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.
Office: David Turpin Building, Room B214
Telephone: (778)-678-4726
Email: lauratate1@uvic.ca
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:

<table>
<thead>
<tr>
<th>Assignment Type</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Five short Assignments (7%, 8%, 10%, 15% and 10%)</td>
<td>7% + 8% + 10% + 15% + 10% = 50%</td>
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<tr>
<td>Group Research Project and Poster</td>
<td>50%</td>
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<td>Of which:</td>
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<tr>
<td>Individual report component</td>
<td>25%</td>
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<tr>
<td>Group project report</td>
<td>15%</td>
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<tr>
<td>Group project poster</td>
<td>10%</td>
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TOTAL: 100%

See next page for marking scale
Marking Scale:

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


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)

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-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?”)


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<tr>
<th>Week</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
<th>Weekend</th>
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<tr>
<td>1</td>
<td><strong>Intro</strong></td>
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<td>Sept. 9th**</td>
<td>Sept. 10th**</td>
<td>Sept 11/12th**</td>
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<td>Attend lecture. See if class is for you!</td>
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<td>2</td>
<td><strong>Being in the City</strong> (Monday)</td>
<td>Sept 13th**</td>
<td>Sept 14th / 15th**</td>
<td>Choose your client project (and specify second and third choices) by 5pm on Wednesday Sept. 15th</td>
<td>Sept 16th**</td>
<td>Sept 17th** / Sept 18/19th**</td>
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<td><strong>Responding to the City</strong> (Thursday)</td>
<td>Complete reading** from Tate, Ch. 7 before class</td>
<td><strong>Lecture:</strong> Being in the City: Identity and experience</td>
<td>Complete reading from Reece before class</td>
<td><strong>Lecture:</strong> Responding to Material conditions in the City: Historical perspectives on the City and Region, and their link with present-day equity concerns.</td>
<td>Work on your second short assignment, which is due on Wednesday Sept 29th by 5pm.</td>
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<td>3</td>
<td><strong>Thinking about the City</strong> (Monday)</td>
<td>Sept 20th**</td>
<td>Sept 21st / 22nd**</td>
<td>Work on and complete first short assignment (due Thurs Sept 23rd <em>one hour before class starts</em>)</td>
<td>Sept 23rd**</td>
<td>Sept 24th** / Sept 25/26th**</td>
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<td><strong>Shaping the City</strong> (Thursday)</td>
<td>Complete reading from Hodge and Robinson before class</td>
<td><strong>Lecture:</strong> Thinking about the City: Early planning thought and modes of analysis</td>
<td>Book your project team’s Zoom meeting with the instructor by end of Friday, with actual meeting no later than October 1st</td>
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<td>4</td>
<td><strong>All Four Themes</strong></td>
<td>Sept 27th**</td>
<td>Sept 28th / 29th**</td>
<td>Second short assignment due by 5pm Sept. 29th</td>
<td>Sept 30th**</td>
<td>Oct 1st** / Oct 2/ 3rd**</td>
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<td></td>
<td><strong>Remember that this is Orange Shirt Week</strong></td>
<td><strong>Group project workshop in-class. (will Collinson, Colwood, participating as well)</strong></td>
<td><strong>Class cancelled due to new Truth and Reconciliation Day holiday</strong></td>
<td>Complete required readings for next Monday’s class, compile five bullets with your group, and work on your short assignment, due Thursday Oct 7th.</td>
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<td>5</td>
<td><strong>Being in and Shaping the City: Urban Design</strong></td>
<td>Oct 4th**</td>
<td>Oct 5th / 6th**</td>
<td><strong>Lecture:</strong> Lindsay Chase, Director of Planning-View Royal</td>
<td>Oct 7th**</td>
<td>Oct 8th** / Oct 9/10th**</td>
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| 6 Theme: Responding to, the City | Oct 11th | No class on Monday-Thanksgiving | Oct 12th | Oct 13th | Oct 14th | Guest lecture: Dr. David Atkinson (TBC)  
Lecture:  
- Urban climate change  
Sign up for specific Oct 18th reading |
| 7 Theme All Four Themes | Oct 18th | Finish Rose-Redwood reading before class | Oct 19th | Oct 20th | Oct 21st | Third short assignment due one hour before class starts  
Complete reading from Ellin before class  
Lecture: Basic Principles of Urban Design |
| 8 Theme: Responding to and Shaping the City's Infrastructure | Oct 25th | Complete Thomas and Bertolini reading before class | Oct 26th | Oct 27th | Oct 28th | Guest lecture(s): Clean drinking water, storm and sanitary sewer provision: roles in both responding to and shaping future growth. |
| 9 Theme: Responding to and Shaping the City: Other community facilities | Nov 1st | Fourth short assignment due today, by 12 noon. | Nov 2nd | Nov 3rd | Nov 4th | Please read excerpt from Carmona et al (Public Places, Urban Spaces) on Parks.  
Lecture:  
- Parks and Schools  
- In-class assignment |
| 10 Theme All four Themes | Nov 8th | Complete reading before class.  
Lecture / film, part 1: Housing, homelessness and the politics of urban renewal | Nov 9th | Nov 10th | Nov 11th | Enjoy your reading break! |
| 11 Theme All four themes | Nov 15th | Discussion / film, part 2: Housing, homelessness and urban renewal | Nov 16th | Nov 17th | Nov 18th | Lecture:  
- Gentrification: causes, effects, issues |
| 12 Theme Revisiting Equity, Inclusion, and Diversity: All four themes | Nov 22nd | Panel discussion, guest panel members (TBC):  
- Indigenous experiences in, and planning for, the City | Nov 23rd | Nov 24th | Nov 25th | 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 29th | Lecture: TBD | Nov 30th | Dec 1st | Dec 2nd | Lecture:  
Dec. 6th Last day of class  
Includes project Q & A Projects due at midnight |
| 14 Remember final projects are due: | Dec 6th | | | | | |

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