

SOCIAL JUSTICE AND THE CITY

(FYSM 1107 A)

Fall 2024 Course Syllabus

Department of Geography & Environmental Studies, Carleton University

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Seminars: Fridays 11:35 – 14:25

COURSE DESCRIPTION

This course blends critical urban geography theory with field work, hands-on assignments, skill-building activities and conversations with practitioners. We will study the various relations of power that shape urban life including capitalism, colonialism, patriarchy, racism, heteronormativity and ableism. Exploring urban social movements, community-based initiatives and creative projects, we will examine how people organize to achieve socio-economic and environmental justice in cities around the world.

As individuals, you will be invited to become aware of your own social location in relation to the themes studied in class, pursue your curiosity and explore opportunities to engage in local social justice issues.

The course is also geared towards helping students gain confidence within the university environment. To this end, students will begin to develop skills in writing, critical thinking, problem solving and research. They will also improve on verbal communication skills by presenting their ideas to a broader audience; to develop the conceptual framework for problem solving in any context; and to understand the challenges and benefits of adopting a teamwork approach.

*This course has a playlist. Check it out at:

<https://open.spotify.com/playlist/3zijwoTp5Z3kSjKzkyJOyf>

COURSE GOALS

Students taking this course will:

- Learn about and explore opportunities to apply critical urban theory;
- Critically examine different approaches to analyzing and creating social justice in the city;
- Develop academic skills including reading, writing, presenting, conducting research, and critical thinking;

- Discover opportunities to engage in social justice issues on campus or in the city of Ottawa and;
- Become familiar with services and programs to support their academic careers at Carleton.

COURSE FORMAT

This is a seminar or discussion-based course, which relies heavily on the active participation of students. You are expected to come to class prepared to discuss assigned readings.

Updates regarding field trips and lectures or workshops outside the classroom will be posted on Brightspace. You are expected to check Brightspace each week for updates.

The winter term will be project-based. A portion of your course time will be dedicated to a community service assignment or research project. Details to follow.

COURSE MATERIALS

Unless indicated otherwise, readings for the fall term are available on Brightspace through ARES, Carleton's electronic course reserve system. A list of required readings for the winter term will be provided at the beginning of the winter term.

*Please note that course content may be modified at the discretion of the instructor. Please follow email and Brightspace updates.

EVALUATION

The table below provides a brief description of assignments and evaluation criteria for the fall term mark, which will amount to 50% of the total mark for the course. **Detailed descriptions and evaluation grids can be found under assignments on Brightspace.**

| Assignment | Description | Weight |
|--|--|--------|
| Contributions to the learning community | Evaluation is based on: <ul style="list-style-type: none"> - Attendance - Contributions to class discussions (you may also contribute to Brightspace discussion boards on specific topics if you are unable to contribute in person.) - Peer support - | 20% |
| Assignment 1: Your learning journey | Share the story of your journey as a learner in 500 words. (See details on Brightspace) | 5% |

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|-----------------|--|-----|
| | Due September 1 <u>before</u> class. | |
| Fishbowl | <p>We will use the “fishbowl” method to begin each seminar with a lively, informal student-led discussion on the readings.</p> <p>Sign up for one fish bowl <u>by Sept 20</u>. (See links to sign-up sheet for fall term on Google doc via Brightspace.)</p> | 10% |
| CU Portfolio | <p>Using CU Portfolio, you will explore your interests in specific topics, keep track of progress, analyze course material, reflect on course content and share feedback with peers.</p> <p>Content will be organized as follows:</p> <ul style="list-style-type: none"> - Reading reflections (20%) - Experiential reflections (15%) - Scrapbook (5%) <p>*There will be a CU Portfolio workshop on <u>September 20</u>. Those who are unable to attend must make alternative arrangements.</p> | 40% |
| Quizzes | <p>There are 2 quizzes scheduled to be taken remotely on Brightspace on the following dates:</p> <ul style="list-style-type: none"> - Oct 11 - Dec 6 | 20% |

