

URBAN POLITICS IN THE POST-INDUSTRIAL ERA: HAMILTON & DETROIT

Winter 2019

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Course Description

We will be studying how two North American cities, both reliant on heavy industry in the 20th century, have navigated the transition to a post-industrial age. The course takes an explicitly interdisciplinary perspective on urban change, studying the politics, economics, sociology, and geography of Hamilton, Ontario and Detroit, Michigan as well as the larger context in which both find themselves embedded. Urban theory around the political economy of race, class, real estate, gentrification, decline, work, and industry will be highlighted.

This is an experiential education course. In partnership with CityLab Hamilton, students work in small groups, applying theory and first-hand experience in comparing local politics, civic engagement, social in/exclusion and urban transformation in Hamilton and Detroit. Students will engage in interviews with residents, civic leaders, city officials, and business people in addition to analyzing a range of secondary data to come up with a product (e.g., report, short film, interactive website, or similar output) which both helps the student meet learning objectives, enhances skill development, and is genuinely useful to community partners.

The course includes a 3-day learning excursion to Detroit.

Course Objectives

By the end of the course students should be able to:

1. Develop knowledge around contemporary urban theories into neighborhood change, decay, gentrification, economic transitions and their connections to race, class, and other analytic categories
2. Understand, using empirical data, processes of urban change
3. Develop a deeper understanding of how urban policy is formulated in different contexts, and assess the efficacy of different policy strategies
4. Develop skills in quantitative, qualitative, and spatial data analysis, and in working with a variety of community partners and other stakeholders on a community project
5. Contribute in a practical way to enhancing community development efforts in Hamilton

Required Materials and Texts

1. A valid passport and, if applicable, a valid visa to travel to the United States. Canadian citizens do not generally require visas. If you have circumstances that may make travel to the United States difficult or impossible (e.g., you have a criminal record or have been previously denied entry), please consult with the instructor and University administration as soon as possible.
2. Approximately \$300 to cover costs for a 3-day fieldtrip to Detroit

3. Sugrue, T. J. (2014). *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit* (Updated Edition). Princeton, NJ: Princeton University Press. ISBN: 978-0691162553.

Class Format

We meet once per week. Class time will involve some lecture, discussion of readings, technical presentations on data analytic skills relevant to the course, group work, regular guest speakers from the community, and frequent field trips to sites in Hamilton. As this is a class based around problem-based inquiry and experiential learning, your attendance and participation in class is required. As mentioned elsewhere, there is a 3-day (Friday to Sunday) field trip to Detroit.

Course Evaluation – Overview

1. 3 Short Essays x 6.67% each - 20%
2. 2 Data Analysis Assignments x 7.5% each - 15%
3. Project Work - 50%
4. Attendance and Participation - 15%

There is no final exam for the course.

Course Evaluation – Details

Short Essays (3 x 6.67% = 20%)

There are no set deadlines for the short essays. You may submit one per week; at least two have to be submitted by March 10, 2019. One must be submitted after the Detroit trip and deal substantially with that trip.

Each essay should integrate a minimum of three readings as well as substantial content from discussion, films, site visits, and/or guest speakers. You should use theory and ideas presented in class to critically engage with a problem or situation we encounter in the communities we study. Papers should be about three pages long (double spaced, standard margins and font) and include necessary citations and references. They will be graded based on integration of theories and ideas from readings, application to “real world” issues encountered in the community, development of a successful argument, and writing quality.

I will provide prompts for two essays, but feel free to develop your own (covering the issues I prompt you with is not mandatory). These short essays will require careful reflection and engagement with course materials; I do not anticipate that you can write one the hour before class and get a good grade. Details about Assignment/test 1

Data Analysis Assignments (2 x 7.5% = 15%)

The major project for this course will require analysis of primary and secondary data. To prepare you for that task, we will be doing three brief labs in class, covering topics in quantitative, qualitative, and spatial analysis. You will choose two of three possible related assignments to complete. Each assignment should result in a single figure (graph, table, map, word cloud, or something similar) and about 2 pages of text summarizing your data and results.

Labs are due in Weeks 4, 7, 10 (see below for exact dates).

Project Work (50%)

We will be working in conjunction with CityLab Hamilton, staff from the City of Hamilton, and/or neighborhood groups to engage in projects applying ideas and analytic techniques developed in class to practical problems faced by the city. These will be group projects. Deliverables and deadlines will be negotiated early in the course as part of a project proposal/charter process and developed in conjunction with community partners. More details will be provided in class.

