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MEMORANDUM

ATTENTION Senate

DATE March 8, 2022

FROM Jeff Derksen,
Chair of Senate Graduate Studies
Committee (SGSC)

RE: New Course



For information:

Acting under delegated authority at its meeting of March 8, 2022, SGSC approved the following new course, effective **Fall 2022**:

Faculty of Arts & Social Sciences

Urban Studies Program

- 1) New course: URB 663 Diversity and Equity in Cities




SIMON FRASER
UNIVERSITY

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MEMORANDUM

ATTENTION Sean Zwagerman, Graduate Associate Dean FASS

DATE Jan 7, 2022

FROM Yushu Zhu, Grad chair, Urban Studies 

PAGES 1 + attachments

RE graduate course proposal URB 663 for FASS GSC agenda

The Urban Studies Steering Committee (USSC) approved the following item to put to the FASS Graduate Steering Committee, as shown and attached.

- Graduate course proposal URB 663: Diversity and equity in cities
- The course proposal was approved by USSC Nov 26, 2021

We appreciate the attention taken in reviewing the course proposal and invite any questions and comments.

New Graduate Course Proposal

Course Subject (eg. PSYC) URB	Number (eg. 810) 663	Units (eg. 4) 4
Course title (max. 100 characters) Diversity and Equity in Cities		
Short title (for enrollment/transcript - max. 30 characters) Diversity in Cities		
Course description for SFU Calendar (course descriptions should be brief and should never begin with phrases such as “This course will...” or “The purpose of this course is...” If the grading basis is satisfactory/unsatisfactory include this in the description) Explores diversity and equity in cities from an urban studies perspective. Examining how different social and identity markers (ethnicity, religion, race, gender, class, sexuality, disability or language) shape cities. The primary focus is Canada, but the course also takes a comparative perspective and look at these issues outside of Canada.		
Rationale for introduction of this course Builds upon and expands a popular undergraduate course that was offered in Political Science since 2016 to accommodate the transfer of Professor Fourot into the Urban Studies Program as her home department. It will expand also URB graduate offerings. This course could be cross-listed with URB 463. Only undergraduates would be enrolled in URB 463 and only graduate students would be enrolled in URB 663. The crossed listed courses would cover the same material, but have different assignments.		
Term of initial offering (eg. Fall 2019) Fall 2022	Course delivery (eg. 3 hrs/week for 13 weeks) 4 hrs/week for 13 weeks	
Frequency of offerings/year 1	Estimated enrollment per offering 15	
Equivalent courses (courses that replicates the content of this course to such an extent that students should not receive credit for both courses) URB 463 and POL 463		
Prerequisite and/or Corequisite		
Criminal record check required? <input type="checkbox"/> Yes if yes is selected, add this as prerequisite		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus		
Course Components * <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Independent <input type="checkbox"/> Capstone <input type="checkbox"/>		
Grading Basis <input checked="" type="checkbox"/> X Letter grades <input type="checkbox"/> Satisfactory/ Unsatisfactory <input type="checkbox"/> In Progress / Complete		
Repeat for credit? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Total repeats allowed? _____	Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
Combined with a undergrad course? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No If yes, identify which undergraduate course and the additional course requirements for graduate students: URB 463, POL 463. Graduate students have different evaluation scheme and criteria than undergraduate students, including a longer final written assignment. The evaluation for graduate students reflects more workload and higher expectations.		

* See important definitions on the curriculum website.

RESOURCES

If additional resources are required to offer this course, provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Aude-Claire Fourot
Additional faculty members, space, and/or specialized equipment required in order to offer this course Tiffany Muller Myrdahl (alternate instructor in exceptional circumstances)

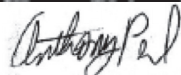
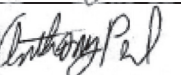
CONTACT PERSON

Academic Unit / Program Urban Studies	Name (typically, Graduate Program Chair) Yushu Zhu	Email yushu_zhu@sfu.ca
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ACADEMIC UNIT APPROVAL

A course outline must be included.

