

# GEOG 5500: Order and Disorder in the City

Department of Geography and Environmental Studies

Carleton University



Time and Location: Mondays 2:35-5:25 pm, Loeb A220

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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 (eg. 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 and diversity, infrastructure policing and surveillance, gender and sex, public health, protest and revolution, informality, property, racialized space.

## Course Readings

There is no textbook for this class. All required readings for the course are available on cuLearn or through Ares (Carleton’s online course reserve system).

## Evaluation

The course grade will be based on the following components:

Participation	20%
Discussant (2 x 10%)	20%
Reading Responses (4 x 5%)	20%
Proposal	5%
Term Paper or Final Project	35%

### A Note on 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.)

To encourage participation, and out of respect for colleagues in the class, 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.

### Discussant (2 x 10% = 20%)

Twice during the term, you will be responsible for acting as a discussant. Discussants are asked to provide a 15 minute overview of readings to the class. These presentations should introduce important ideas and arguments from the texts, provide background information where useful, raise questions and case studies, and/or make links with other readings and course materials. The goal of this presentation is to provide a framework for class discussion. Avoid a simple summary of the texts, and assume classmates have read the materials thoroughly. More information about the roles of discussants will be provided the first week of class, and posted on cuLearn.

### 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 about one page long (single spaced). Details about this component of the course will be provided on the second day of class and posted on cuLearn. Late reading responses will not be accepted.

### Submission of Assignments and Late Penalties

Late assignments will be penalized 5% a day. Students should retain a hard copy (with electronic backup) of all assignments submitted for class.

### 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; INC = Incomplete.

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.

### 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:

### 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, visit the Equity Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://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 Services website: [carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf](http://carleton.ca/equity/wp-content/uploads/Student-Guide-to-Academic-Accommodation.pdf)

### 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](mailto: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 its 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: [carleton.ca/sexual-violence-support](http://carleton.ca/sexual-violence-support).

### 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>

For more information on academic accommodation, please contact the departmental administrator or visit: [students.carleton.ca/course-outline](http://students.carleton.ca/course-outline)

### University Regulations Regarding Cheating and 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 which cannot be resolved directly with 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.

## Drop Date

The last day for academic withdrawal from Winter courses is April 9, 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).

	<b>Topic</b>	<b>Required Readings</b>
Jan 7	<b>Introduction to Course</b>	Course Syllabus
Jan 14	<b>Ordering Land into Property</b>  (No reading responses this week)	<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 &amp; Soc. Pol'y</i>, 27, 72.</p> <p>Recommended:</p> <p>Tuck, E., &amp; Yang, K. W. (2012). Decolonization is not a metaphor. <i>Decolonization: Indigeneity, education &amp; society</i>, 1(1).</p>
Jan 21	<b>Industrial Cities: The Ordering of Time and Space</b>	<p>Engels, F. [1845] The great towns. The condition of the working class in England. Oxford University Press.</p> <p>Thompson, E. P. (1967). Time, work-discipline, and industrial capitalism. <i>Past &amp; 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>
Jan 28	<b>Informality and Dis/Orderly Planning</b>	<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., &amp; 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., &amp; 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>

Feb 4	<b>Sex in the City</b>	<p>Hubbard, P., &amp; Sanders, T. (2003). Making space for sex work: Female street prostitution and the production of urban space. <i>International Journal of Urban and regional research</i>, 27(1), 75-89.</p> <p>Bell, D., &amp; 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., &amp; Warner, M. (1998). Sex in public. <i>Critical inquiry</i>, 24(2), 547-566.</p>
Feb 11	<b>Ottawa Workshop Day</b>	Readings TBA
Feb 18	<b>Public Spaces and Streets</b>  Proposal Due	<p>Excerpts from Valverde, M. (2012). <i>Everyday law on the street: City governance in an age of diversity</i>. University of Chicago Press.</p> <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>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>
Feb 25	<b>Reading Week</b>	No class
Mar 4	<b>Race and Space</b>	<p>Excerpts from Browne, S. (2015). <i>Dark matters: On the surveillance of blackness</i>. Duke University Press.</p> <p>Excerpts from Lipsitz, G. (2011). <i>How racism takes place</i>. Temple University Press.</p> <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>McCann, E. J. (1999). Race, protest, and public space: Contextualizing Lefebvre in the US city. <i>Antipode</i>, 31(2), 163-184.</p>

Mar 11	<b>Logistics and Infrastructure</b>	<p>Cowen, D. (2014). "Introduction" and "Logistics Cities" in <i>The deadly life of logistics: Mapping violence in global trade</i>. University of Minnesota Press. Pp. 1-21, 163-195.</p> <p>Parlette, V., &amp; Cowen, D. (2011). Dead malls: Suburban activism, local spaces, global logistics. <i>International Journal of Urban and Regional Research</i>, 35(4), 794-811.</p> <p>Berlant, L. (2016). The commons: Infrastructures for troubling times. <i>Environment and Planning D: Society and Space</i>, 34(3), 393-419.</p>
Mar 18	<b>Law and Order: Policing and Surveillance</b>	<p>Excerpts from Browne, S. (2015). <i>Dark matters: On the surveillance of blackness</i>. Duke University Press.</p> <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>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>Mitchell, K. (2010). Ungoverned space: Global security and the geopolitics of broken windows. <i>Political geography</i>, 29(5), 289-297.</p>
Mar 25	<b>Law and Order: Carceral Geographies</b>	<p>Excerpts from Shabazz, R. (2015). <i>Spatializing blackness: Architectures of confinement and black masculinity in Chicago</i>. University of Illinois Press.</p> <p>Gilmore, R. W. (2007). The Prison Fix. In <i>Golden gulag: Prisons, surplus, crisis, and opposition in globalizing California</i>. Univ of California Press. Pp. 87-127.</p> <p>Wacquant, L. (2000). The new 'peculiar institution': on the prison as surrogate ghetto. <i>Theoretical Criminology</i> 4(3), 377-389.</p>
Apr 1	<b>The "Disorderly" Masses: Protest, Dissent, and Urban Rage</b>	<p>Greenberg, C. (1992). The politics of disorder: Reexamining Harlem's riots of 1935 and 1943. <i>Journal of Urban History</i>, 18(4), 395-441.</p> <p>Excerpts from Dikeç, M. (2017). <i>Urban rage: The revolt of the excluded</i>. Yale University Press.</p> <p>Monaghan, J., &amp; Walby, K. (2012). 'They attacked the city': Security intelligence, the sociology of protest policing and the anarchist threat at the 2010 Toronto G20 summit. <i>Current Sociology</i>, 60(5), 653-671.</p>
April 8	<b>Course Conclusion</b> Final Paper Due	No readings.