Instructor: Dr. Anna Stanley  
E-mail: asta@uoguelph.ca  
Tuesdays & Thursdays 11:30am-12:50pm  
Location: virtual! See course link for zoom links  
Office hours (Virtual): TBC

TA: Mahya Ashtiani: mzokaeia@uoguelph.ca  
(virtual office hours by appointment)

Prerequisites: GEOG*2260 (GEOG*3050 recommended)

Course Overview
This course examines the “socio-spatial” dynamics of city life. Focusing primarily on Toronto and cities in the Global North we consider ways in which social relations and processes configure city space and how the geography of the city, in turn, shapes social life. Using examples of homelessness, missing and murdered women, police surveillance of racialized groups, as well as processes like gentrification and renewal to understand the geography of urban spaces we ask a series of questions about: (1) how power relations are expressed in and through the built environment; and (2) how the built environment influences social relations. A number of themes run through the course material and will be central to our discussions, including:

- The connections between urban form and social functions (the “socio-spatial dialectic”);
- The expression and repression of social differences in urban environments;
- The shifting boundaries of public/private and insider/outsider;
- “Rights to the City:” investigating who can make decisions about the functions of the city, and who is able to access the resources it provides.

Course Objectives:
- To develop students’ knowledge of themes and topics in urban social geography;
- To encourage a critical intellectual engagement with the physical forms and social functions that are found in modern urban environments in the Global North and Toronto;
- To investigate the causes and consequences of urban change
- To develop research, reading, and writing skills, as well as critical thinking.

Course Format:
This course is conceived of as a forum for facilitating critical enquiry into the dynamics of contemporary urban social geography in Toronto and the Global North. The course will be conducted as a seminar: we meet twice a week for three hours in total and will spend a significant amount of our time in seminar-style discussion of course materials. **Because of the pandemic we will meet virtually using zoom.** The purpose of our meetings will be to discuss, share, and develop our understandings of the readings, as well as to distil, and together build an understanding of course themes and concepts. Each meeting you will be expected to **virtually attend class** prepared to discuss the readings with your peers. This format requires close reading and significant preparation of texts before coming to class—work for which you will be evaluated and rewarded.

A significant part of our class time will be dedicated to student led discussion. For this we will use the **breakout rooms feature in zoom.** Students will be assigned to small seminar groups for in-depth discussion of course readings. All students are expected to have completed the assigned readings before the class meetings, and to come prepared with observations, reflections, and questions from the readings. Student participation will be assessed through multiple means, including written reflections, real time discussion participation, and the completion of virtual in-class activities. In general I will preface seminar discussion by providing a contextual overview of the weekly topics at the beginning of each class and overview of the main themes. At a few points in the semester we will have lectures or guest presentations in lieu of seminar discussions. These may be pre-recorded (synchronous), or live (asynchronous). Please see each week of the syllabus for details. Written assignments will assume knowledge gained from both the texts, lectures and seminars, so class attendance is highly recommended. We will be using **Course link** as an electronic resource for announcements, accessing course materials, and submitting assignments.

**A note on seminar participation:**
This is **your class** and I want you to get as much out of these meetings as possible. Please feel free to raise questions and topics for discussion, and contribute your understanding of course themes, arguments, concepts and connections during the discussion. But participation also involves listening to other people’s comments, thoughtfully engaging with their views, not interrupting, and letting other people express themselves. This does not mean that it is out of bounds to challenge a classmate on her/his views or to disagree about how to interpret an argument, but rather that you do so respectfully and politely and in a manner that helps us all learn. There is a distinction between contributing to discussion (where your comments build off of others’ comments, generate further discussion, and contribute overall to the class achieving a more comprehensive understanding of the topics) and making self-serving or arrogant comments that embarrass others and shut down lines of communication. The purpose of these discussions is that we learn from each other and come to a deeper understanding of the readings by reading and discussing together. In these meetings you
have a responsibility to your classmates to be prepared, to actively contribute to discussions and to be courteous and respectful; you also have a right to expect the same of them.

We will be discussing zoom tips and etiquette in class, as well as seminar etiquette and rules of conduct.

