

Geography 340
Cities and Planning
University of Victoria
Fall 2021

This syllabus combines a prior version prepared by Dr. Reuben Rose-Redwood with some new content (assignments, readings and schedule) by Dr. Laura Tate

We acknowledge with respect the Lekwungen peoples on whose traditional territory the university stands and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.

Instructor: Laura Tate, Ph.D.

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Office hours: After class and by appointment via Zoom

Course time: Mondays and Thursdays, 1:00pm-2:20pm PST

Course location: MacLaurin D-115

ETHICS OF CARE IN THE TIME OF COVID-19

I appreciate that this remains a difficult time for everyone with a global health crisis, economic hardship, and social inequities unevenly affecting people around the world, including students at UVic. Your education is important, but your health and well-being come first. If there are any health, economic, or related issues that are hurting your ability to take this course throughout the semester, please feel free to let me know, and I'll do my best to find a reasonable accommodation when possible. Please feel free to e-mail or text me, and be sure to include your full name (especially when texting). I am also available to talk after class and by appointment via Zoom.

COURSE DESCRIPTION

Welcome to GEOG 340—Cities and Planning! Through this course, you will learn about core planning ideas and trends impacting cities, mainly in North America, but with some historical and contemporary international references. The main goal of the class is to offer a critical examination of urban planning and contemporary issues in urban geography, organized around four themes: being in the city; responding to material conditions; thinking about the city; and shaping the city. Sometimes we will discuss these themes separately; but since they all influence each other, we will also discuss some of them together, to call attention to this mutual influence.

The course will also help you explore these issues and themes through an applied assignment for a community client, with the expectation that learning by doing can be a powerful approach for more deeply understanding the material. The combined lenses of urban geography and planning will help give you a useful grounding for a range of future study and career choices, whether in applied policy fields such as planning and public administration, or in future research and scholarly work.

COURSE OBJECTIVES

- Provide a broad overview of the key concepts and perspectives in urban geography and planning

- Examine how lived experience, evolving material conditions, ideas (thinking) about cities, and actual planning interventions all mutually interact in contemporary urban society
- Explore core planning concepts and understand their implications for cities and people
- Assess several major political, economic, social and cultural changes that have transformed contemporary urban landscapes in North America

LEARNING OUTCOMES

- Gain general familiarity with, and an ability to explain effectively to others, some major concepts and approaches in contemporary urban geography and planning
- Acquire an in-depth understanding of the complex ways that lived experience, evolving material conditions, ideas about cities, and actual planning interventions interweave together in shaping urban life
- Develop a broad understanding of planning concepts used in Canadian cities, and some understanding of how this compares and contrasts with American cities
- Apply the first three learning outcomes, and improve competency in critical urban analysis, by writing and summarizing (in poster form) a group research project for a community client.

CLASS FORMAT

READINGS

Required Course Texts

- All reading materials will be available on the Brightspace page for this class. (<https://bright.uvic.ca>). You will not have to buy any texts. You will, however, have to print a colour poster for your client, which may have some associated costs. See Client project handouts for details.
- Detailed list of readings also appears at the end of this syllabus.

ASSIGNMENTS & GRADING SCHEME

Your final mark will be based on the following calculation:

Five short Assignments (7%, 8%, 10%, 15% and 10%)	50%
Group Research Project and Poster	50%
Of which:	
Individual report component	25%
Group project report	15%
Group project poster	10%
<hr/> TOTAL:	100%

See next page for marking scale

Marking Scale:

Mark	Grade point value	Grade scale	Description
A+	9	90-100%	Exceptional, outstanding and excellent performance. Normally achieved by a minority of students. These marks indicate a student who is self-initiating, <i>exceeds expectation</i> and has an insightful grasp of the subject matter.
A	8	85-89%	
A-	7	80-84%	
B+	6	77-79%	Very good, good and solid performance. Normally achieved by the largest number of students. These marks indicate a good grasp of the subject matter or excellent grasp in one area balanced with satisfactory grasp in the other area.
B	5	73-76%	
B-	4	70-72%	
C+	3	65-69%	Satisfactory, or minimally satisfactory. These marks indicate a satisfactory performance and knowledge of the subject matter.
C	2	60-64%	
D	1	50-59%	Marginal performance. A student receiving this grade demonstrated a superficial grasp of the subject matter.
F	0	0-49%	Unsatisfactory performance. Wrote final examination and completed course requirements; no supplemental.
N	0	0-49%	Did not complete course requirements by the end of term or session; no supplemental.

