

PLX 111: IMAGINING THE CREATIVE CITY

Fall 2021, Mondays 9am-12pm (asynchronous)

Course Information

Course Instructor: Dr. Eleanor Rae, PhD
eleanor.rae@ryerson.ca

Online Class

Mondays, 10-11am

Meet-up:

Every week our class will meet at 10am for approximately one hour. The structure of this hour-long class will vary week to week, and will involve a combination of check-ins, question and answer sessions, and group discussion/workshop activities. *You do not need to attend every class.* The live group activities, each worth 2%, will comprise your DISCUSS THE CITY grade, detailed in the DISCUSS THE CITY assignment brief. You can attend as many class meet-ups as you want, keeping in mind you will need to attend and participate in four (4) group activities during the term in order to reach a full DISCUSS THE CITY grade of 8%.

Class meet-ups will take place on Zoom using this [Monday Class link](#).

Office Hours & Location:

Mondays, 11am-12pm

Office hours will be held weekly during scheduled class time on Zoom, immediately following the Class Meet-up. Students must sign up at least 24 hours in advance using this [Google Calendar link](#).

Office hour meetings will take place on Zoom using this [Monday Office Hours Zoom link](#).

(Occasionally I may hold office hours at a different time; I will notify all students of any changes in D2L).

Graduate Teaching Assistants (TAs): Names & Emails to be added once confirmed.

Calendar Description & Overview

This course begins with a critical overview of cities' historical contribution to creativity. Then we focus on governing, building and living in the creative city by exploring how the pattern and form of cities create opportunities and challenges to an urban future that embraces creativity. Topics

covered will include gentrification, design of public space, public transit provision, civic engagement and economic development strategies.

PLX111 in 2021 is about exploring and connecting to the city. Learning for this course will take place mostly asynchronously, with a mix of lectures, videos, podcasts, and readings assigned each week. Weekly opportunities to meet "live" during class time are also available. Course assignments encourage exploration, critical reflection, and will draw from a mix of creative media as you curate neighbourhood guides and share observations and experiences from your own local walks.

I would like to acknowledge the tremendous work of Pamela Robinson and Kate Nelischer in developing and teaching this course in previous semesters, and adapting its content to the challenges of asynchronous learning.

Learning Objectives

By the conclusion of this course, engaged and active students will:

- Gain a basic understanding of contemporary theories and critiques on the role of creativity in city building;
- Be introduced to the basics of how urban planning functions in cities and how the planning process influences creativity;
- Be introduced to and have the opportunity to reflect upon the impacts of creativity on urban environments;
- Identify, explore, and analyze examples of creativity in the city;
- Develop strategies for seeing and understanding the city; and,
- Develop communication, critical reading and writing, and study skills.

Course "How To" Guide

For the Fall 2021 term, PLX111 will be taught online. This syllabus has been designed to ensure that students receive excellent instruction and derive value from the course. This course endeavors to allow students, graduate assistants, and the instructor to communicate with each other, while also allowing students flexibility in accessing the content to be respectful of the many competing responsibilities students have. Students can expect that "class" content (lectures, videos, podcasts, and group discussions) will total approximately 3 hours each week. Readings and assignments may be in addition to these three hours.

Students are advised to read the [Ryerson guide to online courses](#), which includes how to use D2L, Zoom, and collaborate on Google Groups.

D2L

D2L is the main “hub” for this course. It is very important that students check D2L regularly. All course content will be posted on D2L, organized as follows:

- **Modules:** There are modules set up for each important resource, including the Course Syllabus, Course “How To” Guide, Library Resources, Assignment Outlines and Rubrics, and Weekly Content.
- **Weekly Content Modules:** One module will be dedicated to content that students are expected to watch, read, and listen to each week. Each module will include links to lecture videos and slides, a list of required readings, the weekly podcast episode, and any other content. Think of this as your weekly checklist for what needs to be accomplished each week.
- **Discussion Board:** A Q+A discussion board is where students should post questions about the course (including content, assignments, etc). The teaching team will monitor and respond to questions, and students will be able to help answer their classmates’ questions as well. The responses will be visible to all students. If you have a question, please check the discussion board first to see if the issue has already been addressed. DO NOT post any personal information or questions on the discussion board. These should be sent directly to the instructor or TA via email.
- **Assignments:** All assignments must be submitted through D2L. All marks and feedback on assignments will also be provided through D2L. Assignment details are provided on D2L.
- **Readings:** Readings are linked and/or available through e-Reserves on D2L. Follow these [instructions](#).

