

## PLX 111: IMAGINING THE CREATIVE CITY

Fall 2016, Fridays 3pm-6pm

Location: RCC204

### Course Information:

*Course Instructor:* Eleanor Rae, HBA, MA  
eleanor.rae@ryerson.ca

*Office Hours & Location* SBB446  
My office hours will take place Tuesdays from 12pm-1pm.  
Occasionally I may hold office hours at a different time; I will notify all students of any changes by as many means possible (in class/by email/on Brightspace/Google groups).

*Teaching Assistants:* Laura Brown - laura.ann.brown@ryerson.ca  
Natalia Dmuchowska - ndmuchowska@ryerson.ca  
Anthony Galloro - anthony.galloro@ryerson.ca

*Grades:* Grades will be posted on the course Brightspace site.

*Email contact:* Students must contact members of the teaching team from their official @ryerson.ca email address. Any emails received from non-Ryerson email addresses (e.g. gmail, hotmail, etc.) will be ignored. Please include PLX111 in the subject line of all emails sent to teaching team members regarding course matters.

*Assignments:* Your "Mapping the Creative City" assignment will be submitted via the Planning department drop-slot: SBB (105 Bond St.), 4th floor (outside the main office). All submissions must be labeled with 4 pieces of information: *Course Code, My Name, Your Names, Your Mapping Neighbourhood*. (More details below & on assignment handout).

Other assignments (Instagram submissions, Feedback memo) will be submitted electronically. (More details below and on assignment handout).

### 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.

PLX 111 meets weekly and class time will be made up of a combination of lectures (including several guest speakers), discussion & workshops, group work, individual work, and two self-guided field trips.

## 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 Toronto 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 and analyze examples of creativity in Toronto; and
- Develop test taking, communication, critical reading and writing and study skills; improved academic writing and presentation skills.

## Required Reading

There is no one required text for the course. We will make active use of the following book, which is an important contribution to academic and popular discussion and the critique of creativity and cities:

Florida, R. (2012). The Rise of the Creative Class Revisited (Second Edition). New York: Basic Books. [Ryerson Library has it as an ebook]

Weekly readings that supplement the lecture and/or activities will be periodically posted on the course Brightspace site.

## Curriculum: Plan of Study

Week	Date	Theme	Readings and Important Due Dates
1	Sept 9	Introduction & Check-in Survey	--
2	Sept 16	What is creativity? Living in creative cities.  <i>Discussion of Field Trip + Assignment + Selecting Groups</i>	Florida, R. (2012). Chapter 1 - "The Transformation of Everyday Life."  Adams, Rob. 2005. "What Makes a Creative City?" <i>Journal of the Australian Planner</i> . Vol. 42, No. 1. p. 20-21. [paper available on our Brightspace site]
3	Sept 23	Creative Class Theories: Florida, Landry, Adams  <i>Discussion of Midterm</i>  *Guest Speaker* Vasiliki Bednar Associate Director, Cities Martin Prosperity Institute	Florida, R. (2012). Chapter 3 - "The Creative Class."  <a href="http://charleslandry.com/themes/making-great-cities/">http://charleslandry.com/themes/making-great-cities/</a> [Read all 9 sections - Intro/7 Features/The Fragile City]

4	Sept 30	Observing creativity	Florida, R. (2012). Chapter 14 - "Quality of Place."  Field trip  <b>Instagram submissions due electronically by 7pm</b>
5	Oct 7	<b>Midterm</b>  Group assignment + Workshop Time	--
-	Oct 14	Reading Week – No class	
6	Oct 21	Contemporary issues in creative cities: Public Space & Design  *Guest Speaker TBD*	YongeLove. (2014). "What does Yonge Street as Public Space Mean to Toronto." <a href="http://www.yongelove.ca/what-does-yonge-street-as-public-space-mean-to-toronto/">http://www.yongelove.ca/what-does-yonge-street-as-public-space-mean-to-toronto/</a>  Additional reading TBD (posted to Brightspace)
7	Oct 28	Contemporary issues in creative cities: Planning for the creative economy  *Guest Speaker* Graig Uens Senior Planner City of Toronto	Catungal, Leslie & Hii. (2009). "Geographies of displacement in the creative city: The case of Liberty Village, Toronto." <i>Urban Studies</i> , 46(5-6), 1096-1114.  Creative City Planning Framework (2008). pp. 2-7, 18-20.  <b>Group assignment Draft due: Monday Oct 31</b>
8	Nov 4	Contemporary issues in creative cities: Gentrification & Creative Class critiques	Pratt, A.C. (2011). The cultural contradictions of the creative city. <i>City, Culture and Society</i> , 2(3), 123-130.  Peck, J. (2005). "Struggling with the Creative Class." <i>IJURR</i> , 29(4), 740-770.
9	Nov 11	Field Trip - Site Visits	<b>Feedback memos due electronically by 7pm</b>
10	Nov 18	Contemporary issues in creative cities: Technology / Talent / Tolerance  *Guest Speaker TBD*	Florida, R. (2012). Chapter 14 - "The 3 Ts of Economic Development."  Lorinc, J. (2013). "Smart Cities: Hype or Hope?" <i>Toronto Star</i> . <a href="https://www.thestar.com/news/insight/2013/12/22/smart_cities_hype_or_hope.html">https://www.thestar.com/news/insight/2013/12/22/smart_cities_hype_or_hope.html</a>

11	Nov 25	Contemporary issues in creative cities: Arts & Engagement  *Guest Speaker TBD*	Readings TBD (posted to Brightspace)  <b>Group assignment Final Version due: Monday Nov 28</b>
12	Dec 2	Conclusions  Exam Review	--
-	TBD (Dec 6-17)	<b>Final Exam</b>	To be scheduled: students should not make any travel plans during the final exam period. Please note that your instructor does not schedule the exam, the exam office does.

