

INI 339H

Divided City / United City

Winter Term, 2017. Tuesdays, 10am to 12pm. Classroom: Innis Town Hall

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“Thus a new age of extremes is upon us. In the social ecology now being created around the globe, affluent people increasingly will live and interact with other affluent people, while the poor increasingly will live and interact with other poor people. The social worlds of the rich and the poor will diverge, creating the potential for radical differences in thought, action, values, tastes, and feelings, and for the construction of a new political geography that divorces the interests of the rich from the welfare of the poor.” -- Douglas S. Massey, “The Age of Extremes: Concentrated affluence and poverty in the 21st century,” *Demography*, 1996:403.

“Inequality promotes strategies that are more self-interested, less affiliative, often highly antisocial, more stressful, and likely to give rise to higher levels of violence, poorer community relations, and worse health.” -- Richard Wilkinson, *The impact of inequality*, 2005:22

“Cities consist...of various neighbourhoods, each with its own function, nature, architectural style, attraction, and advantages and disadvantages for various residents and visitors. In other words, the undivided city is a myth and a utopia at the same time.” -- Ronald van Kempen, “Divided cities in the 21st century,” *J Housing & Built Env.*, 2007:14-15

“Life in polarized cities constitutes a different “normal,” where urban separations overlap cultural, ethnic, or religious fault lines... As the political fabric that holds together a society and polity fragments, urban areas become transformed on the ground in ways that respond to this political breakdown. Violence, partition, and discrimination become the visible signs of a broken contract between city leaders and citizens.” -- Leonie Sandercock, “City and soul in divided societies,” *Planning Theory*, 2015: 109.

Brief Description

Divided City / United City focuses on the impact of increased economic inequality and the resulting urban socio-spatial polarization trends that are reshaping the social landscape of Canada’s metropolitan areas, changing neighbourhoods, and affecting the lived realities of an increasingly diverse urban population. The aim is to bring into the undergraduate classroom the latest research on key issues with the opportunity to discuss the research process and findings with the researchers themselves.

The course is in part based on and draws from the research currently being carried out by the Neighbourhood Change Research Partnership based at the University of Toronto (www.NeighbourhoodChange.ca) funded by the Social Sciences and Humanities Research Council of Canada since 2005. This research helped inspire the *Toronto Star*’s Divided City / United City series of articles on the socio-economic polarization trends affecting Toronto (from which the name of this course is taken).

About the Course

Scholars around the world have documented increased income polarization and ethno-cultural divides in large cities. These trends are known in the research literature as that of divided cities, dual cities, polarized cities, and the like.

Though many of the trends are global, they play out at the local level. Can growing socio-economic and ethno-cultural divides be mitigated? Can we find ways to promote a society in which all have fairer access to the opportunities and benefits that cities and neighbourhoods provide? How do these trends affect policies relating to, for example, the very major issues of climate change, affordable housing, and transit?

This course draws on the latest research, including hearing from the researchers themselves, about a range of crucial social, economic and political issues associated with the impact of the economic inequality and social-spatial polarization trends that have been restructuring major metropolitan areas since the 1990s.

Thanks to major research grants from the Social Sciences and Humanities Research Council of Canada, together with support from the University of Toronto and partner community-based organizations (e.g., United Way of Toronto and York Region, Social Planning Toronto, Toronto Neighbourhood Centres, West Neighbourhood House, and many more), the Neighbourhood Change Research Partnership has been researching these issues since 2005. INI339 will bring some of this and related research into the classroom and provide students an opportunity to meet and question some of the researchers themselves.

In the course we examine inequality, diversity, and change at the neighbourhood level in Canada's metropolitan areas, with an in-depth focus on Toronto as a case example. We discuss the trends and seek to explain the processes causing the trends, as well as the consequences and their implications for public policies and programs. Many of these trends and processes contribute to segregation and disadvantage on the basis of age, gender, race, ethnicity, Aboriginal identity, and immigration status.

Learning Objectives

The aim of the course is to provide some of the latest research findings and policy implications about the major socio-spatial changes affecting metropolitan areas, in particular the:

- nature and causes of neighbourhood restructuring trends and processes, both social and physical;
- human and urban consequences of socio-spatial income inequality and polarization;
- policy and program responses (or the lack of them) at all levels of government; and
- development of new or more effective policies and programs.