Non-departmentalized faculties need not sign


Graduate Program Committee Anthony Perl	Signature 	Date 7 January 2022
Department Chair same as above	Signature 	Date 7 January 2022

FACULTY APPROVAL

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content

Overlap check done? YES

This approval indicates that all the necessary course content and overlap concerns have been resolved. The Faculty/Academic Unit commits to providing the necessary resources.

Faculty Graduate Studies Committee Sean Zwagerman	Signature 	Date 8 Feb 2022
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A library review will be conducted. If additional funds are necessary, DGS will contact the academic unit prior to SGSC.

SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee Jeff Derksen	Signature 	Date March 17, 2022
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ADMINISTRATIVE SECTION (for DGS office only)

Library Check: _____
Course Attribute: _____
Course Attribute Value: _____
Instruction Mode: _____
Attendance Type: _____

If different from regular units:
Academic Progress Units: _____
Financial Aid Progress Units: _____

URB 663 DIVERSITY AND EQUITY IN CITIES

Calendar Description

Explores diversity and equity in cities from an urban studies perspective. It examines how different social and identity markers (ethnicity, religion, race, gender, class, sexuality, disability or language) shape cities. The primary focus is Canada, but the course also takes a comparative perspective and looks at these issues outside Canada.

Course Details

This course explores the diversity of Canadian cities. It looks at how different identities and social markers (for instance, ethnicity, religion, race, gender, class, sexuality, disability and language) shape Canadian cities and how diversity and equity are in turn shaped by policies as well as institutional and structural factors. Comparative material may be used to complement the Canadian focus.

Educational Goals

By the end of the semester, you will be able to:

- Define the roles of municipalities and discuss their place within Canadian federalism;
- Define and critically discuss concepts such as urban governance and urban citizenship;
- Critically discuss the importance of political representation and political participation in municipal politics and analyze their impacts on public policy;
- Identify significant social cleavages in Canadian society, analyze their manifestation in urban settings and discuss their inclusion (or not) in the governance of cities;
- Draw comparisons between Canadian and international cities.

You will also acquire key transferable skills, such as:

- Facilitating oral and written discussions on equity and diversity with other students with a sense of social responsibility;
- Developing the individual skills of formulating and expressing ideas and opinions in written and oral forms;
- Developing listening and critical thinking skills;
- Engaging creatively future students with course content;
- Applying academic context to complex “real-world” situations: critically analyze academics’, experts’, practitioners’ and urban residents’ views on inclusivity of cities, tie them with the concepts and the readings developed in this class;

Course Evaluation¹

¹ By comparison, URB 463 has a completely different evaluation structure. Participation 10%; Mid-term exam 20%; Short written assignments 30%; Research question (5%) and short annotated bibliography of 3 sources (10%); Research paper (2500-3000 words, 25%).

Details about assignments are available on Canvas.

Participation (20%)

Participation is essential in a seminar. You are expected to take an active role in the development of the class, whether online or in person. This assignment consists in facilitating oral and online seminar discussions with the rest of the class. The purpose of this assignment is to help you moving from passive learning to active participation. We will decide on the assigned date on Week 2.

- 1 oral seminar facilitation (10% each)

This assignment consists in playing two main roles: the facilitator and the recorder. The “facilitator” involves seeing what the group needs to move forward and providing guidance. The “recorder” is responsible for being the “memory” of the discussion group and recording participants contributions.² I will share with you some resources that will help you to become an effective facilitator³.

- 1 written seminar facilitation exercises (10% each)

This assignment consists in facilitating online discussions on Canvas. Its purpose is to help other students to discuss assigned readings, reflect on and process concepts in the readings, interpret peers’ postings and consider diverse perspectives.

Short Written Assignments (30%)

You need to write a total of **three short assignments**. Each work is due the day following the presentation/webinar/city tour. I recommended that you spread out these short assignments throughout the semester. Do not write more than three short assignments unless exceptional circumstances have been discussed previously with me.

- 1 presentation (text/video/movie, etc.) = 10%

A “presentation worksheet” consists in answering three questions following a presentation/webinar/film. The purpose of this assignment is to assess your understanding of the main themes discussed in the presentation, to link this presentation with concepts and ideas developed in class and to reflect on how these ideas change your behaviour and/or your appreciation of diversity and equity in your city. You need to critically engage with at least two readings proposed in class.