For more detail on what it means to exceed expectation, please see separate handout

ASSIGNMENTS: All assignments will be submitted through Brightspace.

Five short assignments.

These short assignments will help you apply what you are learning in lectures and from readings, and to build core knowledge and skills to help you with your client project and poster. Unless specified otherwise, each short assignment is due **one hour** before the start of class on the day it is due.

Anything later than that will receive an automatic 5% deduction for the first 23 hours. 24 hours to six days late will receive a 10% late deduction. Any assignment that is more than one week late will receive a 20% late deduction. That said, if you are unwell, please let me know. Also, note that for the 2021 Fall term, students are not required to provide medical documentation to support their request for academic concession. Finally, remember that these deadlines are aimed at helping you avoid last minute stress, and to build skills for coping with deadlines in professional settings.

Client project

This semester, 50% of your mark for the course will be based on a project for a client –the City of Colwood. The reason we are having a project, and no mid-term or final exam, is because learning by doing can often have a longer lasting effect. The lectures, readings, and short assignments are all

designed to help you build skills and knowledge for the project; but you will also need to do some extra research specific to your project. By 5pm on Wednesday September 15th (the day before class on Thursday September 16th, you must choose which of five projects appeals most to you, and specify a second and third choice (in case there is an imbalance in people wanting specific project assignments). Each project will have two teams working on it. Your grade for this project combines individual work as well as group work. More detail on expectations will be forthcoming.

COURSE SCHEDULE:

See separate 11 X 17 inch handout for the full course schedule (also attached to the end of the printed version).

EMAIL

Send all email to me using this email address: lauratate1@uvic.ca . Please include the course number (GEOG 340) in the email subject title. I will do my best to respond promptly to your questions.

UVIC'S ACADEMIC INTEGRITY POLICY

Academic integrity requires commitment to the values of honesty, trust, fairness, respect, and responsibility. It is expected that students, faculty members, and staff at the University of Victoria, as members of an intellectual community, will adhere to these ethical values in all activities related to learning, teaching, research, and service. Any action that contravenes this standard, including misrepresentation, falsification, or deception, undermines the intention and worth of scholarly work and violates the fundamental academic rights of members of our community. This policy is designed to ensure that the university's standards are upheld in a fair and transparent fashion (https://www.uvic.ca/calendar/undergrad/index.php#/policy/Sk_0xsM_V).

PLAGIARISM

All class assignments should be prepared by the student(s) submitting the assignment. Plagiarism, or any other form of academic dishonesty, will not be tolerated in this course. Plagiarism consists of: (a) submitting someone else's work as your own without the use of proper citation or (b) paraphrasing another's ideas without acknowledging the author's work through citation. The use of an editor, whether paid or unpaid, is prohibited unless the instructor grants explicit written authorization. If you have any questions concerning matters of plagiarism, please see the following link: <http://www.uvic.ca/library/research/citation/plagiarism/index.php>

UVIC'S ACCESSIBILITY STATEMENT FOR STUDENTS WITH A DISABILITY

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a disability/health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible. The CAL staff are available by appointment to assess specific needs, provide referrals, and arrange appropriate accommodations (<https://www.uvic.ca/services/cal>). The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course.

UVIC POSITIVITY AND SAFETY STATEMENT

The University of Victoria is committed to promoting, providing, and protecting a positive and safe learning and working environment for all its members.

UVIC POLICIES ON ADDING AND DROPPING COURSES

For more detail on these policies, please refer to the course calendar, available on this link: <https://uvic.ca/calendar/dates> . If you are waitlisted, please be sure that you are on the official list. I have taken steps to ensure all waitlisted students have access to the course on Brightspace. Please ensure that the e-mail you use most is applied to the waitlist, as you have 24 hours once a position becomes available to register in the course. The last day for adding a course is September 24th.

