

URB 439H1S:
Cities and Mega-events: Place-making, Contestation and Urban Citizenship

COURSE SYLLABUS
Winter 2024

Instructor: Dr. David Roberts
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Class Location: Bissel 113
Date/Time: Tuesdays 3-5pm

Additional office hours by appointment

Updated November 22, 2023

About this course:

The spectacle and excitement of mega-events such as the World Cup and Olympics capture the attention of television audiences world-wide, but the carefully choreographed images that are broadcast globally do much to obscure the processes, compromises and consequences in cities who play host to mega-events. These events are powerful tools for city branding. They are also potential opportunities for social movements and other groups and individuals to highlight their own sets of concerns. Using examples from mega-events in South Africa, Vancouver, Tokyo, Qatar, Brazil and Toronto, this course will explore the challenges and opportunities that cities and nations face in hosting such events.

This course will be run as a seminar. For this work, students must complete readings on a weekly basis prior to class. You are expected to attend all classes and be prepared to participate in the discussions.

Course Goals:

Students of URB439 will:

- Develop an understanding of why cities (and nations) want to host mega-events
- Understand how urban mega-events fit within contemporary urbanization trends
- Be able to articulate the challenges that cities face as host cities
- Articulate the opportunities that hosting such events present to host cities
- Conceptualize alternatives to the current hosting practices
- Develop a media literacy and be able to connect academic literature to journalistic accounts of mega-events

URB439H1F: Cities and Mega-events: Place-making, Contestation, and Urban Citizenship – Winter 2024

Evaluation

Participation – The Final Word	20%	On-going
Reading Reflections	15%	On-going
Class Presentation	10%	March 26 th and April 2 nd
Final paper:		
Proposal	15%	February 6 th
Essay	25%	March 5 th
Re-write of Essay	15%	April 2 nd

On Class Participation – The Final Word

We will be using a reading/participation protocol in this class called *The Final Word*. You can find the details of this on the course Quercus page. **You will be required to sign on to class prepared to discuss your thoughts on the readings. Below, I have bolded the readings that will be discussed using this protocol each week.** You should be prepared with the readings and your notes for each class session since we will be referring to them in the discussion. The *final word* protocol is designed to give everyone a chance to have their voice heard. The emphasis in all this is quality over quantity. Quiet folks will want to muster the courage to speak out a bit more and the “less quiet” folks will need to hold back some so that all students can have a turn to ask questions and express their ideas. While I assume we will all be considerate and respectful of others, you may be challenged in class to defend your ideas.

Additionally, most weeks, I will provide some form of lecture and give context to the readings and the week’s topic. My lecture will be balanced with course discussion.

Requirements

Please see the ‘Assignment Guidelines’ handout for information on the expectations of each element of evaluation, late policy, academic integrity and University of Toronto resources.

Accessibility Services

The University of Toronto is committed to accessibility. If you require accommodations for a disability, or have any accessibility concerns about the course, the classroom or course materials, please contact Accessibility Services as soon as possible:

accessibility.services@utoronto.ca or <https://www.studentlife.utoronto.ca/as/new-registration>

Academic Integrity – Plagiarism

While I encourage you to have others read and comment on your assignments, I expect that the work that you submit is your own work. Note also that using information directly from sources

such as books, articles, videos, the Internet or work of fellow students without proper citation is considered plagiarism. Changing a few words in a sentence is not enough to make it your own. More fundamentally, for this course, I am not interested in reading a regurgitation of authors' ideas – I am interested in your ideas as they develop in 'conversation' with the texts you will be reading. For some useful information on documenting sources and problems of plagiarism, see "How not to plagiarize" (online at <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>). I will assume you have read this. Be aware that cheating and plagiarism will not be tolerated. Nor should you submit any academic work for which credit has previously been obtained or is being sought. The College and University treat these all as serious offenses and sanctions are severe. Remember there is a Code of Behaviour on Academic Matters, available at: <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019> Students are expected to abide by this code.

Research Help

The Urban Studies librarian liaison is Nich Worby - <https://onesearch.library.utoronto.ca/library-staff/14312/nich-worby> Nich is an excellent resource to consult with when you begin researching your topic. I highly recommend you reach out and make an appointment.

Course Schedule and Reading List

1	Jan 9	Expectations and Introductions	No Readings.
2	Jan 16	Why do cities want to host mega-events?	Hall, C. M. (2006) Urban Entrepreneurship, Corporate Interests and Sports Mega-events: The Thin Policies of Competitiveness within the Hard Outcomes of Neoliberalism. <i>The Sociological Review</i>. 54(s2): 59-70. Horne, J. (2007) The Four 'Knowns' of Sports Mega-Events. <i>Leisure Studies</i>. 26(1): 81-96. Jago, L., L. Dwyer, G. Lipman, D. van Lill, S. Vorster (2010) Optimising the potential of mega-events: an overview. <i>International Journal of Event and Festival Management</i>, 1(3): 220 – 237.
3	Jan 23	The Tourist Class	Eisinger, P. (2000) The Politics of Bread and Circuses: Building the City for the Visitor Class. <i>Urban Affairs Review</i>. 35(3): 316-333.

