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Sidney Smith Hall Room 3018

Office Hours: Wednesdays 2:00-3:00pm
or by appointment
Teaching Assistant: TBA

POL 349: GLOBAL URBAN POLITICS

Thursdays 9:00am-11:00am

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

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: contributions to the online Quercus discussion boards (20%) and ongoing class engagement (e.g. peer collaborations, conversations at office hours, sharing of notes and resources, making connections between the course themes and the world) (10%).

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. **No late contributions will be accepted.**

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 12). The second assignment is a group project on pandemic urbanism (due November 23 and November 30). 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:

Participation	30%
Global Toronto Essay	35%
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. There are no extensions possible for the weekly discussion contributions or for the Pandemic Urbanism presentation. For any other assignments received after the due date, they will be penalized 5% per day or part thereof. If you have extenuating circumstances that are affecting your ability to meet deadlines please speak with me as soon as possible. Due to instructor and TA schedules, late work will be graded, but is not guaranteed to receive constructive feedback.

Absence Due to Illness

If you become ill and it affects your ability to do your academic work, consult me right away. Normally, I will ask you for documentation in support of your specific medical circumstances. This documentation can be an Absence Declaration (via ACORN) or the University's Verification of Student Illness or Injury (VOI) form. The VOI indicates the impact and severity of the illness, while protecting your privacy about the details of the nature of the illness. If you cannot submit a VOI due to limits on terms of use, you can submit a different form (like a letter from a doctor), as long as it is an original document, and it contains the same information as the VOI (including dates, academic impact, practitioner's signature, phone and registration number). For more information on the VOI, please see <http://www.illnessverification.utoronto.ca>. For information on Absence Declaration Tool for A&S students, please see <https://www.artsci.utoronto.ca/absence>. If you get a concussion, break your hand, or suffer some other acute injury, you should register with Accessibility Services 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. 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 are held in person. If you are unable to make these, please schedule an alternative 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 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 7	<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> <p>Edgar Pieterse and Abdoumalig Simone. <i>New Urban Worlds. Inhabiting Dissonant Times</i>. Chapter 1: Paradoxes, pp. 1-30.</p>
September 14	<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. pp 1-16.</p> <p>George Monbiot (2016) “Neoliberalism – the ideology at the root of all our problems” <i>The Guardian</i>, https://www.theguardian.com/books/2016/apr/15/neoliberalism-ideology-problem-george-monbiot</p> <p>Leonie Joubert and Consuming Urban Poverty (2018) “Chapter 5: Kapenta Road” in <i>Tomatoes and Taxiranks</i>. pp. 99-122. https://www.africancentreforcities.net/wp-content/uploads/2018/10/tomatoes-taxiranks_lowres.pdf</p>
September 21	<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>
September 28	<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>Acuto, M., & Leffel, B. (2020). Understanding the global ecosystem of city networks. <i>Urban Studies</i>, 58(9) 1758–1774</p>
	II: ‘Glocal’ Issues in Context
October 5	<p><u>Migration and Citizenship, Beijing</u> Ranier Bauböck et al. (2019) Cities vs States: Should Urban Citizenship be</p>

	<p>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>
October 12	<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>
October 19	<p><u>Public Transit, Paris</u> Theresa Enright (2020) Commotion, Society and Space, 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>
October 26	<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: The Shackdwellers' Movement in Durban,” <i>Socialism and Democracy</i>, 21(3), 60-96.</p>
November 2	<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> (pp. 321-339). Emerald Group Publishing Limited.</p>
November 9	Reading Week- No Class
November 16	<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>

	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.
	III. Sharing of Research and Learning
November 23	Final Presentations and Discussion
November 30	Final Presentations and Discussion