- 1 journal entry (circa 1000 words) = 10%

² This assignment is inspired by Dr. Patricia Soranno (Michigan State University), available at: https://bigdatalimno.files.wordpress.com/2017/07/soranno_2010_jnrlse.pdf

³ This assignment is inspired by the *Purdue Repository for online teaching and learning*, available at: https://www.purdue.edu/innovativelearning/supporting-instruction/portal/files/8_Discussion_Board_Facilitation.pdf

You are also invited to write a “journal entry” after participating in a city tour. The purpose of this assignment is to provide you with an opportunity to explore ideas, personal thoughts and experiences, as well as reflections and insights on the course material. Writing an entry will allow you to think more deeply, challenge old ideas with new incoming information, puzzle through troubling or complex concepts, synthesize the course material into your thoughts and values, and integrate it into your daily experiences and future actions as a city resident. The benefits of this type of reflective writing include both academic and personal growth. In case you are not able to attend the city tour, you will be able to conduct your “own” city tour. Examples could include observing how diversity and equity are reflected (or not) in the built environment, how these principles are addressed (or not) in a city council meeting, etc. Please contact me to discuss the modalities of this assignment.

- 1 pay it forward assignment 10%

A Pay It Forward Assignment⁴ (PIFA) will provide you with the opportunity to demonstrate your mastery of a topic in a creative and helpful manner. A PIFA is one that a student creates to share with future students, notably undergraduate students. A great way to select the topic for your PIFA is to find something that you initially found difficult in the course. Then, once you have a good grasp of the topic, create a resource of some sort to help future students. Ideas for PIFA include a graphic novella, mind-mapping, news story video, photo-essay, social media activity, interview with an expert, etc.)

Major Written Assignment (50%)

This assignment consists in writing an essay dealing with diversity and equity issues in Canadian urban cities. It is divided into 3 steps.

- Draft research question (circa 250 words, 1 page, double spacing) = 5%

The purpose of this assignment is to help you identify the question you will answer in your draft and final essay. This question should pose a researchable query that would tackle how diversity and/or equity issues are addressed (or not) in municipal policies and politics or how they are reflected (or not) in urban settings more generally. Choose to write on one major topic (for instance immigration, language, racism, gender, heteronormativity, electoral representation, etc.) and then narrow it down. This question must be answerable through evidence drawn from secondary research.

Make sure that this paragraph specifies: the topic/the issue you will discuss in your essay; the case(s); the timeframe; the reasons why it is important to think about this question.

The draft question should identify (though not yet synthesize) at least five books, book chapters, or journal articles that speak to your research question and can provide evidence to be extracted in

⁴ This assignment is inspired by Dr. Loleen Berdahl (University of Saskatchewan), available at: <https://www.linkedin.com/pulse/teaching-idea-pay-forward-assignments-loleen-berdahl>

your draft paper. Please include a bibliography and preferably use APA citation style. The reference list at the end of the assignment is not included in the word count.

- Draft research paper (circa 2500 words, 10 pages, double spacing) =15%

The draft research paper will present an initial answer to your research question by developing the start of an evidence- and analysis-based argument. The objective is to have an initial go at presenting the analysis, while at the same time continuing to do the analysis. In the draft you will bring together and attempt to synthesize the ideas you developed through the steps of reading, mapping, etc. These ideas will be further refined and organized as you write the draft. This draft should include:

- an introduction presenting your refined research question
- an organized presentation of your analysis according to themes or concepts
- a description of the evidence used in your analysis from the data to support your analysis

This draft paper should contain 6-8 references to books, book chapters, or journal articles. Include a bibliography and preferably use APA citation style. The reference list at the end of the assignment is not included in the word count.

- Final research paper (circa 5000 words, 20 pages, double spacing) = 30%

The final research paper should be on the same topic as the draft research paper, except if we agreed otherwise. The final research paper should be clearly organized and grammatically written, proofread, and documented. This draft paper should contain 8-12 references to books, book chapters, or journal articles. Please include a bibliography and preferably use APA citation style. The reference list at the end of the assignment is not included in the word count.