In summary, the course is focussed on providing a deeper understanding of the

- 1) significant *trends* affecting neighbourhoods in cities,
 - 2) *processes* that explain the trends,
 - 3) *consequences* of the trends for specific groups and neighbourhoods, and
 - 4) *policy implications*, what should/can be done about specific undesirable outcomes.
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Course Attendance and Expectations

- 1) **Attend class.** This is not a “correspondence course.” Class attendance is mandatory.
- 2) **Participate.** Come to class, engage with the material, share your ideas and experiences, and ask questions when you have them. Please show respect for your classmates and for me, and expect the same in return.
- 3) **Take notes.** I will post presentations (PowerPoint slides) on Blackboard, but these slides will not be useful if you do not attend class (they only illustrate topics discussed; most are not self-explanatory; they have very little text).
- 4) **No electronic distractions.** Use of electronic devices is prohibited (with the exception for audio-recordings specified in “(5)” below). This includes phones, smart phones, cameras, etc. Computers or tablets may be used for note taking but they cannot be connected to the Internet. If there is an exceptional reason for using a device please contact me.
- 5) **Audio recording.** Students may create audio-recordings of the lectures for their *personal use*. Recordings are intended to permit lecture content review so as to enhance understanding of the topics presented. Audio-recordings are not substitutes for attending class.
 - Students should note that since audio recordings are to be permitted, their voice may be recorded by others during the class. Please speak to the instructor if this is a concern for you.
 - In accordance with the Ontarians with Disabilities Act, persons having special needs will be accommodated.
 - Students agree to the following terms when creating audio recordings of lectures: (1) Recordings are not to be distributed without the permission of the instructor via the Internet, peer-to-peer file sharing, or other distribution channels. (2) Recordings are not to be shared with other classmates unless they are to be used in collaborative assignments, or if the instructor permits for other reasons. Non-compliance with these terms violates an instructor’s intellectual property rights and the Canadian Copyright Act. Students violating this agreement will be subject to disciplinary actions under the Code of Student Conduct.
- 6) **Contact me.** I have high expectations of you as a student and you should have the same expectations for me as an instructor. If you have any questions, concerns, or suggestions about the class please feel free to contact me. david.hulchanski@utoronto.ca

Course Readings

Required readings. The required readings have been carefully selected, are not numerous or very long, and are a central component of the course, forming the basis for each week’s in-class discussions, assignments, and the final exam. Required readings are posted on Blackboard.

Supplementary readings. Readings listed under ‘supplementary’ are optional. Supplementary readings are provided to assist with the further exploration of particular topics. Most are also posted on Blackboard.

Assessment: Assignments & Due Dates

1) Participation / Reading Responses: In eight sessions = 15% of final grade.

Students are encouraged to participate by asking questions and offering comments.

Reading Responses are based on the required readings. They must be printed and submitted in person during the class for which they are due. They are one page only. Each of the 8 sessions has a defined “response” task (e.g., definitions, comments, key points) relevant to the readings for that week.

- In order for the reading responses to be a valuable learning tool and part of the participation objective, they need to be prepared *prior* to class meetings as they are intended to facilitate and enhance discussion. They will not be accepted after class or via email.
- They are intended to promote critical thinking and preparedness in advance of discussions.
- Students must submit the Reading Response *in person only*. A student cannot submit on behalf of an absent student. (It is an academic offence to submit the reading response on behalf of an absent student.)

Grading Reading Responses: Reading responses are graded *acceptable* or *not acceptable* in terms of thought/effort; or *not submitted* (i.e., missed class).

2) Quiz #1: A short (20 minute) quiz on **January 31**, Session 4. = 15% of final grade

- covering the readings from Sessions 1 to 4 and
- classroom discussions from Sessions 1 to 3.

3) Quiz #2: A second short (20 minute) quiz on **February 14**, Session 6. = 15% of final grade

- covering the readings from Sessions 1 to 6) and
- classroom discussion from Sessions 1 to 5).

4) Paper: A research paper (maximum 1,700 words). Due **April 4**. = 30% of final grade

- The details of this assignment, including the required format and submission procedures, will be provided later in the term and posted on Blackboard.

5) Final Exam: During the FA&S final exam period. = 25% of final grade

- The final exam will cover material from the entire course.
- The goal is to test your comprehension of material presented in class and in the readings, and to assess your ability to communicate an understanding of the material in an organized, coherent manner in written format, utilizing appropriate terminology, citing examples, applying what you have learned, and synthesizing material from different parts of the course.

Extensions (Policy on Late Papers)

All assignments are due at 10am on the due dates listed above.

In accordance with Innis College Urban Studies policies no late penalty will apply to work submitted within seven days of assignment deadlines. Sometimes students require additional time to finish assignments and may take up to seven days (weekends and holidays included) past the deadline to submit work. All late work must be submitted to the course instructor during class, or the mailbox for this course on the 2nd floor of Innis College (near the library entrance), by 10:00am

on the 7th day past the due date. Work will not be accepted more than seven days past the assignment due date, including weekends.