			Whitson, D. and D. Macintosh (1996) The Global Circus: International Sport, Tourism, and the Marketing of Cities. <i>Journal of Sport and Social Issues</i> . 23:278-295.
4	Jan 30	Festivalization and Urbanization	Gotham, K. F. (2005). Theorizing urban spectacles. <i>City</i>, 9(2), 225-246. Houdart, S. (2012). A city without citizens: The 2010 Shanghai World Expo as a temporary city. <i>City, Culture and Society</i>, 3(2), 127-134. Markwell, K. (2002). Mardi Gras tourism and the construction of Sydney as an international gay and lesbian city. <i>GLQ: a Journal of Lesbian and Gay Studies</i>, 8(1), 81-99.
5	Feb 6 Due: Proposal	Resistance and Protest: Protest and social movements	Kidd, B. (2010) Human Rights and the Olympic Movement after Beijing. <i>Sports in Society: Cultures, Commerce, Media Politics</i>. 13(5): 901-910. Roberts, D. (2010) Durban's Future? Rebranding through the Production/Policing of Event-Specific Spaces at the 2010 World Cup. <i>Sport and Society: Cultures, Commerce, Media, Politics</i>. 13(10): 1486-1497. Cottrell, L. (2011). Not Just Games? Power, Protest and Politics at the Olympics. <i>European Journal of International Relations</i>. 17(4): 729-753. Optional: Kidd, B. (2013) 'Another World is Possible': Recapturing alternative Olympic histories, imagining different games. <i>Sports in Society: Cultures, Commerce, Media Politics</i>. 16(4): 503-514.
6	Feb 13	Mega-Events and Urban Security	Boyle, P. and K. Haggerty (2009) Spectacular Security: Mega-Events and the Security Complex. <i>International Political Sociology</i>. 3(3): 257-274. Giulianotti, R. and F. Klauser (2010) Security Governance and Sport Mega-Events: Towards an Interdisciplinary Research Agenda. <i>Sport and Social Issues</i>. 32(1): 49-61.
7	Feb 27	No Class – Research Day to work on essay	Suggested Readings: The 2015 PanAm/ParapanAm Bid Book – available on Quercus Atkinson, M., & De Lisio, A. (2014). Mega-Events, Sport Legacies and Sociologically Informed Impact Assessment. <i>Sport, Social</i>

			<i>Development and Peace (Research in the Sociology of Sport, Volume 8) Emerald Group Publishing Limited, 8, 219-243.</i>
8	March 5 Due: Essay	Rio de Janeiro, Brazil – Host of the 2014 World Cup and the 2016 Summer Olympics	Thompson, W. (2013, December) Generation June. <i>ESPN the Magazine</i>. 42- 55. http://espn.go.com/espn/feature/story/_/id/10079392/generation-june Friendly, A. (2020). Planning Reconfigurations in a Mega-Event Context. <i>The Routledge Handbook of Planning Megacities in the Global South</i>, 342-354. Gaffney, C. (2010). Mega-events and Socio-Spatial Dynamics in Rio de Janeiro, 1919-2016. <i>Journal of Latin American Geography</i>. 9(1): 7-29. Optional: Sanchez, F. and A-M Broudehoux (2013) Mega-events and urban regeneration in Rio de Janeiro: Planning in a State of Emergency. <i>International Journal of Urban Sustainable Development</i>. 5(2): 132-153.
9	March 12	Tokyo and the 2020/1 Summer Olympics	Dubinsky, Y. (2022). The Olympic Games, Nation Branding, and Public Diplomacy in a post-pandemic world: Reflections on Tokyo 2020 and beyond. <i>Place Branding and Public Diplomacy</i>, 1-12. Constandt, B., & Willem, A. (2021). Hosting the Olympics in times of a pandemic: Historical insights from Antwerp 1920. <i>Leisure Sciences</i>, 43(1-2), 50-55. Hayes, C. J. (2021). 'With or Without COVID': International Perceptions of the Tokyo Olympics, its Postponement, and its Rising Costs. In <i>Impacts and Implications for the Sports Industry in the Post-COVID-19 Era</i> (pp. 139-153). IGI Global. Chicago
10	March 19	Qatar – Host of the 2022 World Cup	Roth, D. (2014, January) Qatar Chronicles. <i>SBNation</i>. Retrieved From: http://www.sbnation.com/soccer/2013/12/16/5215850/world-cup-2022-qatar-profile Amara, M. (2005) 2006 Qatar Asian Games: A 'Modernization Project from Above? <i>Sport in Society: Cultures, Commerce, Media, Politics</i>. 8(3): 493-514.