COURSE POLICY ON RECORDING OF LECTURES AND USE OF COURSE MATERIALS

According to the university's Intellectual Property Policy (GV0215), professors and instructors are the authors of their original course materials, lecture notes, and lecture presentations. Accordingly, they own copyright in these materials. Occasionally, students enrolled in a course may ask to record lectures because they would like to review the material at a future date. A lecture constitutes an instructor's intellectual property. A student must get permission to record the lecture from their instructor. Any material for the course (e.g., lecture notes, PowerPoints, syllabus, including a recording of a lecture) is made solely for the use of the student registered in the course for research and private study only. These materials must not be posted online or shared with other students without the instructor's permission. In some cases, a student with a perceptual disability will be eligible for an academic accommodation to record a lecture. Please visit the Centre for Accessible Learning (CAL) website for more information. You should be aware that there are policies and legislation regarding academic accommodation. Should you have any questions please contact the Copyright Office.

SEXUALIZED VIOLENCE PREVENTION AND RESPONSE AT UVIC

UVic takes sexualized violence seriously, and has raised the bar for what is considered acceptable behaviour. We encourage students to learn more about how the university defines sexualized violence and its overall approach by visiting uvic.ca/svp. If you or someone you know has been impacted by sexualized violence and needs information, advice, and/or support please contact the sexualized violence resource office in Equity and Human Rights (EQHR). Whether or not you have been directly impacted, if you want to take part in the important prevention work taking place on campus, you can also reach out:

Where: Sexualized violence resource office in EQHR; Sedgewick C119

Phone: 250.721.8021

Email: svpcoordinator@uvic.ca

Web: uvic.ca/svp

COURSE EXPERIENCE SURVEYS (CES)

I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed online and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

STUDENT WELLNESS

A note to remind you to take care of yourself. Do your best to maintain a healthy lifestyle this semester by eating well, exercising, getting enough sleep, and taking some time to relax. This will help you achieve your goals and cope with stress. All of us benefit from support during times of struggle. You are not alone.

Counselling Services

Counselling Services can help you make the most of your university experience. They offer free professional, confidential, inclusive support to currently registered UVic students.

<https://www.uvic.ca/services/counselling/>

Health Services

University Health Services (UHS) provides a full service primary health clinic for students, and coordinates healthy student and campus initiatives. <https://www.uvic.ca/services/health/>

Centre for Accessible Learning

The CAL staff are available by appointment to assess specific needs, provide referrals and arrange appropriate accommodations. The sooner you let us know your needs the quicker we can assist you in achieving your learning goals in this course. <https://www.uvic.ca/services/cal/>

Elders' Voices

The Office of Indigenous Academic and Community Engagement (IACE) has the privilege of assembling a group of Elders from local communities to guide students, staff, faculty and administration in Indigenous ways of knowing and being.

<https://www.uvic.ca/services/indigenous/students/programming/elders/index.php>

COURSE READINGS (all available on Brightspace):

All readings are mandatory, except:

Any reading marked with this symbol at the beginning is an optional extra which may help you expand on either a short assignment or your client project.

Biglieri, S. (2021). The Right to (Re)Shape the City. Examining the Accessibility of a Public Engagement Tool for People Living With Dementia

Bonakdar, A. and I. Audirac. (2021). City planning, urban imaginary, and the branded space: Untangling the role of city plans in shaping Dallas's urban imaginaries. *Cities*. 117: 1-10.

Carmona, M. et al. (2010). *Public Places, Urban Spaces. The Dimensions of Urban Design*. Milton Park and New York: Routledge. Second Edition. Please just read pp. 154-167 on park needs and designs.

Ellin, N. (2006). *Integral Urbanism*. New York: Routledge. Read pp. 9-15: Five Qualities of an Integral Urbanism.

Hayden, D. (2003). *Building Suburbia. Green Fields and Urban Growth, 1820 to 2000*. New York: Pantheon. Read Chapter Three- Borderlands (pp. 21-44)

Hodge, G. and I. Robinson. (2001). *Planning Canadian Regions*. Vancouver: University of British Columbia Press. Read only the excerpts from pp. 34-37 (Starting with the heading “Utopians and starting anew”) and from pp. 40-44)

Lau, C. and Y. Li. (2019). Analyzing the effects of an urban food festival: A place theory approach. *Annals of Tourism Research*. 74: 43-55.

Reece, J. (2018). In Pursuit of a Twenty-first Century Just City: The Evolution of Equity Planning Theory and Practice. *Journal of Planning Literature*. 33(3):299-309.