**Evaluation:**
Class participation & seminar engagement (Weeks 2-12): 40%
- active participation & in class discussions and activities (10%)
- written submissions & seminar preparation (30%)
Group virtual Field trip 10% (due March 26, 5pm)
Individual Field trip reflection paper (15%,- due April 2, 5pm)

Take-home final exam (due: Friday April 16): 35%

**Late work will be penalized 5% per day that it is overdue.**

**Course fee:** Normally, in the absence of COVID, we take a day long field trip to Toronto in this course. It includes a half day tour by Indigenous practitioners about settler colonialism and Indigenous resurgence in the city. To support the cost of the tour and bus fee, the department asks the students to contribute to the cost of the trip (normally in the range of 30$). This year things are different. I am trying to arrange a sort of, virtual tour, to take place during class time, in which case the department may ask students in 4200 to contribute to the cost of the field trip. I will communicate this information to you ASAP. If you are unable to contribute, please see me in confidence. No one will be prevented from attending the virtual tour.

**Readings:**
The readings for this course consist of peer-reviewed academic articles that are available in the University of Guelph library system, as well as relevant readings from the media and civil society. Access to these readings is available through Course link.

**Reference texts (not required) available on course reserve:**
Schedule: please note this syllabus is provisional and subject to change:

<table>
<thead>
<tr>
<th>Week 1: Introduction to the Social life of Cities</th>
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<tr>
<td>Tuesday (Jan 12): Course Introduction &amp; Overview (seminar roles assigned)</td>
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<tr>
<td><strong>Watch:</strong> Course Introduction: A field trip of “Little India”, Toronto with Harald Bauder.</td>
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<tr>
<td>Thursday (14): <strong>Course Logistics:</strong> Zoom Orientation; Breakout Rooms &amp; “The Seminar”</td>
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<td><strong>Required reading:</strong> The Seminar (khan unpublished)</td>
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<th>Week 2:</th>
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<tr>
<td>Tuesday (Jan 19): Introduction to Course Concepts (lecture): The “socio-spatial dialectic”</td>
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<tr>
<td>no readings</td>
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<tr>
<td>Thursday (Jan 21): Identity and Public Space I (Missing and Murdered Women) Seminar</td>
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<tr>
<td><strong>Required Seminar Materials:</strong> Culhane (2003); Wright (2004); Recommended: Collard (2015); please take a look at the BC MWCI report on course link Additional if you are interested: Tani (2002)</td>
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<td>• Seminar submission due</td>
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<th>Week 3:</th>
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<tr>
<td>Tuesday (Jan 26): Identity and Public Space II (Homelessness &amp; Gender Identities) Seminar</td>
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<tr>
<td>• Seminar submission due</td>
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<tr>
<td>Thursday (Jan 28): Social Order and Public Space I, Seminar</td>
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<tr>
<td><strong>Required Seminar Materials:</strong> Smith (1990, first part only); Sylvester (2010)</td>
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<td>• Seminar submission due</td>
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<p>| Week 4: Social Order and Public Space continued |</p>
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<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Seminar Materials</th>
<th>Additional Details</th>
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</thead>
<tbody>
<tr>
<td>Tuesday (Feb 2): Social Order and Public Space II (Policing and Protest) Seminar</td>
<td><em>Required Seminar Materials: Smith and Cowen (2010)</em></td>
<td>Seminar submission due</td>
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| Thursday (Feb 4): Social Order and Public Space III (Policing Black & Indigenous Life) Seminar | *Required Seminar Materials:* Watch : Desmond Cole: The skin We’re In (film)  
*Read:* Riddle (2020); Reece, R (2020) (and accompanying infographic)  
*Listen:* season 2, Episode 11 “Danger” (Seeing white Part 2) Seen on Radio | Visit: [https://blacklivesmatter.ca/](https://blacklivesmatter.ca/) make sure to read the demands & defund police sections | Required/Additional: Watch: Spike Lee (2016) the Undefeated (film)  
*Seminar submission due*                                                                 |
<p>| Week 5: Racialization &amp; the City                                                                 |                                                                                                                 |                                                                                                         |
| Tuesday (Feb 9): Environmental Racism, Seminar                                                                 | <em>Required Seminar Materials: Pulido (2000)</em>                                                                     | Seminar submission due                                                                                   |
| Thursday (Feb 11): The Black Experience Project, Workshop                                                                 | <em>Required Reading Materials: The Black Experience Project Report (2017)</em>                                         | Workshop details in class, no seminar submission due                                                        |
| Week 6 Uneven Geographies of COVID                                                                                   |                                                                                                                 |                                                                                                         |
| Tuesday (Feb 23): COVID &amp; Structural Inequality, Seminar                                                                 | <em>Required Seminar Materials: Read: Toronto Fallout Report 2020 (The Toronto Foundation)</em>                          |                                                                                                         |</p>
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<th>Week 7 Neoliberalism &amp; Urban Processes</th>
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<tr>
<td><strong>Tuesday (March 2): Neoliberalism, Workshop</strong></td>
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<tr>
<td>• Introducing neoliberalism &amp; capital accumulation</td>
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**Required Seminar Materials:** Brenner & Theodore (2002)  
**Strongly Recommended:** Harvey (2003)

