

**New Topics in Sociology: Advanced Topics in Canadian Cities- SOC485H1F
L0101/L9101
University of Toronto
Department of Sociology
Fall 2020
Instructor: Amny Athamny**

Location and Time: Friday 14:00-16:00 on Quercus.

Office Hours: Friday at 13:00 by appointment on Quercus BB Collaborate.

Email: amny.athamny@mail.utoronto.ca

Teaching Assistant: none.

Course Applications: For the online component of the course- Quercus.

Statement of Acknowledgement

We (I) would like to begin by acknowledging that the land on which we gather is the traditional territory of the Wendat, the Anishnaabeg, Haudenosaunee, Métis, and the Mississaugas of the Credit First Nation.

I (we) wish to acknowledge this land on which the University of Toronto operates. For thousands of years it has been the traditional land of the Huron-Wendat, the Seneca, and most recently, the Mississaugas of the Credit River. Today, this meeting place is still the home to many Indigenous people from across Turtle Island and we are grateful to have the opportunity to work on this land.

Source: University of Toronto, 2020 <https://www.caut.ca/content/guide-acknowledging-first-peoples-traditional-territory>

Overview of the Course

The seminar focuses on Canadian cities from a critical standpoint. By introducing and examining classic themes in urban sociology and their manifestation in Canadian cities (Toronto, Montréal and Vancouver), students learn about foundational topics in the field. The selected themes revolve around questions and challenges such as: economic growth, urban poverty, the creative class, and spatial justice. In addition, students engage critically with questions on the right to the city and urban policies.

IMPORTANT NOTE: The prerequisite to take SOC485H1F is 1.0 SOC FCE at the 300+ level. Students without the prerequisite to take this course will be removed automatically upon discovery, without notice.

Course Evaluation

Reading reflection	Due October 15 th , 2020 before 23:59	10%
Presentation	Each student is to hold a presentation in class on a date they choose.	30%
Critical response	Each student is to provide a critical response in class on a date they choose.	30%
In class mid-term	On November 6 th , 2020	30%

Reading Reflection

Students are required to submit one page of reflection on any of the assigned readings of the course. Students are expected to engage subjectively based on their own experience with the main argument of the article/chapter they chose, and elaborate how it relates to their everyday life in the city. One page, single space, font 12, APA style.

Presentation

Each student chooses a date based on their preference to hold a presentation. The presentation is based on the readings assigned to the chosen date. The student has to read the assigned readings, present the main concepts and arguments of the readings, link them to larger urban themes, and pose a question or two to trigger in-class discussion.

Critical Response

In the critical response the student chooses a date based on their preference to provide a critique on one of the presentations. The critique relates to the arguments raised in the presentation as these appear in the readings. The student is expected to analyze these from a critical standpoint.

Mid-term

The mid-term consists mainly of definitions, short answers or the link between concepts or processes, and short essay questions.

Course Organization and Policies

Attendance: Mandatory online.

Deadlines Missed:

Documentation from your Physician or College Registrar.

If you are unable to turn in an assignment/or miss the test for medical reasons, you will need to **email me** the instructor, not the teaching assistant, **and also** declare your absence

on ACORN. For other reasons, such as family or other personal reasons, please contact your college registrar and have them email me.

Make-up Tests

Students who miss the test for a valid reason as mentioned in the previous paragraph and wish to take a make-up test, must contact the instructor and follow the aforementioned regulations. A student who misses a test and the subsequent make-up test will not have a third chance to take the test, and the mark assigned for the test will be a zero.

Late Assignments

For each day that the assignment is not completed beyond the due date without a justified reason, the student is penalized in 0.5 point.

Turnitin

'Students agree that by taking this course all required papers may be subject to submission for textual similarity review to Turnitin.com for the detection of plagiarism. All submitted papers will be included as source documents in the Turnitin.com reference database solely for the purpose of detecting plagiarism of such papers. The terms that apply to the University's use of the Turnitin.com service are described on the Turnitin.com web site.'

Assignments not submitted through Turnitin will receive a grade of zero (0 %), unless a student instead provides, along with their position paper, sufficient secondary material (e.g., reading notes, outlines of the paper, rough drafts of the final draft, etc.) to establish that the paper they submit is truly their own. The alternative (not submitting via Turnitin) is in place because, strictly speaking, using Turnitin is voluntary for students at the University of Toronto.

Plagiarism

Be careful to avoid plagiarism. It is a serious academic offense with serious penalties (see the "Code of Behavior on Academic Matters"). If you are using someone else's ideas, do not present them as your own. Give proper references if you are using somebody else's ideas, and use quotation marks if you are quoting. When in doubt, it is always safer to over-reference --you are not going to be punished for that. Please also be aware that turning in an old paper, or large parts thereof, for credit in a second (or third etc.) course, is considered an academic offense that results in students being referred off to the Office of Academic Integrity.

Students must adhere to the student code of conduct in general and when submitting their coursework especially on academic integrity. In case of plagiarism, the student will be penalized according to the procedures set by the university. Please familiarize yourselves with the university regulations found here.

<https://www.viceprovoststudents.utoronto.ca/students/>

Preparation and Participation:

Students are expected to read the assigned readings before class, and be ready to discuss them in class.

Accessibility Needs and Accommodation

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible: disability.services@utoronto.ca or <http://studentlife.utoronto.ca/accessibility> .

Course Readings and Lecture Slides

All the assigned readings are available online and are found at the university of Toronto library website and/or the course website on Quercus.

The lecture slides and notes are posted on the course website on Quercus before the lecture. Please feel free to download them to insert your own notes and comments during class.

