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**COURSE OUTLINE**

**Geography 340: Geography of Cities and Planning**  
**Cornett Building, Room A125**  
**Mondays and Thursdays, 1:00pm to 2:20pm**

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**Office Hours: By Zoom Appointment**

**Office Location:**

**Contact: [lauratate1@uvic.ca](mailto:lauratate1@uvic.ca)**

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

**COURSE DESCRIPTION**

Welcome to GEOG 340—Cities and Planning! This course will help you appreciate core planning ideas and urban trends, mainly in North America, but with some historical and contemporary international references. It uses an applied student project to illuminate and critically examine urban planning and contemporary issues in urban geography. Its foundation of readings, lectures, and in-class assignments will help build core planning competencies to directly support the project.

The applied project is a focus here, because it presumes that learning by doing can enable deeper understanding of complex ideas. The combined lenses of urban geography and planning give a useful grounding for a range of future study and career choices, whether in applied policy fields like as planning and public administration, or in future research and scholarly work.

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**FOUR CRUCIAL THINGS ABOUT THIS COURSE**

**There are four crucial things to know about the course:**

1. It is "front-end loaded": You will work **harder** in September and October, but **less** in November. Also, there is no final exam.
2. The largest portion of your mark for the term comes from a hands-on project, including both group and individual work. This project has a real client: the District of Saanich.
3. The homework may look like a lot, but it all builds skills; and much of it also helps you complete parts of your project.
4. There are four asynchronous, virtual classes this term: Monday October 3rd, Thursday October 6th, Thursday November 3rd, and Monday November 7th. **See Brightspace for more detail.**

## REQUIRED TEXT(S)

Required readings will be made available to you on Brightspace

Additional optional readings will also be posted on Brightspace

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## LEARNING OUTCOMES

In this course you will learn about cities and planning through hand on experience in producing a report for the District of Saanich. The course will combine knowledge, skill-building and applied learning to give you both broad and deep insights into the challenges facing cities as well as urban planning activities focused on addressing these challenges.

After completing this course, you will:

- Understand how housing, businesses, growth management, transit, parks, and urban design work alone and together to help shape experiences in the city;
- Appreciate that different groups of people have distinct lived experiences in cities, and may require specific programs and policies to improve these experiences; and
- Broadly understand which level of government impacts specific city planning activities, through laws, regulations, plans and programs;

You will also be able to:

- Identify different types of urban planning evidence, including their strengths and weaknesses in supporting policy formation;
- Develop and conduct a qualitative survey or qualitative policy assessment related to city planning needs assessment;
- Conduct and summarize applied research from scholarly and professional city planning literature;
- Work both alone and as part of a team to scope out, and complete, an applied research project on a specific aspect of neighbourhood planning.

## EVALUATION

**In-class assignments, quizzes, excluding those related to project** **13%**

**Three Mini-Projects, in total** **18%**

**Project for District of Saanich, in total** **69%**

*This project includes several work components which are assessed on a group basis (33%) as well as components which are assessed individually (36).*

*For more detail on the evaluation, including due dates and more detailed grading breakdown, please see Brightspace.*

## GRADING SYSTEM

As per the Academic Calendar:

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

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## GEOGRAPHY DEPARTMENT INFO

- Geography Department website: [uvic.ca/socialsciences/geography/](http://uvic.ca/socialsciences/geography/)
- Geography Department Chair: [geogchair@uvic.ca](mailto:geogchair@uvic.ca)
- Geography Undergraduate Advising: [geogadvising@uvic.ca](mailto:geogadvising@uvic.ca)

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## POLICY ON LATE ASSIGNMENTS

Timely completion of assignments will help you manage your overall workload effectively. It also helps instructors and teaching assistants manage their workloads. To support students in timely completion, the following **penalties** will apply to late individual assignments:

- 2% if the assignment is one to four hours late;
- 5% if the assignment is more than four hours late but less than 24 hours late;
- 10% if the assignment is 24 hours late
- 15% if the assignment is 25 to 48 hours late
- 20% if the assignment is 49 to 72 hours late
- Any more than 72 hours late: please consult with the instructor, as it will only be accepted under special circumstances.

***If you know well in advance (at least 72 hours in advance) that you won't be able to submit on time, and you e-mail the instructor accordingly, the penalty will be reduced by 2%.***

**Why?** In the workplace, sometimes things are submitted late. Advance warning gives bosses and colleagues more time to prepare other alternatives. It is thus seen as more professional than just being late and saying nothing. So yes, this does mean that an assignment that is four hours late --with advance warning described above-- goes down to zero.

## **POLICY ON ATTENDANCE**

Attendance is strongly encouraged, particularly given the group project requirement and several in-class assignments. As your instructor, I will try to record most lectures, but these are not always guaranteed, and they are not a substitute for class participation. That said, there are no explicit penalties for not attending.