Weekly Content

Each week, students are expected to watch lectures and videos, complete assigned readings, and listen to assigned podcasts. This material will also inform weekly DISCUSS THE CITY topics.

- **Lecture videos and slides** anchor the course. In accordance with best practices (Roch and Stracuzz, 2020) lecture content will be delivered asynchronously (students can view lecture videos at a time that is convenient for them). Lectures will be recorded in shorter increments to reduce file size and allow for easier downloading and streaming.
- **Readings:** Weekly required readings that supplement the lecture and/or activities will be listed in the module. I have also created a separate module for “Background readings,” organized by weekly theme. Background readings are suggested to help you better understand the topics at hand and dig a little deeper – they are not required. Some readings will include a link, others can be accessed directly through the Library E-Reserves on D2L. Please follow these instructions: <https://library.ryerson.ca/services/reserve/student/online-course-readings/>
- **Videos:** In addition to lecture recordings, videos are provided each week. These vary in length and format, and instructions are always provided on how to access this material.

- **Podcasts:** Podcasts are assigned each week. Students are encouraged to use the podcasts as a weekly opportunity to go for a walk (walking and exploring the city is a key part of this course). Links to each episode are included in the Module (and in the Plan of Study below) but you can also find these episodes on your chosen Podcast app (e.g. Apple Podcasts, Google Podcasts, etc.)

DISCUSS THE CITY activities:

Each week during our Class Meet-up there will be a group activity worth a total of 2%. Students will be assigned to discussion groups during each class meet-up via Zoom breakout rooms. Group activities will take place through shared documents in Google Groups. DISCUSS THE CITY activities are designed to provide students with opportunities to meet and connect with one another, reflect on course learnings, and collaborate together.

More detail about how DISCUSS THE CITY works can be found in the DISCUSS THE CITY assignment brief on D2L.

Assignments

There are four main assignments in this course, all of which are summarized in the syllabus. Detailed assignment outlines and rubrics are available on D2L.

Questions

Questions should be posed in the following order:

1. D2L: Students are encouraged to post questions in the D2L discussion board. Before posting a question, review the discussion board to see if it has already been answered
2. Weekly Meet-Up: If your question has not been answered in the online discussion boards, you are encouraged to attend a weekly Meet-Up and ask your question to the instructor and/or class.
3. Office Hours: If you would like to speak directly with the instructor, make an appointment during virtual office hours using the sign up link provided in the course syllabus.
4. Email: If students have personal and specific questions unrelated to general course content, they can contact TAs or the instructor via email. E-mail is the **required** means of course communication; specifically, using the dedicated course D2L site, and a Ryerson e-mail address. All students are required by Ryerson University to maintain an active Ryerson student e-mail account, as any course communication sent by e-mail will use ONLY these e-mail addresses. *Any e-mail sent from a non-Ryerson account will be deleted by Ryerson's junk mail filters.* Please include PLX111 in the subject line of all emails sent to teaching team members. For further details, see Ryerson University's policy on the *Establishment of Student E-Mail Accounts* (Policy 157) at: <http://www.ryerson.ca/senate/policies/>

Feedback

This course is a collaboration between the instructor, TAs, and students. Although students are asked to conduct formal course evaluations at the end of term, I welcome feedback on the course content, format, and instruction at any point throughout the semester. I will provide an anonymous online survey mid-semester as well as at the end of term to gather student feedback.

Curriculum: Plan of Study

Subject to change with notice provided to students.

WEEK 1 Sep 13, 2021	
<i>Introduction</i>	
Lectures:	1.1 Introduction & Syllabus 1.2 Course Context & Key Themes
Videos:	<ul style="list-style-type: none">• Boyson, O. (2016). <i>The Future of Cities</i>. (18 mins) https://www.youtube.com/watch?v=xOOWk5yCMMs&t=1s• Story, B. (2016). <i>World in a City</i>. (13 mins): https://www.nfb.ca/film/world_in_a_city/
Required Readings:	<ul style="list-style-type: none">• Course "How To" Guide in D2L Module• Walker, R. (2019, May 9). "The Art of Noticing: Five Ways to Experience the City Differently," <i>The Guardian</i>. https://www.theguardian.com/cities/2019/may/09/the-art-of-noticing-five-ways-to-experience-a-city-differently
Podcast:	--
Assignments:	<ul style="list-style-type: none">• Check-in Google Form (to be completed as soon as possible)

