

GEOG 3416F – Urban Culture of Public Spaces

Course Outline: Section 001 – Fall 2018

1. Course Information

1.1. Classroom Location:

Lecture: Mondays 10:30am-12:20pm, SSC 1004

Tutorial: Thursdays 9:30-11:20am, SSC 1004

1.2. Contact Information:

Instructor: Dr. Jeff Hopkins

Office: SSC 2423

Office Hours: Mondays from 1-3pm or by appointment

Phone: 661-2111 x85027

Email: jhopkins@uwo.ca

Teaching Assistant: John MacKenzie

Office: SSC 2316

Office Hours: TBA

Email: jmacke32@uwo.ca

2. Calendar Description

2.1. Course 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

2 lecture hours, 2 tutorial hours, 0.5 course

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

Prerequisite checking is the student's responsibility

2.2. Senate Regulations

Senate Regulations state, "unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you will 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."

3. 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 in the public places that surround 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 in the shared public spaces of cities.

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 seven+ 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 shape 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'.

4. Objectives & Learning Outcomes

This course has three primary aims: 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) recognizing the ways the built environment impacts behavior, how behaviour impacts the environment we build, and how we might improve our urban environs and the social relations of its users. 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 fieldwork, 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 of public places. In effect, this course is premised on the idea of the 'inverted classroom' and 'experiential learning': what you learn outside the classroom you critically reflect upon, and then bring those insights to share with your peers in class. 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 about urban culture and the construction of successful public places.

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 live, work and play somewhere: why not be well-informed and critically astute when making personal decisions about where to do so?

5. 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 to successfully complete the written assignments, the final exam and, consequently, the course.

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

6. 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 Thursday morning, 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**

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 eight lab exercises are assigned and submitted as scheduled below. Each lab is graded out of 5 marks for a total value of 40% of your final course grade. Failure to complete each lab will 1) make for a particularly boring class discussion, and 2) seriously lessen your likelihood of succeeding on the final exam and the course.

If you are unwilling to conduct the weekly labs, please do not take this course

Lab Schedule	Assigned On	Due Date*
The Cultures of U.C.C. Plaza	Monday, Sept 17	Monday, Oct 1
Victoria Park: An 'Epitome' District?	Monday, Oct 1	Monday, Oct 15
Critiquing Un/Successful Sidewalks	Monday, Oct 15	Monday, Oct 22
Strips of London	Monday, Oct 22	Monday, Oct 29
Beats: Personal and Collective	Monday, Oct 29	Monday, Nov 5
Turfing and Spatial Identities	Monday, Nov 5	Monday, Nov 12
Cracking a Hardened Public Place	Monday, Nov 12	Monday, Nov 19
Sites of Placelessness & Elsewhereness	Monday, Nov 19	Monday, Nov 26

**Discussed in class*

7. Evaluation

Assignment	Weight	Assigned On	Due Dates
Lab Assignment	40%	See table above	See table above
Research Paper	25%	Monday, Oct 15	Monday, Nov 26

Assignment	Weight	Assigned On	Due Dates
Final Examination	35%	TBA	Dec 10-21; 2hours

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 eight graded lab exercises, one written research paper, and one final examination. The eight labs are worth 5% each (4-8 pages each) and the research paper, worth 25%, 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, worth 35%, 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.

8. 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.

9. Textbook, Lab Manual and Additional Readings

Textbook: 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) ISBN: 9780226109459

Lab Manual: The lab exercises are distributed during the first class. Please bring a laptop or USB key.

Readings: The reading materials are distributed during the first class. Please bring a laptop or USB key. 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 in 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.

10. Lecture and Reading Schedule

10.1. Lecture 1: Monday, September 10 – 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:

Relevant Website: Culture of Cities Project - http://www.yorku.ca/culture_of_cities/

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.

10.2. Lecture 2: Monday, September 17 – 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:

Relevant Website: Great Public Spaces Project - https://www.pps.org/great_public_spaces/one?public-place-id=822

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.

10.3. Lecture 3: Monday, October 1 – 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 (1996). 'The Design of Spaces,' in *The City Reader*. R.T. Legates and F. Stouts (eds), pp. 109-117. New York: Routledge.

Optional:

Relevant Website: The Power and Potential of Parks - https://www.youtube.com/watch?v=7_fQLQ7eyA8

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.

