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Office Hours: by appointment  
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## **POL 378: CITIES AND CITIZENS**

Thursday 10:00am-12:00pm  
BL 325

### **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 conventional theories and institutions of citizenship exploring their relevance for contemporary global urban society. This is followed by a survey of multiple practices of civic engagement and city building, both formal and informal. Thematic topics include local government reform, DIY urbanism, new 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 civic life
- 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*

Students are expected to attend class each week and to take part in lecture and in-class activities. Active engagement fosters a community of learning and contributes to the co-creation of knowledge. The participation grade will be determined based on: ongoing in-class engagement, contributions to the online Quercus discussion boards, conversations at office hours, peer collaborations, sharing of notes and resources, and making connections between the course themes and the world. Each week you will be asked to evaluate and account for your participation.

Our classrooms (physical and virtual) will be safe academic environments where ideas are devised, debated, and deconstructed. A university is an important place to discuss 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 and respectful with yourself and your peers.

### *Texts*

The course texts (i.e. readings, podcasts, videos) are the foundation of the course. Students should complete all the required readings and content before class and should be prepared to discuss and analyze the major issues raised in the material. Students are expected to engage texts closely and with a critical eye.

### *Assignments*

In addition to ongoing participation, there are three major assignments in the course. The first assignment is a short argumentative essay examining the promise and limits of conventional citizenship regimes (due October 13th). The second assignment is a speculative essay that explores democratic design of a particular place (due November 17th). The third assignment is a critical reflection on a public engagement activity (due December 1st). Assignment details will be shared in class and posted on Quercus.

### **Evaluation**

The grade for the class will be determined as follows:

Participation	10%
Debating citizenship assignment	30%
Reimagining civic spaces assignment	30%
Public engagement assignment	30%

### **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. 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 will be granted for assignments provided you have justification as well as 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 may be held online using Zoom or in person. Please schedule a time to meet by emailing me well 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.

## **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](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. Theories of Citizenship**

##### September 8: Citizenship in the Global Urban Age

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

Saskia Sassen (2015) [“Who Owns our Cities-- And Why this Urban Takeover should Concern us All”](#) *The Guardian*, 24 November.

Astra Taylor (2020) [Democracy’s Long Crisis](#). Interview with Stephanie DeGooyer. *Public Books*. 6 August.

##### September 15: Liberal Citizenship and its Limits

Robin D.G. Kelley and Vinson Cunningham (2021) [“The future of L.A. is here. Robin D.G. Kelley’s radical imagination shows us the way”](#) *Los Angeles Times*.

Faranak Miraftab (2009) “Insurgent planning: Situating radical planning in the global south.” *Planning theory* 8.1: 32-50.

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

##### September 22: Democracy: Between Localism and Globalism

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

Murray Low (2009) "Cities as spaces of democracy: complexity, scale, and governance." in *Does Truth Matter?* Springer, Dordrecht, 115-132.

## II. Institutions of Citizenship

### September 29: Cities, Migration, and Hyper-diversity

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

Jay Pitter (2016) "Introduction" in Pitter and Lorinc (eds.) *Subdivided: City Building in an Age of Hyperdiversity*. Coachouse Books: Toronto.

Ananya Roy (2017) ["The city in the age of Trumpism: From sanctuary to abolition"](#)

### October 6: Freedom is an Endless Meeting

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

Bianca Wylie and Zahra Ebrahim (2021) ["Shared governance: A Democratic future for public spaces"](#) *Azure Magazine*, February 3

### October 13: DIY Urbanism

Amanda Kolson Hurley (2016) ["DIY urban planning is happening all over the country. Is it only for white people?"](#) *The Washington Post*.

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

99 Percent Invisible. ["The Help Yourself City"](#) (2019) *99 PI* podcast, September 30

### **\*Debating citizenship assignment due\***

## III. Spaces of Citizenship

### October 20: 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.

Hayden King with Matthew Norris (2022) [Indigenous jurisdiction and land back](#) *Redeye* podcast, January 3

Jack Latimore (2018) ["Indigenous people are being displaced again – by gentrification"](#) *The Guardian*, 9 April

### October 27: Segregated Publics and Walled Democracy

Wendy Brown, (2010) "Waning Sovereignty Walled Democracy" in *Walled States, Waning Sovereignty*. Zone Books, 7-42

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

### November 3: Designing Democracy and Public Space

Jan Gehl (2010) "The Human Dimension" in *Cities for People*. Washington: Island Press, 1-31.

Leslie Kern (2021) ["How to remake the manmade city,"](#) *CBC Ideas* podcast, March 16,

Destiny Thomas (2020) ["Urbanism is complicit in infra-structural racism — And reparations have a place in the built environment,"](#) *Streetsblog*, July 27,

## IV. Acts of Citizenship

### November 10: Reading Week No Class

### November 17: 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.

Keeanga-Yamahtta Taylor (2021) “[A Black Lives Matter Founder on Building Modern Movements](#)” *The New Yorker*, January 18,

Lisa Weinstein et al. (2020) “[The Spatiality of Street Protests before and during Covid-19](#)” *International Journal of Urban and Regional Research* (\*select any two essays from the Spotlight on Urban Revolts)

### **\*Reimagining civic spaces assignment due\***

### November 24: The Right to the City

Jenny Morgan (2008) [A Place in the City](#) *Journeyman Pictures*

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

### December 1: New Municipalisms

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

Francisco Domínguez (2021), [Fearless communes: An interview with two Chilean mayors](#), *Minum*, December 22

### **\*Public engagement assignment due\***