WEEK 2 Sep 20, 2021	
<i>Urbanization, Creativity and WALK THE CITY</i>	
Lectures:	2.1 Urbanization 2.2 Toronto's Urban Growth 2.3 WALK THE CITY assignments overview
Videos:	<ul style="list-style-type: none">• TedEd: Urbanization and the Future of Cities (4 min) https://www.youtube.com/watch?v=fKnAlCSGSdk&t=1s• Hustwit, G. (2011). <i>Urbanized</i>. (86min) https://ryerson.kanopy.com/video/urbanized-2

	<ul style="list-style-type: none"> McFarlane, L. (1951). Toronto Boom Town (10 mins): https://www.nfb.ca/film/toronto_boom_town/
Required Readings:	<ul style="list-style-type: none"> Florida, R. (2012). Chapter 1 - "The Transformation of Everyday Life." in <i>The Rise of the Creative Class (Revisited)</i>. [D2L - E-Reserves] Adams, Rob. 2005. "What Makes a Creative City?" <i>Journal of the Australian Planner</i>. Vol. 42, No. 1. p. 20-21. [D2L - E-Reserves] Mehta, S. (2015, November 30). "Cities may be booming, but who's invited to the party?" <i>The Guardian</i>. https://www.theguardian.com/cities/2015/nov/30/beyond-maximum-cities-booming-party-ny-rio-mumbai
Podcast:	<p>Choose one:</p> <ul style="list-style-type: none"> "Strolling with Shawn Micallef." (11 min) https://www.youtube.com/watch?v=NctcgH0eR1k 99% Invisible Podcast, In and out of LOVE (skateboarding) (17min). https://99percentinvisible.org/episode/episode-71-in-and-out-of-love/
Assignments:	<p>DISCUSS THE CITY WEEK 2 (during online class meet-up) (2%) Instagram Handles (Google Form) submitted by Oct 1</p>

<p>WEEK 3 Sep 27, 2021</p>	
<p><i>Contribution of Cities to Creativity & Creative Class Theories</i></p>	
Lectures:	<p>3.1 Creative Class Theories Part 1 3.2 Creative Class Theories Part 2 3.3 MAP THE CITY assignment overview</p>
Videos:	<ul style="list-style-type: none"> Tyrnauer, M. (2017). <i>Citizen Jane: Battle for the City</i> (on Kanopy, sign in with Ryerson ID) (94 mins) https://ryerson.kanopy.com/video/citizen-jane-battle-city
Required Readings:	<ul style="list-style-type: none"> Florida, R. (2012). Chapter 3 - "The Creative Class" in <i>The Rise of the Creative Class (Revisited)</i>. [D2L - E-Reserves] Landry, C. Making Great Cities. [Read all 9 sections - Intro/7 Features/The Fragile City] http://charleslandry.com/themes/making-great-cities/ Sassen, S. (2016). "How Jane Jacobs Changed the Way We Look at Cities." <i>The Guardian</i>. https://www.theguardian.com/cities/2016/may/04/jane-jacobs-100th-birthday-saskia-sassen

Podcast:	<ul style="list-style-type: none"> 99% Invisible, "The Pruitt-Igoe Myth" (12 min) https://99percentinvisible.org/episode/episode-44-the-pruitt-igoe-myth/ 99% Invisible Podcast, "Curb Cuts" (12min): https://99percentinvisible.org/episode/curb-cuts/
Assignments:	DISCUSS THE CITY WEEK 3 (during online class meet-up) (2%) Instagram Handles (Google Form) submitted by Oct 1