Work submitted on time will be graded and returned within two weeks; other submissions will be graded and returned as TA and instructor time permits. In addition, written feedback on late assignments may be less detailed than on assignments submitted on the due date.

No exceptions will be permitted for late assignments or missed evaluations without a College Registrar's Letter. If for any reason you wish to seek special exception to the late policy, you must provide a College Registrar's Letter to the instructor within one week of the assignment due date. Please do not contact the instructor in the event of an emergency, illness or other situation regarding an exception to the late penalty unless it is to provide him with a copy of your College Registrar's Letter. It is the student's obligation to submit a College Registrar's Letter to the Instructor within one week of any missed assignment due date in order to be considered for an exception. Medical and other notes do not need to be submitted (and will not be accepted). To obtain a College Registrar's Letter, you will need to make an appointment with an advisor at your College Registrar.

Enquiries about graded term work

Any enquiries about grading on term work must be made within one month of the return date of the work. This is in accordance with Arts and Science rules and regulations as specified in the calendar. Any material submitted for remarking should also be accompanied by a written explanation detailing your reasons for requesting the instructor to review the quiz or assignment. Always use your UofT email address (@utoronto.ca or @mail.utoronto.ca) for course related communications.

Accessibility

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

Academic Integrity, Plagiarism

Students are reminded that academic dishonesty is a serious matter and will not be tolerated in any form, especially plagiarism. According to University policy, for any assignment where plagiarism is suspected, and which is worth 10% or greater of the final course mark, the suspected plagiarism must be reported to senior university officials. For more information on the University of Toronto's Code of Behaviour on Academic Matters:

<http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf>

Plagiarism is a serious academic offense. Plagiarism is quoting (or paraphrasing) the work of an author (including the work of fellow students) without a proper citation. In addition, students should not be submitting any academic work for which credit has previously been obtained or is being sought, without first discussing with the instructor. Please consult 'How not to plagiarize' at

<http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>

Writing

All students in this course are eligible to use the Innis College Writing Centre for papers relating to this course. <http://innis.utoronto.ca/current-students/academic/innis/writing-centre/>

- Information about college writing centres: <http://www.writing.utoronto.ca/writing-centres/arts-and-science>.
 - The Writing Plus workshop series is described here: <http://www.writing.utoronto.ca/writing-plus>.
 - More than 60 Advice files on all aspects of academic writing: www.writing.utoronto.ca/advice.
 - Complete list of printable PDF versions: <http://www.writing.utoronto.ca/about-this-site/pdf-links-for-students>.
 - On the proper use of sources: www.writing.utoronto.ca/advice/using-sources.
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Weekly Topics & Required Readings

Session 1. January 10

Introduction to the Course

The first class will introduce the major themes of the course, readings, assignments and expectations. The lecture will focus on the major trends affecting cities and neighbourhoods.

For discussion in Session 1 and throughout the course: The following by Peter Marcuse (2016) provides an initial critical review (and some advice for us as we begin this course) on how debates about major trends affecting cities are discussed and researched.

Readings

1. Marcuse, P. (2016). For the repoliticization of global city research. *City & Community*, 15(2), 113-117.
2. Review my summary notes, key points, from Marcuse: posted on Blackboard in file: *INI339 Politics of Research-Writing about Divided Cities - from Marcuse.pdf*

Supplemental (optional) Readings

3. Marcuse, P. (2005). 'The city' as perverse metaphor. *City*, 9(2), 247-254.
4. Renn, A.M. (2012). What Is a Global City? NewGeography.com
<http://www.newgeography.com/content/003292-what-is-a-global-city>
5. Sassen, S. (2010). The global inside the national: A research agenda for sociology. Sociopedia.isa
<http://www.saskiasassen.com/pdfs/publications/the-global-inside-the-national.pdf>

Session 2. January 17

What is a Divided City? Why should we care?

Reading Response #1: At start of class (10:10am) submit one page (12pt, 1" margins, name/student number/date at top) that provides (1) your summary of what a "divided city" is (one short paragraph) and (2) why cities are more divided now (in point form, short list). *Note: there is no single correct answer; this is simply an indicator of your understanding at this time. Graded acceptable or not acceptable in terms of thought/effort.*

Readings

1. Hulchanski, J. D. (2010). *The Three Cities within Toronto: Income Polarization Among Toronto's Neighbourhoods, 1970 – 2005*, Toronto: Cities Centre, UofT. 32 pages. This report has a website: <http://3cities.neighbourhoodchange.ca/> The classroom presentation will update to 2012 the trends identified in this report.
2. Stapleton, J. (2015). The working poor in the Toronto region: Mapping working poverty in Canada's richest city. Toronto: Metcalf Foundation. <http://metcalfoundation.com/wp-content/uploads/2015/04/WorkingPoorToronto2015Final.pdf>
3. van Kempen, R. (2007). Divided cities in the 21st century: Challenging the importance of globalisation. *Journal of Housing and the Built Environment*, 22(1), 13-31.

