

GEOG 5500: Order and Disorder in the City

Department of Geography and Environmental Studies
Carleton University

Time and Location: Tuesdays 8:35-11:25am, Loeb A220
Instructor: Dr. Jennifer Ridgley
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Office Hours: Online by appointment. Appointments can be booked through Brightspace.

Course Description

Cities have long been viewed as chaotic and unknowable places, characterized by congestion, insecurity, and danger. Attempts to bring order to the perceived complexity and unpredictability of urban life have been at the heart of local planning, reform, and policing efforts. But cities have also been celebrated as sites of transgression and random encounter, diverse spaces where creativity and freedom have nurtured new forms of identity, economics, culture and political change. Urban space and urban identities have been produced at the intersection of these different understandings of order and disorder in the city.

In this course, we will explore how diverse understandings of order and disorder have shaped urban life and the built environment. We will explore attempts to impose forms of discipline on the city, and how different groups (workers, women, youth, racialized communities, the urban poor) have been positioned as potential threats to a safe, prosperous, and orderly city. We will examine how economic and political power are reflected in the regulation of urban space, and how “unruly” urban populations are both subjected to - and defy - forms of social control.

Key topics: labour and work, segregation, policing and surveillance, gender and sex, queer space, public health, protest and revolution, property and dispossession, racialized space.

Course Readings

There is no textbook for this class. All required readings for the course are available on Brightspace or through Ares.

Course Format

GEOG 5500 is an in-person class and is not suitable for online students.

Course Schedule

Date	Topic	Required Readings (Please note that readings are subject to change as the course progresses)
Sept 14	Introductions	Course Syllabus
Sept 21	Ordering Land into Property	<p>Harris, C. (2004). How did colonialism dispossess? Comments from an edge of empire. <i>Annals of the Association of American Geographers</i>, 94(1), 165-182.</p> <p>Blomley, N. (2003). Law, property, and the geography of violence: The frontier, the survey, and the grid. <i>Annals of the Association of American geographers</i>, 93(1), 121-141.</p> <p>Dorries, H. (2017). Planning as Property: Uncovering the Hidden Racial Logic of a Municipal Nuisance by-Law. <i>JL & Soc. Pol'y</i>, 27, 72.</p> <p>Recommended:</p> <p>Tuck, E., & Yang, K. W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, education & society</i>, 1(1).</p>
Sept 28	Industrial Cities: Work and The Ordering of Time and Space	<p>Engels, F. [1845] <i>The great towns. The condition of the working class in England.</i> Oxford University Press.</p> <p>Thompson, E. P. (1967). Time, work-discipline, and industrial capitalism. <i>Past & Present</i>, (38), 56-97.</p> <p>Wilson, E. (1992). "Into the Labyrinth" and "Cesspool City: London" <i>The Sphinx in the City: Urban Life, Control of Disorder, and Women.</i> Pp. 1-11, 26-46.</p>
Oct 5	Informality and Dis/orderly Planning	<p>Roy, A. (2009). Why India cannot plan its cities: Informality, insurgence and the idiom of urbanization. <i>Planning theory</i>, 8(1), 76-87.</p> <p>Müller, F., & Segura, R. (2017). The uses of informality: Urban development and social distinction in Mexico City. <i>Latin American Perspectives</i>, 44(3), 158-175.</p> <p>Davis, M. (2004). Planet of Slums. <i>New Left Review.</i> Pp 5-34.</p> <p>Recommended:</p> <p>Azuela, A., & Meneses-Reyes, R. (2014). The everyday formation of the urban space: Law and poverty in Mexico City. In Irus Braverman, Nicholas Blomley, David Delaney and Alexandre Kedar (eds.) <i>The expanding spaces of law. A timely legal geography.</i> Stanford, 167-189.</p>