WEEK 4 Oct 4, 2021	
<i>Public Space Design</i>	
Lectures:	4.1 Public Space Design Part 1 4.2 Public Space Design Part 2
Videos:	<ul style="list-style-type: none"> Sadik Khan, J. (2013). <i>New York's Streets, not so mean anymore.</i> TEDCity2.0 (14 mins) https://www.ted.com/talks/janette_sadik_khan_new_york_s_streets_not_so_mean_any_more?language=en Gehl, J. (2015). <i>Public Space, Public Life: In Search of the Human Scale.</i> (21 mins) https://www.youtube.com/watch?v=Cgw9oHDfj4k
Required Readings:	<ul style="list-style-type: none"> Madanipour, A. "Introduction," "The Changing Nature of Public Space in City Centres," and "Whose Public Space?" In M. Larice and E. Macdonald (Eds.) <i>The Urban Design Reader</i> (pp.443-458). Abingdon, Routledge. [D2L E-Reserve] Greenberg, K. (2011). "Introduction" in <i>Walking Home: The life and lessons of a city builder</i> (pp.1-11). [D2L E-Reserve] Lorinc, J. (2020, June 12). "What's in a street name? Dundas and other uncomfortable truths about our city." <i>Spacing</i>. Access: http://spacing.ca/toronto/2020/06/12/lorinc-whats-in-a-street-name-dundas-and-other-uncomfortable-truths-about-our-city/ Walker, A. (2020, June 29). "How St. Louis' History of Private Streets Led to a Gun Brandishing Couple." <i>Curbed</i>. https://archive.curbed.com/2020/6/29/21306868/st-louis-gun-couple-protest-street
Podcast:	<ul style="list-style-type: none"> 99% Invisible Podcast, Beneath the Skyway (44 min) https://99percentinvisible.org/episode/beneath-the-skyway/
Assignments:	DISCUSS THE CITY WEEK 4 (during online class meet-up) (2%) WALK THE CITY #1 due by 11:59pm on Oct 8

READING WEEK Oct 9 - 15, 2021	
No assigned materials for this week.	
Assignments:	Anonymous Mid-Term Check-in (Google Form), submitted by Oct 17

WEEK 5 Oct 18, 2021	
<i>SHARE THE CITY! (Instagram Day)</i>	
Lectures:	<p><i>No lectures this week.</i></p> <p>Follow along with your classmates on Instagram throughout the day on October 6 by searching the hashtag #sharethecity2021</p>
Videos:	<ul style="list-style-type: none"> TVO. (2019). <i>The Life-Sized City</i>, Episode 2 Toronto (50 mins): https://www.youtube.com/watch?v=3ewZ6fGfiRs
Required Readings:	<ul style="list-style-type: none"> Zukin, S. (2010). "Introduction - The City That Lost Its Soul" (pp. 1-31) in <i>Naked City: The Death and Life of Authentic Urban Places</i>. [D2L E-Reserve] Micallef, S. (2010) "Flaneur Manifesto." in <i>Stroll: Psychogeographic Walking Tours of Toronto</i>. [D2L E-Reserve] Cadogan, G (2016). "Walking While Black." LitHub. https://lithub.com/walking-while-black/ 99% Invisible. Instant Gramification. (33 mins) (<i>You can choose to read the article in the link and/or listen to the podcast</i>). https://99percentinvisible.org/episode/instant-gramification/
Podcast:	<ul style="list-style-type: none"> 99% Invisible. Instant Gramification. (33mins) (<i>You can choose to read the article in the link and/or listen to the podcast</i>). https://99percentinvisible.org/episode/instant-gramification/ <i>The Urbanist</i>, "Toronto Raptors and the City" (5 min): https://monocle.com/radio/shows/the-urbanist/tall-stories-162/
Assignments:	SHARE THE CITY live Instagram event on Oct 18

WEEK 6 Oct 25, 2021	
<i>Art & Placemaking</i>	
Lectures:	<p>6.1 Art & Placemaking Part 1</p> <p>6.2 Art & Placemaking Part 2</p>

Videos:	<ul style="list-style-type: none"> • Vox (2017). <i>Why Philadelphia Has Thousands of Murals</i> (6min): https://www.youtube.com/watch?v=qu7cen0VOAA • Steps Initiative. (2014). <i>Phoenix Rising in St. James Town: World's Tallest Mural in Toronto's Backyard</i>. (6 mins). https://vimeo.com/81555380 • Project Backboard. (2019). KIN. https://vimeo.com/315108865
Required Readings:	<ul style="list-style-type: none"> • "Public Space ARTivism: An Interview with STEPS" - Ilana Altman http://www.theartfulcity.org/home/2016/8/22/public-space-activism-an-interview-with-steps • "The Evolution of Public Art Policy in Toronto" - Jeff Biggar http://www.theartfulcity.org/home/2016/3/25/the-evolution-of-public-art-policy-in-toronto • Creative City Planning Framework (2008). pp. 2-7, 18-20. [D2L E-Reserve] • Public Art Now. (2013). <i>The New Rules of Public Art</i>. https://studiotosituation.wordpress.com/2013/12/12/the-new-rules-of-public-art/
Podcast:	<ul style="list-style-type: none"> • 99% Invisible Podcast, The Help Yourself City (33 min) https://99percentinvisible.org/episode/the-help-yourself-city/
Assignments:	DISCUSS THE CITY WEEK 6 (during online class meet-up) (2%)

