

URBAN CULTURE of Public Spaces

Instructor: Dr Jeff Hopkins
Office Hours: Monday, 1:00-3:00
or by appointment

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Lecture: Monday, 10:30-12:20, # 2020, SSC
Lab: Tuesday, 2:30-4:30, # K103, KB

SYLLABI FROM
ACADEMIC CALENDAR 2012

Geography 3416f Urban Culture

Description: Geographic investigation of urban culture focusing on the human behaviour/built environment relationship. The effects of urban lifestyles on the urban environment and the effects of urban lifestyles are systematically investigated: concepts, theories, and field methodologies applied in urban settings.

Prerequisite(s): Two full courses in Geography and third or fourth year status at the University. Third or fourth year status.

Hours: 2 lecture hours, 2 tutorial hours, 0.5 course

INTRODUCTION

We shape our buildings, and afterwards our buildings shape us.

Winston Churchill

At the human scale of ‘everyday geographies’ is there any human creation more complex than the urban environment? Cities are a seemingly eclectic mixture of coffee shops and public parks, skyscrapers and shopping malls, automobiles and private houses, pedestrians and cyclists, hospitals, parents, children, senior citizens, various ethnic identities and so on. What sense can we make of a setting as diverse and seemingly chaotic as the people who are its occupants? Does chaos rule the urban environs, or are there patterns and structures to its built forms and the behaviours of its inhabitants? How might we systematically study the city and city-dwellers? Using the everyday, observable evidence that surrounds us here in London, Ontario—as well as a variety of readings, lectures, discussions, video bytes and films—we will attempt to answer these and other questions about the human-urban environment relationship. In this course we examine ‘urban culture’ and the processes that create, recreate, challenge and modify its constitution at the scale of the everyday, lived world.

Urban culture may be loosely defined—and arguably so—as *the ongoing outcome of our organized activities that create a built environment high in material and human densities, diversities and complexities*. As you will see, this working definition is far from complete. On a global scale, the urban setting has become *the* most dominant form of human habitat—over half of the world’s six+ billion people are urbanites. On a human scale, it is the environment most of us—certainly all of us in this course—experience everyday as we go about living our lives.

Where we live affects how we live and who we are. The urban environment is part of the set of processes that shapes our experiences, and in turn our beliefs, attitudes and values: it both constrains and enables us. We, in turn, shape the urban environment. This ongoing dynamic--one that commences with individual actions at the local level--is the process that sustains, modifies and challenges that aspect of the human-urban environment relationship we conceptualize as ‘urban culture’.

OBJECTIVES

This course has three primary objectives: 1) to explain and critique urban culture theoretically, conceptually and experientially 2) by way of systematically observing, recording, evaluating and writing about the built environment and human behaviour toward 3) understanding the ways the built environment effects behavior, how behaviour effects the environment we build, and how we might improve our urban environs and the social relations of its occupants. The material covered is intended to increase your knowledge of the human-urban environment relationship, challenge your existing views about urban life, and encourage you to develop your own thoughts about urban culture. The field work, conducted through lab assignments, will introduce you to and develop your observation skills, and promote your abilities to synthesize concepts and theory with ‘real-world’ observations and personal experiences. The class discussions and written assignments in this essay-designated course will exercise, strengthen and test your critical thinking and communication skills. The final examination will evaluate your comprehension of the course material (lectures, readings, labs, class discussions, videos and films) and provide you with an opportunity to demonstrate your ability to think critically and independently.

By the end of this course, you should be able to better observe first-hand and critique the human-urban environment relationship at the level of everyday geographies of cities, and express your opinions and positions concerning urban life in a more knowledgeable and theoretically grounded fashion. These skills are directly transferable to ‘real world’ issues of urban design and social interaction in public places; matters of importance to business, government, households and private citizens alike. This course just may help you to identify the elements of urban design and public life that you prefer and why. We all have to live, work and play somewhere: why not be well-informed when making decisions about where to do so?

COURSE CONTENT

The following is a brief, general outline of the topics that will, more or less, be addressed in the course. Numerous video bytes and several films will enrich these classes. Lectures will be drawn from the text book, assigned readings and a variety of other sources. You must attend all of the lectures, do the labs and assigned readings, and follow—if not actively participate in—the class discussions in order to successfully complete the two written assignments, the final exam and, consequently, the course.

<u>Lecture Topics</u>	<u>Dates</u>
1. <i>Reading Urban Cultural Landscapes</i>	Mon., 10 Sept.
2. <i>Critical Observation: Fresh Views of our Everyday Geographies</i>	Mon., 17 Sept.
Field Camp Week – Lecture Cancelled	Mon., 24 Sept.
3. <i>Public Parks as Epitome Districts</i>	Mon., 1 Oct.
Thanksgiving Monday – Lecture Cancelled	Mon., 8 Oct.
4. <i>Public Streets and Pedestrian Space</i>	Mon., 15 Oct.
5. <i>Auto Strips and Fronts of Decay and Growth</i>	Mon., 22 Oct.
6. <i>Beats: Urban Pace, Pulse and Rhythms</i>	Mon., 29 Oct.
7. <i>Stacks, Sinks, Turfs & Territoriality</i>	Mon., 5 Nov.
8. <i>The ‘Hardening’ of Public Space</i>	Mon., 12 Nov.
9. <i>Indoor and Underground Cities</i>	Mon., 19 Nov.
10. <i>Placelessness, Fantasy and Elsewhereness</i>	Mon., 26 Nov.
11. <i>Post-Carbon Urban Culture: Looking Back & Beyond</i>	Mon. 3 Dec.