|  • Details in class, no seminar submission due |

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<th>Thursday (March 4): Accumulation and the Neoliberal City I, Seminar</th>
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<tr>
<td>• Urban revitalization, Gentrification, Displacement</td>
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**Required Seminar Materials:** Walks and Maaranen (2008); Farmer (2011); Catungal, J et al (2009)  

|  • Seminar submission due |

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<tr>
<th>Week 8: Accumulation &amp; the Neoliberal city ct’d/ Settler colonialism &amp; Indigeneity in the City I</th>
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<tr>
<td><strong>Tuesday (March 9): Accumulation and the Neoliberal City (continued)</strong></td>
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<tr>
<td>• PARC workshop—details in class</td>
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**Required Readings:** TBC, see course link

| Workshop details in class, no seminar submission due |
### Thursday (March 11): Settler Colonialism & Indigeneity in the City I: The Toronto Purchase (lecture)

**Required Reading:** Bellegrade, D (2003) Mississaugas of the New Credit First Nation Inquiry Toronto Purchase claim.

### Week 9: Settler Colonialism & Indigeneity in the City I ct’d

### Tuesday (March 16): Settler Colonialism & Urban Space, Seminar

**Required Seminar Materials:**
Freeman (2010); Jacovetti et al (2010); Hugill (2016)

**Recommended/Additional:** Cowen D (2017)
- Seminar submission due

### Thursday (March 18): Virtual Field Trip (Anti Gentrification & Settler Colonialism in West Toronto)

### Week 10: Settler Colonialism Continued

### Tuesday (March 23): Settler Colonialism & Indigeneity in the City II, Seminar
- Indigenous urban space
- Urban Reserves?

**Required Seminar Materials:**
- Seminar submission due

### Thursday (March 25): TBC

*** Virtual Field Trip due Friday March 26, 5pm

### Week 11:

### Tuesday (March 30): Nature, Space & Race Hurricane Katrina (lecture)
- Nature, culture and “race” in the city
- Hurricane Katrina (producing material and discursive nature)

- No seminar submission

**Thursday (April 1): Accumulation and the Neoliberal City II (Disaster Capitalism), Seminar**
- Shock Doctrine
- Neoliberalism & privatization
- ‘Coronavirus’ capitalism

**Required Seminar Materials:**
*Watch:* Watch Naomi Klein’s The Shock Doctrine,

*Read:* Klein (2007a); Klien (2007b, chapter 20)

*Watch:* Klein 2020: Coronavirus Capitalism and How to Beat it (on The Intercept).

- Seminar submission due

***Field trip Analytical Reflection due Friday April 2, 5pm***

**Week 12: Accumulation and the Neoliberal City III**

**Tuesday (April 6): Racial Capital, Seminar**

*Required Seminar Materials: Pulido (2016)*

- Seminar submission due

**Thursday (April 8): Course wrap up and final exam**

**TAKE HOME EXAM DUE:** Friday April 16, on Course Link by 4pm

**Readings (journal articles, book chapters, films):**

Abramovich, A. (2013) No Fixed Address: Young, Queer, and Restless In S. Gaetz et al 2013 (Eds) *Youth Homelessness in Canada. Toronto: Canadian Homelessness research Network. 387-404*


Cole, D. *The Skin We’re In* (film)


Klein, Naomi *The Shock Doctrine* (film)


**Research Reports:**


Decent Work and Health Network (2020) Before It’s Too Late [https://d3n8a8pro7vhmx.cloudfront.net/dwhn/pages/135/attachments/original/1604082294/DWHN_BeforeItsTooLate.pdf?1604082294](https://d3n8a8pro7vhmx.cloudfront.net/dwhn/pages/135/attachments/original/1604082294/DWHN_BeforeItsTooLate.pdf?1604082294) (up to page 12)


**Podcasts:**

Seen On Radio. Season 2, Episode 11 “Danger” (Seeing white Part 2) Seen on Radio

Newspaper & Periodicals:

