

Geography 491
Space, Place and Urban Design
University of Victoria
Winter 2022

This syllabus draws from some work by Dr. Reuben Rose-Redwood for a different class, with all course content here (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

Email: lauratate1@uvic.ca

Office hours: By appointment either via Zoom or in-person

Course time: Thursdays, 9:00am-11:50pm PST

Course location: **Until January 24th** via Zoom (see Brightspace); **after that:** Clearihue Building, Room A313

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 491 – Space, Place, and Urban Design. In this course, you will reflect on some of the details that make cities comfortable and exciting places to live. Depending on your personal interests and career goals, you can either focus on the broader relationships between design and sense of place, including different philosophical aspects of these relationships, or delve into some of the more specific planning aspects of the design process. Perhaps you will choose to emphasize both of these things! Regardless of your career goals, the hope is that this course will inspire you to reflect more deeply on the places you spend time in, whether as a resident or traveller.

Urban design involves a combination of design techniques, land use guidance, infrastructure provision, and programming. It aims to ensure physical environments and experiences that allow people and ecosystems to flourish. This introduction to urban design will take an integrated approach which considers design as more than just the sum of its parts. It also involves a lot of learning by doing: you will explore specific sites, and present your ideas about what works (and what does not) in a supportive environment.

You do not need to have drawing skills to well in this course, as the assignments will involve photos, writing, and incorporation of maps from other sources. Still, you are always welcome to bring in

drawing if you are comfortable doing so. We will also be doing journal assignments, which you could consider completing in hard copy (via an actual paper journal), electronic copy, or a combination of both.

Course Objectives:

During the course, you will:

- Reflect on theory and evidence-based research on place and urban design to develop your own design vision
- Analyze cities and neighborhoods, in order to unpack which design principles have contributed to local assets and challenges
- Take and use photographs to illustrate a range of design concepts
- Create and give presentations on urban design concepts
- Use basic urban design thinking to identify desired interventions to the built environment
- Create their own design brief for a specific area comprised of photographs and text, as a precursor to more detailed design guidelines

LEARNING OUTCOMES

- Gain general familiarity with, and an ability to explain effectively to others, some major concepts and approaches in urban design
- Understand, in-depth, the complex ways that lived experience, evolving material conditions, ideas about cities, and actual planning interventions interweave together in shaping urban life
- Understand the link between sense of place and basic urban design concepts. You will use these concepts in creating your own urban design vision and broad goals for a particular area, through an urban design brief. This vision and goals will be suitable for informing broad planning policies, and as a precursor to developing urban design guidelines.
- You will feel comfortable using photographs and urban design terminology to articulate this vision.
- You will also demonstrate basic competency in identifying broad urban design implementation approaches.

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.
- 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:

Journaling homework and in-class assignments	25%
Group / Individual Presentations (Two)	30%

Individual design brief, of which:	45%
Analysis of Study Area Context	10%
Final design brief	35%
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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 Bright Space.

Journaling homework and in-class assignments.

Because this class involves learning-by-doing, you will need to prepare for your presentations and design brief assignments through regular journaling and in-class work. Journaling will require you to reflect critically on 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 final design brief. Unless specified otherwise, each journaling assignment is due **one hour** before the start of class on the day it is due. An in-class assignment is due midnight on the same day. 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 2022 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.

Group / Individual presentations. You will be required to complete presentations in response to two design prompts. The first of these must be a group presentation; the second can either be group-based or individual (your choice). I appreciate that group projects can have their challenge, but they do provide very good learning experiences, and so that is why you need to try at least one. More detail on the design prompt will be provided on Brightspace. I will also show an example of a past design prompt from a prior class, so you will get a sense in the first class of what level of effort might be expected.

Design brief

This semester, 40% of your mark for the course will be based on a design brief for a specific site in the Capital Region. The reason we are having this project-based assignment, 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. You can use some of this content directly in your final brief (up to a third); but you will also need to do some extra work specific to your project. By 5pm on Wednesday January 19th (the day before class on Thursday January 20th, you must choose which of two study areas appeals most to you. 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 491) 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 January 26th.

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 via MyPage 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:

%% An reading marked with this symbol at the beginning is one of two choices for a given class.

Any reading marked with this symbol at the beginning is an optional extra which may help you expand on a compelling idea in either your journal/ homework or your design brief. Unless otherwise noted, a link will be posted to this resource at the library on Brightspace. No text is needed.