Attendance and Participation (15%)

Attendance at each class is required. One missed class for any reason will not be penalized, but each additional missed class session will result in the loss of 3 points of the 15 points allocated to attendance and participation. You will be counted as absent if you arrive more than 15 minutes late or leave more than 15 minutes early. Additional absences may be excused at the discretion of the instructor upon receipt of documentation provided from the Faculty of Social Science Associate Dean (or equivalent); an absence for minor illness documented with the McMaster Student Absence Form (MSAF) does not count as documentation from the Office of the Associate Dean.

Participation will be assessed based on evidence of being prepared for class, contributions during discussions of readings and other class materials, questions posed of guest speakers, active participation in group work, and respect of others' time and attention.

General guidelines for all assignments

All written assignments must have a title, page numbers, citations (where required), and reference list (where required). I do not require a particular layout format, nor is a title page required. Use a parenthetical author-date citation style (such as APA or Chicago author-date) and use it consistently; I will not penalize occasional minor discrepancies from the prescribed style, but I value consistency, ease of read, and the ability to easily locate a reference you have used. Do not use footnotes or endnotes for citations; use footnotes very sparingly (if at all) to further explain a minor point or to point the reader to additional resources. Use of headings and sub-headings can enhance reading comprehension and make the structure of your argument clearer, but headings at the

same level must be formatted in the same way and headings at different levels must be formatted differently. Prioritize academic literature and well-sourced technical reports rather than grey literature (e.g., journalism) or general websites for your sources.

Weekly Course Schedule and Required Readings

Week 1 (January 8, 2019)

Introduction

Readings:

Brenner, N., & Schmid, C. (2015). Towards a new epistemology of the urban?. *City, 19*(2-3), 151-182.

Rast, J. (2001). Manufacturing industrial decline: The politics of economic change in Chicago, 1955–1998. *Journal of Urban Affairs, 23*(2), 175-190.

Week 2 (January 15, 2019)

Structure and Governance of Municipalities: Hamilton and Detroit

Readings:

Siegel, D. (2009). "Ontario." In Sancton, A., & Young, R. A. (Eds.), *Foundations of governance: Municipal government in Canada's provinces*. Toronto: University of Toronto Press.

Michigan Municipal League. (20??). "Structure of local government" in *Handbook for General Law Village Officials*.

Fisher, G.A. (2012). Relationship between federal, state, and municipal government. In Fisher, G.A. & Robinson, C.J., *Michigan Municipal Law*. Institute of Continuing Legal Education.

O'Connor, A. (2013). Swimming against the tide: A brief history of federal policy in poor communities. In *The community development reader* (pp. 29-47). Routledge.

Week 3 (January 22, 2019)

Changing Urban Landscapes in Hamilton and Detroit

Readings:

Harris, R., Dunn, J., & Wakefield, S. (2015). *A city on the cusp: Neighbourhood change in Hamilton since 1970*. Neighbourhood Change Research Partnership, University of Toronto.

Sugrue, Chapters 4-6.

Jacobs, Andrew J. "Embedded contrasts in race, municipal fragmentation, and planning: Divergent outcomes in the Detroit and greater Toronto–Hamilton regions 1990–2000." *Journal of Urban Affairs* 31.2 (2009): 147-172.

Week 4 (January 29, 2019)

Political Economy of Race and Migration in Urban Decline and Revitalization

Readings:

Sugrue—Chapters 7,8,9, Conclusion

Selections from Wilson, W. J. (2012). *The truly disadvantaged: The inner city, the underclass, and public policy*. University of Chicago Press.

Notes: Spatial Lab Exercise Due

Week 5 (February 5, 2019)

The political economy of poverty in urban decline and revitalization

Readings:

Selected chapters from O'Connor (2004). *Poverty knowledge*. Princeton: Princeton University Press.

Walks, R. A., & Bourne, L. S. (2006). Ghettos in Canada's cities? Racial segregation, ethnic enclaves and poverty concentration in Canadian urban areas. *The Canadian Geographer/Le Géographe canadien*, 50(3), 273-297.

Stanger-Ross, J., & Ross, H. S. (2012). Placing the poor: the ecology of poverty in postwar urban Canada. *Journal of Canadian Studies*, 46(1), 213-240.

Doucet, B., & Smit, E. (2016). Building an urban 'renaissance': fragmented services and the production of inequality in Greater Downtown Detroit. *Journal of Housing and the Built Environment*, 31(4), 635-657.

Week 6 (February 12, 2019)

The political economy of urban redevelopment

Readings:

Weber, R. (2002). Extracting value from the city: neoliberalism and urban redevelopment. *Antipode*, 34(3), 519-540.

Peck, J., Theodore, N., & Brenner, N. (2009). Neoliberal urbanism: Models, moments, mutations. *SAIS Review of International Affairs*, 29(1), 49-66.