Oct 12	Sex in the City, Queer Space	<p>Excerpts from: Hubbard, P. (2019). Sex and the city: Geographies of prostitution in the urban west. Routledge.</p> <p>Bell, D., & Binnie, J. (2004). Authenticating queer space: citizenship, urbanism and governance. <i>Urban studies</i>, 41(9), 1807-1820.</p> <p>Shabazz, R. (2015). Policing Interracial Sex. In <i>Spatializing blackness: Architectures of confinement and black masculinity in Chicago</i>. University of Illinois Press. Pp. 11-30.</p> <p>Recommended:</p> <p>Berlant, L., & Warner, M. (1998). Sex in public. <i>Critical inquiry</i>, 24(2), 547-566.</p>
Oct 19	Public Health and Dis/order	<p>Excerpts from Shah, N. (2001). Contagious divides: Epidemics and race in San Francisco's Chinatown. University of California Press.</p> <p>Excerpts from Molina, N. (2006). <i>Fit to be Citizens?</i> University of California Press.</p> <p>Additional readings TBA</p>
Oct 25	(Fall Break, No class)	
Nov 2	Racialized Space	<p>Anderson, K. J. (1987). The idea of Chinatown: The power of place and institutional practice in the making of a racial category. <i>Annals of the Association of American Geographers</i>, 77(4), 580-598.</p> <p>Lipsitz, G. (2011). The White Spatial Imaginary. In <i>How racism takes place</i>. Temple University Press. Pp. 25-50.</p> <p>McCann, E. J. (1999). Race, protest, and public space: Contextualizing Lefebvre in the US city. <i>Antipode</i>, 31(2), 163-184.</p> <p>Proposal Due Friday November 5th at 4:30pm</p>
Nov 9	Public Spaces and Streets	<p>Mitchell, D. (1997). The annihilation of space by law: the roots and implications of anti-homeless laws in the United States. <i>Antipode</i>, 29(3), 303-335.</p> <p>Valverde, M. (2009). Laws of the street. <i>City & Society</i>, 21(2), 163-181.</p> <p>Berman, M. (1986). Take it to the Streets: Conflict and Community in Public Space. <i>Dissent</i>, 33(4), 476-485.</p> <p>Ruddick, S. (1996). Constructing difference in public spaces: race, class, and gender as interlocking systems. <i>Urban Geography</i>, 17(2), 132-151.</p>

Nov 16	Law and Order: Policing and Surveillance	<p>Wilson, J. Q. and G. L. Kelling (2015 [1982]). Broken Windows. In R. T. LeGates & F. Stout (Eds.). The city reader. New York: Routledge.</p> <p>Camp, J. T. and C. Heatherton (2016). Ending broken windows policing in New York City: An interview with Joo-Hyun Kang. In J.T. Camp & C. Heatherton (Eds.). Policing the planet: Why the policing crisis led to Black Lives Matter (pp. 63-71). Brooklyn, NY: Verso Books</p> <p>Browne, S. (2015). "Notes on Surveillance Studies" In Dark matters: On the surveillance of blackness. Duke University Press. Pp.31-62.</p> <p>Mitchell, K. (2010). Ungoverned space: Global security and the geopolitics of broken windows. Political geography, 29(5), 289-297.</p>
Nov 23	Law and Order: Carceral Geographies	<p>Gilmore, R. W. (2007). The Prison Fix. In Golden gulag: Prisons, surplus, crisis, and opposition in globalizing California. Univ of California Press. Pp. 87-127.</p> <p>Excerpts from Shabazz, R. (2015). Spatializing blackness: Architectures of confinement and black masculinity in Chicago. University of Illinois Press.</p> <p>Wacquant, L. (2000). The new 'peculiar institution': on the prison as surrogate ghetto. Theoretical Criminology 4(3), 377-389.</p>
Nov 30	The "Disorderly" Masses: Protest, Dissent, and Urban Rage	<p>Cheryl Greenberg, 1992, "The Politics of Disorder: Reexamining Harlem's Riots of 1935 and 1943" Journal of Urban History 184: 395-441.</p> <p>Excerpts from Dikeç, M. (2017). Urban Rage: The Revolt of the Excluded. Yale University Press.</p> <p>Monaghan, J., & Walby, K. (2012). 'They attacked the city': Security intelligence, the sociology of protest policing and the anarchist threat at the 2010 Toronto G20 summit. Current Sociology, 60(5), 653-671.</p>
Dec 6	Course Conclusion	<p>No Required Readings</p> <p>Final Project or Paper Due December 10th at 4:30pm</p>