Carmona, M. et al. (2010). *Public Places, Urban Spaces. The Dimensions of Urban Design*. Milton Park and New York: Routledge. Second Edition. Excerpt TBD, and to be provided via Brightspace

Cushing, D. and E. Miller. (2021). *Creating Great Places*. London and New York: Routledge. Excerpts include Ch. 1 (Affordances); Ch. 7 (Salutogenic Design); and one other TBD.

Ellin, N. (2006). *Integral Urbanism*. New York: Routledge. Read excerpts/ chapters as noted on Brightspace

Green Shores for Shoreline Development – Credits and Ratings Guide- accessible via http://stewardshipcentrebc.ca/PDF_docs/greenshores/Resources/GSSD_PilotEditionApril2020.pdf Please **only read these excerpts, as numbered in the document**: Pages 1-3; 9-14; 20-23; 38-40; and 42-43.

Hadavi, S., R. Kaplan and M.C. Hunter. (2015). Environmental affordances: A Practical approach for design of nearby outdoor settings in urban residential areas. *Landscape and Urban Planning*. 134: 19-32.

%% Kouhia, A. and P. Seitamaa-Hakkarainen. (2017). c. *Craft Research*. 8(2): 169–192. Accessible at UVic at: <https://web-s-ebSCOhost-com.ezproxy.library.uvic.ca/ehost/pdfviewer/pdfviewer?vid=1&sid=30c200a7-a58e-4481-9781-b371cbccc17f%40redis>

Lee, Ingrid Fetell. *Joyful*. New York : Little, Brown Spark. Chose one of three chapters: Harmony, Transcendence or Magic. On course reserve at the library.

%% Moore, G. (2021) Connectivity of public open space: its meaning for different functions, *Journal of Urban Design*. 26(3): 279-295, DOI: 10.1080/13574809.2020.1801340. Accessible at UVic at: <https://www-tandfonline-com.ezproxy.library.uvic.ca/doi/pdf/10.1080/13574809.2020.1801340?needAccess=true>

Paul, A.M. (2021). *The Extended Mind: The Power of Thinking Outside the Brain*. New York: Mariner Books. On course reserve at the library. Excerpt on thinking with our surroundings, for Week 9

Additional readings to be posted via Brightspace

GEOG 491 Class Schedule, Spring 2022 Class meets Thursdays, 10am to 12:50 pm, Clearihue Building, A313

