

# **New Topics in Sociology: Urban Policy**

SOC353H1S

Department of Sociology

Winter 2023

Meeting Time: Tuesdays, 12:15 PM – 3:00 PM

Location: SS1072

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## **Instructor**

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## **Introduction**

Urban policies reflect how cities and urban areas are designed, built, and managed. They actively shape the ways in which people live. From transportation to housing, crime prevention to climate change, urban policies cover a number of areas of great concern. While cities are heralded as sites of innovation and economic activity, they are also sites of deep inequality. Cities across the world have produced different responses to address these issues. However, urban policy is not only shaped by policymakers; rather, many different institutions shape the policy process. Given the range of issues facing urban areas, it is important to understand how policies are designed and implemented, and the multiple actors engaged.

## **Course Description**

Cities are where many of our most pressing social, economic, cultural and environmental problems are addressed: economic development, infrastructure expansion, and environmental sustainability are all subject to the policies and investment priorities of local and regional governments. In this course, we will examine different theories of public policymaking, their intended and unintended consequences, and their ability to address pressing urban issues. This course focuses primarily on cities in the U.S. and Canada, but will also consider the ways in which cities elsewhere face similar and different conditions.

## **Course Objectives**

- To understand the public policymaking process across different contexts
- To examine the range of institutional actors engaged in shaping urban policy
- To understand the potential intended and unintended consequences of policymaking
- To apply theoretical concepts of governance to case studies across a range of issues around the world

## **Prerequisites**

This is a program-only course and is restricted to sociology majors and specialists. Completion of SOC201H1, SOC202H1, SOC204H1 plus two of the following (1.0 FCE): SOC251H1, SOC252H1, SOC254H1. Students without this prerequisite will be removed from the course.

## **Required Text(s)**

Dan Immergluck. 2022. *Red Hot City: Housing, Race, and Exclusion in Twenty-First Century Atlanta*. University of California Press.

Students are required to buy, rent or borrow the required book. All other readings will be posted on Quercus for their viewing. It is the student's responsibility to download and review all assigned material PRIOR TO CLASS. Additional readings and course materials may be assigned, but at no cost to the student. All additional material can be downloaded from Quercus as well.

## **Course Grading**

The University of Toronto Grading Scheme will be used to evaluate individual assignments as well as the overall grade for each student in this class. For more information, please review the university's grading practices policy:

<https://governingcouncil.utoronto.ca/secretariat/policies/grading-practices-policy-university-assessment-and-january-1-2020>.

## **Course Evaluations**

Each student's grade will be based on four areas. The purpose of designing the course in this manner is to allow students to the opportunity to engage in different areas of evaluation including traditional examinations and diverse writing assignments. The following lists depicts the course breakdown:

### ***I. Discussion Questions (15%)***

A good question is both answerable and challenging. It will inspire analysis, synthesis, interpretation, and critical thinking. A discussion question that is truly great is challenging and inspires people to think critically and respond with well thought out answers. These questions are a framework for creating prompts that encourage inquiry, challenge us to think bigger and connect the classroom to real world ideas and events. For this course, you are to provide one discussion question each week (unless otherwise instructed). Discussion questions are due Mondays by 5 PM. You are also expected to respond to one other discussion question posed by your peers. Responses to your peers' questions are due Tuesday at 10 AM (unless otherwise instructed). Discussion questions are only due on days where new content is required. Discussion questions should not exceed 125 words. Please review the course schedule and Quercus for further clarification.

## ***II. Midterm Test (30%)***

There will be one online midterm test covering theories and concepts introduced in the course up to that point in time. You will have one week to complete this exam. The exam will include a series of questions such as fill-in-the-black, multiple choice, true/false, and short answer. The exam will be delivered through Quercus allowing each student to take the exam from any location. While students cannot consult each other regarding the exam, they are allowed to review any of the required readings while taking the exam. The purpose is the exam is not to test memorization but familiarity with theories, concepts, and approaches to understanding urban policy. Additional information will be given by January 31st.

## ***II. Group Project with Community Partner (30%)***

The term, the class will assist a research project with Moss Park Community Coalition, a local community group organizing to fight against displacement caused local housing and transportation projects. The class will be divided into teams to cover different aspects of the project. This will include a literature review, policy overview, and practical recommendations. Each student will be named as a research assistant and noted in the report. Each group will present their findings on March 21th to the class. Given that most groups will be working on their own, progress meetings will be held with the instructor in order to make sure that each group is contributing to a cohesive deliverable to the organization. Students will offer peer grades that will account for a portion of their overall grade for this section. Additional guidelines will be given and discussed by March 8th.