Fall 2021 Pandemic Measures

All members of the Carleton community are required to follow COVID-19 prevention measures and all mandatory public health requirements (e.g. wearing a mask, physical distancing, hand hygiene, respiratory and cough etiquette) and mandatory self-screening (<https://carleton.ca/covid19/screening/>) prior to coming to campus daily.

If you feel ill or exhibit COVID-19 symptoms while on campus or in class, please leave campus immediately, self-isolate, and complete the mandatory symptom reporting tool (<https://carleton.ca/covid19/covid-19-symptom->

[reporting/](#)). For purposes of contact tracing, attendance will be recorded in all classes and labs. Participants can check in using posted QR codes through the cuScreen platform where provided. Students who do not have a smartphone will be required to complete a paper process as indicated on the COVID-19 website.

All members of the Carleton community are required to follow guidelines regarding safe movement and seating on campus (e.g. directional arrows, designated entrances and exits, designated seats that maintain physical distancing). In order to avoid congestion, allow all previous occupants to fully vacate a classroom before entering. No food or drinks are permitted in any classrooms or labs.

For the most recent information about Carleton's COVID-19 response and required measures, please see the University's COVID-19 webpage (<https://carleton.ca/covid19/>) and review the Frequently Asked Questions (FAQs) (<https://carleton.ca/covid19/faq/>). Should you have additional questions after reviewing, please contact covidinfo@carleton.ca.

Please note that failure to comply with University policies and mandatory public health requirements, and endangering the safety of others are considered misconduct under the Student Rights and Responsibilities Policy. Failure to comply with Carleton's COVID-19 procedures may lead to supplementary action involving Campus Safety and/or Student Affairs.

Assessment

Final grades in this course will be based on the following:

Participation	20%
Discussant Role (2 x 10%)	20%
Reading Responses	20%
Term Paper or Final Project	40%

Participation (20%)

Students are expected to come to every class prepared to discuss the readings and fully participate in classroom activities. Students should bring a copy of the required readings, and their notes, to class with them to facilitate engagement with the texts during class time. Participation will be evaluated as a combination of:

- Attendance (a simple tally of the number of classes attended); and
- Participation (a qualitative assessment of your contribution to class: come prepared, on time, raise questions, actively engage in discussions, make meaningful contributions to class discussion, engage respectfully with colleagues, etc.)

Discussant Role (2 x 10% = 20%)

Twice during the term, students will be asked to take on the role of "discussant." Discussants have 2 responsibilities:

1. Discussants will provide a 15 minute overview of one or more of the readings for class. These presentations can be informal, but they should introduce important ideas and arguments from the texts, provide background information where useful, raises questions, and/or makes links with other readings and course materials. The goal of this presentation is to provide a framework or starting point for class discussion. Discussants should avoid a simple summary of the texts. Assume colleagues have read the assigned materials thoroughly.

2. Discussants will also submit 2-3 questions related to the week's readings to weekly forum on Brightspace. Questions are due at 12pm on the Monday before class.

Reading Responses (4 x 5% = 20%)

Throughout the term, students are asked to submit 4 reading responses that critically reflect on the week's readings. Reading responses should be 500-750 words and should be submitted the weekly forum on Brightspace before 12pm on the Monday before class. Responses can be informal, but they should be clearly written. Further details about this component of the course will be provided in class. Note that students **should not submit reading responses on the weeks they act as discussant.**

Term Paper or Final Project (1 page proposal 5% + final submission 35% = 40%)

Details about this component of the course will be provided in class and posted on Brightspace.