11	March 26	Student presentations
12	April 2 Due: Essay Re-write	Student presentations

Course Policies & Expectations

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Late Policy

Students may submit essay building blocks up to seven days (including weekends and holidays) past the scheduled due date. No late penalty will apply to work submitted within seven days of assignment deadlines, however, please note that there is no guarantee that work submitted past the deadline will be returned within two weeks of the original due date.

Work will not be accepted more than seven days (including weekends and holidays) past the assignment due date. If for any reason you wish to seek special exception to the late policy, please reach out to me to discuss how to obtain a further extension.

This late policy does not apply to reading reflections. These must be submitted prior to the class in which the readings are being discussed.

Reread/Remark Requests

- I will be handling all of the remarks for this course.
- You must wait at least 24 hours from when you receive a mark before contacting me about your mark.
- Remark requests must be made in writing and you must provide an academic argument as to why you believe you earned a higher mark than you received. Please refer to the assignment guide and course slides for assignment expectations.
- You must make requests within 2 weeks of the grades being posted.
- I reserve the right to raise, lower, or leave your mark the same.

- You may also request more feedback, from me, without requesting a remark.

Academic Integrity

While I encourage you to have others read and comment on your assignments, I expect that the work that you submit is your own work. Note also that using information directly from sources such as books, articles, videos, the Internet or work of fellow students without proper citation is considered plagiarism. Changing a few words in a sentence is not enough to make it your own. More fundamentally, for this course, I am not interested in reading a regurgitation of authors' ideas – I am interested in your ideas as they develop in 'conversation' with the texts you will be reading. For some useful information on documenting sources and problems of plagiarism, see "How not to plagiarize" (online at <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>). I will assume you have read this. Be aware that cheating and plagiarism will not be tolerated. Nor should you submit any academic work for which credit has previously been obtained or is being sought. The College and University treat these all as serious offenses and sanctions are severe. Remember there is a Code of Behaviour on Academic Matters, available at: <https://governingcouncil.utoronto.ca/secretariat/policies/code-behaviour-academic-matters-july-1-2019> Students are expected to abide by this code.

Generative AI

The use of generative artificial intelligence (AI) tools is strictly prohibited in all course assessments unless explicitly stated otherwise by the instructor. This includes, but is not limited to, ChatGPT, GitHub Copilot, and open-source models that you have trained and/or deployed yourself. You may not interact with, nor copy, paraphrase, or adapt any content from any generative AI for the purpose of completing assignments in this course. Use of generative AI will be considered use of an unauthorized aid, which is a form of academic misconduct under the Code of Behavior on Academic Matters.

This course policy is designed to promote your learning and intellectual development and to ensure that our evaluations are a fair and accurate assessment of your learning. Though it may be tempting to use generative AI to assist you when completing your assignments, this will simply inhibit your learning. If the work you submit is essentially the output of generative AI, then what have you learned and what value are you adding? Think of it this way: if a potential employer or supervisor can get as much from an AI tool as what you're able to do yourself, then why should they hire you at all? You should aim to understand course content at a level that far exceeds what an automated tool can achieve. Our course—and in particular, each assignment—is designed to help you attain true mastery of the course content. If you have questions or are stuck, please come to office hours, where we'll be happy to help!

University of Toronto/Urban Studies Resources

There are many resources offered through the university to assist you in succeeding in this course, and in your other courses as well. We encourage you to take advantage of these resources.

- Library Workshops & Resources <http://libcal.library.utoronto.ca/>

- Urban Studies Liaison Librarian: Nich Worby <https://onesearch.library.utoronto.ca/liaison-subject/urban-studies>
- Innis College Writing Centre <http://innis.utoronto.ca/current-students/academic/innis/writing-centre/>
- Writing Resources On-Line <http://www.writing.utoronto.ca/advice>
- Academic Success Centre <http://www.asc.utoronto.ca/>

Mental Health

As a student at U of T, you may experience circumstances and challenges that can affect your academic performance and/or reduce your ability to participate fully in daily activities. An important part of the University experience is learning how and when to ask for help. There is no wrong time to reach out, which is why there are resources available for every situation and every level of stress.

Please take the time to inform yourself of available resources, including:

- [Your College Registrar](#)
- [Student Life Safety & Support](#)
- [Student Life Health & Wellness](#)
- [Mental Health Resources](#)
- [Emergency support if you're feeling distressed](#)

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