## ***III. Critical Book Review (25%)***

A book review in itself does not only tell you what a book is about, but also whether it achieves what it is trying to do. Therefore, a critical book review is more than a summary of the content (even though this is an important component), but a critical analysis of the book and your reactions to it. It presents several areas for inquiry.

Here are a series of questions to focus your thinking:

1. What is the thesis—or main argument—of each book? If the author wanted you to get one idea from the book, what would it be? How does it compare or contrast to the world you know? What has the book accomplished?
2. What exactly is the subject or topic of each book? Does the author cover the subject adequately? Does the author cover all aspects of the subject in a balanced fashion? Can you detect any biases? What is the approach to the subject [topical, analytical, chronological, descriptive]?
3. How does the author of each book support his or her argument? What evidence [i.e., sources cited and data collection] does each author use to prove his or her point? Do you find that evidence convincing? Why or why not? Does any of the author's information [or conclusions]

conflict with other books you've read, courses you've taken, or just previous assumptions you had about the research problem under study?

4. How does the author structure his or her argument? What are the parts that make up the whole? Does the argument make sense to you? Does it persuade you? Why or why not? Were there any questions left unanswered? Were limitations to the study effectively addressed?

5. How has each book helped you understand the subject? Would you recommend the books to others? Why or why not?

The format should be Times New Roman, 12 pt. font with 1-inch margins, double – spaced using ASA citation formatting. Papers should not exceed 1,000 words excluding references. Papers should be typed and saved as a word document and then uploaded to Quercus. Late submissions will not be accepted. Additional information and examples regarding the book review will be given by Tuesday, January 31st. All papers are due Tuesday, March 28th, by 12 PM.

### **Grading Rationale**

For the written assignments, I consider an “A” to denote work of excellence, rising above the merely sufficient and competent to incorporate new insights as well as creative and critical thinking. It will, of course, be well written and demonstrate depth of thought and clarity of conception. A “B” denotes a mastery of the concepts and issues, competent and well-written work. A “C” is given for work with logical inconsistencies, which fails to adequately explore all the arguments related to the topic, which has errors of fact, or which is badly written and poorly organized or conceptualized. A “D” is for work that fails to meet even these minimal standards. An “NC” is for work of exceedingly poor quality, including work that is plagiarized, unintelligible, and/or handed in extremely late. There is no extra credit offered in this course and no replacement assignments will be entertained.

### **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.

Sometimes, students will be required to submit their assignments to the University’s plagiarism detection tool for a review of textual similarity and detection of possible plagiarism. In doing so, students will allow their essays to be included as source documents in the tool’s reference database, where they will be used solely for the purpose of detecting plagiarism. The terms that apply to the University’s use of this tool are described on the Centre for Teaching Support & Innovation web site (<https://uoft.me/pdt-faq>).

For some of your assignments, we will be using the software Ouriginal. It uses text matching technology as a method to uphold the University's high academic integrity standards to detect any potential plagiarism. Ouriginal is integrated into Quercus. For the assignments set up to use Ouriginal, the software will review your paper when you upload it to Quercus. To learn more about Ouriginal's privacy policy please review its [Privacy Policy](#).

Students not wishing their assignment to be submitted through Ouriginal will not be assessed unless a student instead provides, along with their work, 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.

### **Accessibility Needs**

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](mailto:disability.services@utoronto.ca) or <http://studentlife.utoronto.ca/accessibility>.

### **Policies for Lateness and Absences**

Late submissions will not be accepted. Class lateness without prior notice will not be accepted. Students who miss the test, or are late in submitting an assignment for medical reasons, need to email the instructor (not the TA), and also declare their absence on the system (ACORN). (NOTE: Because of Covid-19, students do NOT need to submit the usual documentation, i.e., medical notes or the Verification of Illness forms). Students who miss the test, or are late in submitting an assignment for other reasons, such as family or other personal reasons, should request their College Registrar to email the instructor. Please be advised that absences related to extracurricular activities are not considered emergency situations. Students involved in such activities should communicate their absences to the professor by the first day of the course.