Grade Discussion Policy: Please note that I do not hold grade discussion meetings in the first three workdays after grades are returned to allow students sufficient time to review their grades properly against the assignment overview and the grading rubric. To initiate a grade discussion: (1) Email me a one-half to a one-page written summary of what about your grade is unclear to you or what area you are struggling with. Your written explanation should refer directly to the assignment overview and the grading rubric. Along with this summary, include a copy of your assignment. (2) [Schedule a meeting](#) with me to discuss the assignment. I will not be re-grading the work during the meeting itself, nor will I be defending the assigned grade. If I decide to re-grade your assignment, please note that your grade might be lowered.

Materials

All written and multimedia resources are available on Canvas.

“Required readings” are available on Canvas. In addition to the required reading, you are expected to read at least one of the “Further readings” proposed each week.

The articles and book chapters posted on Canvas have been copied under the Fair Dealing provisions of the *Copyright Act* as enumerated in SFU Appendix R30.04A - Application of Fair Dealing under Policy R30.04.

Weekly Schedule of Class

Week 1: Introduction and Presentation of the Course

- o Canada as an urban and diverse society
- o Current issues related to diversity and equity in cities

No required reading

Questions:

- Why are you interested in this class?
- Where did you grow up? In a big city? In the countryside? In Canada? Elsewhere?
- Brainstorm important themes related to cities, diversities, and equity in Canada.
- Think about what you would like to know about Canadian cities and their interrelations with equity and diversity.
- How inclusive is your city?

Week 2: Urban Governance

- o Status and mandates of municipalities within the Canadian federation
- o Place-based public policy and multilevel governance
- o Administrative structures and political processes

Required reading: Taylor, Zack and Neil Bradford. 2020. "Governing Canadian Cities" In *Canadian Cities in Transition. Understanding Contemporary Urbanism* (pp. 33-50), edited by Markus Moos, Tara Vinodrai and Ryan Walker, Oxford: Oxford University Press Canada.

Further readings:

- Andrew, Caroline. 2001. "The Shame of (Ignoring) the Cities." *Journal of Canadian Studies* 35(4): 100-110.
- Andrew, Caroline, Graham, Katherine and Susan D. Philips (Eds.). 2002. In *Urban Affairs: Back on the Policy Agenda*. Montreal and Kingston: McGill-Queen's University Press. (Full text online. Read the introduction, pp. 3-20).
- Dewing, Michael, William R. Young, and Erin Tolley. 2006. *Municipalities, the Constitution, and the Canadian Federal System*. Ottawa: Library of Parliament.
- Doberstein, Carey. 2013. "Metagovernance of Urban Governance Networks in Canada: In Pursuit of Legitimacy and Accountability." *Canadian Public Administration*. 56 (4): 584-609.

Lucas, Jack and Alison Smith. 2019. "Which Policy Issues Matter in Canadian Municipalities? A Survey Municipal Politicians." *The School of Public Policy Publications*. DOI: <https://doi.org/10.11575/sppp.v12i0.56964>

Smith, Patrick. 2019. *Eager Beavers, Lazy Cats and Jack Rabbits: Local/Municipal Policy Making Absent Authority in Canada* (BCPSA Paper)

Questions:

- Are municipalities first and foremost agents of provincial governments?
- Should cities in Canada be given greater recognition and political power?
- How would you define "urban governance"?
- What are the advantages of a "new localist" perspective? What are the downsides?
- How has the jurisdictional and fiscal autonomy of municipalities changed over time?

Week 3: Municipal Politics

- o Mayoral Leadership/Power
- o Municipal Political Parties
- o Public participation
- o Voter turnout

Required reading: Tindal, Richard, Susan Tindal, Kennedy Stewart and Patrick Smith. 2016. "Public Participation in Local Government" in *Local Government in Canada* (pp. 305-346), Toronto: Nelson.

