

Fall 2017 – Winter 2018

# FYSM 1107 Social Justice in the City

Geography and Environmental Studies

Fall Term: Mondays 2:35-5:25pm Loeb A410

Winter Term: Mondays 2:35-5:25pm Location TBA

Instructor: Dr. Jennifer Ridgley

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Office Hours: Fall Term: Fridays 10-11am, Winter Term: TBA

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## Course Description:

This course explores struggles over social and economic exclusion and inequality in the city, and their relationship to processes of urbanization and global change. It provides broad exposure to the field of Urban Geography, as well as theories and case studies explaining how urban lives and form are shaped by social movements and urban politics. We will explore how gender, race, settler colonialism, class, and sexuality shape the urban experience, and how they inform efforts to create more just and equitable cities.

A significant part of the course will focus on social justice issues in the City of Ottawa. Through readings, class discussion, field trips, and guest speakers, we will examine Ottawa as a space that embodies both the challenges to, and opportunities for, social justice. We will explore the role various institutions and actors play in addressing social justice (eg. local government, community organizations, law enforcement, researchers, etc.), and conduct in-depth research on social justice issues in the city.

The seminar is also geared towards helping students feel comfortable, intellectually stimulated, and productive within the university environment. To this end, students will work on developing their academic skills, including: research, analyzing texts, critical thinking, oral and written communication, time management, and group work.

## Learning Objectives:

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

- Appropriately apply key concepts and theories from the course to analyze challenges to, and opportunities for, achieving social justice in the city;
- Have increased familiarity with urban problems and social justice issues in the City of Ottawa;
- Have increased familiarity with how various groups and organizations are attempting to increase social justice in the city;
- Identify and evaluate resources to answer a specific research question or solve a specific problem;
- Evaluate urban problems and propose solutions to those problems based on evidence and a close analysis of existing research;
- Distinguish between opinion and evidence-based argument;

- Communicate ideas to a variety of audiences, including purposeful development and expression of academic ideas in written and/or oral formats;
- Work more effectively as part of a team to complete group projects;
- Identify available university support services and recognize how they can contribute to academic success.

**Texts:**

All readings for this course are available on cuLearn or through *Ares*, Carleton’s electronic course reserve system. A list of required readings will be provided at the beginning of each term.

**Evaluation:**

<b>FALL TERM:</b>	
Participation	20%
Assignments	20%
Reflection Papers (Submit 3 @ 10% each)	30%
Presentation	10%
Final Project	20%
<b>Fall Grade</b>	<b>100%</b>
<b>WINTER TERM:</b>	
Participation	20%
Quizzes and Assignments	35%
Presentation	10%
Term Project	35%
<b>Winter Grade</b>	<b>100%</b>

The final grade in the course will be **50%** of the Fall term grade plus **50%** of the Winter term grade.

Note that 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.

**Participation**

Students are expected to come to every class prepared to discuss the readings, work towards learning objectives, and fully participate in classroom and field trip activities. Students should bring a copy of the required readings, or reading notes, to class with them to facilitate engagement with the texts during class time, as needed. 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, complete voluntary activities when requested).

To encourage participation, and out of respect for colleagues, there is no cell phone use in this class. Students are asked to turn off their cell phones, and put them away before class begins. Laptops are permitted in the class for taking notes and accessing readings, but should not be used for any other activity during class time except with permission from the professor.

### **Fall Term Reflection Papers**

Over the course of the Fall term, students are required to submit 3 reflection papers (out of a possible 5 topics). Each reflection paper is worth 10%. Detailed instructions for the reflection papers will be distributed in class on September 18<sup>th</sup>. **Late reflection papers will not be accepted.**

### **Policy on Late Assignments and Papers**

Late assignments and papers will be penalized by **5% per day**. All assignments are due at the beginning of class on the due date. Assignments submitted after the beginning of class (2:35pm) will receive penalties.

### **Notes on Email Communication and Office Hours:**

Students are encouraged to attend regular office hours to raise questions and concerns about the course, readings, or assignments. Students are expected to use their Carleton email addresses or the email function on cuLearn for all communications regarding the course. It is important to include the course code in the subject line of all emails to the instructor. Please use proper spelling, grammar and punctuation. Emails will generally be responded to within two business days. Please note that professors generally respond to emails between 8:30am and 4:30pm on weekdays. Emails received late on Friday may not be responded to until the following Tuesday.