Supplemental (optional) Readings

4. Cunningham, F. (2007). *What's wrong with inequality?* Canadian Centre for Policy Alternatives.
 5. Marcuse, P. (2002). The partitioned city in history. Chapter 2 in Marcuse & Van Kempen (Eds.). *Of states and cities: The partitioning of urban space*. Oxford U Press.
 6. Van Kempen, R. (2002). The academic formulations: Explanations for the partitioned city. Chapter 3 in Marcuse & Van Kempen (Eds.). *Of states and cities: The partitioning of urban space*. Oxford U Press.
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Session 3. January 24

Inequality, Polarization and Poverty: What is the difference? How are these measured? Are the trends in the suburbs similar to the city?

Reading Response #2: (1) In your own words, what is the difference between income inequality, income polarization, and poverty? Write one short paragraph which does not define each separately but rather, in ordinary language, explains how they are different. And (2), on the same page, in one short paragraph, identify three key reasons why income inequality is increasing, according to Procyk (2014).

Guest Interviewee & Presenter

Alan Walks, PhD (UofT 2004), Associate Professor, urban geography and planning, Department of Geography, UofT Mississauga. Professor Walks is an editor of the following books:

- *Driving Cities, Driving Inequality, Driving Politics: The Urban Political Economy and Ecology of Automobility*. London: Routledge. Forthcoming.
- *The Political Ecology of the Metropolis*. Columbia U Press. 2013.

Readings

1. Dinca-Panaitescu, M. & Walks, A. (2015). *Income inequality, income polarization, and poverty: How are they different? How are they measured?* Toronto: Neighbourhood Change Research Partnership. <http://neighbourhoodchange.ca/documents/2015/12/inequality-polarization-poverty-definitions.pdf>
2. Procyk, S. (2014). *Understanding income inequality in Canada*. Toronto: Cities Centre, Neighbourhood Change Research Partnership, UofT, Research Paper 232, 35 pages. <http://neighbourhoodchange.ca/documents/2015/02/understanding-income-inequality-in-canada-1980-2014.pdf>
3. Walks, A. (2014). From financialization to sociospatial polarization of the city? Evidence from Canada. *Economic Geography*, 90(1), 33-66.

Supplemental (optional) Readings

4. Walks, A., Dinca-Panaitescu, M., & Simone, D. (2016). *Income inequality and polarization in the City of Toronto and York Region Part I: Examining levels and trends from spatial and non-spatial perspectives*. Toronto: Cities Centre, University of Toronto, Research Paper #238. <http://neighbourhoodchange.ca/documents/2016/05/walks-et-al-2016-income-inequality-toronto-york-rp-238.pdf>
 5. Walks, A. (2013). *Income inequality and polarization in Canada's cities: An examination and new form of measurement*. Toronto: Cities Centre, University of Toronto, Research Paper 227, August 2013. 124 pages. <http://neighbourhoodchange.ca/documents/2014/04/walks-2013-income-inequality-rp227.pdf>
 6. Walks, A. (2011). "Economic Restructuring and Trajectories of Socio-spatial Polarization in the Twenty First-Century Canadian City." Chapter 6 in *Canadian Urban Regions*, Oxford U Press.
 7. Osberg, L. (2016). "What's so bad about increasing inequality in Canada?" in Green, D.A., Ridell, W.C., & St-Hilaire, F., *Income inequality: The Canadian story*, Institute for Research on Public Policy, 299-343.
 8. Tabb, W. K. (2014). The wider context of austerity urbanism. *City*, 18(2), 87-100.
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Session 4. January 31

The Working Poor: Service Sector Workers, Contracting Out, and Privatization.

Evidence of implications via qualitative research

Quiz #1: At start of class 10:10am sharp. 20 minutes. Covering the readings from Sessions 1, 2, 3, and 4 and classroom discussions from Sessions 1, 2, and 3.

Guest Interviewee & Presenter

Daniyal Zuberi, PhD (Harvard 2004), Associate Professor, social policy, School of Public Policy and Governance, and Factor-Inwentash Faculty of Social Work, UofT. Professor Zuberi's books:

- *Re(Generating) Inclusive Cities: Poverty and Planning in Urban North America*. A. Taylor, co-author. NY: Routledge, forthcoming 2017.
- *Schooling the Next Generation: Creating Success in Urban Elementary Schools*, UofT Press, 2015
- *Cleaning Up: How Hospital Outsourcing is Hurting Workers and Endangering Patients*, Cornell U Press, 2013.
- *Differences that Matter: Social Policy and the Working Poor in the United States and Canada*, Cornell U Press, 2006.