Further readings:

- Breux, Sandra, Jérôme Couture, and Royce Koop. 2017. "Turnout in Local Elections: Evidence from Canadian Cities, 2004-2014." *Canadian Journal of Political Science*, 50(3), 699-722.
- Couture, Jérôme, Sandra Breux and Laurence Bherer. 2018. "Political Accountability and Responsiveness. What is the Role of Municipal Political Parties?" In *Accountability and Responsiveness at the Municipal Level: Views from Canada* Edited by Sandra Breux and Jérôme Couture. (pp. 76-104). Montreal and Kingston: McGill-Queen's University Press.
- Grenier, Félix and Anne Mévellec. 2016. "Training Local Elected Officials: Professionalization Amid Tensions Between Democracy and Expertise." *Lex Localis - Journal of Local Self-Government*. 14 (1): 33- 52.
- Sancton, Andrew. 1994. "Mayors as Political Leaders." In *Leaders and Leadership in Canada*, eds. Maureen Mancuso, Richard Price, and Ronald Wagenberg. University of Toronto Press, 174-89.
- Urbaniak, Tom. 2014. "Studying Mayoral Leadership in Canada and the United States." *International Journal of Canadian Studies*, 49, 205-227.

Questions:

- What could we do to increase the local turnout?

- What do you think needs to change for younger people to run for office?
- How do we draw more people, and especially underrepresented minorities, into local decision-making processes?

Week 4: Representation, Gender and Municipal Politics

- o Political representation and impact on public policy of Women in local politics
- o Gender mainstreaming
- o Intersectionality

Required reading: Koop, Royce, and Laura Conrad. 2021. “Gender and the Policy Priorities of Canadian City Councilors.” *Journal of Women, Politics & Policy* 42 (2): 176–87.

Further readings:

Koop, Royce and John Kraemer. 2016. “Wards, At-Large Systems and the Focus of Representation in Canadian Cities.” *Canadian Journal of Political Science*. Vol. 49(3): 433-448.

Lacey, Anita, Miller, Rebecca, Dory Reeves and Yardena Tankel. “From Gender Mainstreaming to Intersectionality: Advances in Achieving Inclusive and Safe Cities.” In *Building Inclusive Cities: Women’s Safety and the Right to the City*, 143-161, edited by Carolyn Whitzman. New York: Routledge.

Tolley, Erin. 2011. “Do Women “Do Better” in Municipal Politics? Electoral Representation across Three Levels of Government.” *Canadian Journal of Political Science*. 44 (3): 573-594.

Tolley, Erin, and Mireille Paquet. 2021. “Gender, Municipal Party Politics, and Montreal’s First Woman Mayor.” *Canadian Journal of Urban Research*. 30 (1): 40–52.

Whitzman, Carolyn, Caroline Andrew, and Kalpana Viswanath. 2014. “Partnerships for Women’s Safety in the City: ‘Four Legs for a Good Table’.” *Environment & Urbanization*. 26(2): 443-456.

Questions:

- Why is it important that municipal councils reflect the diversity of the population?
- Do women “do better” at the municipal level?
- How does gender impact municipal elections?
- What are the impacts of having female mayors and councillors on public policy?
- Are we building accessible cities for women? What would be a definition of a gendered city?
- What can cities do to close Canada’s gender gap?

Week 5: Urban Citizenship

- o “Sanctuary cities” and access without fear policies
- o Undocumented migrants
- o Franchise and municipal exceptionalism
- o Rights and representation
- o Activism and social mobilization

Required reading: Graauw, Els de. 2021. “City Government Activists and the Rights of Undocumented Immigrants: Fostering Urban Citizenship within the Confines of US Federalism.” *Antipode* 53 (2): 379–98.

Further readings:

- Atak, Idil. 2021. “*A Responsible and Committed City*”: Montréal’s Sanctuary Policy. In: Faret L., Sanders H. (eds) *Migrant Protection and the City in the Americas*. Palgrave Macmillan, Cham. International Publishing. https://doi.org/10.1007/978-3-030-74369-7_5.
- Baubock, Rainer. 2003. “Reinventing Urban Citizenship.” *Citizenship Studies* 7(2): 139-160.
- Bauder, Harald. 2017. Sanctuary Cities: Policies and Practices in International Perspective. *International Migration* 55(2): 174-187.
- Varsanyi, Monica. 2006. “Interrogating “Urban Citizenship” vis-à-vis Undocumented Migration.” *Citizenship Studies*, 10(2): 229-249.
- Hudson, Graham. 2021. “A Ship Without a Captain: Political Disengagement and the Failings of Sanctuary City Policy in Toronto, Canada.” In: Faret L., Sanders H. (eds) *Migrant Protection and the City in the Americas*. Palgrave Macmillan, Cham.
- Siemiatycki, Myer. 2015. “Non-Citizen Voting Rights and Urban Citizenship in Toronto.” *Journal of International Migration and Integration*, (16): 81-97.