WEEK 7 Nov 1, 2021	
<i>Planning for the Creative Economy</i>	
Lectures:	7.1 Planning in Toronto 7.2 The Critique Begins
Videos:	<ul style="list-style-type: none"> • Smruti Jukur Johari, "What if the poor were part of city planning?" Ted Talk. (13 mins). https://www.ted.com/talks/smruti_jukur_johari_what_if_the_poor_were_part_of_city_planning?language=en
Required Readings:	<ul style="list-style-type: none"> • Florida, R. (2017). Chapter 1 "The Urban Contradiction" (pp. 1-12) in <i>The New Urban Crisis</i>. [D2L E-Reserve] • Edensor, T. et al. (2010). Intro - "Rethinking Creativity: Critiquing the Creative Class Thesis" (pp. 1-7 only) in <i>Spaces of Vernacular Creativity: Rethinking the Cultural Economy</i>. [D2L E-Reserve] • Chan, D. (2018, March 26). "What Counts as 'Real' City Planning?" <i>CityLab</i>: https://www.bloomberg.com/news/articles/2018-03-26/the-case-for-a-broader-definition-of-urban-planning

Podcast:	<ul style="list-style-type: none"> Spacing Radio. Episode 0056. Rail Deck Park and best laid (official) plans. (49 mins) http://spacing.ca/toronto/2021/05/31/podcast-spacing-radio-056-rail-deck-park-and-best-laid-official-plans/
Assignments:	DISCUSS THE CITY WEEK 7 (during online class meet-up) (2%)

WEEK 8 Nov 8, 2021	
<i>Gentrification & Creative Class Critiques</i>	
Lectures:	8.1 Gentrification Part 1 8.2 Gentrification Part 2
Videos:	<ul style="list-style-type: none"> MTV Inside Joke Episode 1. (2013). Michael Che on Gentrification. (4 mins) Note: contains curse words. https://vimeo.com/208693739 Urban Displacement Project. (2017) Gentrification Explained. (8 mins) https://www.youtube.com/watch?v=V0zAvlmzDFc&t=1s My Brooklyn. Kelly Anderson and Allison Lirish Dean, 2012 (75 mins) https://ryerson.kanopy.com/video/my-brooklyn
Required Readings:	<ul style="list-style-type: none"> "Gentrification: A Timeline." (2018). <i>Next City</i>. (Interactive Website) https://nextcity.org/gentrificationtimeline Catungal, Leslie & Hii. (2009). "Geographies of displacement in the creative city: The case of Liberty Village, Toronto." <i>Urban Studies</i>, 46(5-6), pp. 1096-1114. [D2L E-Reserve] Florida, R. (2017). Chapter 4 "Gentrification and its discontents" (pp 57-78). [D2L E-Reserve]
Podcast:	<ul style="list-style-type: none"> WNYC Studios. There Goes the Neighbourhood, "Mouth to Ear" (30 mins). https://www.wnycstudios.org/podcasts/neighborhood/episodes/mouth-ear-brooklyn-gentrification
Assignments:	DISCUSS THE CITY WEEK 8 (during online class meet-up) (2%) MAP THE CITY due by 11:59 pm on Nov 8

WEEK 9 Nov 15, 2021	
<i>Gentrification & Housing</i>	
Lectures:	9.1 Gentrification & Housing Part 1 9.2 Gentrification & Housing Part 2