FALL SCHEDULE

| Date | Topics, activities, due date | Readings |
|--|---|---|
| September 6 | Introduction to course. | Course syllabus |
| September 13 | <p>Social justice and the university</p> <p><i>*Assignment 1 due</i></p> | <p>hooks, b. (1994). <i>Teaching to Transgress: Education as the Practice of Freedom</i>. Introduction, pp. 1-12 https://www.are.na/block/1974627</p> <p>Kadi, J. (1996). "Stupidity Deconstructed." In <i>Thinking Class: Sketches from a Cultural Worker</i>. South End Press Pp 39-57 https://www.writingwithmovements.com/wp-content/uploads/2016/05/Kadi-Stupidity-Decon.pdf</p> |
| September 20 | <p><u>Part 1:</u> Right to the City</p> <p><u>Part 2:</u> CU Portfolio workshop</p> | <p>Merrifield, Andy. (2017). "Fifty years on: The Right to the City" in <i>The Right to the City: A Verso Report</i>. Pp. 15-37</p> <p><u>Look up:</u> Horizon Ottawa</p> |
| <p>September 27</p> <p>(Asynchronous activity, no class.)</p> | <p>The Settler City: Reconciliation walking tour of Ottawa</p> <p>This is an asynchronous activity = it may be completed at any time during the week.</p> <p>*CU Portfolio reflections are due by Monday</p> | <p><i>Assignment details and readings will be posted on Brightspace.</i></p> |

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| October 4 | Housing justice | Marcuse, P. (2013). "A Critical Approach to Solving the Housing Problem." In (Eds Brenner, Marcuse & Meyer) <i>Cities for People, Not Profit</i> . Routledge, pp.215-230. <u>Look up:</u> Horizon Ottawa |
| October 11 | *Quiz (online, no class) | Details to follow. |
| October 18 | Arboretum and Fletcher Wildlife Garden – Field trip | Triguero-Mas, Margarita, et al. "Natural Outdoor Environments' Health Effects in Gentrifying Neighborhoods: Disruptive Green Landscapes for Underprivileged Neighborhood Residents." <i>Social Science & Medicine</i> (1982), vol. 279, 2021, pp. 113964–113964, https://doi.org/10.1016/j.socscimed.2021.113964 . <u>Supplementary readings</u> https://ottawaisnotboring.com/2020/11/03/hintonburg-ottawas-hipster-neighborhood/ https://www.cbc.ca/news/canada/ottawa/westboro-archives-1.5086234 |
| October 25 | Reading week (No class) | |
| November 1 | *CU art gallery | Readings TBC |
| November 8 | Migrant justice Guest speaker: Migrant Rights Network | Dadusc, D. (2017) "Squatting and the undocumented migrants' struggle in the Netherlands." In Mudu, P. & Chattopadhyay (eds.) <i>Migration, Squatting and Radical Autonomy</i> . Routledge. Chp 22, p. 275-284. |
| November 15 | Food justice | Tornaghi, C. (2017). Urban Agriculture in the Food-Disabling City: (Re)defining Urban Food Justice, Reimagining a Politics of Empowerment. <i>Antipode</i> Vol. 49 No. 3, pp. 781–801 |

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| <p>November 22</p> | <p>Policing Black lives in Canada</p> <p>Guest speaker: The Criminalization and Punishment Education Project</p> | <p>Maynard, R. (2020). Police Abolition/Black Revolt. <i>Topia</i>, Vol.41 (1) pp. 70-78.</p> <p>Podcast: https://podcasts.apple.com/ca/podcast/freedom-dreams/id1588988853?i=1000605344617</p> |
| <p>November 29</p> | <p>Course review and input for winter semester.</p> <p>Quiz prep</p> | |
| <p>December 6</p> | <p>Quiz (online, no class)</p> | |

COURSE POLICIES

Submission of written assignments and late penalties

Assignments must be submitted via Brightspace on the due date. I do not accept assignments submitted via email. Late assignments may be subject to a reduction of the overall mark at the rate of 5% for each calendar day past the due date. Assignments will not be accepted on Brightspace more than a week past the due date. Students facing extenuating circumstances must schedule an appointment to discuss alternative arrangements for missed or late assignments.