LAB EXERCISES

Considerable emphasis in this course is placed upon improving your methodological and observation skills. **Labs are not optional:** they are a crucial component of the course: With the major exception of sharing your fieldwork observations and experiences with others in class, most of the time spent on these exercises will be conducted at your leisure. In other words, although I reserve the right to meet with you during the formally scheduled lab time on Tuesday afternoon, we will usually—but not necessarily always—use this two-hour block of time, and the time one could expect to devote writing up a lab, conducting the exercises with your field partner and completing the assignments on your own time at your own convenience. **We do not normally meet during the scheduled lab time.** *If you are unwilling to conduct the weekly labs, please do not take this course.*

The labs are of two types: 1) field labs that require you to actually visit and systematically observe various public spaces in London (e.g., Victoria Park, city streets, a shopping mall); and 2) in-house labs that do not require ‘field’ work per se (e.g. map the routes you normally take in any one week). **The data you collect and the conclusions you draw will provide the basis of our weekly class discussions.** You are encouraged to select a permanent field research partner with whom you will conduct the field labs; you are each responsible for taking your own field notes and completing your own labs.

The first four lab exercises--# 1 through #4 inclusive—will be submitted and graded out of ten marks each for a total of 40% toward the final course grade. The remaining four labs will not be submitted formally or graded, but failure to complete them will 1) make for a particularly boring class discussion, and 2) seriously lessen your likelihood of succeeding on the final exam.

<u>Lab Schedule</u>	<u>Assigned On...*</u>	<u>Submitted</u>
1. <i>The Cultures of U.C.C. Plaza</i>	Mon., 17 Sept.	Mon., 1 Oct.
2. <i>Victoria Park: An 'Epitome' District?</i>	Mon., 1 Oct.	Mon., 15 Oct.
3. <i>Critiquing Un/Successful Sidewalks</i>	Mon., 15 Oct.	Mon., 22 Oct.
4. <i>Strips of London</i>	Mon., 22 Oct.	Mon., 29 Oct.
5. <i>Beats: Personal and Collective</i>	Mon., 29 Oct.	<i>Not formally submitted</i>
6. <i>Turfing and Spatial Identities</i>	Mon., 5 Nov.	<i>Not formally submitted</i>
7. <i>Cracking a Hardened Public Place</i>	Mon., 12 Nov.	<i>Not formally submitted</i>
8. <i>Sites of Placelessness & Elsewhereness</i>	Mon., 26 Nov.	<i>Not formally submitted</i>

* Discussed in following class

EVALUATION

<u>Assignment</u>	<u>Weight</u>	<u>Assigned On</u>	<u>Due Dates</u>
Lab Assignments #1-#4	40 %	Mon., 17 Sept. Mon., 1 Oct. Mon., 15 Oct. Mon., 22 Oct.	Mon., 1 Oct. Mon., 15 Oct. Mon., 22 Oct. Mon., 29 Oct.
Research Paper	30 %	Mon., 1 st Oct	Mon., 12 th Nov.
Final Examination	30 %	T.B.A	8 th – 21 st Dec. (2 hours)

Since this is an upper-level undergraduate course with an essay designation, emphasis is placed upon independent work: field research involving systematic and critical observations people and built environments, peer discussion, reading, synthesizing of information, and writing. Your evaluation is based primarily on your ability to fulfill the three primary objectives of the course as evidenced in the lab exercises, research paper and final exam. Your final standing in the course is based upon four submitted lab exercises, one written assignments and one final examination. The four labs are worth 10% each (4-8 pages each) and the research paper will be 2,500-3,000 words/8-10 typed pages: specific topics, format requirements and the means of evaluation will be outlined when these are assigned. The final exam will cover all course material, particularly the assigned readings. Although the precise format of the final, two-hour examination will be explained well in advance of its sitting, testable material may include all aspects of the course content—lectures, readings, films, labs, and discussions—and all or some of the following formats: essay questions, short answer, multiple choice, true/false, and fill-in-the-blank.

GRADES

How do I grade? I regard the mark of a low 'B' (70% - 73%) indicative of average work, both competent and acceptable. You have completed all of the assignments and readings and demonstrated a general understanding of the course material as evidenced in the essays, labs and final exam. A grade of mid to high 'B' (74%-79%) reflects evidence of an above average performance. Not only have you fulfilled the assignments in a more meticulous fashion, you have demonstrated a more thorough understanding of the material and gone a few extra steps beyond the average student as evidenced on the test and in your written work. An 'A' (80%-89%) is reserved for outstanding effort and achievement. Exceptional diligence, a thorough knowledge of the course material, and the ability to apply and convey concepts in an effective, logical and literate fashion are clearly evident. Hard labour and exceptional effort are necessary but not, by themselves, sufficient to warrant an 'A.' An 'A+' (90%+) is rare but is certainly possible. An exceptionally outstanding performance on the examination, and essays demonstrating a superb command of English and a critical mind capable of synthesizing complex facts and ideas to arrive at particularly astute conclusions, will earn this prestigious grade.

TEXT BOOK, ADDITIONAL READINGS, USEFUL WEBSITES

Clay, Grady (1980) *Close Up: How to Read the American City*. Chicago: University of Chicago. (Book store: \$45 or so, plus tax; also available free on Heavy Reserves in Weldon Library)

The course syllabus, additional material, lab exercises and term assignments are available on-line:

Log in to the SSC server and access the list of 'network drives' in Windows Explorer.

