

COURSE INFORMATION

Class Meeting Time:	Lecture: T/Thu 9:30am-10:50am Tutorial: N/A
Location:	TBD
Instructor:	Thomas Hutton Jeremy Stone
Office Hours:	By appointment

SHORT COURSE DESCRIPTION

This course considers the city as a terrain for the manifestation and mediation of social justice. It explores how the allocation of land, goods, and services in cities (re)produces social stratification, and how institutions and civil society negotiate just and unjust outcomes.

Prerequisites: N/A

COURSE FORMAT

This course will be taught as a conference with a short lecture at the beginning of each class followed by a group discussion of key concepts and themes. Classes will be scheduled twice weekly for 1.5 hours per class.

COURSE OVERVIEW

Cities are often posited as locations of density and agglomeration effects; they exist as necessary hubs for people to come together and share in production and exchange. However, this conception of the urban lacks any normative value. It fails to ask questions such as “Who do cities benefit?”, “Why are those benefits allocated across the population in particular ways?”, and “How do citizens, institutions, and the market negotiate urban values and trajectories?”.

At the heart of these questions, and the course itself, is the notion of justice. Each of our decisions in terms of land-use planning, housing creation, education provision, economic development, etc., are decisions that have just and unjust implications. Cities are crucibles of justice, and the craft of city-making requires understanding how spatial and cultural contingencies produce a broad range of expected and unexpected outcomes for urban citizens.

The broad objective of the course is to unpack our understanding of urban social justice and map the many questions that this type of enquiry might suggest. It is a necessary precursor to subsequent coursework in urban planning, geography, and related studies where solutions may be more confidently researched and developed. It will also enable students to think critically about cities and how they contribute to justice or further exacerbate social stratification.

LEARNING OUTCOMES

Students who complete the course will leave with an understanding of the following:

- Theories of justice as they pertain to urban environments;
- The problematics of ensuring justice in situations with multiple publics;
- Key topical areas of struggle over justice in cities;
- Frameworks for integrating justice into urban planning and urban development.

Students will be prepared to take introductory coursework in urban planning theory and practice.

ATTENDANCE

Full attendance is expected and required. If classes need to be missed for exceptional reasons, please contact the course instructors.

EVALUATION CRITERIA

Grades for the course will be based on the following:

- Participation and attendance (20%). Students will be expected to attend all classes and participate regularly in course discussions. Attendance will be taken in-class to ensure adherence to this policy.
- Mid-term essay exam (20%). Students will be provided with short case studies or media excerpts detailing current debates in cities, and be asked to analyze them in terms of justice. This will include identifying the key actors, their apparent motivations, their class/power positions, and key points of leverage that each has.
- Final group project (60%). Students will collaborate on a semester-long group project on a topic related to urban justice.

GRADING GUIDELINES

UBC courses are graded on a percentage basis. Corresponding letter grades are assigned automatically by the Registrar. (See *UBC Calendar >> Campus-wide Policies and Regulations >> Grading Practices* for additional information.)

Percentage (%)	Letter Grade
90-100	A+
85-89	A
80-84	A-
76-79	B+
72-75	B
68-71	B-
64-67	C+
60-63	C
55-59	C-
50-54	D
0-49	F (Fail)

The following guidelines offer a broad description of what types of work might be associated with each grade level.

80% to 100% (A- to A+)

- Exceptional performance: strong evidence of original thinking; good organization; capacity to analyse, synthesize, apply and evaluate; superior grasp of subject matter with sound critical evaluations; evidence of extensive knowledge base.

68% to 79% (B- to B+)

- Competent performance: evidence of grasp of subject matter; some evidence of critical capacity and analytic ability; reasonable understanding of relevant issues and/or application of skills expected; evidence of familiarity with the literature and professional practice standards.

50% to 67% (D to C+)

- Adequate performance: understanding of the subject matter; ability to develop solutions to simple problems in the material; acceptable but uninspired work, not seriously faulty but lacking in analytic rigour, style and vigour in argumentation or evidence.

00% to 49% (F)

- Inadequate performance: little or no evidence of understanding of the subject matter; weakness in critical and analytic skills; limited or irrelevant use of the literature.

REQUIRED TEXTBOOKS

There are no required textbooks for this course.

COURSE SCHEDULE

The course will focus on weekly themes that will be spread over each of the two classes for that week.

- Week 1: Cities and People
- Week 2: Justice and the City
- Week 3: Cities as Spaces of Contestation
- Week 4: Property and the Commons
- Week 5: Economic Opportunity and Location
- Week 6: Justice and the Creative City
- Week 7: Education: Conflicts in Siting and Access
- Week 8: Disaster Resilience: Preparing and Recovering from Injustice
- Week 9: Case Studies: London
- Week 10: Case Studies: Vancouver
- Week 11: Case Studies: San Francisco
- Week 12: Compassion, Difference, and Justice
- Week 13: Urban Planning and Justice

SUPPLEMENTARY MATERIALS

UBC has numerous research, pedagogical and health resources available to students. These include The Centre for Teaching, Learning and Technology, the Irving K. Barber Learning Centre, the Writing Centre, Student Health Services and Student Counselling Services. You are encouraged to make use of these resources.

SPECIAL NEEDS

You are requested to inform the instructor as soon as possible if you have special needs and require accommodation of any kind. Please visit <http://www.students.ubc.ca/access/> for more information on campus resources.

ACADEMIC INTEGRITY

The academic enterprise is founded on honesty, civility, and integrity. As members of this enterprise, all students are expected to know, understand, and follow the codes of conduct



PLAN 331

The Just City in a Divided World

Credit Hours: (3)

2018/19, Term 1

regarding academic integrity. At the most basic level, this means submitting only original work done by you and acknowledging all sources of information or ideas and attributing them to others as required. This also means you should not cheat, copy, or mislead others about what is your work. Violations of academic integrity (i.e., misconduct) lead to the breakdown of the academic enterprise, and therefore serious consequences arise and harsh sanctions are imposed. For example, incidences of plagiarism or cheating may result in a mark of zero on the assignment or exam and more serious consequences may apply if the matter is referred to the President's Advisory Committee on Student Discipline. Careful records are kept in order to monitor and prevent recurrences. (See *UBC Calendar >> Campus-wide Policies and Regulations >> Discipline for Academic Misconduct* for additional information.)