Brenner, N., & Theodore, N. (2002). Cities and the geographies of “actually existing neoliberalism”. *Antipode*, 34(3), 349-379.

Clement, D., & Kanai, M. (2015). The Detroit future city: How pervasive neoliberal urbanism exacerbates racialized spatial injustice. *American Behavioral Scientist*, 59(3), 369-385.

Peck, J., & Whiteside, H. (2016). Financializing Detroit. *Economic Geography*, 92(3), 235-268.

Week 7 (February 19, 2019)

Reading Week

Week 8 (February 26, 2019)

Economic development strategies I

Readings:

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.

Reese, L. A., & Sands, G. (2007). Making the least of our differences? Trends in local economic development in Ontario and Michigan, 1990–2005. *Canadian Public Administration*, 50(1), 79-99.

Jacobs, A. J. (2009). The impacts of variations in development context on employment growth: A comparison of central cities in Michigan and Ontario, 1980-2006. *Economic Development Quarterly*, 23(4), 351-371.

Reese, L. A., & Rosenfeld, R. A. (2004). Local economic development in the United States and Canada: Institutionalizing policy approaches. *The American Review of Public Administration*, 34(3), 277-292.

Notes: Quantitative Analysis Lab Due

Week 9 (March 5, 2019)

Economic development strategies II

Readings:

Boland, P., Bronte, J., & Muir, J. (2017). On the waterfront: Neoliberal urbanism and the politics of public benefit. *Cities*, 61, 117-127.

Wakefield, S. (2007). Great expectations: waterfront redevelopment and the Hamilton Harbour Waterfront Trail. *Cities*, 24(4), 298-310.

Selections from Sands, G., & Reese, L. A. (2017). *Roads to Prosperity: Economic Development Lessons from Midsize Canadian Cities*. Wayne State University Press.

Week 10 (March 12, 2019)

Thinking critically about the creative class

Readings:

Florida, R. (2003). Cities and the creative class. *City & community*, 2(1), 3-19.

Ryan, J. R. S. (2017). Arts-Based Gentrification in Hamilton, ON. *Journal of Undergraduate Studies at Trent (JUST)*, 5(1), 61-67.

Reese, L. A., Eckert, J., Sands, G., & Vojnovic, I. (2017). "It's safe to come, we've got lattes": Development disparities in Detroit. *Cities*, (60), 367-377.

Evans, G. (2009). Creative cities, creative spaces and urban policy. *Urban studies*, 46(5-6), 1003-1040.

Week 11 (March 19, 2019)

Citizen and neighbourhood activism around urban decline and revitalization I

Readings:

Sutcliffe, J., & Cipkar, S. (2017). Citizen Participation in the Public Transportation Policy Process: A Comparison of Detroit, Michigan, and Hamilton, Ontario. *Canadian Journal of Urban Research*, 26(2), 33-51.

Vance, B. A. (2017). A Winning Strategy for Community Equity in Detroit: Is a Community Benefits Ordinance the Most Effective Approach. *Wayne L. Rev.*, 63, 751.

Montgomery, A. (2016). Reappearance of the public: Placemaking, Minoritization and resistance in Detroit. *International Journal of Urban and Regional Research*, 40(4), 776-799.

Week 12 (March 26, 2019)

Citizen and neighbourhood activism around urban decline and revitalization II

Readings:

Ellis-Young, M. (2018). "We're just trying to help... make it a positive place": *Community Organizations, Gentrification, and Neighbourhood Change in Hamilton, Ontario* (Master's thesis, University of Waterloo).

Sommers, R. (2016). *Governing Incivility: An Ethnographic Account of Municipal Law Enforcement, Urban Renewal and Neighbourhood Conflict in the City of Hamilton* (Doctoral dissertation).

Pothier, M. (2016). Let's be Honest, Resident Participation and Inclusion in Hamilton's Neighbourhood Action.

Notes: Qualitative Analysis Lab Due

Week 13 (April 2, 2019)

Governments, businesses, and redevelopment

Readings:

Squires, G., Gottdiener, M., & Pickvance, C. (2012). Partnership and the pursuit of the private city. *The Urban Sociology Reader*, 118-126.

Weber, R. (2010). Selling city futures: the financialization of urban redevelopment policy. *Economic geography*, 86(3), 251-274.

Betz, M. R., Partridge, M. D., Kraybill, D. S., & Lobao, L. (2012). Why do localities provide economic development incentives? Geographic competition, political constituencies, and government capacity. *Growth and Change*, 43(3), 361-391.

Week 14 (April 9, 2019)

Wrapping up Projects

Course Policies

Submission of Assignments

All assignments must be submitted electronically by uploading them to the course's Dropbox folder on the Avenue to Learn website.