### **Plagiarism:**

The University Senate defines plagiarism as “*presenting, whether intentionally or not, the ideas, expression of ideas or work of others as one’s own.*” This can include:

- 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;
- submitting a take-home examination, essay, laboratory report or other assignment written, in whole or in part, by someone else;
- using ideas or direct, verbatim quotations, or paraphrased material, concepts, or ideas without appropriate acknowledgment in any academic assignment;
- using another’s data or research findings;
- failing to acknowledge sources through the use of proper citations when using another’s works and/or failing to use quotation marks;
- handing in "substantially the same piece of work for academic credit more than once without prior written permission of the course instructor in which the submission occurs."

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.

## **Requests for Academic Accommodations**

You may need special arrangements to meet your academic obligations during the term. You can visit the Equity Services website to view the policies and to obtain more detailed information on academic accommodation at: <http://www.carleton.ca/equity/>. For an accommodation request the processes are as follows:

**Pregnancy obligation:** write to the Professor 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.

**Religious obligation:** write to the Professor 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.

**Academic Accommodations for Students with Disabilities:** The Paul Menton Centre for Students with Disabilities (PMC) provides services to students with Learning Disabilities (LD), psychiatric/mental health disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorders (ASD), chronic medical conditions, and impairments in mobility, hearing, and vision. If you have a disability requiring academic accommodations in this course, please contact PMC at 613-520-6608 or [pmc@carleton.ca](mailto:pmc@carleton.ca) for a formal evaluation. If you are already registered with the PMC, contact your PMC coordinator to send the Professor your Letter of Accommodation at the beginning of the term, and no later than two weeks before the first in-class scheduled test or exam requiring accommodation (if applicable). Requests made within two weeks will be reviewed on a case-by-case basis. After requesting accommodation from PMC, meet with me to ensure accommodation arrangements are made. Please consult the PMC website ([www.carleton.ca/pmc](http://www.carleton.ca/pmc)) for the deadline to request accommodations for the formally-scheduled exam (if applicable).

## **Drop Date**

The last day for academic withdrawal from Fall/Winter courses is April 11, 2018.

## **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, 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).

## **Academic Standing and Conduct**

Students must familiarize themselves with the regulations concerning academic standing and conduct in the Carleton University Undergraduate Calendar. This document can be accessed online at: <http://www.carleton.ca/calendars/ugrad/current/>

**Course Schedule:**

Date	Topic/Activity	Required Readings
Sept 11	<b>Introduction to the Course</b>	FYSM 1107 Course Syllabus
Sept 18	<b>Social Justice in the City</b>	<p>Tatum, B. D. (2000). 'The complexity of identity: "Who am I?"' In M.Adams et. al. (Eds) <i>Readings for diversity and social justice: An anthology on racism, sexism, anti-semitism, heterosexism, classism and ableism</i> (pp. 9-14). New York: Routledge.</p> <p>Johnson, A.G. (2010). The Social Construction of Difference. In M. Adams et. al. (Eds) <i>Readings for diversity and social justice 2<sup>nd</sup> Edition</i> (pp.15-20) New York: Routledge.</p> <p>Bell, L. A. (2010) Theoretical Foundations. In M. Adams et. al. (Eds) <i>Readings for diversity and social justice 2<sup>nd</sup> Edition</i> (pp.21-26) New York: Routledge.</p> <p><a href="#">Assignment #1 Distributed</a>  <a href="#">Instructions for Reflection Papers Distributed</a></p>
Sept 25	<b>Spatial Justice and "The Right to the City"</b>	<p>Perry, F. (2016 April 19) Right to the city: can this growing social movement win over city officials? <i>The Guardian</i>. Available online at:  <a href="https://www.theguardian.com/cities/2016/apr/19/right-city-social-movement-transforming-urban-space">https://www.theguardian.com/cities/2016/apr/19/right-city-social-movement-transforming-urban-space</a></p> <p>Bascaramurty, D. (2017 July 20). Taking us through the Black Experience. <i>The Global and Mail</i>. A3.</p> <p><a href="#">Informed Consent Documents Due</a></p>
Oct 2	<b>Parkdale Food Centre Field Trip</b>	<p>Food Banks Canada (2016) <i>Hunger Count 2016: A Comprehensive Report on Hunger and Food Bank Use in Canada, and Recommendations for Change</i>. Mississauga, ON: Food Banks Canada.</p> <p>Look at the website of the Parkdale Food Centre:  <a href="http://parkdalefoodcentre.ca/">http://parkdalefoodcentre.ca/</a></p> <p><a href="#">Assignment #1 Due</a></p>

