

**URBAN POLITICS IN THE POSTINDUSTIAL ERA: HAMILTON
AND DETROIT**
Political Science 4UP3
Fall 2022

Instructor: Angela Orasch
Email: orascha@mcmaster.ca
Lecture: Mondays 7:00pm – 10:00pm
Room: PGCLL M22

Office: KTH 505
Office Hours: Mondays 5:45pm –
6:45pm

Contents

Course Description.....	3
Course Objectives.....	3
Required Materials and Texts	3
Class Format.....	3
Course Evaluation – Overview.....	4
Course Evaluation – Details.....	4
Participation (25%)	4
Local Observation Reflection (20%), due October 3 rd	4
Project Plan Outline (5%), due October 31 st	4
Project Plan (35%), due November 21 st	4
Project Presentation (20%), due last two days of class.	5
Weekly Course Schedule and Required Readings	5
Week 1 (September 12 th).....	5
Week 2 (September 19 th).....	5
Week 3 (September 26 th).....	6
Week 4 (October 3 rd)	6
Week 5 (October 10 th)	6
Week 6 (October 17 th)	6
Week 7 (October 24 th)	7
Week 8 (October 31 st).....	7
Week 9 (November 7 th).....	8
Week 10 (November 14 th).....	8
Week 11 (November 21 st).....	8
Week 12 (November 28 th).....	9

Week 13 (December 5 th).....	9
Course Policies	10
Submission of Assignments.....	10
Grades.....	10
Late Assignments	10
Absences, Missed Work, Illness	10
Courses With An On-Line Element.....	10
Online Proctoring.....	11
Authenticity / Plagiarism Detection	11
Copyright and Recording	11
Academic Accommodation for Religious, Indigenous or Spiritual Observances (RISO)	11
Academic Integrity Statement.....	12
Conduct Expectations.....	12
Academic Accommodation of Students with Disabilities.....	12
Faculty of Social Sciences E-mail Communication Policy	13
Course Modification.....	13
Extreme Circumstances.....	13

Course Description

This course examines the changing economic landscapes in Hamilton Ontario and Detroit Michigan with a view to understand the causes and consequences of these changes. Further, we will examine the various interventions made by state and non-state actors, specifically those tied to so-called “creative economies” and “technological innovation”. This course is unique in that it challenges students to go beyond traditional classroom pedagogy by engaging in local observation, photography, and film. The goal of this course is to increase your knowledge of the structure of local government, theories of comparative 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 a thematic issue, with a specific reading of both Hamilton and Detroit.

Course Objectives

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

- Explain the major theoretical approaches and criticisms surrounding the comparative politics of cities.
- Critically assess local political issues in Hamilton and Detroit and connect these to broader structural and systemic processes.
- Understand the governance structure and key issues of local governance and municipal public policy, specifically in Hamilton and Detroit.
- Implement basic project management methods and skills tied to informed theoretical positions. This will include skills such as grant writing, the navigation of funding sources, and project scoping.

Required Materials and Texts

All materials and texts are available online, through McMaster Libraries, or will be posted on Avenue to Learn.

Class Format

This course is a three (3) hour seminar class that meets weekly in-person. The course incorporates various learning mediums focused on a weekly theme, including photography, video, multi-media art, social media, and news media. The class will also host local artists, activists, political representatives, and community members for discussion sessions (these will be announced during the start of term). Each class will begin with a short presentation of materials prepared by the instructor followed by a class (and group) discussion of the readings. As a fourth-year seminar course, a high degree of engagement with the assigned readings is expected. A critical reading of the assigned materials in consideration of the various in-class presentations is also encouraged.

Course Evaluation – Overview

1. Attendance and Participation: 25%, ongoing throughout the semester
2. Local Observation Reflection: 20%, due October 3rd
3. Project Plan Outline: 5%, due October 31st
4. Project Plan: 30%, due November 21st
5. Project Presentation: 20%, the last two weeks of class

Course Evaluation – Details

Participation (25%)

Seminar participation will be graded based on meaningful, prepared commentary on the assigned readings, as well as an ability to connect those readings to relevant issues in urban politics – specifically in Hamilton and/or Detroit.

To participate fully in class discussions, you should be prepared to answer the following: What is the author's main arguments? Why would this reading be included? How does this research relate to how you experience the issue at hand? How does this connect to postindustrial readings of Hamilton and/or Detroit?

