

# URB439H1F: Cities and Mega-events: Place-making, Contestation and Urban Citizenship

## ASSIGNMENT GUIDE

Winter 2024

Instructor: Dr. David Roberts

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Class Location: Bissel 113

Date/Time: Tuesdays 3-5pm

### Additional office hours by appointment – on Evaluation

|                                  |     |                                                  |
|----------------------------------|-----|--------------------------------------------------|
| Participation – The Final Word   | 20% | On-going                                         |
| Reading Reflections (3 required) | 15% | On-going                                         |
| Class Presentation               | 10% | March 26 <sup>th</sup> and April 2 <sup>nd</sup> |
| Final paper:                     |     |                                                  |
| Proposal                         | 15% | February 6 <sup>th</sup>                         |
| Essay                            | 25% | March 5 <sup>th</sup>                            |
| Re-write of Essay                | 15% | April 2 <sup>nd</sup>                            |

**All assignments will be submitted and returned electronically.**

## Assignments

This class is relatively writing intensive. The length of assignments varies from short single page response pieces to a 10-12 page final paper. Below is a basic description of general expectations for each type of assignment. If you are not clear on expectations, it is your responsibility to ask me for clarification before the assignment is due.

### Participation – The Final Word

This is a protocol for class discussion participation. See document posted in quercus for details. The expectation is that you attend class and come prepared to discuss the course readings.

### Reading Reflection

WHAT: 1-page response piece (250-350 words) in which you discuss the readings. It is NOT to be a review of the readings, but rather a focused discussion in which you develop some idea that was sparked by the set of readings for the week (and that you engage in relation to the readings). The commentaries will be evaluated based on the thought that goes into them and how well they are written. They do not have to be the most poetic of prose, but they need to be understandable.

HOW: Via quercus – assignment submission.

WHEN: To be submitted by 8 am on the day of class (Tuesday). *At least one reading reflection must be handed in prior to reading week.*

**LATE POLICY: No late submissions accepted.**

### **Reading Reflection Re-writes**

WHAT: These are re-writes of any of your 1pg reflection pieces. The revisions should be based on in-class discussions and the instructor comments on your graded assignment. If you choose to submit rewrites, your grade for that 1-pager will be based on a 2:1 ratio between the remark score and the original mark (i.e., if you get 87% on the rewrite and got a 69% on the original, your mark will be 81% in my records).

HOW: Printed or emailed. You must include in your submission the original marked piece.

WHEN: **Due at the BEGINNING of class in the week following receiving your marked reflection. I will not accept re-writes beyond 1:10 pm.**

**LATE POLICY: No late submissions accepted.**

### **Class Presentation**

WHAT: You will do a 7-minute presentation of your paper in class for your peers. This is an opportunity for you to give a concise overview of your case and argument.

HOW: We will discuss academic presentation strategies in class. The actual content and style is rather flexible, but you should consider this a formal academic presentation.

WHEN: March 26<sup>th</sup> and April 2<sup>nd</sup>. Schedule to be determined mid-course.

**LATE POLICY: No late submissions accepted.**

### **Essay building blocks: “proposal”, “essay,” and “essay re-write”**

WHAT: These are the building blocks for your 10-12 page (2500 word) essay.

HOW: Via quercus – before the start of class - on day they are due – dates above.

### **Assignment Overview**

For your final essay, you should decide on a topic related to mega-events and urbanization. You have a large degree of freedom for your final paper, but will need to reference **at least six (6) peer-reviewed or edited scholarly sources (journal articles, books, and book chapters). At least three (3) of these scholarly sources must be readings from the course.** You may also use popular media sources (such as newspaper and magazine articles, documentary films, or speeches) to bolster your argument or provide the details of your case study, in addition to the peer-reviewed sources. Use as many scholarly sources as you need to support your argument. The minimum number of scholarly sources you may use is six, although to receive top marks you will likely need to use more. Check with the library if you are uncertain about what scholarly sources are and how to find them.

The most successful papers will:

- choose a narrow and specific focus;
- expand this discussion through scholarly research;
- develop a critical argument;
- relate the discussion to this course; and
- be simply and clearly written.

### **Research Proposal**

You are required to submit a 2-page research proposal on **February 6<sup>th</sup>**. In your proposal you must present the option you have chosen. Additionally, you must indicate the plan for your paper. Your plan must include an outline of course themes you plan to draw from in your analysis, and a preliminary bibliography of the sources you plan to use and an indication of how you plan to use them. This is

designed to get you to start thinking about your paper early as well as allow me to provide feedback and suggestions on how to strengthen your argument in your essay.

### Essay

The essay is due at the start of class on **March 5<sup>th</sup>**, and should be approximately **2500 words** (10 – 12 pages double-spaced, including bibliography). It should have a title, and should be referenced using either APA citation style. Please don't forget to put your name and student number in a header at the top of each page. To conserve paper, please do not include a cover page, and print on both sides. **You must include a cover letter (not counted in your word count) explaining how you used the feedback on your proposal to improve your essay. (10% penalty for failure to do this).**

### Essay Re-write

The essay re-write is due at the start of class on **April 2<sup>nd</sup>**. The essay re-write is designed to give you an opportunity to respond to my feedback and comments on your original submission and strengthen your overall paper. **You must include a cover letter responding to the feedback you received on your original submission indicating how you have improved your essay during the rewrite. (10% penalty for failure to do this).**

### Submission of Assignments

All assignments for this course will be submitted and returned electronically. You should submit your assignment through the course quercus page. Graded assignments will also be returned via quercus.

## Course Policies & Expectations

### 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](mailto:accessibility.services@utoronto.ca) or <https://www.studentlife.utoronto.ca/as/new-registration>

### 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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