

POLITICAL SCIENCE 4UP3: URBAN POLITICS IN THE POST-INDUSTRIAL ERA: HAMILTON & DETROIT

Winter 2020

Instructor: Angela K Orasch
Email: orascha@mcmaster.ca
Lecture: Tuesdays 8:30am – 11:20am
Room: UH 101

Office: KTH 505
Office Hours: Tuesdays 12:30-14:00 or
by appointment

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Course Description

This course examines the process de-industrialization in Hamilton Ontario and Detroit Michigan with a view to understand the causes and consequences of the changing economies in both cities. Further, we will examine the various interventions made by state and non-state actors to mitigate the effects of job-loss, racism, ecological decline and poverty. This course is unique in that it challenges students to go beyond the traditional classroom by engaging with material such as guest lecturers, traditional and social media, urban exploring, photography and film, and a learning excursion to Detroit. The goal of this course is to increase your knowledge of the structure of local government, theories of urban politics, and critical readings of “the city”, all while building your capacity to intervene as active and engaged citizens.

Each week we will look at critical urban issues in general, with a specific reading of both Hamilton and Detroit.

Course Objectives

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

- Have a strengthened understanding of the major theoretical approaches to studying the politics of cities;
- Have gained knowledge on both the history and present issues of Hamilton and Detroit; and
- Have acquired skills through the planning of a major project that can be used outside of the classroom.

Required Materials and Texts

- All course materials are available online, through McMaster Libraries or on Avenue to Learn.
- 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.

Class Format

We meet once per week. Class time will involve some lecture, discussion of readings, 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. Participation – 20%
2. Political Epistemology Assignment – 15%, due February 4th
3. Learning Excursion Reflection/Short Documentary – 20%, due anytime
4. Project/Initiative Proposal – 15%, due February 25th
5. Project Plan/Policy Brief – 30% - due March 24th

Course Evaluation – Details

Participation (20%)

Students are expected to attend every class, except in cases of medical or personal emergency. Students should come prepared by reading the assigned materials. There are three ways in which to gain full participation marks for this class.

- 1) Orally participating in class discussions;
- 2) Coming to class with a news article/image/song/meme that is relevant to the course themes with a 100-word description explaining why;
- 3) Providing a 200-word response on Avenue to Learn regarding the current week's in-class discussion.

Discussions will be based on active listening and non-violent communication so as to produce an atmosphere of respect and safety in the classroom. Please let me know if you have any concerns or if you would like further accommodations.

Political Epistemology Assignment (15%), due February 4th

This assignment asks students to venture outside of a traditional Political Science paper while remaining cognizant of how political theories inform our visions of the world. You are to write a two to four (2-4) page paper explaining how you believe the study/development/planning of cities should be approached. Imagine this to be an explanation of your guiding principles in your work as an urbanist. You should consider questions such as: What is a city? How have you experienced the city? How might others experience the city different to you? What are the most important things cities offer? What is a beautiful city? What is an equitable city?

Project/Initiative Proposal (15%), due February 25th

In consideration of the course themes of de-industrialization, this assignment asks you to develop a proposal for a project, initiative, start-up, policy intervention or technological solution to a problem born of de-industrialization in Hamilton *and/or* Detroit. The proposal should look to existing literature and data (minimum 10 sources) that addresses the topic at hand.

The proposal should:

- a) Briefly describe the issue/problem you are seeking to address.

- b) Briefly explain your proposed intervention.
- c) Include a bibliography of your sources.

Project/Initiative Report (30%), due March 24th

Feel free to include visuals, graphics, tables or graphs that help explain your ideas. Your project report should include:

- a) A name for your project with an abstract.
- b) A summary of the issue/problem and a description of the factors influencing the issue/problem. In this you should include why you think this is an important topic that fits within the course themes. In your description make sure to include ten (10) sources.
- c) A budget, timeline, and plan for implementation.
- d) A bibliography (10 sources).

Learning Excursion Reflection/Documentary (20%), due anytime by last day of class

Students will do one of the following:

- 1) Choose a theme or concept from the course and describe three (3) experiences/moments/encounters from Hamilton or Detroit that relate to that theme (these can also be acquired by news stories or previous knowledge). Choose three (3) readings from the course to support your writing. Your reflection should be three to five (3-5) pages in length.
- 2) Submit personally captured video footage and/or photography from Hamilton or Detroit. Choose three (3) readings from the course that may offer perspective on these images and explain this connection (Note: with your consent these images will be used for a documentary that will be screened the last day of class and in various venues in Hamilton). Your reflection should be three to five (3-5) pages in length.