Select 'user lib on student server'

Select 'Course Library'

Select 'Geography'

Select 'Urban Culture 3416F'

Select: 'Syllabus Urban Culture 2012', 'E-Articles 2012 Urb Cult', 'Labs 2012 Urb Cult', 'Research Paper 2012 Urb Cult',

Why do professors assign readings? Reading is a skill, an exercise in patience and attention, and is fundamental for effective communication, critical thinking, and decision making. The content read will both stimulate your curiosity and broaden your understanding of the world around you. These are the essential skills of an educated person, and no, they are never mastered. It is life-long process.

You are required to read the above text book; it is very reader friendly. There is one copy placed in the Heavy Reserve section of D.B. Weldon Library and copies are available for purchase in the bookstore. This text book has been used in previous years, so you might be able to buy a used copy. You could also share a copy with your lab partner or other classmates. You are also responsible for the mandatory readings listed below, which are accessible on-line. These weekly readings—roughly 40 pages of text per week—will add depth to the topics covered in class and in the labs, and will help you with the class discussions, written assignments and particularly the final examination. The optional works are listed for your convenience should you wish to pursue a particular theme in more detail: these works are not on 'reserve' nor are they available on-line: you must retrieve them from D.B. Weldon Library. I do have copies of some of them, so do ask me. Keep in mind that the mandatory reading assignments combine both the lectures and the labs.

You should be prepared to discuss these readings in the class immediately following the one in which they were assigned.

LECTURE & READING SCHEDULE

Lecture # 1 (Monday, 10th September): *Reading Urban Cultural Landscapes*

Text book, 'Introduction' & pages 11-37

Carr, S., Francis, M., Rivlin, L., and A. Stone (1992) 'Chapter 1: The Value of Public Space.' In *Public Space*, pp. 3-21. New York: Cambridge University.

Knox, P. and S. Pinch (2006). 'The Cultures of Cities,' in *Urban Social Geography*, pp. 41-59. N.Y.: Prentice-Hall.

Mumford, Lewis (1996). 'What Is a City?' in *The City Reader*. R.T. Legates and F. Stouts (eds), pp. 183-188. New York: Routledge.

Optional:

- Greenbie, Barrie B. (1981). *Spaces: Dimensions of the Human Landscape*. New Haven, Conn.: Yale University.
- LeCorbusier, C.E.J. (1996). 'A Contemporary City,' in *The City Reader*. R.T. Legates and F. Stouts (eds), pp. 367-375. New York: Routledge.
- Lees, Loretta (2002). Rematerializing Geography: The 'New' Urban Geography. *Progress In Human Geography*, 26 (1): 101-112.
- Rotenberg, Robert, and Gary McDonogh (eds.) (1993) *The Cultural Meaning of Urban Space*. Westport Con.: Bergin and Garvey.
- Tuan, Yi-Fu (1996). 'Space and Place: Humanistic Perspective,' in John Agnew, et al.(eds), pp. 444-457. *Human Geography: An Essential Anthology*. Malden, Mass.: Blackwell.
- Wright, Frank Lloyd (1996). 'Broadacre City: A New Community Plan,' in *The City Reader*. R.T. Legates and F. Stouts (eds), pp. 376-381. New York: Routledge. Stouts (eds), pp. 367-375. New York: Routledge.
- Zukin, Sharon (1995) 'Whose Culture? Whose City?' In *The Cultures of Cities*, pp. 1-48. Cambridge: Blackwell.

Lecture # 2 (Monday, 17th September): ***Critical Observation: Fresh Views of the Familiar***

- Bennett, Katy (2002) 'Chapter 13: Participant Observation.' In *Doing Cultural Geography*, Pamela Shurmer-Smith (ed.), pp. 139-149. Thousand Oaks: Sage.
- Gumprecht, B. (2007) 'The campus as a public space in the American college town.' *Journal of Historical Geography* 33, 72-103.
- Northey, M. and D.B. Knight (2001) 'Chapter 9: Doing Field Work and Writing about It.' In *Making Sense: A Student's Guide to Research and Writing*, pp. 109-118. Don Mills: Oxford University.
- Whyte, William H. (1989) 'Small Space Is Beautiful: Design as if People Mattered.' *Annual Editions: Urban Society*, 4th Edition, J.M. Elliot (ed.), pp.149-159. Guilford: Dushkin.

Optional:

- Clay, Grady (1994). *Real Life: An Unconventional Guide to America's Generic Landscape*. Chicago: University of Chicago.
- Clay, Grady (1987). *Right Before Your Eyes: Penetrating the Urban Environment*. Washington DC: American Planning Association.
- Pain, Rachel (2003). Social Geography: On Action-Oriented Research. *Progress in Human Geography*, 27(5): 649-657.
- Whyte, William Foote (1984) 'Participant Observation, Rationale and Roles' and 'Observational Methods.' In *Learning From the Field: A Guide From Experience*, pp. 23-33 and 83-96. Beverly Hills: Sage.

Lecture # 3 (Monday, 1st October): ***Public Parks as Epitome Districts***

- Text book, 'Epitome Districts', pages 38 - 65
- Armstrong, Frederick (1986) *The Forest City: An Illustrated History of London, Ontario*, pp. 57-61, 128, 170, 240. Northridge, California: Windsor Publications.
- Jacobs, J. (1961) 'Chapter 5: The Uses of Neighbourhood Parks'. In *The Death and Life of Great American Cities*, pp. 89-111. New York: Vintage Books.
- Olmstead, Frederick Law (1996). 'Public Parks and the Enlargement of Towns,' in *The City Reader*. R.T. Legates and F. Stouts (eds), pp. 337-344. New York: Routledge.
- Whyte, William H. (1996). 'The Design of Spaces,' in *The City Reader*. R.T. Legates and F. Stouts (eds), pp. 109-117. New York: Routledge.