Communications

In order to avoid answering the same question multiple times, I encourage students to post questions seeking clarification on assignments or course content on Brightspace. For questions

of a personal nature, please email me using your Carleton email account, placing “FYSM 1107 ” in the subject heading. Please note that I may not respond to emails over the weekend.

Finally, email is an acceptable medium for simple inquiries, but not for complex questions. If your question cannot be answered in a sentence or two, please schedule a meeting.

Grades

In accordance with the Carleton University Calendar, the letter grades assigned in this course will have the following percentage equivalents:

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|-------------|-------------|--------------|------------|--------------|
| A+ = 90-100 | B+ = 77-79 | C + = 67-69 | D+ = 56-59 | F = Below 50 |
| A = 85-89 | B = 73 - 76 | C = 63-66 | D = 53-56 | |
| A - = 80-84 | B - = 70-72 | C - = 60 -62 | D- = 50-52 | |

To be considered in good standing, students must receive a grade of D- . Standing in a course is determined by the course instructor subject to the approval of the Faculty Dean. This means that grades submitted by the instructor may be subject to revision. No grades are final until they have been approved by the Dean.

Drop date

Please consult the Carleton University Calendar for the last day in the term to withdraw from a course with full fee adjustment at: <https://calendar.carleton.ca/academicyear/>

Netiquette

All students are expected to adhere to Carleton University’s Expectations of Student Behaviour Online while participating in Brightspace discussion boards. For more details see: <https://carleton.ca/online/online-learning-resources/netiquette/>

If you have any questions or concerns about [online conduct](#), please contact the Manager of Student Conduct and Harm Reduction, Dillon Brady, at DillonBrady@cunet.carleton.ca.

You will find more information at:

- <https://carleton.ca/online/online-learning-resources/online-discussion-tips/>

Copyright of Course Content

Classroom teaching and learning activities, including lectures, discussions, presentations, etc. (including student presentations), are copyright protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, outlines,

and other materials, are also protected by copyright and remain the intellectual property of their respective author(s).

Students registered in the course may take notes and make copies of course materials for their own educational use only. Students are not permitted to reproduce or distribute lecture notes and course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s)."

INSTRUCTIONAL AND CONDUCT OFFENCES

Carleton University has clear and firm policies regarding instructional and conduct offences. Instructional offences include among other activities cheating, contravening examination regulations, plagiarism (see details below) and submitting similar work in two or more courses without prior permission. Further information about University regulations which define and regulate these offences can be found at:

<https://carleton.ca/registrar/academic-integrity/>

Plagiarism

The University Academic Integrity Policy defines plagiarism as "*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one's own.*" This includes reproducing or paraphrasing portions of someone else's published or unpublished material, regardless of the source, and presenting these as one's own without proper citation or reference to the original source. Examples of sources from which the ideas, expressions of ideas or works of others may be drawn from include but are not limited to: books, articles, papers, literary compositions and phrases, performance compositions, chemical compounds, artworks, laboratory reports, research results, calculations and the results of calculations, diagrams, constructions, computer reports, computer code/software, material on the internet and/or conversations.

Examples of plagiarism include, but are not limited to:

- any submission prepared in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, paraphrased material, algorithms, formulae, scientific or mathematical concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another's data or research findings without appropriate acknowledgement;
- submitting a computer program developed in whole or in part by someone else, with or without modifications, as one's own; and
- failing to acknowledge sources through the use of proper citations when using another's work and/or failing to use quotations marks.