Videos:	<ul style="list-style-type: none"> • NPR (2018) "Housing Segregation and Redlining in America: A Short History" (6 mins) https://www.youtube.com/watch?v=O5FBlyqfoLM • American segregation, mapped at day and night (6 mins) https://www.youtube.com/watch?v=qaPQN0aW47I • PBS Newshour (2017). "Has urban revival caused a crisis of success?" Interview with Richard Florida. (9 mins) https://www.pbs.org/newshour/show/urban-revival-caused-crisis-success
Required Readings:	<ul style="list-style-type: none"> • Pitter, J. (2016). <i>Subdivided: City Building in an Age of Hyper Diversity</i>. Toronto: Coach House Books. (Introduction) https://chbooks.com/content/download/4855/64668/version/1/file/9781552453322_Subdivided_excerpt.pdf • Hulchanski, D. (2010). The Three Cities within Toronto: Income Polarization Among Toronto's Neighbourhoods, Toronto: Cities Centre, University of Toronto. http://www.urbancentre.utoronto.ca/pdfs/curp/tnrn/Three-Cities-Within-Toronto-2010-Final.pdf
Podcast:	<ul style="list-style-type: none"> • Spacing Radio. Episode 32: Housing Toronto. (54 mins). https://spacing.ca/toronto/2019/02/27/podcast-spacing-radio-032-housing-toronto/
Assignments:	DISCUSS THE CITY WEEK 9 (during online class meet-up) (2%)

WEEK 10 Nov 22, 2021	
<i>Technology, Talent, & Tolerance: Creativity 2.0?</i>	
Lectures:	10.1 TTT Part 1 10.2 TTT Part 2
Videos:	<ul style="list-style-type: none"> • The Agenda with Steve Paikin. "The Future is Driverless." TVO. (34 mins). https://www.tvo.org/video/the-future-is-driverless
Required Readings:	<ul style="list-style-type: none"> • Florida, R. (2012). Chapter 12 - "The 3 Ts of Economic Development" in <i>The Rise of the Creative Class (Revisited) [D2L E-Reserve]</i> • Cohen, B. (2015). "The Three Generations of Smart Cities." <i>Fast Company</i>. https://www.fastcompany.com/3047795/the-3-generations-of-smart-cities • Kohlstedt, K.. "Crash Course: Are we headed for an autonomous utopia or driverless dystopia?" 99% Invisible. https://99percentinvisible.org/article/crash-course-headed-autonomous-utopia-driverless-dystopia/

Podcast:	<ul style="list-style-type: none"> The Urbanist Podcast. (2021). Episode 515: Get Smart. (30 mins). https://monocle.com/radio/shows/the-urbanist/515/
Assignments:	DISCUSS THE CITY WEEK 10 (during online class meet-up) (2%)

WEEK 11 Nov 29, 2021	
<i>COVID-19 & Cities</i>	
Lectures:	11.1 COVID-19 & Cities Part 1 11.2 COVID-19 & Cities Part 2
Videos:	<ul style="list-style-type: none"> Channel 4 News (2020). "Before and after coronavirus – scenes from the world's biggest cities." (10 mins) https://www.youtube.com/watch?v=vFZ7E39fgWM Now This News (2020). "The Segregation Myth: Richard Rothstein" (8 mins) https://www.youtube.com/watch?v=2roWLzrqOjQ
Required Readings:	<ul style="list-style-type: none"> CityLab. How 2020 Remapped Your World. [<i>You don't need to read every entry, but scroll through and read more about any that catch your eye</i>] https://www.bloomberg.com/features/2020-coronavirus-lockdown-neighborhood-maps/ <i>Foreign Policy</i> (2020). "How Life in Our Cities Will Look After the Corona Virus Pandemic." https://foreignpolicy.com/2020/05/01/future-of-cities-urban-life-after-coronavirus-pandemic/ Pitter, J. (2020, April 17). "Urban Density: Confronting the Distance Between Desire and Disparity." <i>Azure</i>. https://www.azuremagazine.com/article/urban-density-confronting-the-distance-between-desire-and-disparity/ Cote, Eidelman, G. (2020, July 10). "How COVID-19 can catalyst coordination in Greater Toronto." <i>Spacing</i>. http://spacing.ca/toronto/2020/07/10/how-covid-19-can-catalyze-coordination-in-greater-toronto/
Podcast:	<ul style="list-style-type: none"> Munk Debates Podcast, "COVID-19 Spells the End of the Big City Boom (Richard Florida and Joel Kotkin)" (40 min) https://munkdebates.com/podcast/big-cities
Assignments:	DISCUSS THE CITY WEEK 11 (during online class meet-up) (2%) WALK THE CITY #2 due by 11:59pm on Nov 29