Optional:

- Hayward, Jeff (1989) 'Urban Parks: Research, Planning, and Social Change.' In Irwin Altman and Ervin H. Zube (eds), *Public Places and Spaces*, pp. 193-216. New York: Plenum.
- Swerdlow, J.L. (1993) 'Central Park.' *National Geographic* 183 (5), 2-35.
- Whyte, William H. (1988). 'Chapter 8: Water, Wind, Trees, and Light.' In *City: Rediscovering the Centre*, pp. 132-140. Toronto: Doubleday.

Lecture # 4 (Monday, 15th October): ***Public Streets and Pedestrian Spaces***

- Gubbay, A. (1989) 'The Fine Art of Enhancing Public Places.' In *Grassroots, Greystones & Glass Towers*, B. Demchinsky (ed.), pp. 93-105. Montreal: Vehicule Press.
- Jacobs, J. (1961) 'Chapters 2, 3, 4: The Uses of Our Sidewalks'. In *The Death and Life of Great American Cities*, pp. 29-75. New York: Vintage Books.
- Whyte, William H. (1988). 'Chapter 4: The Skilled Pedestrian.' In *City: Rediscovering the Centre*, pp. 56-67. Toronto: Doubleday.

Optional:

- Bosselmann, P. (1986) 'Redesigning American Residential Streets.' *Built Environment* 12 (1-2), 98-106.
- Hass-Klau, Carmen (1990). *The Pedestrian and City Traffic*. New York: Belhaven.
- Rapoport, Amos (1991) 'Pedestrian Street Use: Culture and Perception'. In *Public Streets for Public Use*, Anne Vernez Moudon (ed.), pp. 80-92. New York: Columbia University.
- Mehta, V. (2009) 'Look Closely and You Will See, Listen Carefully and You Will Hear: Urban Design and Social Interaction on Streets.' *Journal of Urban Design* 14(1), 29-64.

Lecture # 5 (Monday, 22nd October): *Auto Strips and Fronts of Decay and Growth*

Text book, 'Fronts, Strips', pages 66-109.

Dear, Michael (2000) 'Chapter 10: A Tale of Two Cities 2. Las Vegas.' In *The Postmodern Urban Condition*, pp. 199-207. Malden, Mass.: Blackwell.

Jackle, John A. (1990) 'Landscapes Redesigned for the Automobile.' In *The Making of the American Landscape*, Michael P. Conzen (ed.), pp. 293-310. Boston: Unwin Hyman.

MacDonald, Kent (1985) 'The Commercial Strip.' *Landscape* 28(2), 12-19.

Optional:

Gottdiener, M., Collins, C.C., and D.R. Dickens (1999) *Las Vegas: The Social Production of an All-American City*. Malden, Mass.: Blackwell.

Jackle, John A. (1990) 'Landscapes Redesigned for the Automobile.' In *The Making of the American Landscape*, Michael P. Conzen (ed.), pp. 293-310. Boston: Unwin Hyman.

Riccio, R. (1992) 'Strolling the Strip: Prostitution in a North American City.' In *Geographical Snapshots*, D. Janelle (ed.), pp. 114-116. New York: Guildford.

Safdie, Moshe (1998) *The City After the Automobile*. Toronto: Stoddart.

Venturi, R., Scott Brown, D., and S. Izenour (1977) *Learning From Las Vegas*, pp. 19-39. Cambridge: MIT.

Lecture # 6 (Monday, 29th October): *Beats: Urban Pace, Pulse and Rhythms*

Text book, 'Beats', pages 110-126.

Levine, R.V. (1990) 'The Pace of Life.' *American Scientist* 78, 450-59.

Lynch, K. (1972) 'Chapter 3: Alive.' In *What Time Is This Place*, pp. 65-89. Cambridge: MIT Press.

Optional:

Janelle, D. (1993) 'Urban Social Geography in Time and Space.' In *The Changing Social Geography of Canadian Cities*, L.S. Bourne and D.F. Ley (eds.), pp. 103-118. Montreal: McGill-Queen's University.

Knox, P. and S. Pinch (2006). 'Environment and Behaviour in Urban Settings,' in *Urban Social Geography*, pp. 210-230. New York: Prentice-Hall.

Lecture # 7 (Monday, 5th November): *Stacks, Sink, Turf & Territoriality*

Text book: 'Stacks, Sinks', pages 127-152 & 'Turfs', pages 153-175.

Sanchez, T.W. (et al.) (2002) Security versus Status: The Two Worlds of Gated Communities. *Metropolitan Institute at Virginia Beach*. Available at: <http://www.scribd.com/doc/8414774/Security-Versus-Status-The-Two-Worlds-of-Gated-Communities>

Brower, S.N. (1976) 'Territory In Urban Settings.' In *Human Behaviour and Environment* Vol. 4, I. Altman and J.F. Wohlwill (eds.), pp. 179-207. New York: Plenum.

Optional:

Blomley, N. (2006). Homelessness and the Delusions of Property. *Transactions of the Institute of British Geographers*, NS 31, 3-5.

Code, W. (1992) 'The Skyscraper: America's Building.' In *Geographical Snapshots*, D. Janelle (ed.), pp. 317-321. New York: Guildford.

Cutter, S. (1992) 'Technological Failures and Toxic Monuments.' In *Geographical Snapshots*, D. Janelle (ed.), pp. 117-121. New York: Guildford.

Klodawsky, F. (2006). Landscapes on the Margins: Gender and Homelessness. *Gender, Place and Culture*, 13(4), 365-381.

Low, Setha (2006). 'Chapter 5: How Private Interests Take Over Public Space: Zoning, Taxes, and Incorporation of Gated Communities.' In Setha Low and Neil Smith (eds), *The Politics of Public Space*, pp. 81-103. New York: Routledge.