### **Policy Regarding Changes to the Syllabus**

As the instructor, I reserve the right to make changes to the schedule and structure of this syllabus in order to provide a better learning environment to the students. All changes will be made with advanced notice at no additional costs to the students. Concerns or issues with changes to the syllabus should be addressed to me as soon as possible so a suitable alternative can be determined.

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## **Course Schedule**

### **January 10<sup>th</sup> – Introduction and Course Requirements**

- Introductions
- Review of Course Syllabus
- Video: "[How to Make an Attractive City.](#)" *The School of Life*. 2015, January 26.

### **January 17<sup>th</sup> – Cities and Urban Life**

- Louis Wirth. “Urbanism as a way of life.” *The City Reader*.
- Borer, Michael Ian. 2013. "Being in the city: The sociology of urban experiences." *Sociology Compass* 7(11): 965-983.
- Molotch, Harvey. “The city as a growth machine: Toward a political economy of place.” *The City Reader*.
- **Discussion Questions Due**

### **January 24<sup>th</sup> – Power, Politics & Policymaking**

- Organization for Economic Co-operation and Development. 2017. *The State of National Urban Policy in Canada*.
- Friendly, Abigail. 2016. "National Urban Policy: A Roadmap for Canadian Cities." *IMFG Perspectives* 14.
- Schneider, Anne, and Helen Ingram. 1993. "Social construction of target populations: Implications for politics and policy." *American Political Science Review* 87(2): 334-347.
- Trounstein, Jessica. 2010. "Representation and accountability in cities." *Annual Review of Political Science* 13: 407-423.
- **Discussion Questions Due**

### **January 31<sup>st</sup> – Urban Development Strategies**

- Crane, Randall, and Michael Manville. 2008. "People or place? Revisiting the who versus the where of urban development." *Land Lines* 20(3): 2-7.
- Jacobs, Jane. “The Uses of Sidewalks: Safety” *The City Reader*.
- Watch *Citizen Jane: Battle for the City*
- **Discussion Questions Due**

### **February 7<sup>th</sup> – Governmental and Non-Governmental Policy Actors**

- McGregor, Michael, and Zachary Spicer. 2016. "The Canadian homevoter: Property values and municipal politics in Canada." *Journal of Urban Affairs* 38(1): 123-139.
- Fraser, James C., and Edward L. Kick. 2014. "Governing urban restructuring with city-building nonprofits." *Environment and Planning A* 46(6): 1445-1461.
- da Cruz, Nuno F., Philipp Rode, and Michael McQuarrie. 2019. "New urban governance: A review of current themes and future priorities." *Journal of Urban Affairs* 41(1): 1-19.
- **Midterm Review**
- **Discussion Questions Due**

### **February 14<sup>th</sup> – Midterm Exam**

- Midterms must be completed by Monday, February 20th by 5 PM

### **February 21<sup>st</sup> – Reading Week (No Class)**

### **February 28<sup>th</sup> – Urban Displacement Across Canada**

- **In-Class Streaming**

**March 7<sup>th</sup> – Housing Insecurity**

- Wetzstein, Steffen. 2017. "The global urban housing affordability crisis." *Urban Studies* 54(14): 3159-3177.
- Leon, Scott, and James Iveniuk. 2020, August. "Forced out: Evictions, race, and poverty in Toronto." *Wellesley Institute*.
- Leon, Scott. 2021. "Where eviction applications are filed: Ward distribution of eviction applications in Toronto." *Wellesley Institute*.
- **Discussion Questions Due**

**March 14<sup>th</sup> – Transportation Poverty**

- Kramer, Anna. 2018. "The unaffordable city: Housing and transit in North American cities." *Cities* 83: 1-10.
- Padeiro, Miguel, Ana Louro, and Nuno Marques da Costa. 2019. "Transit-oriented development and gentrification: a systematic review." *Transport Reviews* 39(6): 733-754.
- Allen, Jeff, and Steven Farber. 2019. "Sizing up transport poverty: A national scale accounting of low-income households suffering from inaccessibility in Canada, and what to do about it." *Transport Policy* 74: 214-223.
- **Discussion Questions Due**

**March 21<sup>st</sup> – Group Project Meetings with Instructor**

**March 28<sup>th</sup> – Group Project Presentations**

**April 4<sup>th</sup> – Critical Book Reviews Due**

- Authors Meet Critics and In-Class Discussion