Readings

1. Zuberi, D. (2006). Introduction, Chapter 1. *Differences that Matter*. Cornell U Press, 1-12.
2. Zuberi, D. (2013). Down and out in Vancouver, Chapter 6. *Cleaning up: How hospital outsourcing is hurting workers and endangering patients*. Cornell Press, 81-104.
3. Zuberi, D. (2014). Urban inequality and urban social movements. In Harry Hiller, ed. *Urban Canada*, 3rd ed., Oxford U Press, 134-155.

Supplemental (optional) Readings

4. Zuberi, D. (2013). Working poor. In V. Smith (Ed.), *Sociology of work: An encyclopedia* (Vol. 2, pp. 1006-1010). Thousand Oaks, CA: SAGE Publications Ltd.
 5. Zuberi, D. (2011). Contracting out hospital support jobs: The effects of poverty wages, excessive workload, and job insecurity on work and family life. *American Behavioral Scientist*, 55(7), 920-940.
 6. Zuberi, D., & Ptashnick, M. B. (2011). The deleterious consequences of privatization and outsourcing for hospital support work: The experiences of contracted-out hospital cleaners and dietary aids in Vancouver, Canada. *Social Science & Medicine*, 72(6), 907-911.
 7. Zuberi, D. (2007) Organizing for Better Working Conditions and Wages: The UNITE HERE! Hotel Workers Rising Campaign. *Just Labour: A Canadian Journal of Work and Society*, 10: 60-72.
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Session 5. February 7

An Opportunity Agenda for a City? Place-based policies and programs. What to do about precarious employment in Toronto? United Way Research

Reading Response #3: In class on Feb. 7 submit one page with two short paragraphs.

(1) Why does the The Opportunity Equation report, which is about inequality, focus on "opportunity"?

(2) In The Precarity Penalty report, why do the authors consider precarious employment such a bad thing?

Guest Interviewees & Presenters

Mihaila Dinca-Panaitescu & Stephanie Procyk

- Research, Public Policy & Evaluation, United Way Toronto and York Region
- partners with the Neighbourhood Change Research Partnership

Readings

1. United Way Toronto. (2015). *The opportunity equation: Building opportunity in the face of growing income inequality*. Toronto. Executive Summary.
Full report: <http://www.unitedwaytyr.com/document.doc?id=285>
Executive summary: <http://www.unitedwaytyr.com/document.doc?id=286>
2. United Way Toronto. (2015). *The precarity penalty: The impact of employment precarity on individuals, households and communities—and what to do about it*. Toronto.
Full report: <http://www.unitedwaytyr.com/document.doc?id=307>
Executive summary: <http://www.unitedwaytyr.com/document.doc?id=308>
NOTE: you are responsible for reading, knowing the executive summaries of these two reports. Please also skim the full reports to see what they cover more extensively.
3. KPMG & United Way (2014) *Precarious Employment: The Employers Perspective*. Toronto.
<https://pepsouwt.files.wordpress.com/2014/08/kpmg-uw-report-precarious-employment-may-2014.pdf>

Supplemental Readings

4. Corak, M. (2013). Income Inequality, Equality of Opportunity, and Intergenerational Mobility. *Journal Of Economic Perspectives*, 27(3), 79-102.
 5. United Way Toronto. (2011). *Vertical Poverty: Declining income, housing quality and community life in Toronto's inner suburban high-rise apartments*. Toronto.
<http://www.unitedwaytyr.com/document.doc?id=64>
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Session 6. February 14

Dehousing Processes: Defining, Measuring, and Solutions to Urban Homelessness

Quiz #2: At start of class 10:10am sharp. 20 minutes. Covering the readings from Sessions 1 to 6 and classroom discussions from Sessions 1 to 5.

Guest Interviewee & Presenter

Stephen Gaetz, PhD (York U 1990), Professor, Faculty of Education, York U; Director of the Canadian Observatory on Homelessness and the Homeless Hub; President, Raising the Roof, a leading Canadian charity focused on solutions to homelessness.

- In 2016 appointed a Member of the **Order of Canada** for his leadership in providing evidence-based research to policy makers and practitioners in the movement to prevent and reduce homelessness in Canada.
- In 2015 received the prestigious **SSHRC Connection Award** for his work facilitating the flow and exchange of research knowledge both within and beyond the academic community.
- Editor of two books on homelessness: *Housing First in Canada: Supporting Communities to End Homelessness*, 2013; and *Youth homelessness in Canada: Implications for policy and practice*, 2013.