Email Policy and Communication

All announcements, notifications, assignments, and other ongoing communication is communicated through and posted on the course website on Quercus. Please check it periodically. At the top of page one of this syllabus you find the email of the instructor. Feel free to write an email using your own UofT email, and to periodically check it as I will use it to communicate with the students. Please consult the syllabus before emailing on syllabus related matters. Allow the course team 48 hours (excluding weekends) to respond to your email.

Other Useful Resources

Writing Center: <https://writing.utoronto.ca/writing-centres/>

English as Second Language: <https://writing.utoronto.ca/support/english-language-support/>

Online Remote Teaching

Please familiarize yourself with the technological requirements of online learning: <https://www.vicprovoststudents.utoronto.ca/covid-19/tech-requirements-online-learning/>

Regulations due to COVID-19 Pandemic

Please follow the university regulations on the matter and its communication.

CLASS SCHEDULE

September 11th, 2020

Introduction and a Visual-based Exercise on Canadian Cities.

September, 18th, 2020

Canadian Cities: Historic Perspective

Alcantara, C., Nelles, J. (2014). Indigenous Peoples and the State in Settler Societies: Toward a More Robust Definition of Multilevel Governance. *Publius: the Journal of Federalism*, 44(1), 183-204.

Bourne, L. (2000). Urban Canada in Transition to the Twenty-first Century: Trends, Issues, and Visions. In T. Bunting, F. Pierre (Eds), *Canadian Cities in Transition: the Twenty-first Century* (pp.26-51). Oxford New York: Oxford University Press.

September, 25th, 2020

The Post-industrial City

Harvey, D. (1989). From Managerialism to Entrepreneurialism: the Transformation in Urban Governance in Late Capitalism. *Geografiska Annaler: Series B, Human Geography*, 71(1), 3-17.

Harvey, D. (1992). Social Justice, Postmodernism and the City. *International Journal of Urban and Regional Research*, 16(4), 588-601.

October 2nd, 2020

The Creative Class

Florida, R. (2003). Cities and the Creative Class. *City & Community*, 2(1), 3-19.

Rantisi, N. M., Leslie, D. (2006). Branding the Design Metropole: the Case of Montréal, Canada. *Area*, 38(4), 364-376.

October 9th, 2020

Canada's Multicultural Cities

Wood, P. K., Gilbert, L. (2005). Multiculturalism in Canada: Accidental Discourse, Alternative Vision, Urban Practice. *International Journal of Urban and Regional Research*, 29(3), 679-691.

Goonewardena, K., Kipfer, S. (2005). Spaces of Difference: Reflections from Toronto on Multiculturalism, Bourgeois Urbanism and the Possibility of Radical Urban Politics. *International Journal of Urban and Regional Research*, 29(3), 670-678.

October 16th, 2020

Immigrants in Canadian Cities

Wong, L. L., Ng, M. (2002). The Emergence of Small Transnational Enterprise in Vancouver: The Case of Chinese Entrepreneur Immigrants. *International Journal of Urban and Regional Research*, 26(3), 508-530.

Fong, E., Shen, J. (2011). Explaining Ethnic Enclave, Ethnic Entrepreneurial and Employment Niches: A Case Study of Chinese in Canadian Immigrant Gateway Cities. *Urban Studies*, 48(8), 1605-1633.

October 23rd, 2020

Segregation in Canadian Cities

Fong, E. (1996). A Comparative Perspective on Racial Residential Segregation: American and Canadian Experiences. *The Sociological Quarterly*, 37(2), 199-226.

Fong, E., Shibuya, K. (2000). The Spatial Separation of the Poor in Canadian Cities. *Demography*, 37(4), 449-459.

October 30th, 2020

Segregation in Canadian Cities

Fong, E., Chan, E. (2011). Residential Patterns among Religious Groups in Canadian Cities. *City & Community*, 10(4), 393-413.

Ley, D., Smith, H. (2000). Relations between Deprivation and Immigrant Groups in Large Canadian Cities. *Urban Studies*, 37(1), 37-62.

November 6th, 2020- in class mid-term

November 13th, 2020- reading week, no class.

November 20th, 2020

Urban Poverty

Tarasuk, V., Dachner, N., Hamelin, A. M., Ostry, A., Williams, P., Bosckei, E., Poland, P., Raine, K. (2014). A Survey of Food Bank Operations in Five Canadian Cities. *BMC Public Health*, 14(1), 1234.

Mendes, W. (2008). Implementing Social and Environmental Policies in Cities: The Case of Food Policy in Vancouver, Canada. *International Journal of Urban and Regional Research*, 32(4), 942-967.

November 27th, 2020

The Marginalized and the Homeless in Canadian Cities

Latimer, E. A., Rabouin, D., Cao, Z., Ly, A., Powell, G., Aubry, T.,... & Veldhuizen, S. (2017). Costs of Services for Homeless People with Mental Illness in 5 Canadian Cities: a Large Prospective Follow-up Study. *CMAJ Open*, 5(3), E576.

Piat, M., Polvere, L., Kirst, M., Voronka, J., Zabkiewicz, D., Plante, M. C.,... & Goering, P. (2015). Pathways into Homelessness: Understanding How Both Individual and Structural Factors Contribute to and Sustain Homelessness in Canada. *Urban Studies*, 52(13), 2366-2382.

December 4th, 2020

Urban Policy

Collins, D., Blomley, N. (2003). Private Needs and Public Space: Politics, Poverty and Anti-panhandling By-laws in Canadian Cities. *New Perspectives on the Public-private Divide*, 40-67.

Nash, C. J., Gorman-Murray, A. (2014). LGBT Neighbourhoods and 'New Mobilities': towards Understanding Transformations in Sexual and Gendered Urban Landscapes. *International Journal of Urban and Regional Research*, 38(3), 756-772.