Select Covid-19 Resources

<p>Pandemic Urbanism</p>	<p>Pandemic Urbanism: Praxis in the Time of COVID-19, A Collective Syllabus https://docs.google.com/document/d/1EK9MSBySLHLk9aqADj2k3i5Z7RD-fKpLdAVplKBFw8w/edit#heading=h.3wp3qb3d4u3q</p>
<p>Covid-19 and Urban Politics</p>	<p>What Does the Coronavirus Sound Like? <i>The Conversation</i> https://theconversation.com/what-does-the-coronavirus-pandemic-sound-like-the-voices-of-people-struggling-secluding-and-surviving-around-the-world-135539</p> <p>Covid-19 in an Urban World, United Nations Policy Brief https://www.un.org/sites/un2.un.org/files/sg_policy_brief_covid_urban_world_july_2020.pdf</p> <p>Outbreaks like coronavirus start in and spread from the edges of cities, <i>The Conversation</i> https://theconversation.com/outbreaks-like-coronavirus-start-in-and-spread-from-the-edges-of-cities-130666?utm_source=twitter&utm_medium=bylinetwitterbutton</p> <p>How “Just-in-Time” Capitalism Spread COVID-19, <i>Spectre Journal</i> https://spectrejournal.com/how-just-in-time-capitalism-spread-covid-19/</p>
<p>Global Cities and Slums in a Pandemic</p>	<p>Cities After the Pandemic, International Monetary Fund https://www.imf.org/en/Publications/fandd/issues/2022/12/cities-after-the-pandemic-cutler-Glaeser</p> <p>The Pandemic, Southern Urbanisms and Collective Life, <i>Society and Space</i> https://www.societyandspace.org/articles/the-pandemic-southern-urbanisms-and-collective-life</p> <p>The Black Plague, <i>The New Yorker</i> https://www.newyorker.com/news/our-columnists/the-black-plague</p> <p>Covid-19 Turns Spotlight on Slums, The World Bank https://www.worldbank.org/en/news/feature/2020/06/10/covid-19-turns-spotlight-on-slums</p>
<p>Managing Covid-19: from Above and Below</p>	<p>The coronavirus and Japan’s Constitution, <i>Japan Times</i>, https://www.japantimes.co.jp/opinion/2020/04/14/commentary/japan-commentary/coronavirus-japans-constitution/?fbclid=IwAR17du5_hFHm_8TmYCiA-dcdrKRvu01eO7uRe7_zkmlQtjgk1-6CF1qFTp4#.XpcCZ0N7lxi</p> <p>The Worry of Governance: Coronavirus and Emergency Politics, <i>Global</i></p>

	<p><i>Policy Journal</i> https://www.globalpolicyjournal.com/blog/06/04/2020/worry-governance-coronavirus-and-emergency-politics</p> <p>The return of the City-state, <i>Le Monde Diplomatique</i> https://mondediplo.com/2020/04/11cities</p> <p>What Is Mutual Aid, and How Can It Help With Coronavirus? <i>Vice</i> https://www.vice.com/en_ca/article/y3mkjv/what-is-mutual-aid-and-how-can-it-help-with-coronavirus</p>
<p>Critical Urban Infrastructure</p>	<p>Transit Has Been Battered by Coronavirus. What's Ahead May Be Worse, <i>New York Times</i> https://www.nytimes.com/2020/04/09/upshot/transit-battered-by-coronavirus.html</p> <p>In a Pandemic, We're All 'Transit Dependent,' <i>Bloomberg CityLab</i> https://www.citylab.com/perspective/2020/04/coronavirus-public-transit-subway-bus-ridership-revenue/609556/</p> <p>Maintenance and Care During and Beyond the Pandemic, <i>Brown Political Review</i> 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>COVID Housing Policy Roundtable Report, Housing research Collaborative https://housingresearchcollaborative.scarp.ubc.ca/files/2020/11/FinalReport_COVID-19-Global-Housing-Policies.pdf</p> <p>For Homeless People, Covid-19 Is Horror on Top of Horror, <i>Wired</i> https://www.wired.com/story/coronavirus-covid-19-homeless/</p> <p>Unsheltered in Place, <i>99 Percent Invisible</i> podcast https://99percentinvisible.org/episode/unsheltered-in-place/</p> <p>How Blackstone Built the Perfect Pandemic Portfolio in Real Estate, <i>Fortune</i> https://fortune.com/2021/06/11/blackstone-real-estate-investments-covid-apartments-netflix-headquarters/</p>

<p>Urban Futures After the Pandemic</p>	<p>The World is Rapidly Urbanizing. That May Mean More Epidemics, <i>Direct Relief</i> https://www.directrelief.org/2020/04/the-world-is-rapidly-urbanizing-that-may-mean-more-epidemics/</p> <p>The Pandemic is a Portal, <i>Financial Times</i> https://www.ft.com/content/10d8f5e8-74eb-11ea-95fe-fcd274e920ca</p> <p>After Corona (Episodes 1 and 2) <i>The Urban Political</i> podcast https://urbanpolitical.podigee.io/19-talja_blokland</p> <p>The Post-Pandemic Urban Future Is Already Here, Bloomberg CityLab https://www.citylab.com/design/2020/04/coronavirus-urban-planning-cities-architecture-history/609262/</p> <p>Cities after coronavirus: how Covid-19 could radically alter urban life, <i>The Guardian</i> https://www.theguardian.com/world/2020/mar/26/life-after-coronavirus-pandemic-change-world</p>
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