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

Local Observation Reflection (20%), due October 3rd

Take a photo (or video) of a streetscape/public art display/building in Hamilton Ontario. Choose a reading from the course that can offer perspective or insight on these images and explain this connection. You should consider the following questions to guide your paper: What prompted you to choose this image? What does the aesthetic of this image communicate to you (or others)? Is this an image of postindustrialism, or something else? Your reflection should be roughly four (4) pages in length.

Project Plan Outline (5%), due October 31st

To help develop your project plan, each student will prepare a short two (2) page summary of their idea. This will include:

- 1) A title.
- 2) A description of why this issue is important to you (or others).
- 3) A description of your project idea.

Project Plan (35%), due November 21st

Develop a proposal for a project; this could be a research initiative, a community organization, a public art installation, a tax-based or grant-based initiative (or another idea) that is relevant to Hamilton *and/or* Detroit and the themes of this course. You should begin by thinking through the many material, social, and cultural perspectives forming the "issue" you seek to address, and move to connect these perspectives to a well-researched project plan. This assignment challenges you to bridge theoretical learnings within a formal project-building exercise.

As part of this proposal, you will develop a project charter which outlines the following components:

1. Issue identification and summary (What is the issue and why is it important?)
2. Needs assessment (What are the gaps or puzzles that need to be addressed?)
3. Rationale for the project, including possible push-back (What have others said? Include a literature review and jurisdictional scan)
4. Goals and objectives (What is the desired outcome?)
5. Project activities (What research is needed? What roles are required?)
6. Project workplan and timeframe (How will you organize your workflow? A GANTT chart?)
7. Budget development
8. Monitoring and evaluation plan (How will you measure 'success'?)

The report should follow a consistent citation format (APA, Chicago Style, or MLA).

Project Presentation (20%), due last two days of class.

Create a 10–15-minute presentation of your project plan which will be presented to your classmates at the end of term.

Weekly Course Schedule and Required Readings

Week 1 (September 12th)

Introduction: Why Hamilton and Detroit?

In our first class we will introduce ourselves and discuss what has brought us to this course, including our current understanding of post industrialism, urban politics, Hamilton, and Detroit.

Readings: Conduct a content search for that connects Hamilton and Detroit and be prepared to comment with critique and analysis.

Week 2 (September 19th)

Comparative Urbanism: Challenges and Approaches

Vis, Benjamin N. 2018. "Towards Radical Comparative Urban Studies" in Benjamin N. Vis *Cities Made of Boundaries: Mapping Social Life in Urban Form*. London: UCL Press.

Robinson, Jennifer. 2016. "Comparative urbanism: New geographies and cultures of theorizing the urban." *International journal of urban and regional research* 40, no. 1: 187-199.

Brill, Frances. "Practising comparative urbanism: Methods and consequences." *Area* 54, no. 2 (2022): 252-259.

Peck, Jamie. 2015. "Cities beyond compare?." *Regional studies* 49, no. 1: 160-182.

Additional readings: Search out any content that looks to compare Hamilton and Detroit and be prepared to comment.

Week 3 (September 26th)

What is Post industrialism?

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]

Esping-Andersen, Gosta. 1993. "Post-industrial Class Structures: An Analytical Framework" in Gosta Esping-Andersen, ed. *Changing Classes: Stratification and Mobility in Post-Industrial Societies*. London: SAGE Publications, Limited.

Powell, Walter W, and Kaisa Snellman. 2004. "The Knowledge Economy." *Annual Review of Sociology* 30, no. 1 (2004): 199–220.

Additional Readings: Search out one piece of media content that relates to postindustrial cities and be prepared to share.

Week 4 (October 3rd)

The Political Economy of Hamilton and Detroit

King, Colby, and Laura Crommelin. 2021. "A Different Perspective on Post-Industrial Labor Market Restructuring in Detroit and Pittsburgh." *Journal of Urban Affairs* 43, no. 7: 975–94.

Jakar, Gidon S., and James R. Dunn. 2019. "(Turning Rust into Gold?) Hamilton, Ontario and a Canadian Perspective of Shrinking and Declining Cities." *Cities* 94: 1–10.

Hackworth, Jason. 2016. "Why there is no Detroit in Canada." *Urban Geography* 37, 2: 272-295.

Desan, Mathieu Hikaru. 2014. "Bankrupted Detroit." *Thesis Eleven* 121, no. 1: 122-130.

Note: Local Observation Reflection due.

Week 5 (October 10th)

Mid-term recess, No Class

No readings.

Week 6 (October 17th)

Institutional Structure of Municipal Government: Hamilton and Detroit

Magnusson, Warren. 2005. "Are municipalities creatures of the provinces?" *Journal of Canadian Studies* 39, no. 2: 5-30.