Questions:

- How would you define urban citizenship?
- What can be done to strengthen urban citizenship in Canada?
- Is it desirable? Is it possible?
- What are the main differences between Canadian and American cities with regards to undocumented migration?
- Should permanent residents be allowed to vote in municipal elections?

Week 6 Immigration and the City

- o Municipal policies towards immigrants
- o Canadian hyperdiverse cities
- o Immigration as a “competitive advantage”
- o Local immigrant-serving organizations

Required reading: Fourot, Aude-Claire. 2021. “Comparing Ambiguities: Municipalities, Francophone Minority Communities and Immigration in Canada.” *Canadian Journal of Political Science*, January, 1–21.

Further readings:

- Acheson, Nicolas and Rachel Laforest. 2013. “The Expendables: Community Organizations and Governance Dynamics in the Canadian Settlement Sector.” *Canadian Journal of Political Science* 46(3): 597-616.

- Flamant, Anouk, Aude-Claire Fourot, and Aisling Healy. 2020. "Out of Big Cities! The Reception of Exiles in Small Immigrant Localities." *Revue Européenne des Migrations Internationales* 36 (2–3): 7–27.
- Fourot, Aude-Claire. 2015. "'Bringing Cities Back In' To Canadian Political Science: Municipal Public Policy and Immigration." *Canadian Journal of Political Science* 48 (02): 413–33.
- Kobayashi, Audrey and Valerie Preston. 2020. "International Migration and Immigration: Remaking the Multicultural Canadian City." In *Canadian Cities in Transition. Understanding Contemporary Urbanism* (pp. 134-154), edited by Markus Moos, Tara Vinodrai and Ryan Walker, Oxford: Oxford University Press Canada.
- Maney, Gregory and Margaret Abraham. 2008. "Whose Backyard? Boundary Making in NIMBY Opposition to Immigrant Services." *Social Justice*, 35(4), 66-82.
- Sidney, Mara. 2014. "Settling In: A Comparison of Local Immigrant Organizations in the United States and Canada." *International Journal of Canadian Studies*, 49, 105-133.

Questions:

- How has Canadian immigration policy influenced the ethnocultural makeup of Canadian cities?
- How can we co-exist in the shared spaces of increasingly diverse cities?
- What might it mean for cities to manage cultural and ethnic differences in ways that could be transformative rather than repressive?
- How can immigrants be integrated into cities that are not used to thinking of themselves as multicultural?
- How can partnerships generate new knowledge and help deliver better services & policies?

Week 7 Racialized Minorities and the City

- o Racialization and discrimination
- o Struggles for recognition and visibility in the urban landscape

Required reading:

- Trounstine, Jessica. 2019. *Segregation by Design: Local Politics and Inequality in American Cities* (Read the introduction, the theoretical chapter or the conclusion)
- OR Anderson, K J. 1988. "Cultural Hegemony and the Race-Definition Process in Chinatown, Vancouver: 1880 – 1980" *Environment and Planning D: Society and Space* 6(2): 127-149.

Further readings:

- Leeman, Jennifer, and Gabriella Modan. 2009. "Commodified Language in Chinatown: A Contextualized Approach to Linguistic Landscape." *Journal of Sociolinguistics* 13(3): 332-362.

- Li, Peter S. 1994. "Unneighbourly Houses or Unwelcome Chinese: The Social Construction of Race in the Battle over 'Monster Homes' in Vancouver." *International Journal of Comparative Race and Ethnic Studies* 1: 47-66.
- Li, Wei. 2009. *Ethnoburbs: The New Ethnic Community in Urban America*. Honolulu: University of Hawaii Press.
- Owusu-Bempah, Akwasi, and Alex Luscombe. 2021. "Race, Cannabis and the Canadian War on Drugs: An Examination of Cannabis Arrest Data by Race in Five Cities." *International Journal of Drug Policy* 91: 102937.
- Palmater, Pamela. 2016. "Shining Light on the Dark Places: Addressing Police Racism and Sexualized Violence against Indigenous Women and Girls in the National Inquiry." *Canadian Journal of Women & The Law* 28.2: 253-284.