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

Week	Monday	Tuesday	Wednesday	Thursday	Friday	Weekend
1 Theme: <i>Intro</i>	Jan 10 th	Jan 11 th / 12 th		Jan 13 th Introduction to Urban Design. Attend lecture. See if class is for you! Complete short survey (one pass/fail point), and sign up for specific reading Lecture: <ul style="list-style-type: none"> Intro to urban design and design thinking Terms and tools Course parameters 	Jan 14 th	Jan 15/16 th Do Monday's readings (see reading list/ Brightspace)
2 Theme <i>Module 1: Hybridity, Connectivity, and Affordance Theory</i>	Jan 17 th <ul style="list-style-type: none"> Complete readings (excerpts from Ellin and choice of either Moore or Kouhia and Seitamaa-Hakkarainen). Complete journal assignment based on readings. 	Jan 18 th / 19 th <ul style="list-style-type: none"> Complete journal assignment based on readings. 		Jan 20 th <ul style="list-style-type: none"> Complete weekly journal assignment on both readings one hour <u>before</u> class Lecture: <ul style="list-style-type: none"> Hybridity and connectivity Hybridity as a big idea- good or bad? Prepare for group projects presentation Introduction to design briefs 	Jan 21 st	Jan 22/23 rd Work on your reading for Jan 27 th and start work on your first group presentation -possibly your site visit. (due Thurs Feb 3 rd)
3 Themes: <i>Module 1 Continued: Hybridity, Connectivity, and Affordance Theory</i>	Jan 24 th <ul style="list-style-type: none"> Work on your reading (Cushing and Miller - required; Hadavi et al is optional) plus journal assignment for Jan 27th 	Jan 25 th / 26 th <ul style="list-style-type: none"> Work on your reading and journal assignment for Jan 27th 		Jan 27 th <ul style="list-style-type: none"> Affordances and design Reading and journal assignment Lecture: <ul style="list-style-type: none"> Land use and design tools in more depth Affordances and design In-class exercise 	Jan 28 th	Jan 29/30 th <ul style="list-style-type: none"> Work on your first group presentation for Feb 3rd
4 Themes: <i>Module 1: Hybridity, Connectivity, and Affordance Theory</i>	Jan 31 st <ul style="list-style-type: none"> Work on your first group presentation for Feb 3rd 	Feb 1 st /2 nd <ul style="list-style-type: none"> Work on your first group presentation for Feb 3rd 		Feb 3 rd <ul style="list-style-type: none"> Hybridity, connectivity, and affordance theory: Group Presentations No reading, but you are presenting and must watch/ take notes on other groups' presentations. You will also complete short assignment - during and after class 	Feb 4 th	Feb 5/6 th Complete required readings for next Thursday's class
5 Theme: <i>Green Design and Porosity</i>	Feb 7 th <ul style="list-style-type: none"> Work on reading: excerpt from Green Shores for Shoreline Development 	Feb 8 th /9 th <ul style="list-style-type: none"> Work on reading: excerpt from Green Shores for Shoreline Development 		Feb 10 th Guest Lecture on Green Design: Paul deGreeff, PDLA Landscape Architects <ul style="list-style-type: none"> Also a short, graded assignment in-class. 	Feb 11 th	Feb 12/13 th Complete required reading for next Thursday's class
6 Themes: <i>Design and Human Needs</i>	Feb 14 th <ul style="list-style-type: none"> Complete readings for Feb 17th: Gifford and McCunn (Ch11); plus Cushing & Miller, Chapter 7 	Feb 15 th /16 th		Feb 17 th <ul style="list-style-type: none"> Design and Human needs Readings and journal assignment Lecture: Psychology and design Epigenetics and design Evidence-based design to meet specific needs	Feb 18 th	Feb 19 th /20 th
7 Theme <i>Reading Break</i>	Feb 21 st	Feb 22 nd /23 rd		Feb 24 th Enjoy Reading Break!	Feb 25 th	Feb 26 th /27 th
8 Theme: <i>Design and Joy</i>	Feb 28 th Work on March 3 rd assign.	March 1 st /2 nd		March 3 rd Virtual and Asynchronous class, topic and assignment TBD	March 4 th	March 5/6 th Do Mar 10 homework

GEOG 491 Class Schedule, Spring 2022 Class meets Thursdays, 10am to 12:50 pm, Clearihue Building, A313

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

Week	Monday	Tuesday	Wed- nesday	Thursday	Friday	Weekend
9 Theme: <i>Design end products</i>	March 7 th Complete Annie Murphie Paul reading, and Prepare to present your site analysis for your individual design brief)	March 8 th Complete assigned prep homework Thursday	March 9 th	March 10 th <ul style="list-style-type: none"> Students present study area context analysis Design-briefs- analysis, tips and tricks 	March 11 th	March 12/13 th Work on your 2 nd Group or individual presentation
10 Theme <i>Porosity, Human Needs and Joy</i>	March 14 th	March 15 th	March 16 th	March 17 th <ul style="list-style-type: none"> Group Presentations: Design for Porosity, Human Needs, and Joy No reading, but you are presenting and must watch/ take notes on other groups' presentations. You will also complete short assignment -during and after class <ul style="list-style-type: none"> Sign up to do one of three readings for next week's class 	March 18 th	March 19/20 th Work on reading for March 24 th class
11 Theme <i>Authenticity</i>	March 21 st Students to choose from one of three readings and complete reading to prepare for Thursday class impromptu presentations	March 22 nd	March 23 rd Complete assigned reading for Thursday class	March 24 th In-class assignment, impromptu student group presentations on readings (topic given in class)	March 25 th	March 26/27 th Work on final design brief
12 Theme <i>Putting things together: Design Case Studies</i>	March 28 th No reading or homework-just work on your final design brief	March 29 th	March 30 th Complete assigned reading for Thursday class	March 31 st <ul style="list-style-type: none"> Design case studies Combination lecture and in-class exercises	April 1 st	April 2 nd /3 rd Work on final design brief
13 <i>Putting things together: Design Case Studies, Continued</i>	April 4 th No reading or homework -just work on your final design brief	April 5 th	April 6 th	April 7 th Last day of class. Includes project Q & A <u>Your individual design briefs are due at midnight Friday April 8th</u>	April 8 th	April 9/10 th