Plagiarism is a serious offence that cannot be resolved directly by the course's instructor. The Associate Dean of the Faculty conducts a rigorous investigation, including an interview with the student, when an instructor suspects a piece of work has been plagiarized. Penalties are not trivial. They can include a final grade of "F" for the course.

ACADEMIC ACCOMODATIONS

You may need special arrangements to meet your academic obligations during the term. For an accommodation request, the processes are as follows:

Pregnancy obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [Student Guide to Academic Accommodation \(PDF, 2.1 MB\)](#)

Religious obligation

Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, please review the [Student Guide to Academic Accommodation \(PDF, 2.1 MB\)](#)

Academic Accommodations for students with disabilities

If you have a documented disability requiring academic accommodations in this course, please contact the Paul Menton Centre for Students with Disabilities (PMC) at 613-520-6608 or pmc@carleton.ca for a formal evaluation or contact your PMC coordinator to send your instructor your Letter of Accommodation at the beginning of the term. You must also contact the PMC no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). After requesting accommodation from PMC, meet with your instructor as soon as possible to ensure accommodation arrangements are made. For more details, visit the [Paul Menton Centre website](#).

Survivors of sexual violence

As a community, Carleton University is committed to maintaining a positive learning, working and living environment where sexual violence will not be tolerated, and where survivors are supported through academic accommodations as per Carleton's Sexual Violence Policy. For more information about the services available at the university and to obtain information about sexual violence and/or support, visit the [Equity and Inclusive Communities website](#).

Accommodation for student activities

Carleton University recognizes the substantial benefits, both to the individual student and for the university, that result from a student participating in activities beyond the classroom experience. Reasonable accommodation must be provided to students who compete or perform at the national or international level. Please contact your instructor with any requests for academic accommodation during the first two weeks of class, or as soon as possible after the need for accommodation is known to exist. For more details, see the [Senate Policy on Accommodation for Student Activities \(PDF, 25KB\)](#)

CAMPUS RESOURCES FOR STUDENTS

For information about resources and services for students including counselling services, academic support and writing tutorial services please visit: <https://carleton.ca/pmc/current-students/student-resources/>

Student Mental Health

As a University student you may experience a range of mental health challenges that significantly impact your academic success and overall well-being. If you need help, please speak to someone. There are numerous resources available both on- and off-campus to support you. Here is a list that may be helpful:

Emergency Resources (on and off campus): <https://carleton.ca/health/emergencies-and-crisis/emergency-numbers/>

Carleton Resources:

- Mental Health and Wellbeing: <https://carleton.ca/wellness/>
- Health & Counselling Services: <https://carleton.ca/health/>
- Paul Menton Centre: <https://carleton.ca/pmc/>
- Academic Advising Centre (AAC): <https://carleton.ca/academicadvising/>
- Centre for Student Academic Support (CSAS): <https://carleton.ca/csas/>
- Equity & Inclusivity Communities: <https://carleton.ca/equity/>

Off Campus Resources:

- Distress Centre of Ottawa and Region: (613) 238-3311 or TEXT: 343-306-5550, <https://www.dcottawa.on.ca/>
- Mental Health Crisis Service: (613) 722-6914, 1-866-996-0991, <http://www.crisisline.ca/>
- Empower Me: 1-844-741-6389, <https://students.carleton.ca/services/empower-me-counselling-services/>
- Good2Talk: 1-866-925-5454, <https://good2talk.ca/>
- The Walk-In Counselling Clinic: <https://walkincounselling.com>

Services for Indigenous Students:

The Centre for Indigenous Support and Community Engagement (CISCE), formerly known as the Centre for Indigenous Initiatives, supports First Nations (status and non-status), Inuit, and Métis students, staff, and faculty by providing culturally safe spaces for dialogue and learning. The Centre provides weekly, monthly and annual programming for students and also develops and delivers resources and training to educate the Carleton community about Indigenous histories, worldviews and perspectives. To learn more about the services offered, please visit <https://carleton.ca/indigenous/cisce/students/>. If you have any questions, you can email Indigenous@carleton.ca