WEEK 12 Dec 1, 2021	
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<i>Conclusions</i>	
Lectures:	12.1 Conclusions Part 1 12.2 Conclusions Part 2
Videos:	<ul style="list-style-type: none"> • CBC, <i>Colonization Road</i> (50 min). https://www.youtube.com/watch?v=u03qLJ50bf4
Required Readings:	<ul style="list-style-type: none"> • Greenberg, K. Section 8 (Redeeming the Promise of Cities) Part II - "The Case for Empowering Cities" (pp. 342-347 - last half of chapter) • Mock, B. (2020, June 4). "How Cities Offload the Cost of Police Brutality." <i>Citylab</i> https://www.bloomberg.com/news/articles/2020-06-04/the-financial-toll-of-police-brutality-to-cities
Podcast:	TBD
Assignments:	DISCUSS THE CITY WEEK 12 (during online class meet-up) (2%) CURATE THE CITY due by 11:59 on Dec 15

Evaluation

Students will be evaluated on four course components. All assignment outlines are posted on D2L. Due dates and weights for each assignment are as follows:

EVALUATION OVERVIEW: Monday Section				
	Assignment	Due	Submission Location	Weight
DISCUSS THE CITY	Discussion Group Participation (x4)	Group activities take place during class meet-ups each week. (2% per week, not including Week 1, Reading Week, and Instagram Day)	Zoom & Google Groups	8%
WALK THE CITY #1	Neighbourhood Report Card & Instagram Post	Report Card due October 8 <i>Share the City Day:</i> Monday October 18	D2L & Instagram	12%
MAP THE CITY	Neighbourhood Map and Guide	November 8 (by 11:59pm)	D2L	30%
WALK THE CITY #2	Weekly Walking Journal (3 entries)	November 29 (by 11:59pm)	D2L	10%
CURATE THE CITY	Curating the City Exhibit	December 15 (by 11:59pm)	D2L	40%
TOTAL				100%

Course Conduct

Social Media

- The instructor has a firm “no friend” policy with current students.
- Instagram: The course Instagram account (@ryersonplx111) will be used to monitor and supplement course activities (e.g. SHARE THE CITY Day). Students will need to create a new public account or use an existing public Instagram account to participate in the photo sharing component of assignments.

Late Penalties

Late assignments will be penalized in accordance with School policy at the rate of *5% of the assignment grade per day*, i.e., if you received a grade of 80% on your assignment and the assignment was due on Monday at 11:59pm but you submitted your paper on Tuesday, then your final grade will be 75% (80%-5% for lateness = 75).

Academic Honesty

Academic integrity is the cornerstone of the University, of *academe*, and of higher learning in general. To protect and uphold academic integrity, it is the responsibility of each Professor to teach, exemplify and discuss issues of academic honesty in the classroom. It is the corresponding responsibility of each student to learn and understand what constitutes honest research and to be able to demonstrate the originality of his or her work if called upon to do so. For example, *at any time* you may be asked to explain your work, as feedback and review are essential to learning, and a vital part of the normal in-studio critique process. ***At a minimum, for every assignment, the sources of all data and ideas must be properly referenced using a standard academic referencing style. The failure to reference an assignment properly may constitute plagiarism, resulting in required academic penalties.*** Each student is expected to be familiar with Ryerson University's *Student Code of Academic Conduct* (Policy 60) available at <http://www.ryerson.ca/senate/policies/> as it governs all issues of academic integrity including all penalties, disciplinary decisions and appeals processes. For further information and on-line tutorials, students are encouraged to visit the University's *Office of Academic Integrity* at: <http://www.ryerson.ca/academicintegrity/>

In addition to properly referencing all work, academic honesty may be demonstrated by the following three tests of originality:

- The student must be able to show evidence that supports the work, such as rough drafts, working drawings, research notes etc.;
- The student must be able to present research sources, such as bibliographic references, primary or secondary data used in the completion of the work; and

- The student must be able to explain verbally to Faculty members the substantive content and progression of the work if required.