Grades

Grades will be based on the McMaster University grading scale:

MARK	GRADE
90-100	A+
85-90	A
80-84	A-
77-79	B+
73-76	B
70-72	B-
67-69	C+
63-66	C

MARK	GRADE
60-62	C-
57-59	D+
53-56	D
50-52	D-
0-49	F

Late Assignments

Assignments submitted after the due date without an extension granted by the instructor prior to the due date will be penalized 5% per 24-hour period (including Saturdays and Sundays). Unless otherwise specified, assignments are due by the beginning of class on the due date.

Absences, Missed Work, Illness

Extensions for submitting an assignment will only be granted for medical reasons or on grounds of a disability. In order to obtain an extension, you must submit a request in writing to the instructor prior to the due date and be prepared to submit supporting evidence for the extension to your Faculty/Program Office. Please note, however, that it is only the instructor, not your Faculty/Program Office who has the authority to grant an extension of the due date.

Appropriate Use of Technology

Laptops, phone, tablets, and other technology can enhance your learning in the classroom, but it can equally prove a distraction to you and—more seriously—people around you. Use of technology for tasks other than those related to class during class time will be penalized under the participation rubric. I reserve the right to require that all screens be put away during certain periods during class, such as when we're having a guest speaker or watching a film.

Avenue to Learn

In this course we will be using Avenue to Learn. Students should be aware that, when they access the electronic components of this course, private information such as first and last names, user names for the McMaster e-mail accounts, and program affiliation may become apparent to all other students in the same course. The available information is dependent on the technology used. Continuation in this course will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Course Statement on Academic Integrity

The University statement on academic integrity appears below and is binding on all students. Please know that academic misconduct can include plagiarism, unauthorized collaboration with classmates (including group work for assignments intended to be completed individually or allowing a classmate to copy your work), falsification of data or results, submitting the same work for different courses without prior authorization,

misrepresenting your or someone else's compliance with attendance or other course requirements, and more.

To avoid plagiarism, remember that you are required to fully and properly cite all sources you utilize for an assignment. It is good practice to document all sources while you conduct exploratory research so that you can avoid inadvertent plagiarism when writing. Copying or paraphrasing large blocks of text from a single source, even with attribution, is often not an acceptable practice. Rephrasing someone else's ideas or arguments and presenting them as your own is likewise unacceptable.

Turnitin.com

In this course we will be using a web-based service (Turnitin.com) to reveal plagiarism. Students will be expected to submit their work electronically to Turnitin.com and in hard copy so that it can be checked for academic dishonesty. Students who do not wish to submit their work to Turnitin.com must still submit a copy to the instructor. No penalty will be assigned to a student who does not submit work to Turnitin.com. All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, etc.). For more information please refer to the [Turnitin.com Policy](#).

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behavior in all aspects of the learning process. Academic credentials you earn are rooted in principles of honesty and academic integrity.

Academic dishonesty is to knowingly act or fail to act in a way that results or could result in unearned academic credit or advantage. This behavior can result in serious consequences, e.g. the grade of zero on an assignment, loss of credit with a notation on the transcript (notation reads: "Grade of F assigned for academic dishonesty"), and/or suspension or expulsion from the university.

It is your responsibility to understand what constitutes academic dishonesty. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](#).

The following illustrates only three forms of academic dishonesty:

1. Plagiarism, e.g. the submission of work that is not one's own or for which credit has been obtained.
2. Improper collaboration in group work.
3. Copying or using unauthorized aids in tests and examinations.

Academic Accommodation of Students with Disabilities

Students who require academic accommodation must contact Student Accessibility Services (SAS) to make arrangements with a Program Coordinator. Academic accommodations must be arranged for each term of study. Student Accessibility Services can be contacted by phone 905-525-9140 ext. 28652 or e-mail sas@mcmaster.ca. For further information, consult McMaster University's Policy for [Academic Accommodation of Students with Disabilities](#).

Faculty of Social Sciences E-mail Communication Policy

Effective September 1, 2010, it is the policy of the Faculty of Social Sciences that all e-mail communication sent from students to instructors (including TAs), and from students to staff, must originate from the student's own McMaster University e-mail account. This policy protects confidentiality and confirms the identity of the student. It is the student's responsibility to ensure that communication is sent to the university from a McMaster account. If an instructor becomes aware that a communication has come from an alternate address, the instructor may not reply at his or her discretion.

Course Modification

The instructor and university reserve the right to modify elements of the course during the term. The university may change the dates and deadlines for any or all courses in extreme circumstances. If either type of modification becomes necessary, reasonable notice and communication with the students will be given with explanation and the opportunity to comment on changes. It is the responsibility of the student to check his/her McMaster email and course websites weekly during the term and to note any changes.