Lecture # 8 (Monday, 12th November): *A Hardening of Public Places*

Text book, 'Vantages', pages 176-181.

Davis, M. (1992) 'Fortress Los Angeles: The Militarization of Urban Space.' In *Variations On a Theme Park*, M. Sorkin (ed.), pp. 154-180. New York: Noonday.

Whyte, William H. (1988). 'Chapter 10: The Undesirables.' In *City: Rediscovering the Center*, pp. 156-164. Toronto: Doubleday.

Optional:

Herbert, Steve (1998) 'Policing Contested Space: On Patrol at Smiley and Hauser.' In Nicholas R. Fyfe (ed.), *Images of the Street: Planning, Identity and Control in Public Space*, pp. 225-235. New York: Routledge.

McKenzie, Evan (1994). *Privatopia: Homeowner Associations and the Rise of the Residential Private Government*. New Haven: Yale University.

Mitchell, Don (1995) 'The End of Public Space? People's Park, Definitions of the Public and Democracy.' *Annals of The Association*

of *American Geographers* 85 (1), 108-133.

Fyfe, Nicholas R., and Jon Bannister (1998) 'The Eyes Upon the Street: Closed-circuit Television Surveillance and the City.' In Nicholas R. Fyfe (ed.), *Images of the Street: Planning, Identity and Control in Public Space*, pp. 254-267. New York: Routledge.

Lecture # 9 (Monday, 19th November): Indoor and Underground Cities

Brill, Michael (1989) 'Transformation, Nostalgia, and Illusion in Public Life and Public Place.' In Irwin Altman and Ervin H. Zube (eds), *Public Places and Spaces*, pp. 7-29. New York: Plenum.

Day, Christopher (1993) 'Chapter 1: Architecture: Does It Matter?' In *Places of the Soul*, pp. 7-12. San Francisco: Aquarian.

Maitland, Barry (1992) 'Hidden Cities: The Irresistible Rise of the North American Interior City.' *Cities* (9) 3, 162-169.

Optional:

Goss, Jon (1988) 'The Built Environment and Social Theory: Towards An Architectural Geography.' *The Professional Geographer* (40) 4, 392-403.

Hopkins, Jeffrey (1996) 'Excavating Toronto's Underground Streets: In Search of Equitable Rights, Rules, and Revenue.' In *City Lives & City Forms*, pp. 63-81. Toronto: University of Toronto.

Lecture # 10 (Monday, 26th November): Fantasy, Placelessness and Elsewhere

Crang, Michael (1998). 'Geographies of Commodities and Consumption,' in *Cultural Geography*, pp. 120-141. New York: Routledge.

Hannigan, John (1998) 'Shoptertainment, Eatertainment, Edutainment: Synergies and Syntheses in the Themed Environment.' In *Fantasy City: Pleasure and Profit in the Postmodern Metropolis*, pp. 81-100. New York: Routledge.

Zukin, Sharon (1995) 'Learning From Disney World'. In *The Cultures of Cities*, pp. 49-77. Cambridge: Blackwell.

Optional:

Kunstler, James Howard (1993) *The Geography of Nowhere*. Toronto: Simon and Schuster.

Relph, Edward (1976) *Place and Placelessness*. London: Pion.

Rubin, Barbara (1979) 'Aesthetic Ideology and Urban Design.' *Annals of The Association of American Geographers* (69) 3, 339-361.

Florida, Richard (2003). *Cities and the Creative Class. City and Community*, 2(1): 3-19.

Lecture # 11 (Monday, 3rd December): Urban Culture: Looking Back and Beyond

Carr, S., Francis, M., Rivlin, L., and A. Stone (1992) 'Chapter 9: The Future of Public Space.' In *Public Space*, pp. 343-368. New York: Cambridge University.

Jacobs, Allan and Donald Appleyard (1996). 'Toward an Urban Design Manifesto,' in *The City Reader*. R.T. Legates and F. Stouts (eds), pp. 164-178. New York: Routledge.

Rybczynski, Witold (2010) 'Chapter 10: The Kind of Cities We Want,' and, 'Chapter 11: The Kind of Cities We Need.' In *Makeshift Metropolis*, pp. 163-199. Toronto: Scribner.

Optional:

Day, Christopher (1993) 'Chapter 13: Building for Tomorrow'. In *Places of the Soul*, pp. 180-188.. San Francisco: Aquarian.

Garreau, Joel (1991). *Edge City*. Toronto: Doubleday.

Oldenburg, Ray (1991) 'Chapter 14: Toward Better Times...And Places.' In *The Great Good Place*, pp. 284-296. New York: Paragon House.

Rybczynski, Witold (1995) *City Life*. Toronto: Harper Perennial.

Zukin, Sharon (1995) 'The Mystique of Public Culture'. In *The Cultures of Cities*, pp. 259-294. Cambridge: Blackwell.

RELEVANT WEB SITES

Culture of Cities Project

http://www.yorku.ca/culture_of_cities/

Great Public Spaces Project

http://www.pps.org/great_public_spaces/one?public_place_id=822

Post-Carbon Institute

<http://www.postcarbon.org/>

The End of Suburbia

<http://www.endofsuburbia.com/>

Las Vegas Strip (History)

<http://www.lvstriphistory.com/ie/index.htm>

Sprawling Places

<http://www.dkolb.org/sprawlingplaces/generalo/placesto/thestrip.html>

New Urbanism Pedestrian Cities

<http://www.newurbanism.org/pedestrian.html>

ASSORTED ADMINISTRIVA:

Lecture Notes

Note taking, like reading, form the foundation of communication, critical thinking, and decision making. If you write information down by hand, retention is heightened relative to passive observation. Consequently, this course may seem '*retro*' by design: there is no website containing course lecture notes for you to access before or after class! Imagine! You will have to physically attend the lectures, listen, participate, and take your own notes. If you miss a lecture, ask a fellow classmate for his or her notes. If you miss something during a lecture, please raise your hand and seek clarification from the instructor.