Questions:

- Do you think that Canadian cities have largely avoided the racial exclusion that occurs in many American or European cities? Why? How?
- Language is often strategic in local politics/policies. For example, it can be used as a tool in power struggles and/or competing claims to space. Do you know of innovative public participation forms that could help resolve conflicts related to language (or another identity issue)?

Week 8 Feedback and Discussion on Essay

Week 9 Urban Indigenous Peoples

- o Inclusion of urban Indigenous peoples in the city governance and planning
- o Urban Aboriginal policy
- o Decolonization
- o Racialization, racism and discrimination

Required reading: Nejad, Sareem and Ryan Walker. 2018. "Contemporary Urban Indigenous Placemaking in Canada" in E. Grant et al. (eds.) *The Handbook of Contemporary Indigenous Architecture*, chapter 9: 223-251.

Further readings:

- Bouvier, Noelle and Walker, Ryan. 2018. "Indigenous Planning and Municipal Governance: Lessons from the Transformative Frontier." *Canadian Public Administration*. 61(1): 130-134.
- Heritz, Joanne. 2016. Municipal-Aboriginal Advisory Committees in Four Canadian Cities: 1999-2014. *Canadian Public Administration*. 59(1): 134-152.
- Nelles, Jen and Christopher Alcantara. 2011. "Strengthening the Ties that Bind? An Analysis of Aboriginal- Municipal Inter-governmental Agreements in British Columbia". *Canadian Public Administration*. 54(3): 315- 334.

- Peters, Evelyn J. 2012. "Aboriginal Public Policy in Urban Areas." In *Urban Aboriginal Policy Making in Canadian Municipalities*, 3-32, edited by Peters, Evelyn J. Montreal: McGill-Queen's University Press.
- Snyder, Marcie, Kathi Wilson, Jason Whitford. 2015. "Examining the Urban Aboriginal Policy Gap: Impacts on Service Delivery for Mobile Urban Aboriginal Peoples in Winnipeg, Canada." *Aboriginal Policy Studies*. pp. 3-27.

Questions:

- What is meant by Canada's legacy of settler colonialism? How has it influenced the development of cities? How has it impacted Indigenous peoples' self-determination?
- How can we decolonize a city? What's the role of city planning in that respect?
- Why is it critical to increase the visibility of Indigenous cultures in the built environment?
- Which urban issues are specific to Indigenous peoples? What can be done about them?

Week 10: Inequality, Poverty and Homelessness in the City

- o Socio-spatial polarization
- o Neoliberal policies
- o Gentrification
- o Homelessness

Required reading: Walks, Alan. 2020. "Urban Divisions: Inequality, Neighbourhood Poverty, and Homelessness in the Canadian City" In *Canadian Cities in Transition. Understanding Contemporary Urbanism* (pp. 175-194), edited by Markus Moos, Tara Vinodrai and Ryan Walker, Oxford: Oxford University Press Canada.

Further readings:

- Baillergeau, Evelyne. 2014. "Governing Public Nuisance: Collaboration and Conflict Regarding the Presence of Homeless People in Public Spaces of Montreal." *Critical Social Policy*. 34(3): 354-373.
- Benoit, Cecilia, Carroll Dena and Munaza Chaudhry. 2003. "In Search of a Healing Place: Aboriginal Women in Vancouver's Downtown Eastside." *Social Science & Medicine* 56.4: 821-33.
- Bernstein, Scott E. and Darcie Bennett. 2013. "Zoned Out: "NIMBYism", Addiction Services and Municipal Governance in British Columbia." *International Journal of Drug Policy*, 24(6): 61-65.
- Le Galès, Patrick. 2016. "Neoliberalism and Urban Change: Stretching a Good Idea Too Far?" *Territory, Politics, Governance* 4 (2): 154-72.
- Pian, Anaïk, and Anne Cécile Hoyez. 2021. "Balancing Local Justice and Spatial Justice: Mobile Outreach and Refused Asylum Seekers." *Population, Space and Place*.
- Smith, Alison. 2018. "Mirror Image: The Fight against Homelessness in Calgary and Montreal." In *Accountability and Responsiveness at the Municipal Level: Views from Canada*.