Weekly Course Schedule and Required Readings

Week 1 (January 7th)

Introduction: Thinking About Cities

Readings:

- Taylor, Zack, and Gabriel Eidelman. "Canadian Political Science and the City: A Limited Engagement." *Canadian Journal of Political Science / Revue Canadienne De Science Politique* 43, no. 4 (2010): 961-81.

Week 2 (January 14th)

Post-industrial Society – Theories and Criticisms

Readings:

- Bell, Daniel. 1973. "Introduction" in Daniel *Bell The coming of post-industrial society: a venture in social forecasting*. New York: Basic Books. [On Avenue to Learn]
- Touraine, Alain. 1971. "The Programmed Society and its Sociology" In Alain Touraine *The post-industrial society*. Maryland: University Press of America. [On Avenue to Learn]
- Liagouras, George. 2002. "The political economy of post-industrial capitalism." *Thesis Eleven* 81, no. 1: 20-35.

Week 3 (January 21st)

How to Approach the Study of Cities: Hamilton

Readings:

- Simpson, L. B. "Nogojiwanong: The Place at the Foot of the Rapids." In Leanne Betasamosake Simpson (Ed.) *Lighting the Eighth Fire: The Liberation, Resurgence, and Protection of Indigenous Nations*. Winnipeg: ARP Books, 2008. pp. 205-212. [On Avenue to Learn]
- Magnusson, Warren. "Are municipalities creatures of the provinces?" *Journal of Canadian Studies* 39, no. 2 (2005): 5-30.
- Courchene, Thomas J. 2006. "Citistates and the State of Cities: Political-economy and Fiscal-federalism Dimensions." *Municipal-Federal-Provincial Relations in Canada*: 83-115.

Week 4 (January 28th)

How to Approach the Study of Cities: Detroit

Readings:

- Kinney, Rebecca J. 2016. "Introduction". *Beautiful wasteland: the rise of Detroit as America's postindustrial frontier*. University of Minnesota Press. [On Avenue to Learn]
- Peck, Jamie, and Heather Whiteside. 2016. "Financializing Detroit." *Economic Geography* 92, no. 3: 235-268.
- Marcuse, Peter. 1996. "Space and race in the post-Fordist city: The outcast ghetto and advanced homelessness in the United States today." In *Urban poverty and the underclass*: 176-216. [On Avenue to Learn]
- Boggs, Grace Lee. 2009. "Detroit: city of hope." *In These Times* 33, no. 2: 34-5.

Week 5 (February 4th)

Theories of Urban Politics

Readings:

- Brenner, Neil. 2009. "What is critical urban theory?" *City* 13, no. 2-3: 198-207.
- Stoker, Gerry. 1998. "Theory and urban politics." *International Political Science Review* 19, no. 2: 119-129.
- Roy, Ananya. 2016. What is urban about critical urban theory?, *Urban Geography*, 37:6, 810-823.
- Jacobs, Jane M. 2012. "Urban geographies I: Still thinking cities relationally." *Progress in Human Geography* 36, no. 3: 412-422.

Notes: **Political Epistemology Assignment Due**

Week 6 (February 11th)

Neoliberal Urbanism

Readings:

- Peck, Jamie, Nik Theodore, and Neil Brenner. 2009. "Neoliberal urbanism: Models, moments, mutations." *SAIS Review of International Affairs* 29, no. 1: 49-66.
- Peck, Jamie. 2012. "Austerity urbanism: American cities under extreme economy." *City* 16, no. 6: 626-655.
- Albo, Greg. 2006. "Neoliberal Urbanism and the New Canadian City." *Relay*, 13: 8-11.

Week 7 (February 17th – 23rd)

Reading Week – No Class

Week 8 (February 25th)

Art, Culture and Creative Economies

Readings:

- Florida, Richard. 2003. "Cities and the creative class." *City & Community* 2, no. 1: 3-19.

- Peck, Jamie. 2005. "Struggling with the creative class." *International journal of urban and regional research* 29, no. 4: 740-770.
- Ponzini, Davide, and Ugo Rossi. 2010. "Becoming a creative city: The entrepreneurial mayor, network politics and the promise of an urban renaissance." *Urban Studies* 47, no. 5: 1037-1057.