Safety

Safety is a shared responsibility. Although I will take every reasonable precaution concerning the safety of you as a participant in this fieldwork oriented course—providing you with maps, my phone number, insisting that you travel in groups of two or more at all times during the labs on and off campus—the potential hazards of urban life make it imperative that everyone behaves responsibly in order to reduce the risk of accidents. Personal safety must be a personal responsibility. Complacency, inattention, lack of preparation and/or training will all increase risks to health and safety. Ultimately each individual must act in a reasonable manner in order to ensure their safety and the safety of others. (For more information, please see our departmental web address on 'Health and Safety':

<http://geography.ssc.uwo.ca/health-safety/fieldwork.htm>).

Prerequisite checking - the student's responsibility

If applicable, a list of the prerequisites for the course and the following notation regarding the Senate regulation with respect to the student's responsibility for ensuring that course prerequisites have been completed successfully or special permission from the Dean obtained. Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

Appeals

You are advised to read the course calendar to familiarize yourself with Western's regulations and procedures concerning appeals, grades, regulations, penalties and such at

<http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>

Requests to have an assignment or examination re-evaluated must be submitted to me in writing within one week of receiving the graded assignment. In this written request for re-appraisal the specifics of what you would like re-visited and the justification for doing so will be clearly and concisely stated. Should you feel that your final grade in the course is biased, inaccurate or unfair, you do have the right to appeal your mark. Please refer to the *Western Calendar* prior to doing so (see web site above). In an attempt to avoid such time-consuming and stressful procedures for us both, be assured that each and every piece of work is graded carefully and thoroughly. I stand by the marks assigned. ***Be aware that marks may be raised--as well as lowered--through an appeal process.***

Alternate Examination Dates, Dropping the Course

The date of the final examination is set by the Office of the Registrar and will not be changed. If you consider that you have grounds to write a final examination on an alternate date, you must follow the procedure established by the Dean's Office and complete the appropriate forms. The same holds for dropping the course

Medical or Non-Medical Absence, Exemption and Tardiness

Students who have documented 'special needs' and/or official notifications of accommodation from the Dean's office —emailed directly to me—will be accommodated accordingly, including exemption of exams and assignments if circumstances warrant. For either medical or non-medical academic accommodation, such documentation must be submitted by the student directly to the appropriate Faculty Dean's office and not to the instructor. It will be the Dean's office that will determine if accommodation is warranted. In all other instances of absences, omissions and tardiness on your part, I respect your maturity: you are adults. If you choose to miss lectures, assignments and examinations you are most at liberty to do so. The consequences are made evident in this course outline. If you are late to class—or must leave early—please do so quietly with minimal disturbance to your peers. Thanks.

For UWO Policy on Accommodation for Medical Illness and a downloadable SMC see:

http://www.uwo.ca/univsec/handbook/appeals/accommodation_medical.pdf
Downloadable Student Medical Certificate (SMC):
<https://studentservices.uwo.ca> under the Medical Documentation heading

Plagiarism

Plagiarism is stealing: it is unacceptable, and those who tempt fate will be persecuted to the fullest extent allowed under the university's regulations. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf>. Please avoid this experience and do your own work. Be aware that all required papers *may* be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Extensions & Late Submissions

All requests for extensions on essay deadlines must be made in writing to me, Dr. Hopkins, at least two weeks before the essay is due. I do not ask for an explanation or reason, simply the revised due date you wish. You may have up to three days beyond the initial due date. Essays submitted beyond the new due date will be penalized as per the course penalty (10% per day). Never slip assignments under my door. Submit late assignments in the 'drop box' outside the main geography office.

Electronic Devices

Never record digitally (AV) or otherwise any part of my class lectures or labs without my prior and specific permission. Note taking is highly encouraged. No electronic devices will be allowed during the examinations.

Accessibility

The University of Western Ontario is committed to achieving barrier free accessibility for persons studying at Western. Please contact the course instructor if you require material in an alternate format or if you require any other arrangements to make this course more accessible to you. You may also wish to contact Services for Students with Disabilities (SSD) at 661-2111 x 82147 for any specific question regarding an accommodation.

Support Services

Registrarial Services: <http://www3.registrar.uwo.ca/index.cfm>

Student Development Services: <http://www.sdc.uwo.ca/>

Mental Health: If you or someone you know is experiencing distress, there are several resources here at Western to assist you. Please visit the site below for more information on mental health resources:

<http://www.uwo.ca/uwocom/mentalhealth/>.

Codes of Conduct

My experiences with previous students have been 99.99% positive! Let us strive to keep that percentage, OK? I will be polite and courteous to you and your peers, and I demand the same from you. Not to belabour the point, but included below is the *Code of Conduct for Students, Staff, and Faculty for the Department of Geography. The University of Western Ontario Code of Student Conduct* is available at <http://www.uwo.ca/univsec/board/code.pdf>: please familiarize yourself with both of these documents should you have concerns about your own or somebody else's classroom behaviours.