Readings

1. *Making Research Matter: How to mobilize research to have a greater impact on the homelessness crisis*. Professor Gaetz, TEDxYorkU Talk, 2010. Go to: https://www.youtube.com/watch?v=JbRKL7_bLcc
2. Canadian Observatory on Homelessness. (2012). *Canadian Definition of Homelessness*. Homeless Hub: www.homelesshub.ca/homelessdefinition/
3. Gaetz, S. et al. (2016). *The State of Homelessness in Canada 2016*, Toronto: Canadian Homelessness Research Network, Homeless Hub, Research Paper #12. <http://homelesshub.ca/SOHC2016>
4. Gaetz, S. (2010). The Struggle to End Homelessness in Canada: How we Created the Crisis, and How We Can End it. *The Open Health Services and Policy Journal*, 3, 21-26

Supplemental Readings

5. Hulchanski, J.D. et al. (2009). "Homelessness: What's in a Word?" Introduction, *Finding Home: Policy Options for Addressing Homelessness in Canada* (e-book), J.D. Hulchanski et al., eds. Toronto: Cities Centre, UofT. www.homelesshub.ca/FindingHome
6. Wellesley Institute (2006) *The Blueprint to End Homelessness in Toronto*.
7. Canada, Senate Committee on Social Affairs (2009) *In From the Margins: A Call to Action on Poverty, Housing and Homelessness*. Ottawa.
8. Jahiel, R.I. (1992) "Homeless-making Processes and the Homeless-makers," Chapter 18, *Homelessness: A Prevention-oriented Approach*, R.I. Jahiel, ed., Baltimore: Johns Hopkins U Press, 269-294.

February 21. Reading Week. No Class

Session 7. February 28

Climate Change: Politics, Policy & Urban Governance. What are municipalities doing on climate change issues and how can they be more successful?

Reading Response #4: Urban climate change policy: The readings are focused on what cities / municipal governments can do on the serious issue of climate change.

For the Reading Response: The authors in these articles and in the video make the case that municipalities can play a significant role. List (*a numbered list*) five ways in which these experts feel urban areas have a role to play in climate change (*a couple sentences at most for each of the five on your list*).

Guest Interviewee & Presenter

Sara Hughes, PhD in Environmental Science and Management (University of California, Santa Barbara, 2011), Assistant Professor, Political Science, UofT.

- In 2013 named a Clarence N. Stone Scholar by the urban politics section of the American Political Science Association.

Readings

1. *Cities and Climate Change: Making the Links*. Professor Hughes, TEDxUofT Talk. Go to <http://tedxtalks.ted.com/video/Cities-and-Climate-Change-Makin>
2. Hughes, S. (2016). The Politics of Urban Climate Change Policy: Toward a Research Agenda. *Urban Affairs Review*.
3. Ryan, D. (2015). From commitment to action: A literature review on climate policy implementation at city level. *Climatic Change*, 131(4), 519-529.
4. Bulkeley, H. (2015). Can cities realise their climate potential? Reflections on COP21 Paris and beyond. *Local Environment*, 20(11), 1405-1409.

Supplemental Readings

5. Hughes, S., & Romero-Lankao, P. (2014). Science and institution building in urban climate-change policymaking. *Environmental Politics*, 23(6), 1023-1042.
 6. Hughes, S. (2015). A meta-analysis of urban climate change adaptation planning in the U.S. *Climate Change*, 14, 17-29.
 7. Hughes, S. (2013). "Justice in Urban Climate Change Adaptation: Criteria and Application to Delhi," *Ecology and Society*, 18(4), 48-63.
 8. Dowling R., McGuirk, P. & Bulkeley, H. (2014). Retrofitting cities: Local governance in Sydney, Australia. *Cities*, 38, 18-24.
 9. Jones, S. (2012). A tale of two cities: climate change policies in Vancouver and Melbourne—barometers of cooperative federalism? *International Journal of Urban and Regional Research*, 36(6), 1242-1267.
 10. Scanu, E., & Cloutier, G. (2015). Why do cities get involved in climate governance? Insights from Canada and Italy. *Environnement Urbain/Urban Environment*, 9. <http://www.erudit.org/revue/eue/2015/v9/n/1036221ar.pdf>
 11. Lankao, P. R., & Gnat, D. M. (2015). Do cities have the institutional capacity to address climate change? Blog: <https://ugecviewpoints.wordpress.com/2015/04/07/do-cities-have-the-institutional-capacity-to-address-climate-change/>
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Session 8. March 7

Urban Policing: Crime, Racial Profiling, Youth. Major issues and future prospects.