Edited by Breux Sandra and Couture Jérôme. (pp. 236-255). Montreal and Kingston: McGill-Queen's University Press.

Video:

[Push \(2019\)](#)

Questions:

- In cities all around the world, having a place to call home is becoming more and more challenging. Who are the actors, and what factors make housing one of today's most pressing world issues?
- What is the right to housing, and why does it matter?
- Is homelessness an individual or a societal problem?

Week 11: Heteronormative Cities?

- o Impacts/transformation of gay villages and queer neighbourhoods
- o Social mobilization and activism
- o Suburbanization
- o Advisory Committees and city governance

Required reading: Bain, Alison L, and Julie A Podmore. "Relocating Queer: Comparing Suburban LGBTQ2S Activisms on Vancouver's Periphery." *Urban Studies* 58, no. 7 (May 2021): 1500–1519.

Further readings:

- Catungal, John Paul and Eugene McCann. 2010. Governing Sexuality and Park Space: Acts of Regulation in Vancouver. *Social & Cultural Geography*. 11(1): 75-94.
- Mévellec, Anne, Veika Donatien, and Guy Chiasson. 2020. "The Palgrave Handbook of Gender, Sexuality, and Canadian Politics." *The Palgrave Handbook of Gender, Sexuality, and Canadian Politics*, 249–71.
- Murray, Catherine. 2015. "Queering Vancouver: The Work of the LGBTQ Civic Advisory Committee, 2009- 14." *BC Studies*, (188), 55-80.
- Nash, Catherine J. 2013. "The Age of the 'Post-Mo'? Toronto's Gay Village and a New Generation." *Geoforum*, 49: 243-252.
- Nathaniel M. Lewis. 2013. "Ottawa's *Le/The Village: Creating a Gaybourhood Amidst the 'Death of the Village'*." *Geoforum*, 49: 233-242.

Video: *Is the Village Dying?* by Mark Kenneth Woods, 2014

Questions:

- What would be a definition of a heteronormative city? Give concrete examples.
- What are the reasons for the appearance of gay villages and queer neighbourhoods in some large Canadian cities?

- What are the impacts of these villages on the LGBTQ+ communities? On the economy of cities?
- What are the impacts of neoliberalism and gentrification on queer spaces? What are the factors contributing to the changes made to queer spaces?
- Are gay villages “declining”? How about Vancouver?

Week 12: Policing the City

- o Urban security measures and marginalized groups
- o Crimes and violence
- o Fear & securitization
- o Security in cities
- o Security by cities

Required reading:

Siciliano, Amy, Cohen Deborah, and Neil Smith. 2015. “Fear, Insecurity and the Canadian City.” In *Canadian Cities in Transition. Perspectives for an Urban Age* (pp. 275-287), edited by Pierre Filion, Markus Moos, Tara Vinodrai and Ryan Walker, Oxford: Oxford University Press Canada.

Further readings:

Bernstein, Scott E. and Darcie Bennett. 2013. “Zoned Out: “NIMBYism”, Addiction Services and Municipal Governance in British Columbia.” *International Journal of Drug Policy*, 24(6): 61–65.

Kern, Leslie. 2010. *Sex and the Revitalized City: Gender, Condominium Development, and Urban Citizenship*. Vancouver: UBC Press (Read pp. 127-147)

Ferris, Shawna. 2015. “Anti-Prostitution Reporting, Policing, and Activism in Canada's Global Cities.” (Chapter 2) In *Street Sex Work and Canadian Cities: Resisting a Dangerous Order*, Edmonton: University of Alberta Press. (Full text available online).

Walby, Kevin, and Randy Lippert. 2012. “The New Keys to the City: Uploading Corporate Security and Threat Discourse into Canadian Municipal Governments.” *Crime, Law & Social Change*. 58(4): 437-455.

Week 13: Conclusion