MUTUAL EXPECTATIONS

You can expect me to come prepared for, and attend, all lectures regularly and punctually. I will strive to promote a collegial atmosphere of mutual respect conducive to the exchange of ideas and learning. I demand the same from you. Reading during a lecture, the disturbing consumption of food or drink, littering the classroom, the use of iPods, cell phones, recreational lab-top use, and other activities that may impede the ability of you or other students to learn are unacceptable behaviours. If we all abide by this code of civility and mutual respect, we set the stage for a mature, safe and stimulating intellectual forum.

If you chose to contact me by phone or email, I will usually by not necessarily respond within 24 hours during weekdays: do not expect an instantaneous response. I rarely check or send emails on weekends. Please use

proper English in your text mail. Communication, like politeness, is a two-way street, and I shall extend to you the same courtesies.

Finally, if you have problems, questions, ideas or concerns with any aspect of the course, please raise the matter before, during or after class, or during my office hours. You can also phone me and email me (see paragraph above). I welcome your questions and constructive criticisms. I am approachable and want to assist you to succeed!

Please Note: Course content and dates may vary due to unforeseen circumstances.

CODE OF CONDUCT FOR STUDENTS, STAFF, AND FACULTY FOR THE DEPARTMENT OF GEOGRAPHY

Affiliation with the Department of Geography presumes mutual respect among students, staff, teaching assistants, and faculty. A positive atmosphere of professionalism and collegiality is essential for everyone to perform to the best of his or her abilities. This requires respect for the opinions and questions of others and behaviour that is, at all times, courteous, and conducive to creating a pleasant and productive environment for learning and working.

As members of a Department of Geography, we are expected to show special respect for our environment, being individually responsible for promoting a clean and safe work environment within the facilities of the Department and the Social Science Centre, including classrooms, laboratories, the Map Library, offices, hallways, washrooms, exterior grounds, and the facilities and vehicles used in field courses and field trips.

It is inevitable that misunderstandings will occur from time to time. However, it is in everyone's interest to try and resolve problems in a non-confrontational manner. Threatening, violent, or abusive behaviour, harassment (including sexual and racial harassment), rudeness (in person, in writing, or on the telephone), and abuse of authority, for whatever reasons, corrode good working and learning conditions. Incidents that cannot be resolved amicably may be reported to the Chair of the Department (661-3653). The Chair will consider appropriate actions for resolving the problem, usually after consultation with the parties involved. If required, contact with university services (e.g., Police, Equity) or civil authorities will be invoked.

Student Use of University Facilities and Classroom Decorum:

Students are expected to comply with the authority of University staff and faculty on all matters relating to access to facilities (offices, classrooms, laboratories, and Map Library) and to use of equipment and resources. Students are expected to attend all lectures and laboratory sessions regularly and punctually. Instructors are responsible for maintaining an appropriate academic atmosphere in all class activities; students are expected to cooperate in this effort. Actions that impede instruction deter the ability of students to learn, or show disrespect for instructors and fellow students, will not be condoned in Geography classrooms and labs. Such actions include reading during lectures, disturbing consumption of food or drink, use of walkmans and radios, and disruptive conversation. Serious disrespect for classroom decorum should be reported to the instructor and, if required, to the Chair of the Geography Department (SSC 2429, Telephone 661-3653).

Students are expected to adhere to University standards of academic honesty, as outlined under "Scholastic Offences" in the Western Calendar. Unacceptable practices include cheating, impersonation, plagiarism, misrepresentation of research, falsification of documents, obstructing the academic activities of another, aiding or abetting academic misconduct, and abuse of confidentiality. In addition to incurring penalties, as outlined in the Calendar, some academic offences may fall under the Criminal Code of Canada.

Approved on behalf of Faculty, Staff, and Students by the Council of the Department of Geography on 4 March 1994.

Talbot: Nothing 'soft' about choices made

June 06, 2012

Dear Class of 2012,

Pay no attention to Margaret Wenté.

My guess is she had run out of diatribe topics last month when *The Globe and Mail* ran her rant against a liberal arts education, sardonically informing students graduating this year, if they're on the 'softer' side of the Ivory Tower, they've got bupkis when it comes to job prospects after graduation.

TALBOT

Let's face it – this is not news to most of us, especially to those who, like me (and Wenté herself, mind you), graduated – or are graduating – with a degree in the arts, humanities or social sciences. We were tired of hearing this, long before she thought it appropriate to inform us. I challenge all of you, graduating on the 'softer' side of the academe, to count the number of times you've had to defend your degree choice.

Still, I'll admit it: Wenté's not entirely off the mark. Not to burst any optimistic post-grad bubbles but it *is* difficult to find a job after graduation, particularly if you don't hold a professional degree. But the current state of the job market is a sad reality for most graduates, not just English and Sociology majors. Just recently, a friend of mine with a MEng sent out roughly 200 resumes before landing an interview. I wish I were exaggerating. A similarly challenging job-hunt awaits most of you gearing up for convocation, I'm afraid.

But here's what's wrong with Wenté's column, on top of the magnification she uses for effect. The problem is the way in which she devalues and essentially spits on academic institutions and what I will forever see as training well worth my \$30,000-plus student debt.

Let me first clarify what Wenté purposely leaves murky.

According to the [Canadian Undergraduate Survey Consortium's](#) most recent publication, the average student's debt, post graduation, is roughly \$15,500. More than 50 per cent of university students graduate with a debt less than \$7,000 and while some 58 percent of *undergraduate* students graduate with an average debt of \$26,680, the remaining 42 per cent graduate debt-free.