Reading Response #5: The research outlined in the readings and video this week point out that:

- racial differences in police stop and search experiences remain statistically significant after controlling for other relevant factors;
- that there is a scholarly debate over whether youth from marginalized populations are stopped and searched by police primarily due to their illegal behaviours, their marginalized status, or both; and
- that compared to whites, racial minorities are more likely to have negative perceptions of police performance and to perceive various forms of discrimination within the justice system.

These disturbing realities have implications for cities and urban policy. List three policy implications identified by the authors (a numbered list; 2 to 4 sentences each).

Note: policies are general courses of action -- what, in general, should be done about a certain state of affairs we would like to see changed.

Guest Interviewee & Presenter

Scot Wortley, PhD (Toronto), Associate Professor, Criminology, UofT. Professor Wortley served as the Research Director for two major government inquiries into youth violence:

- The Toronto District School Board's School Community Safety Advisory Panel (chaired by Julian Falconer), and
- The Ontario Government's Roots of Youth Violence Inquiry (chaired by Roy McMurtry and Alvin Curling, 2008). <http://www.children.gov.on.ca/htdocs/English/professionals/oyap/roots/index.aspx>

Readings

1. *Skin I'm In: Policing, Injustice & Youth Defiance*, TEDxUofT Talk, Scot Wortley & Akwasi Owusu-Bempah. *YouTube*, 2015. <https://www.youtube.com/watch?v=DQ6aEbDdwYc>
2. Hayle, S., Wortley, S., & Tanner, J. (2016). Race, street life, and policing: Implications for racial profiling. *Canadian Journal of Criminology and Criminal Justice*, 58(3), 322-353.
3. Wortley, S., & Owusu-Bempah, A. (2011). The usual suspects: Police stop and search practices in Canada. *Policing and Society*, 21(4), 395-407.
4. Wortley, S. & Owusu-Bempah, A. (2009). Unequal Before the Law: Immigrant and Racial Minority Perceptions of the Canadian Criminal Justice System. *Journal of International Migration and Integration / Revue de l'integration et de la migration internationale*, 10(4), 447-473.

Supplemental Readings

5. Owusu-Bempah, A., & Wortley, S. (2014). Race, crime, and criminal justice in Canada. *The Oxford handbook of ethnicity, crime and immigration*, 281-320. Oxford University Press.
 6. Giwa, S., James, C. E., Anucha, U., & Schwartz, K. (2014). Community Policing—A shared responsibility: A voice-centered relational method analysis of a Police/Youth-of-color dialogue. *Journal of Ethnicity in Criminal Justice*, 12(3), 218-245.
 7. Cobbina, J. E., Owusu-Bempah, A., & Bender, K. (2016). Perceptions of race, crime, and policing among Ferguson protesters. *Journal of Crime and Justice*, 39(1), 210-229.
 8. Ontario Human Rights Commission. (2003). *Paying the price: The human cost of racial profiling, Inquiry Report*. Toronto.
 9. Ontario Human Rights Commission. (2011). *Human rights and policing: Creating and sustaining organizational change*. Toronto.
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Session 9. March 14

Neighbourhood Renewal: Toronto's Tower Neighbourhood Renewal Initiative

Reading Response #6:

(1) provide a short definition of what Cowen and Parlette call "social infrastructure (this should be about 1/4 of the page at most).

(2) How do the reports here define "Tower Neighbourhood Renewal? List four of the benefits this program/process has to offer those neighbourhoods that have clusters of aging rental apartment towers (a number list).

Guest Interviewees & Presenters:

Sabina Ali and Graeme Stewart

jointly awarded the 2014 Jane Jacobs Prize

Sabina Ali <http://www.tpomenscomm.org>

- chair and a founding member of the Thorncliffe Park Women's Committee.
- engaged in program management, volunteer engagement, and community building
- named by *The Globe and Mail* as one of *Ten Torontonians Who Got Things Done in 2014*; and a recipient of *Phenomenal Woman Award* of the Centre of Community Learning and Development.

Graeme Stewart <http://www.eraarch.ca>

- a registered architect and planner, a Principal at ERA Architects, Toronto
- a key initiator of the Tower Neighbourhood Renewal Project