Chianello, Joanne. "The province's 'strong mayor' bill goes way beyond housing" *CBC News*. August 22, 2022. <https://www.cbc.ca/news/canada/ottawa/ontario-strong-mayor-bill-beyond-housing-1.6558071>

Creating a Project / Project Charters

Svejvig, Per, and Peter Andersen. 2015. "Rethinking project management: A structured literature review with a critical look at the brave new world." *International journal of project management* 33, no. 2: 278-290.

Note: We will discuss project management in the municipal sphere and the development of project plans/charters.

Week 7 (October 24th)

Poverty Tourism and the Aesthetics of Industry

Kinney, Rebecca J. 2016. "Introduction". *Beautiful wasteland: the rise of Detroit as America's postindustrial frontier*. University of Minnesota Press. [On Avenue to Learn]

Pohl, Lucas. 2021. "The sublime object of Detroit." *Social & Cultural Geography* 22, no. 8: 1063-1079.

Wakefield, Sarah, and Colin McMullan. 2005. "Healing in places of decline:(re) imagining everyday landscapes in Hamilton, Ontario." *Health & place* 11, no. 4: 299-312.

Orasch, Angela. "Gentrification, Housing, and Hamilton's Real Estate State". *Downtown Sparrow*. Issue 3. <https://downtownsparrow.ca/article/article-2021-03-orasch/>

Week 8 (October 31st)

Art and "Revitalization"

Neumann, Tracy. 2018. "Reforging the Steel City: Symbolism and Space in Postindustrial Pittsburgh." *Journal of Urban History* 44, no. 4: 582-602.

Cappuccitti, Jessica KS. 2019. "Rui(N)ation: Narratives of Art and Urban Revitalization in Detroit." PhD Thesis. The University of Western Ontario.

Murray, Margaret Anne. 2020. "White, male, and bartending in Detroit: Masculinity work in a hipster scene." *Journal of Contemporary Ethnography* 49, no. 4: 456-480.

Note: Project Outline due.

Week 9 (November 7th)

Housing, Gentrification, and Displacement

Risager, Bjarke Skærlund. 2021. "Financialized gentrification and class composition in the post-industrial city: A rent strike against a real estate investment trust in Hamilton, Ontario." *International Journal of Urban and Regional Research* 45, no. 2: 282-302

Doucet, Brian. 2020. "Deconstructing dominant narratives of urban failure and gentrification in a racially unjust city: the case of Detroit." *Tijdschrift voor economische en sociale geografie* 111, no. 4: 634-651.

Padeiro, Miguel, Ana Louro, and Nuno Marques da Costa. "Transit-oriented development and gentrification: a systematic review." *Transport Reviews* 39, no. 6 (2019): 733-754.

Hemon, Taras. 2022. "Light Rail Transit Brings A New Wave of Gentrification to Hamilton" *Downtown Sparrow*. Issue 8.
<https://downtownsparrow.ca/article/article-2021-08-hemon/>

Week 10 (November 14th)

Carcerality and Surveillance in Postindustrial Spaces

Helps, David and Hwang, Christine. "Detroit's Carceral Landscape: Police, Politics, and Profit in America's Blackest City - and How Detroiters are Reimagining the Future" *Carceral State Project*. May 4, 2021.
<https://storymaps.arcgis.com/stories/c9840adc6f6243f59e33de21a0675dd>

Caverly, Nicholas L. 2022. "Carceral Structures: Financialized Displacement and Captivity in Detroit" *Anthropological Quarterly*. V 5, n. 2. 333-361.

Jay, Mark, and Philip Conklin. 2017. "Detroit and the political origins of 'broken windows' policing." *Race & Class* 59, 2: 26-48.

Smith, Rebecca. "Project Green Light: Surveillance and the Spaces of the City" *Detroit as a Carceral Space, The Carceral State Project, University of Michigan*.
<https://storymaps.arcgis.com/stories/14dd97b35cbb4a4298786c75855f8080>

Note: Project Plan due.

Week 11 (November 21st)

Neoliberal Urbanism and Its Critics

Peck, Jamie, Nik Theodore, and Neil Brenner. 2013. "Neoliberal urbanism redux?." *International Journal of Urban and Regional Research* 37, no. 3: 1091-1099.

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.

White, Monica M. "Sisters of the soil: Urban gardening as resistance in Detroit." *Race/ethnicity: Multidisciplinary global contexts* 5, no. 1 (2011): 13-28.