Therefore, all students are **REQUIRED** to retain a personal copy of all work undertaken for this course as well as *all rough materials, references, sources, and working notes* until the marked original has been returned. There are several additional reasons for this requirement: 1) in the unlikely event that an assignment is lost or stolen, you can quickly produce another copy for re- submission; 2) if the original is lost or damaged, you can re-create your assignment from rough notes or a second hard copy; and 3) for your own protection in a case of plagiarism or copying by another student(s), you can produce evidence, that you have developed the assignment yourself from research that you have undertaken independently.

Time Management

This is a foundations course in Creative Industries, which means it is one of the essential 'core' courses students need. Please make sure you come to class each week prepared and keep on top of your work.

Course Changes

Any changes to the course assignments, due dates, and/or grading scheme as indicated in this syllabus will be discussed in class prior to being implemented.

Academic Consideration

- Students must submit assignments on time.
- The Instructor and Graduate Assistants will aim to return assignments submitted on the due date within three weeks.
- **There will be no penalty for work missed for a justifiable reason. Students need to inform the instructor of any situation that arises during the semester that may have an adverse affect on their academic performance, and request any necessary considerations according to the policies and well in advance. Failure to do so will jeopardize any academic appeals.**
- Except in cases of accommodations for disabilities, where documentation is handled directly by the **Access Centre**, students must fill out an Academic Consideration form and **submit it to their own program office.** <https://www.ryerson.ca/senate/resources/>

In addition, the following procedures must be followed as well:

- *Medical certificates* – If a student is going to miss a deadline for an assignment, a test or an examination because of illness, he/she must submit a medical certificate (see www.ryerson.ca/senate/forms/medical.pdf for the certificate) **to their program office**

within 3 working days of the missed assignment deadline, test or examination. The program office will notify the instructor that the documents have been received. It is the student's responsibility to make arrangements with the instructor for a make-up exam.

- *Religious observance* – While it is strongly encouraged that students make requests within the first two weeks of class, requests for accommodation of specific religious or spiritual observance must be presented **to their program office** no later than two weeks prior to the conflict in question (in the case of final examinations within two weeks of the release of the examination schedule). The student must submit a Request for Accommodation form (<http://www.ryerson.ca/senate/forms/reobservforminstr.pdf>) to their program office. The office will notify the instructor when they have received the request form.
- *Other requests for Academic Consideration* which are not related to medical or religious observation must be submitted in writing together with the Academic Consideration form **to the student's program office**. The letter must clearly state the reasons for the request and describe the events or circumstances that seriously impair the student's ability to meet their academic obligations, and that were beyond the student's control. When possible, supporting documentation must be attached to the letter. The office will notify the instructor when they have received the request.
- *Students with disabilities* – In order to facilitate the academic success and access of students with disabilities, these students should register with the Access Centre www.ryerson.ca/accesscentre/. Before the first graded work is due, students should also inform their instructor through an "Accommodation Form for Professors" that they are registered with the Access Centre and what accommodations are required.
- *Regrading or recalculation* – These requests must be made to the instructor within 10 working days of the return of the graded assignment to the class. These are not grounds for appeal, but are matters for discussion between the student and the instructor.
- Submission of the Academic Consideration form and all supporting documentation to your program office does not relieve you of the responsibility to **notify your instructor** of the problem as soon as it arises, and to contact the instructor again after the documents have been submitted in order to make the appropriate arrangements.

If you do not have a justifiable reason for an absence and/or have not followed the procedure described above, you will not be given credit or marks for the work missed during that absence.

For more detailed information on these issues, please refer to Senate Policy 134 at (Undergraduate Academic Consideration and Appeals) and Senate Policy 150 (Accommodation of Student Religious Observance Obligations). Both can be found at www.ryerson.ca/senate/policies/.

Course Management Policy This course adheres to the University's *Course Management Policy* (Policy 145), which can be accessed at:

<http://www.ryerson.ca/content/dam/senate/policies/pol145.pdf>

Important Resources Available at Ryerson

- [The Library](#) provides research workshops and individual assistance. We also have a [Subject Librarian](#) for Creative Industries, Naomi Eichenlaub.
- [Student Life & Learning Support](#) offers group-based and individual help with writing, math, study skills and transition support, and other issues.
- [Creative Industries Academic Advising](#)
 - Paula Rayson, Angella Beckford, Leanna Vu
 - criadvising@ryerson.ca
 - Ask Us Anything Sessions: Every other Tuesday between 11AM - 12PM Paula & Leanna host a casual drop-in Google Meet session.