Readings

1. *Powers of the Towers*, a video by Spacing Media featuring ERA's Graeme Stewart and Sabina Ali of the Thorncliffe Park Women's Committee, who were jointly awarded the 2014 Jane Jacobs Prize. <http://www.eraarch.ca/2015/powers-of-towers-new-video-starring-graeme-stewart-and-sabina-ali/>
2. McClelland, M., Stewart, G., & Ord, A. (2011). Reassessing the recent past: Tower neighborhood renewal in Toronto. *APT Bulletin*, 42(2/3), 9-14. <http://www.towerrenewal.com/wp-content/uploads/2011/08/McClelland-article-to-printer.pdf>
3. E.R.A. Architects, et al. (2010) *Tower Neighbourhood Renewal in the Greater Golden Horseshoe: An Analysis of High-Rise Apartment Tower Neighbourhoods Developed in the Post-War Boom (1945-1984)*, A report for the Ontario Growth Secretariat. <http://cugr.ca/tnrggh/>
4. Cowen, D. and V. Parlette (2010) *Toronto's Inner Suburbs: Investing in Social Infrastructure in Scarborough*, Toronto: UofT, Neighbourhood Change Research Partnership. 12 pages. <http://3cities.neighbourhoodchange.ca/files/2011/06/Cowen-2011-Social-Infrastructure-in-Scarborough-N-Change.pdf>

Supplemental Readings

5. Tower Renewal Blog. <http://www.towerrenewal.com>
 6. United Way Toronto. (2011). *Vertical Poverty: Declining income, housing quality and community life in Toronto's inner suburban high-rise apartments*. Toronto. <http://www.unitedwaytyr.com/document.doc?id=64>
 7. Toronto Public Health (2012) *Toward Healthier Apartment Neighbourhoods*, Toronto. <http://www.toronto.ca/legdocs/mmis/2012/hl/bgrd/backgroundfile-49926.pdf>
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Session 10. March 21

Towards a “United City”: What trends must we reverse? Can we? Panel Discussion

Reading Response #7: Three short paragraphs. Remember that these reading responses serve as a challenge to be clear in a concise manner.

1. *Toronto Star* series *Divided City / United City*: based on your review of a few articles of your choice in the series, identify some of the specific lived realities of a divided city (that is, the impact on daily lives for some people and maybe not others).
2. *Community benefits*: What is this initiative and in your own words what are the potential benefits?
3. *Toronto’s current transit and road tolls debate*: Policy debates are loaded with all kinds of pressures and influences (i.e., politics) on decision-making. Provide a very short summary of John Lorinc’s analysis of the recent politics around road tolls and transit.

Panel Members

David Rider, Toronto Star's City Hall bureau chief and urban affairs writer.

Manager of the Divided City / United City series of articles about Toronto's polarization trends. In 2013 UofT Massey College Journalism Fellow.

www.thestar.com/authors.rider_david.html @dmrider

Colette Murphy, Executive Director, Atkinson Foundation, Toronto.

A career that began working in refugee resettlement; leadership positions at United Way Toronto; and the Inclusive Local Economies Program at the Metcalf Foundation (including the analysis of the working poor in Toronto).

[@AtkinsonCF](http://www.atkinsonfoundation.ca) @colette_murphy

John Lorenc, Toronto journalist who covers urban affairs for *Spacing*, *Globe & Mail*, *Toronto Star*, *Walrus*, etc.

Author of *The new city: How the crisis in Canada's urban centres is reshaping the nation* (Penguin Books, 2006). John is the Toronto Non-Fiction editor for Coach House Press, and co-editor of *Subdivided: City Building in an Age of Hyper-diversity* (2016) and *The Ward: The Life and Loss of Toronto's First Immigrant Neighbourhood* (2015). @JohnLorinc

Readings

1. Read several of the *Toronto Star's* "Divided City / United City" series of articles: www.thestar.com/news/gta/2014/12/15/divided_cityunited_city_the_series_so_far.html
 2. Atkinson Foundation (2016) *Making Community Benefits a Reality in Ontario*. A Briefing Note. <http://atkinsonfoundation.ca/focus/>
 3. Read John Lorinc's recent columns (select several from the last six months) on Toronto's transit and road tolls debate at *Spacing Toronto*: <http://spacing.ca/toronto/author/john/>
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Session 11. March 28

Divided City Trends: What is next?

Reading Response #8: In point form list four proposals/ideas for reversing the growth of income and wealth inequality and the polarization of cities. Formulate your summary as a composite of ideas and suggestions found in the following readings.

A final review of the nature of the divides in divided cities, likely future trends, and what can be done about them.

Readings

1. Atkinson, Anthony (2015) "The Inequality Debate: We can do something about it," *Toronto Star*, September 29.
2. Marcuse, Peter (2017) "After Exposing the Roots of Homelessness – What?" *Urban Geography*, 38:3, 357-359.
3. Forrest, Ray et al. (2017) "Hyper-Divided Cities and the 'Immoral' Super-Rich: Five Parting Questions," in R. Forrest, S.Y. Koh & B. Wissink (Eds.), *Cities and the Super-Rich: Real Estate, Elite Practices and Urban Political Economies*, Palgrave Macmillan, 273-287.