Rose- Redwood, R. (2014). “Sixth Avenue is Now a Memory”. Regimes of Spatial Inscription and the Performative Limits of the Official City-Text. In Glass, and R. Rose-Redwood (eds). *Performativity, Politics, and the Production of Social Space*. New York: Routledge.

Schiffer, J. (2019). Planning for Reconciliation: Indigenous Authenticity in Community Engagement and Urban Planning in Canadian Cities. In Tate, L. and B. Shannon (eds). *Planning for AuthenticITIES*. New York and London: Routledge.

Tate, L. (2021). *Post-Rational Planning: A Solutions-Oriented Call to Justice*. New York and London: Routledge.

-For Sept 13th read Chapter 7 --Saying things more impactfully, (just from pp. 212 through 224, to the end of the text box on p. 224.)

-For October 4th, read Chapter 5- Better, more meaningful public engagement. Read only from pages 141 through to pp. 158, ending just before the heading “Engagement Practicalities: What Is Realistic And What Support Should Agencies Provide?”)

Thomas, R. and L. Bertolini. (2020). Introduction to Transit-Oriented Development. In: *Transit-Oriented Development*. Palgrave Pivot, Cham.

Watt, P. (2017). Social housing and urban renewal: an introduction. In Watt, P. and P. Smets. (eds). *Social Housing and Urban Renewal : A Cross-National Perspective*. Bingley, UK: Emerald Publishing. (Just read pages 1-9, stopping just before the heading “DISCOURSE ANALYSIS, URBAN POLICY, AND SOCIAL HOUSING RENEWAL”).

GEOG 340 Class Schedule, Fall 2021 Class meets on Mondays and Thursdays, 1pm to 220 pm, MacLaurin Building, D115

**Readings will be posted to Bright Space and are also listed in your Syllabus

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
1 Theme: <i>Intro</i>				Sept. 9 th Attend lecture. See if class is for you!	Sept. 10 th	Sept 11/12 th
2 Themes: <i>Being in the City</i> (Monday)  <i>Responding to the City</i> (Thursday) 	Sept 13 th <ul style="list-style-type: none"> Complete reading** from Tate, Ch. 7 <u>before class</u> Lecture: <ul style="list-style-type: none"> Being in the City: Identity and experience Short learning reflection In-class individual exercise Possible in-class group exercise (will depend on safety/ COVID protocols) 	Sept 14 th / 15 th <ul style="list-style-type: none"> Choose your client project (and specify second and third choices) by 5pm on Wednesday Sept. 15th 		Sept 16 th <ul style="list-style-type: none"> Complete reading from Reece <u>before class</u> Watch group project video on Bright Space Lecture: <ul style="list-style-type: none"> Responding to Material conditions in the City: Historical perspectives on the City and Region, and their link with present-day equity concerns. 	Sept. 17 th	Sept 18/19 th Complete second reading (see Monday Sept 20th) and work on first short assignment (due Thurs Sept 23 rd)
3 Themes: <i>Thinking about the City</i> (Monday)  <i>Shaping the City</i> (Thursday) 	Sept 20 th <ul style="list-style-type: none"> Complete reading from Hodge and Robinson before class Lecture: <ul style="list-style-type: none"> Thinking about the City: Early planning thought and modes of analysis 	Sept 21 st / 22 nd Work on and complete first short assignment (due Thurs Sept 23 rd *one hour before class starts*) Book your project team's Zoom meeting with the instructor by end of Friday, with actual meeting no later than October 1st		Sept 23 rd <ul style="list-style-type: none"> No reading, but remember first short assignment is due today by 12 noon Lecture: <ul style="list-style-type: none"> Shaping the City: Plans and engagement Short unit: project management tips 	Sept 24 th	Sept 25/26 th Work on your second short assignment, which is due on Wednesday Sept 29 th by 5pm.
4 Themes: <i>All Four Themes</i> <i>Remember that this is Orange Shirt Week</i>	Sept 27 th <ul style="list-style-type: none"> Group project workshop in-class, (Jill Collinson, Colwood, participating as well) Watch online lecture sometime this week, on: The Economy and Central Place Theory-Origins and Debates 	Sept 28 th / 29 th Second short assignment due by 5pm Sept. 29th		Sept 30 th Class cancelled due to new Truth and Reconciliation Day holiday	Oct 1 st	Oct 2/ 3 rd Complete required readings for next Monday's class, compile five bullets with your group, and work on your short assignment, due Thursday Oct 7 th .
5 Theme: <i>Being in and Shaping the City: Urban Design</i>	Oct 4 th <ul style="list-style-type: none"> Complete reading from Tate (Chapter 5 excerpt) for this class. Due: part of group project mark: 5 bullets on what to take away from this reading for your project. (Due today) Lecture: <ul style="list-style-type: none"> Lindsay Chase, Director of Planning-View Royal 	Oct 5 th / 6 th		Oct 7 th Lecture: <ul style="list-style-type: none"> Group projects /Meeting City of Colwood staff Please come to class prepared with questions, and your team charters completed. 	Oct 8 th	Oct 9/10 th Enjoy your holiday weekend!