Kennedy, B., (2020) ‘A fight for the soul of the city’: Report shows how COVID-19 has deepened Toronto’s racial and economic divide. The Toronto Star

https://canadiandimension.com/articles/view/doug-fords-botched-response-to-covid19

Oved, M., K. Wallace, B. Kennedy (2020) For-profit nursing homes have had far worse COVID-19 outcomes than public facilities — and three of the largest paid out $1.5 billion to shareholders. The Toronto Star

Oved, M. et al (2020) For-profit nursing homes have four times as many COVID-19 deaths as city-run homes, Star analysis finds. The Toronto Star

https://pressprogress.ca/top-for-profit-care-homes-could-pay-out-up-to-59-million-to-shareholders-this-quarter/

Websites:

https://blacklivesmatter.ca/

https://www.homelesshub.ca/IndigenousHomelessness

Other Media
Klein 2020: Coronavirus Capitalism and How to Beat it. The Intercept. 
https://theintercept.com/2020/03/16/coronavirus-capitalism/

Course, Department, and University Policies

E-mail Communication:
As per university regulations, all students are required to check their <uoguelph.ca> e-mail account regularly: e-mail is the official route of communication between the University and its students. I check my e-mail once every weekday. Please expect that I will respond to your e-mails within 48-72 hours; if I do not, please resend your e-mail. If your question or concern is complicated, I may ask that we meet virtually during office hours or at another scheduled time to address the issue more comprehensively. In general, please do not ask complicated, course related questions over email. To ensure that your e-mail reaches my inbox, be sure to use a University of Guelph e-mail address. Include the course code and the nature of your question/comment in the subject line of the e-mail.

Copies of out-of-class assignments:
Keep paper and/or other reliable back-up copies of all out-of-class assignments: you may be asked to resubmit work at any time.

Accessibility:
The University of Guelph is committed to creating a barrier-free environment. Providing services for students is a shared responsibility among students, faculty and administrators. This relationship is based on respect of individual rights, the dignity of the individual and the University community's shared commitment to an open and supportive learning environment. Students requiring service or accommodation, whether due to an identified, ongoing disability or a short-term disability should contact the Centre for Students with Disabilities as soon as possible. For more information, contact CSD at 519-824-4120 ext. 56208 or email csd@uoguelph.ca or see the website: http://www.csd.uoguelph.ca/csd/
**When you cannot meet a course requirement:** In cases of emergency or unforeseeable extenuating circumstances extensions will be granted. In all other circumstances extensions will only be granted for extenuating circumstances *prior* to the due date. Documentation will be required, however, During the W21 semester medical notes will not be required due to the COVID pandemic. Late work is penalized 5% per day.

**Academic Misconduct:**
The University of Guelph is committed to upholding the highest standards of academic integrity and it is the responsibility of all members of the University community – faculty, staff, and students – to be aware of what constitutes academic misconduct and to do as much as possible to prevent academic offences from occurring. University of Guelph students have the responsibility of abiding by the University's policy on academic misconduct regardless of their location of study; faculty, staff and students have the responsibility of supporting an environment that discourages misconduct. Students need to remain aware that instructors have access to and the right to use electronic and other means of detection. Please note: Whether or not a student intended to commit academic misconduct is not relevant for a finding of guilt. Hurried or careless submission of assignments does not excuse students from responsibility for verifying the academic integrity of their work before submitting it. Students who are in any doubt as to whether an action on their part could be construed as an academic offence should consult with a faculty member or faculty advisor. The Academic Misconduct Policy is detailed in the Undergraduate Calendar: [http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml](http://www.uoguelph.ca/registrar/calendars/undergraduate/current/c08/c08-amisconduct.shtml)

Plagiarism includes improper acknowledgement or citation of the work of others, the inclusion of false or misleading references, and the resubmission of work that has already been evaluated at the University. Prevent inadvertent academic dishonesty by carefully referencing and citing the sources you use in your work. For advice on proper referencing, please see the following: [http://www.academicintegrity.uoguelph.ca/](http://www.academicintegrity.uoguelph.ca/)

**Recording of Materials:**
Presentations that are made in relation to course work—including virtual lectures and seminars—cannot be recorded or copied without the permission of the presenter, whether the instructor, a classmate, or a guest lecturer. Material recorded with permission is restricted to use for that course unless further permission is granted.

**Resources:**
The Academic Calendars are the source of information about the University of Guelph’s procedures, policies, and regulations that apply to undergraduate, graduate, and diploma
programs:
http://www.uoguelph.ca/registrar/calendars/index.cfm?index