### EVALUATION

#### **Evaluating Student Work**

Students will be evaluated on three course components according to the scheme below. While all exercises are assigned in class and posted to Brightspace, detailed discussion and due dates for each assignment are as follows:

<b>Assignment</b>	<b>Due</b>	<b>Location</b>	<b>Group</b>	<b>Individual</b>
Midterm Test	Week 5: Friday Oct 7	In class	-	20%
Mapping Creativity Exercise	Week 4 Instagram Submissions: Friday Sept 30	Online	-	5%
	Draft Map + Guide: Monday Oct 31	Dropbox	10%	-
	Final Map + Guide: Monday Nov 28	Dropbox	15%	15%
Final Exam	To be scheduled by University		-	35%
Sub-Total			25%	75%
Total			100%	

## Evaluating Course and Instruction

A survey of course substance and instruction quality is required by the University and must be completed by all students over a period during two weeks in November. Please watch the *my.ryerson.ca* website for announcements regarding evaluation availability.

## CONDUCT

### Course Instruction

This course will make creative use of 3 hour lecture slots. There will be two field trips that involve talking public transit and/or walking. We will discuss these early in the semester.

Full details and instructions for all assignments will be posted to Brightspace and discussed in class on the date indicated in the curriculum chart of this outline. There will be some classes in which we'll do group work during class time. It is imperative that students are well versed in the timing and the requirements for each assignment. Moreover, *it is the responsibility of each student to ensure that she or he comes to class prepared.*

### Communicating with Faculty

Students will spend three hours in class each week. This period includes ample time to discuss assignments and time will be allocated, in class, for group meetings as well. In addition, your instructor is available during posted office hours for consultation and discussion on any procedural or substantive issue pertaining to the course.

E-mail is the **required** means of course communication; specifically, using the dedicated course Brightspace system, Google groups, 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.* 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/>

PLX 111 has a dedicated Brightspace site and Google group that can be accessed by all registered students at: <https://www.my.ryerson.ca/>. **I will decide, after input from the class in the first class, whether to use Brightspace or Google Groups as a our main discussion site.** Questions of clarification and process pertaining to assignments and course content should be posted to the Discussion Board on the Brightspace site (or Google Group) where they will be answered Monday through Friday by the Instructor or Teaching Assistant (TA) who is marking the relevant assignment. **DO NOT** use the Instructor's individual e-mail address for questions pertaining to general course content. **BEFORE** posting your question to Brightspace/Google Group, please review your lecture notes as well as the detailed assignment descriptions to ensure your question has not already been answered through other mechanisms. I will make every effort to respond to questions posted to Brightspace/Google Group within a reasonable amount of time on weekdays. Please note that detailed or substantive questions about assignments or grades must be dealt with *in person*.

## 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. field trips). Students will need to create a new account or use an existing Instagram account to participate in the group photo sharing component of assignments (to be discussed in class).

## Submitting Assignments

Additional information about your assignments will be provided in an Assignment handout.

Assignments are to be completed on time and submitted to the School of Planning through any assignment drop-slot (4<sup>th</sup> Floor, SBB, 105 Bond Street), where upon they will be stamped with the submission date by 4pm on regular business days. Assignments submitted after 4pm or on weekends will be stamped on the next regular business day. ***Under no conditions are students to slip assignments under the Instructor's office door or deliver assignments in person during class time.***

Assignment submissions must be submitted in a single envelope labeled with the following:

**Course Name (PLX 111)**

**My Name (Eleanor Rae)**

**Your Names**

**Your Mapping Neighbourhood**

## 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 paper and the paper was due on Monday but you submitted your paper on Tuesday (or after 4pm on Monday), then your final grade will be 75% (80%-5% for lateness = 75). ***No work will be accepted for grading after the last day of classes (Dec 2).***

## 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 and write all tests and exams as scheduled.
- The Instructor and Graduate Assistants will aim to return assignments submitted on the due date within three weeks except for the final exam.
- **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.**  
[http://www.ryerson.ca/content/dam/senate/forms/academic\\_consideration\\_document\\_submission.pdf](http://www.ryerson.ca/content/dam/senate/forms/academic_consideration_document_submission.pdf)

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](http://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 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/](http://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 with 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/](http://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**



- o **The Library** provides research workshops and individual assistance. Inquire at the Reference Desk on the second floor of the library, or go to [www.ryerson.ca/library/info/workshops.html](http://www.ryerson.ca/library/info/workshops.html)
- o **Student Learning Support** offers group-based and individual help with writing, math, study skills and transition support, and other issues.