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**Readings will be posted to Bright Space and are also listed in your Syllabus

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
6 Themes: <i>Responding to, the City</i>	Oct 11 th No class on Monday-Thanksgiving	Oct 12 th	Oct 13 th	Oct 14 th Guest lecture: Dr. David Atkinson (TBC) Lecture: • Urban climate change Sign up for specific Oct 18 th reading	Oct 15 th	Oct 16/17 th Complete required readings for next Monday's class
7 Theme <i>All Four Themes</i>	Oct 18 th • Finish Rose-Redwood reading before class Lecture: • Imagining the City-branding, tourism, and gentrification • In-class exercise, based on reading	Oct 19 th	Oct 20 th	Oct 21 st • Third short assignment due one hour before class starts • Complete reading from Ellin before class Lecture: Basic Principles of Urban Design	Oct 22 nd	Oct 23 rd /24 th Complete required readings for next Monday's class
8 Theme: <i>Responding to and Shaping the City's Infrastructure</i>	Oct 25 th • Complete Thomas and Bertolini reading before class. Lecture: • Transportation and growth management	Oct 26 th	Oct 27 th	Oct 28 th Guest lecture(s): Clean drinking water, storm and sanitary sewer provision: roles in both responding to and shaping future growth.	Oct 29 th	Oct 30/31 st Work on your short assignment
9 Theme: <i>Responding to and Shaping the City: Other community facilities</i>	Nov 1 st • Fourth short assignment due today, by 12 noon. Lecture: • Natural environment / Environmentally sensitive areas and development planning	Nov 2 nd	Nov 3 rd Complete assigned reading for Thursday class	Nov 4 th • Please read excerpt from Carmona et al (Public Places, Urban Spaces) on Parks. Lecture: • Parks and Schools • In-class assignment	Nov 5 th	Nov 6/7 th • Complete reading for next Monday's class.
10 Theme <i>All four themes</i>	Nov 8 th • Complete reading before class. Lecture / film, part 1: Housing, homelessness and the politics of urban renewal	Nov 9 th	Nov 10 th Reading break starts on Wednesday Nov. 10th	Nov 11 th Enjoy your reading break!	Nov 12 th	Nov 13/14 th Enjoy your reading break!
11 Theme <i>All four themes</i>	Nov 15 th Discussion / film, part 2: Housing, homelessness and urban renewal	Nov 16 th	Nov 17 th Complete assigned reading for Thursday class	Nov 18 th Lecture: • Gentrification: causes, effects, issues	Nov 19 th	Nov 20 th
12 Theme <i>Revisiting Equity, Inclusion, and Diversity: All four themes</i>	Nov 22 nd Panel discussion, guest panel members (TBC): • Indigenous experiences in, and planning for, the City	Nov 23 rd	Nov 24 th Complete assigned reading for Thursday class	Nov 25 th • Fifth short assignment due today, by 12 noon. Panel discussion, equity and diversity guest panel members: Jasmindra Jawanda, Nadia Carvalho, third panel guest TBD.		
13	Nov 29 th Lecture: TBD	Nov 30 th	Dec 1 st	Dec 2 nd Lecture:	Dec 3 rd	Dec 4 th / 5 th
14 Remember final projects are due:	Dec. 6 th Last day of class Includes project Q & A Projects due at midnight					