Notes: **Project/Initiative Proposal Due**

Week 9 (March 3rd)

Gentrification and Displacement: Detroit

Readings:

- Smith, Neil. 2002. "New globalism, new urbanism: gentrification as global urban strategy." *Antipode* 34, no. 3: 427-450.
- Safransky, Sara. 2014. "Greening the urban frontier: Race, property, and resettlement in Detroit." *Geoforum* 56: 237-248.
- Pedroni, Thomas C. 2011. "Urban shrinkage as a performance of whiteness: Neoliberal urban restructuring, education, and racial containment in the post-industrial, global niche city." *Discourse: Studies in the Cultural Politics of Education* 32, no. 2: 203-215.

Notes: **Guest Lecture Dr. Brian Doucet**

Week 10 (March 10th)

Gentrification and Displacement: Hamilton, Ontario

Readings:

- Bain, Alison L. 2017. "Neighbourhood artistic disaffiliation in Hamilton, Ontario, Canada." *Urban Studies* 54, no. 13: 2935-2954.
- Harris, Richard, Jim Dunn, and Sarah Wakefield. 2015. *A city on the cusp: Neighbourhood change in Hamilton since 1970*. Neighbourhood Change Research Partnership, University of Toronto.
- Berman, Stuart. "[The New Hamiltonians](#)." *Toronto Life*, June 21, 2017.

Week 11 (March 17th)

Technology, Innovation and Cities

Readings:

- Castells, Manuel. 2002. "Local and global: Cities in the network society." *Tijdschrift voor economische en sociale geografie* 93, no. 5: 548-558.
- Srnicek, Nick. 2017. "The challenges of platform capitalism: Understanding the logic of a new business model." *Juncture* 23, no. 4: 254-257.
- Cohen, Boyd, Esteve Almirall, and Henry Chesbrough. 2016. "The city as a lab: Open innovation meets the collaborative economy." *California Management Review* 59, no. 1: 5-13.

Week 12 (March 24th)

Democracy and the "right to the city"

Readings:

- Harvey, David. 2003. "The right to the city." *International journal of urban and regional research* 27, no. 4: 939-941.
- Jay, Mark, and Virginia Leavell. 2017. "Material Conditions of Detroit's Great Rebellion." *Social Justice* 44, no. 4: 27-167.
- Pothukuchi, Kameshwari. 2015. "Five decades of community food planning in Detroit: city and grassroots, growth and equity." *Journal of Planning Education and Research* 35, no. 4: 419-434.

Notes: **Final Project Due**

Week 13 (March 31st)

Policing and Spatial Politics

Readings:

- Laniyonu, Ayobami. 2018. "Coffee shops and street stops: Policing Practices in gentrifying neighborhoods." *Urban affairs review* 54, no. 5: 898-930.
- Jay, Mark, and Philip Conklin. "Detroit and the political origins of 'broken windows' policing." *Race & Class* 59, no. 2 (2017): 26-48.
- Wood, David Murakami, and Kirstie Ball. 2013. "Brandscapes of control? Surveillance, marketing and the co-construction of subjectivity and space in neo-liberal capitalism." *Marketing Theory* 13, no. 1: 47-67.

Week 14 (April 7th)

Futurism and Cities

Readings:

- Clement, Daniel, and Miguel Kanai. 2015. "The Detroit future city: How pervasive neoliberal urbanism exacerbates racialized spatial injustice." *American Behavioral Scientist* 59, no. 3: 369-385.

Room for suggestions!

Course Policies

Submission of Assignments

All assignments should be submitted in hard copy in class or at the Political Science office drop box.

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

Late Assignments

Late work will be penalized at 5% per day, including weekends. If there is a medical/personal emergency that will affect your ability to finish your work on time, please let me know in advance of the deadline.

Absences, Missed Work, Illness

In the event of an absence for medical or other reasons, students should review and follow the Academic Regulation in the Undergraduate Calendar "Requests for Relief for Missed Academic Term Work".

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.

Office Hours and Communication

All students are encouraged to discuss any questions, concerns or insights during my office hours. Alternative times to meet cannot be guaranteed, but please email me to arrange a time if needed. Emails will be answered within 48 hours of their being sent.

Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)

Students requiring academic accommodation based on religious, indigenous or spiritual observances should follow the procedures set out in the RISO policy. Students requiring a RISO accommodation should submit their request to their Faculty Office normally within 10 working days of the beginning of term in which they anticipate a need for accommodation or to the Registrar's Office prior to their examinations. Students should also contact their instructors as soon as possible to make alternative arrangements for classes, assignments, and tests

University Policies

Academic Integrity Statement

You are expected to exhibit honesty and use ethical behaviour 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 behaviour 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

- Plagiarism, e.g. the submission of work that is not one's own or for which other credit has been obtained.
- Improper collaboration in group work.
- 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.