Submission of Assignments and Late Penalties

Course work should be submitted according to the instructions provided by the Course Instructor. Students should retain a hard copy (with electronic backup) of all assignments submitted for class. There are no late penalties in GEOG 5500, but late proposals and final papers will not receive detailed feedback from the Course Instructor.

Grades

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

A+ = 90-100	B+ = 77-79	C+ = 67-69	D+ = 57-59
A = 85-89	B = 73-76	C = 63-66	D = 53-56
A - = 80-84	B - = 70-72	C - = 60-62	D - = 50-52
F = Below 50			

WDN = Withdrawn from the course; DEF = Deferred

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.

Notes on Communication

Students are expected to use their Carleton email addresses or the email function of Brightspace for all emails. It is important to include the course code (GEOG 5500) in the subject line of all emails to the Professor. The Professor will make every effort to respond to emails within 2-3 working days. Please note that she will generally respond to emails between 8:30 and 4:30 on weekdays (not on weekends or holidays), and so emails received on Friday may not be responded to until the following Tuesday.

Academic Integrity

Students are responsible for reading and familiarizing themselves with Carleton's Academic Integrity Policy. This policy is available here: <https://carleton.ca/secretariat/wp-content/uploads/Academic-Integrity-Policy-2021.pdf>

Academic Accommodations

Carleton University is committed to providing access to the educational experience in order to promote academic accessibility for all individuals.

Academic accommodation refers to educational practices, systems and support mechanisms designed to accommodate diversity and difference. The purpose of accommodation is to enable students to perform the essential requirements of their academic programs. At no time does academic accommodation undermine or compromise the learning objectives that are established by the academic authorities of the University.

Addressing Human Rights Concerns

The University and all members of the University community share responsibility for ensuring that the University's educational, work and living environments are free from discrimination and harassment. Should you have concerns about harassment or discrimination relating to your age, ancestry, citizenship, colour, creed (religion), disability, ethnic origin, family status, gender expression, gender identity, marital status, place of origin, race, sex (including pregnancy), or sexual orientation, please contact the Department of Equity and Inclusive Communities at equity@carleton.ca.

Requests for Academic Accommodations

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

Covid-19

Students are encouraged to connect directly with the Instructor to discuss required accommodations arising from the COVID-19 situation. Equity and Inclusive Communities and Academic Advisors can also be reached if students are unable to reach out to the Instructor directly.

Carleton University has suspended the need for a doctor's note or medical certificate until further notice when requesting academic accommodation related to COVID-19. Students should complete the self-declaration form available on the Registrar's Office website to request academic accommodation for missed course work including exams and assignments. Here is the link to the form: <https://carleton.ca/registrar/wp-content/uploads/self-declaration.pdf>.

For more information about deferrals for final exams/take-home exams please see these websites: <https://carleton.ca/registrar/deferral/> and <https://stuapps.carleton.ca/sarms/registrar/deferral>. Please note that students may also submit a COVID-19 self-declaration form instead of a medical note for these deferrals.

Note that the Senate has approved the optional conversion of one 0.5 credit passing grade to Satisfactory (SAT) for the Winter 2021 term. SAT/UNS grades are not used in the calculation of CGPA, which means that changes in academic performance due to the current disruption will not affect students' permanent records. More information can be found at: <https://carleton.ca/academicadvising/faqs-about-sat-uns/>.

Pregnancy obligation

Please contact the 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, visit the Equity and Inclusive Communities website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

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, visit the

Equity and Inclusive Communities website: <https://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf>

Academic accommodations for students with disabilities

If you have a 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.

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 is 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: <https://carleton.ca/sexual-violence-support-services>

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. <https://carleton.ca/senate/wp-content/uploads/Accommodation-for-Student-Activities-1.pdf>

Intellectual Property

Classroom teaching and learning activities, including lectures, discussions, assignments, presentations, etc., by both instructors and students, are copy protected and remain the intellectual property of their respective author(s). All course materials, including PowerPoint presentations, videos, 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 course materials publicly for commercial or non-commercial purposes without express written consent from the copyright holder(s).