Additional Reading: Take your time exploring the content of Hamilton and Detroit's Economic Development Websites. Be prepared to comment on similarities and differences.

Detroit: <https://www.degc.org/>

Hamilton: <https://investinhamilton.ca/>

Week 12 (November 28th)

Smart Cities?

Safransky, Sara. 2020. "Geographies of algorithmic violence: Redlining the smart city." *International Journal of Urban and Regional Research* 44, no. 2 : 200-218.

Grossi, Giuseppe, and Daniela Pianezzi. 2017. "Smart Cities: Utopia or Neoliberal Ideology?" *Cities* 69: 79–85.

Presentations

In class presentations.

Week 13 (December 5th)

Presentations

In class presentations.

Course Policies

Submission of Assignments

All assignments are due at the beginning of class. Students are also expected to upload their assignments to the appropriate folder on the Avenue2Learn course page.

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 3% 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

McMaster Student Absence Form (MSAF): 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".

Courses With An On-Line Element

Some courses may use on-line elements (e.g. e-mail, Avenue to Learn (A2L), LearnLink, web pages, capa, Moodle, ThinkingCap, etc.). Students should be aware that, when they access the electronic components of a course using these elements, 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 a course that uses on-line elements will be deemed consent to this disclosure. If you have any questions or concerns about such disclosure please discuss this with the course instructor.

Online Proctoring

Some courses may use online proctoring software for tests and exams. This software may require students to turn on their video camera, present identification, monitor and record their computer activities, and/or lock/restrict their browser or other applications/software during tests or exams. This software may be required to be installed before the test/exam begins.

Authenticity / Plagiarism Detection

Some courses may use a web-based service (Turnitin.com) to reveal authenticity and ownership of student submitted work. For courses using such software, students will be expected to submit their work electronically either directly to Turnitin.com or via an online learning platform (e.g. A2L, etc.) using plagiarism detection (a service supported by Turnitin.com) so it can be checked for academic dishonesty.

Students who do not wish their work to be submitted through the plagiarism detection software must inform the Instructor before the assignment is due. No penalty will be assigned to a student who does not submit work to the plagiarism detection software.

All submitted work is subject to normal verification that standards of academic integrity have been upheld (e.g., on-line search, other software, etc.). For more details about McMaster's use of Turnitin.com please go to www.mcmaster.ca/academicintegrity.

Copyright and Recording

Students are advised that lectures, demonstrations, performances, and any other course material provided by an instructor include copyright protected works. The Copyright Act and copyright law protect every original literary, dramatic, musical and artistic work, **including lectures** by University instructors

The recording of lectures, tutorials, or other methods of instruction may occur during a course. Recording may be done by either the instructor for the purpose of authorized distribution, or by a student for the purpose of personal study. Students should be aware that their voice and/or image may be recorded by others during the class. Please speak with the instructor if this is a concern for you.

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 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.

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. **It is your responsibility to understand what constitutes academic dishonesty.**

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. For information on the various types of academic dishonesty please refer to the [Academic Integrity Policy](https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/), located at <https://secretariat.mcmaster.ca/university-policies-procedures-guidelines/>

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.

Conduct Expectations

As a McMaster student, you have the right to experience, and the responsibility to demonstrate, respectful and dignified interactions within all of our living, learning and working communities. These expectations are described in the [Code of Student Rights & Responsibilities](#) (the “Code”). All students share the responsibility of maintaining a positive environment for the academic and personal growth of all McMaster community members, **whether in person or online.**

It is essential that students be mindful of their interactions online, as the Code remains in effect in virtual learning environments. The Code applies to any interactions that adversely affect, disrupt, or interfere with reasonable participation in University activities. Student disruptions or behaviours that interfere with university functions on online platforms (e.g. use of Avenue 2 Learn, WebEx or Zoom for delivery), will be taken very seriously and will be investigated. Outcomes may include restriction or removal of the involved students’ access to these platforms

Academic Accommodation of Students with Disabilities

Students with disabilities who require academic accommodation must contact [Student Accessibility Services](#) (SAS) at 905-525-9140 ext. 28652 or sas@mcmaster.ca to make arrangements with a Program Coordinator. For further information, consult McMaster University’s [Academic Accommodation of Students with Disabilities](#) policy.

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.

Extreme Circumstances

The University reserves the right to change the dates and deadlines for any or all courses in extreme circumstances (e.g., severe weather, labour disruptions, etc.). Changes will be communicated through regular McMaster communication channels, such as McMaster Daily News, A2L and/or McMaster email.