it-come-from-how-did-it-spread-humans-was-it-really-bats-pangolins-wuhan-animal-market https://spectrejournal.com/how-just-in-time-capitalism-spread-covid-19/
Global Cities and Slums in a Pandemic	https://twitter.com/CAAS_ACEA/status/1242828793997377537 https://www.digitaltrends.com/news/coronavirus-rural-internet-access-digital-divide/ https://www.nytimes.com/2020/04/15/opinion/covid-farmworkers-paid-leave.html?smid=tw-share https://www.directrelief.org/2020/04/learning-from-ebola-as-covid-19-gains-ground/ https://www.newyorker.com/news/our-columnists/the-black-plague https://fortune.com/2021/06/11/blackstone-real-estate-investments-covid-apartments-netflix-headquarters/
Managing Covid-19: from Above and Below	https://www.japantimes.co.jp/opinion/2020/04/14/commentary/japan-commentary/coronavirus-japans-constitution/?fbclid=IwAR17du5_hFHm_8TmYCiA-dcdrKRvu01eO7uRe7_zkmlQtjgk1-6CF1qFTp4#.XpcCZ0N7lxi https://www.globalpolicyjournal.com/blog/06/04/2020/worry-governance-coronavirus-and-emergency-politics https://mondediplo.com/2020/04/11cities

	<p>https://www.cambridge.org/core/journals/health-economics-policy-and-law/hepl-blog-series-covid19-pandemic</p> <p>https://www.nytimes.com/2020/04/09/nyregion/coronavirus-queens-corona-jackson-heights-elmhurst.html</p> <p>https://www.cbc.ca/news/canada/toronto/covid-19-caremongering-1.5518092</p> <p>https://www.vice.com/en_ca/article/y3mkjv/what-is-mutual-aid-and-how-can-it-help-with-coronavirus</p> <p>https://www.blogto.com/city/2020/04/how-black-lives-matter-making-difference-toronto-during-pandemic/</p>
<p>Critical Urban Infrastructure</p>	<p>https://www.nytimes.com/2020/04/09/upshot/transit-battered-by-coronavirus.html</p> <p>https://www.citylab.com/transportation/2020/04/coronavirus-transit-workers-strike-risk-subway-bus-drivers/609328/</p> <p>https://www.citylab.com/perspective/2020/04/coronavirus-public-transit-subway-bus-ridership-revenue/609556/</p> <p>https://www.thenation.com/article/politics/mta-transit-driver-covid/</p> <p>https://brownpoliticalreview.org/2021/04/maintenance-and-care-during-and-beyond-the-pandemic-bpr-interviews-shannon-mattern/</p>
<p>Sheltering in Place—With and Without Shelter</p>	<p>https://nowtoronto.com/lifestyle/real-estate/ontario-bans-airbnb-coronavirus/#.XoutWwZ-dqE.twitter</p> <p>https://www.wired.com/story/coronavirus-covid-19-homeless/</p> <p>https://reclaimingourhomes.org/</p> <p>https://99percentinvisible.org/episode/unsheltered-in-place/</p> <p>https://torontolife.com/city/people-are-sleeping-in-the-streets-or-ravines-because-shelters-are-unsafe-this-doctor-is-helping-restructure-homeless-shelters-during-the-covid-crisis/</p> <p>https://www.cbc.ca/news/canada/toronto/city-councillor-mike-layton-doctor-andrew-boozary-homeless-encampment-clearing-1.6112332</p>

<p>Urban Futures After the Pandemic</p>	<p>https://www.directrelief.org/2020/04/the-world-is-rapidly-urbanizing-that-may-mean-more-epidemics/</p> <p>https://www.ft.com/content/10d8f5e8-74eb-11ea-95fe-fcd274e920ca</p> <p>https://www.theguardian.com/world/2020/apr/14/las-vegas-strip-closed-coronavirus</p> <p>https://www.ft.com/content/d5f05b5c-7db8-11ea-8fdb-7ec06edeef84</p> <p>https://urbanpolitical.podigee.io/19-talja_blokland</p> <p>https://www.citylab.com/design/2020/04/coronavirus-urban-planning-cities-architecture-history/609262/</p> <p>https://theconversation.com/we-dont-know-what-weve-got-till-its-gone-we-must-reclaim-public-space-lost-to-the-coronavirus-crisis-135817</p> <p>https://www.theguardian.com/world/2020/mar/26/life-after-coronavirus-pandemic-change-world</p> <p>https://mellonurbanism.harvard.edu/event/imagining-urban-futures-during-despite-and-beyond-pandemic</p> <p>https://docs.google.com/document/d/1EK9MSBySLHLk9aqADj2k3i5Z7RD-fKpLdAVplKBFw8w/edit#heading=h.3wp3qb3d4u3q</p>
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