I may not be – and chances are, many of you aren't either – among the fortunate 42 per cent. To make a meager dent in my student loans, I worked a mind-numbingly frustrating job – one I was lucky to get – after completing a BA and an MA in English. And while Wenté seems to think this took me by surprise, it didn't. I remember spending several classes listening to professors and instructors bluntly explain the harsh reality, even before the recession, waiting on the other side of The Gates. This "softer side" of the university is not "proudly disconnected from the job market," as Wenté says, and I sincerely doubt you are leaving this place geared up for jobs no one bothered to tell you didn't exist.

Though Wente, who shares my academic and professional training, won't admit the value of her education, I proudly do so, every chance I get. I didn't just learn to read books and poems – I learned to read people and situations. I learned to communicate, to think critically, to listen carefully and to pay attention to detail. What job doesn't require these skills? What's more, the reason I *chose* to spend my time and borrowed money reading and writing was because I *enjoyed* it.

Given the chance, I'd do it again.

Wente seems to be under the impression most students view getting a degree as a transaction – I put in time and money, and four years later, men in robes will give me a degree and a job. I'm sure some of you think this way – and if you're graduating from med school, OK, I'll hand it to you – but this never was, nor is it now, the mandate of an academic institution. Western owed me exactly what it gave me, an education I value more than my student loan account. It is up to me, and it's up to you, at the end of the day, to use the skills you gained and find a job.

What's funny is Wente goes on to attack the training for the job I did find – the one that pays her bills, too. Shortly after I graduated, the recession was in full bloom so I went back to university – the best place to be at the time – and continued with journalism school, a professional program that no thanks to Wente's columns, instilled realistic expectations, too.

I remember classmates complaining when a guest speaker in the first month told us one third of the class would be lucky to find a job in the field after graduation. He was right – some 10 of us did – but all 30 pressed on through the year and today, most are working in media. Some even benefited from their 'irrelevant' and 'soft' undergraduate training, employing skills they gained in sociology classes to work in developing nations abroad. Grads, don't, for a minute, underestimate your 'soft' education.

Still, Wente's underlying beef seems to be with the university itself, an institution that "desperately needs bums in seats" to perpetuate degree inflation and financially benefit from students like some of us, who choose to study something not immediately relevant to society. If what I've said doesn't dispel the notion of the university as a degree factory, I don't know what will.

I'm sure I don't speak just for myself when I say I wasn't "sold a bill of goods" by the academe. I personally chose, benefited from, and thoroughly enjoyed every minute spent on the Arts and Humanities' production lines.

Fellow arts, humanities, social sciences and even journalism grads – take heart. The degree you've completed and will be paying for – in some cases, for years – was worth it. You didn't do it just to get a job; you did it because you liked it. And one day, maybe not today, you might just like your job for it.



Department of
Geography

ACKNOWLEDGEMENT AND ASSUMPTION OF RISK

Student Name: _____ Student # _____

Name/Location Field Course: Geography 3416F: Urban Culture /
Victoria Park & six other London sites as chosen by participant _____

Date of Trip: **Lab # 2 Victoria Park: Week of 1st Oct., 2012**
Field Research Paper Weeks of 1st Oct. to Mon., Nov. 12th, 2012
Lab # 3 Sidewalks: Week of 15th Oct., 2012
Lab # 4 Strips: Week of 22nd Oct., 2012
Lab # 6 Turfing: Week of 5th Nov., 2012
Lab # 7 Public Place: Week of 12th Nov., 2012
Lab # 8 Placelessness: Week of 26th Nov., 2012

I am aware that during field trips, exchanges or other excursions in which I am participating under the arrangements of the University of Western Ontario, certain risks and dangers may occur, including, but not limited to, the hazards of traveling, accidents or illness in remote places without medical facilities, the forces of nature and travel by air, train, automobile or other means, as well as exposure to customs and practices of societies different from our own. Accordingly, I understand that despite its efforts, the University may not be able to ensure my complete safety at all times from such risks and dangers. More particularly, I appreciate that the University of Western Ontario does not carry medical, accident or injury insurance for my benefit. Further, there may be certain matters for which I could be at fault personally if the accompanying circumstances do not relate to or arise from my education, or if my activities or conduct fall short of what would be considered a reasonable standard for an individual in my position. In these cases I agree to be accountable in all respects for my own actions and not to ask the University or its employees to accept the consequences thereof; further, I agree to be responsible for any claims made against the University in relation to such actions.

I acknowledge that I have been advised by UWO of such risks and dangers as well as the need to act in a responsible manner at all times. My signature below is given freely in order to indicate my participation in the above mentioned Program.

Signature: _____ Dated: _____

Witness: _____ Dated: _____

Your OHIP number: _____

Other Health Insurance Plan, type, & number: _____

Person to Contact in case of emergency: _____

Emergency Contact Telephone number: _____



EMERGENCY INFORMATION – CONFIDENTIAL

Student Name: _____ Student # _____

Home University: _____

Field Course/Location _____

MEDICAL INSURANCE

OHIP # (or equivalent): _____

Name of other insurer(s) and policy numbers: _____

Name of Policy Holder (if not student): _____

Policy holder guarantees that additional insurance is in force for the duration of the field course.

Signature of Policy Holder

HEALTH INFORMATION

Please list any allergies, drug sensitivities, regular medications and other information that might be of significance to a physician or hospital treating you in an emergency situation.

EMERGENCY CONTACT

Please give the following information for a person who can be reached in an emergency, during the course.

Name: _____

Relationship: _____

Address: _____

Phone (H): _____

(W): _____

The information on this form is collected under the authority of *The University of Western Ontario Act, 1982*, as amended, and is needed for use in the event of a medical or other emergency. If you have any questions about the University's collection, use, or disclosure of this information, please contact the Coordinator, Freedom of Information and Privacy Office, Stevenson-Lawson Building, Room 290, 519-661-2111 ext 84543.