## **ACADEMIC INTEGRITY**

It is every student's responsibility to be aware of the university's policies on academic integrity, including policies on **cheating, plagiarism, unauthorized use of an editor, multiple submission, and aiding others to cheat.**

**Policy on Academic Integrity:** [web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html](http://web.uvic.ca/calendar/undergrad/info/regulations/academic-integrity.html)

If you have any questions or doubts, talk to me, your course instructor. For more information, see [uvic.ca/learningandteaching/cac/index.php](http://uvic.ca/learningandteaching/cac/index.php).

## **ACCESSIBILITY**

Students with diverse learning styles and needs are welcome in this course. In particular, if you have a documented disability or health consideration that may require accommodations, please feel free to approach me and/or the Centre for Accessible Learning (CAL) as soon as possible ([uvic.ca/services/cal/](http://uvic.ca/services/cal/)). The CAL staff is 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.

## **POSITIVITY AND SAFETY**

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

## **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](http://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](mailto:svpcoordinator@uvic.ca)

Web: [uvic.ca/svp](http://uvic.ca/svp)

## **COURSE EXPERIENCE SURVEY (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.

**WEEKLY CALENDAR PROVIDED ON BRIGHTSPACE, AND APPENDED AT END OF THIS SYLLABUS FOR CONVENIENCE. WHEN IN DOUBT, REFER TO THE SCHEDULE AND DEADLINES ON BRIGHTSPACE.**

## **DISCLAIMER**

The above schedule, policies, procedures, and assignments in this course are subject to change in the event of extenuating circumstances.

## **NOTE:**

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.* [uvic.ca/services/counselling/](http://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.* [uvic.ca/services/health/](http://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* [uvic.ca/services/cal/](http://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.*

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.* [uvic.ca/services/indigenous/students/programming/elders/index.php](http://uvic.ca/services/indigenous/students/programming/elders/index.php)

## **REQUIRED READINGS**

These are listed on Brightspace, but repeated here for students' convenience, in alphabetical order:

Careervision. (n.d.). Backwards Planning. A Great strategy for those who find it hard to get started. webpage, accessed at: <https://careervision.org/backwards-planning-great-strategy-find-hard-get-started/>

Corporation of the District of Saanich. (2022). Report to Mayor and Council. Terms of Reference for

Quadra McKenzie Area Planning Study, from the Director of Planning. Accessed at: [https://saanich.ca.granicus.com/MetaViewer.php?view\\_id=1&clip\\_id=673&meta\\_id=48924](https://saanich.ca.granicus.com/MetaViewer.php?view_id=1&clip_id=673&meta_id=48924)

Eastwood, B. (2019). How to Develop a Project Scope Statement in 8 Steps. Webpage, accessed at: <https://www.northeastern.edu/graduate/blog/develop-project-scope-statement/>

Farthing, S. (2016). Chapter 2 in his *Research Design in Urban Planning : A Students' Guide*. London, Thousand Oaks, New Delhi and Singapore: Sage Publications.

Hall, P. (2002). *Urban and Regional Planning*. London & New York: Routledge. Fourth Edition. Excerpt from page 64 to page 66.

Hodge, G. and I. Robinson. (2001). *Planning Canadian Regions*. Vancouver: University of British Columbia Press. Excerpt that starts on page 34, and continues to page 44, up to and including the first two paragraphs on Thomas Adams.

Jacques, D. (2000). Memory and Value. In Fieldhouse, K. and J. Woudstra (eds). *The Regeneration of Public Parks*. London: Taylor & Francis.

Kitchen, H. and E. Slack. (2003). Special Study: New Finance Options for Municipal Governments. In *Canadian Tax Journal*. 51(6): 2215-2275. Excerpt only from pages 2216-2229.

Manitoba, Province of. Office of the Auditor General. (2003). A Guide To Policy Development. Accessed at: <https://www.oag.mb.ca/wp-content/uploads/2019/10/PolicyDevelopmentGuide.pdf>

Reece. (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. <https://doi.org/10.1177/0885412218754519>

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.

Tate, L. (2022). How to get great marks in this class. Going beyond the obvious. Resource page on Brightspace, available at: <https://bright.uvic.ca/d2l/le/lessons/220354/topics/1815565>

Tate, L. (2021). Chapters 5 and 7 in *Post-rational planning. A Solutions-oriented call to justice*. New York and London: Routledge.

Thomas, R., Bertolini, L. (2020). Introduction to Transit-Oriented Development. In: *Transit-Oriented Development*. Palgrave Pivot, Cham. [https://doi-org.ezproxy.library.uvic.ca/10.1007/978-3-030-48470-5\\_1](https://doi-org.ezproxy.library.uvic.ca/10.1007/978-3-030-48470-5_1)

In addition to the above, Brightspace lists several readings where students must choose from a list of readings, for a particular in-class assignment involving group discussion

Various required online / video tutorials, provided directly on Brightspace, with due dates listed under Schedule and Due Dates, accessed here: <https://bright.uvic.ca/d2l/le/lessons/220354/edit/1815562/loadActivity/file/1815564?isNew=false>