Oct 9	<b>Thanksgiving</b>	No Class
Oct 16	<b>Police and Law Enforcement</b>  Library Workshop	<p>Wilson, J. Q. and G. L. Kelling (2015 [1982]). Broken Windows. In R. T. LeGates &amp; F. Stout (Eds.). <i>The city reader</i>. New York: Routledge.</p> <p>Rakia, R. (2014 July 22). When people are property. <i>Medium</i>. <a href="https://medium.com/@aintacrow/when-people-are-property-296dfe5105b1">https://medium.com/@aintacrow/when-people-are-property-296dfe5105b1</a></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 &amp; C. Heatherton (Eds.). <i>Policing the planet: Why the policing crisis led to Black Lives Matter</i> (pp. 63-71). Brooklyn, NY: Verso Books.</p> <p><a href="#">Parkdale Food Centre Reflection Paper Due</a> <a href="#">Assignment #2 Distributed</a> <a href="#">Final Project Distributed</a></p>
Oct 23	<b>Reading Week</b>	No Class
Oct 30	<b>Police and Law Enforcement: Homelessness</b>  Guest Speaker: Dr. Jackie Kennelly	<p>Wolch, J. (2005). From Global to Local: The Rise of Homelessness in Los Angeles during the 1980s. In N. R. Fyfe &amp; J. T. Kenny (Eds.). <i>The urban geography reader</i>. (200-210) New York, NY: Routledge.</p> <p>Bulthuis, M. et. al. (2016). <i>The Opportunity Project: Telling a New Story About Youth Homelessness in Ottawa</i>. Ottawa, ON: Alliance to End Homelessness.</p> <p><a href="#">Assignment #2 Due</a></p>
Nov 6	<b>Urban Development and Displacement</b>  Case Study: Gentrification in Brooklyn, NY	<p>Dean, A.L. (2016) My Brooklyn study guide: a companion to the documentary film <i>My Brooklyn</i>. Brooklyn, NY: New Day Films. Pp. 1-25.</p> <p><a href="#">Dr. Kennelly Reflection Paper Due</a> <a href="#">Assignment #2 Returned</a></p>
Nov 13	<b>Social Justice and the University</b>	Readings TBA

Nov 20	<b>Field Trip: City Hall and visit with Councilor Catherine McKenney</b>	No Required Readings  Social Justice and the University Reflection Paper Due
Nov 27	<b>Ottawa as a Contested Settler Colonial Space</b>  Guest Speaker: Dr. Julie Tomiak	Algonquins of Ontario (2015) Weaving the Algonquin Presence Throughout the Nation's Capital. <a href="http://www.tanakiwin.com/wp-system/uploads/2015/02/AOO_Backgrounder_Talking-Circles_Winter-Spring-2015_Final_20150209.pdf">http://www.tanakiwin.com/wp-system/uploads/2015/02/AOO_Backgrounder_Talking-Circles_Winter-Spring-2015_Final_20150209.pdf</a>  Look at the following project tumblr: <a href="http://ogimaamikana.tumblr.com">http://ogimaamikana.tumblr.com</a>  City Hall/ Visit with Councilor McKenney Reflection Paper Due
Dec 4	<b>Current Issues in Social Justice in the City</b>	No Readings  Dr. Julie Tomiak Reflection Due
Dec 8 (Friday)	<b>Current Issues in Social Justice in the City</b>	No Readings  Final Projects Due