10.4. Lecture 4: Monday, October 15 – 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: 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:

Relevant Website: New Urbanism Pedestrian Cities -

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

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.

10.5. Lecture 5: Monday October 22 – 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:

Relevant Website: Las Vegas Strip (History) - <http://www.lvstriphistory.com/>

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

10.6. Lecture 6: Monday October 29 – 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:

Relevant Website: Koyaanisqatsi (street scene) - <https://www.youtube.com/watch?v=-uAiHHSIUUic>

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.

10.7. Lecture 7: Monday, November 5 – 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 by [clicking here](#).

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:

Relevant Website: *Top Ten Tallest Buildings in World* -

<https://www.youtube.com/watch?v=I6QOXOGN8I4>

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(40), 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

10.8. Lecture 8: Monday, November 12 – 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:

Relevant Website: *Should surveillance cameras be allowed in public places?*

<https://www.youtube.com/watch?v=uP04arVTewc>

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.

10.9. Lecture 9: Monday, November 19 – 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:

Relevant Website: Toronto: The Underground Path

<https://www.youtube.com/watch?v=9ww4Od-Ae8U>

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.

10.10. Lecture 10: Monday, November 26 – Fantasy, Placelessness and Elsewhereness

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:

Relevant Website: Ted Relph Place and Placelessness

<https://www.youtube.com/watch?v=vjvdgM730jc>

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.

10.11. Lecture 11: Monday, December 3 – 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:

Relevant Website: The End of Suburbia - <http://www.endofsuburbia.com/>

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.

11. 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 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.

12. Email Communication

Please use e-mail judiciously. Do not ask me questions about your assignments or course problems over e-mail that cannot be answered with one or two sentences. If you have long and complex questions—and I hope you do—I will be delighted to answer them face-to-face during my office hours or class. I want to help you succeed and email is rarely the vehicle through which to do so.

If you chose to contact me by phone or email, I will usually but 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. Thank you.

13. 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.

14. 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 http://www.geography.uwo.ca/resources/health_and_safety/docs/2014-Fieldwork%20Safety%20Policy.pdf.) The phone app, 'Citizen Aid', is a useful and informative source of information to prepare for, and assist during, an emergency situation.)

15. 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.

16. 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 by visiting:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_undergrad.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. We stand by the marks assigned. ***Be aware that marks may be raised--as well as lowered--through an appeal process.***

17. Medical or non-medical absence, exemption and tardiness

You are advised to read the course calendar to familiarize yourself with Western's regulations and procedures concerning accommodation for illness:

https://studentservices.uwo.ca/secure/medical_accommodations_link_for_OOR.pdf

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. Thank you.

For Western's Policy on Accommodation for Medical Illness:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/accommodation_medical.pdf

For Western's downloadable Student Medical Certificate:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/medicalform.pdf

18. Academic Offences, including plagiarism

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/pdf/academic_policies/appeals/scholastic_discipline_undergrad.pdf.

Plagiarism, in particular, is stealing: it is unacceptable. Those who tempt fate will be persecuted to the fullest extent allowed under the university's regulations. 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>)

19. Extensions & Late Submissions

If any assignment, including all lab reports and the research paper, is submitted late, you will receive a penalty of 10% of the value of that particular assignment per day, including weekends.

All requests for extensions on essay deadlines must be made in writing to me at least two weeks before the research paper is due and one week in advance for lab assignments. 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. Never slip assignments under a door: submit late assignments in the 'drop box' outside the main geography office.

20. Use of Electronic Devices

Never record digitally 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 final examination.

21. Accessibility

The Department of Geography strives at all times to provide accessibility to all faculty, staff, students and visitors in a way that respects the dignity and independence of people with disabilities.

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 519-661-2147 for any specific question regarding an accommodation. Information regarding accommodation of exams is available on the Registrar's website: www.registrar.uwo.ca/examinations/accommodated_exams.html
More information about "Accessibility at Western" is available at: <http://accessibility.uwo.ca>

22. 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/>.

23. Support Services

Student Support Services can be reached at: <http://westernusc.ca/services/>
Student Development Services can be reached at: <http://www.sdc.uwo.ca/>

24. Important Dates

September 6: Classes resume
September 14: Last day to add a full course or a second term half course
October 8: Thanksgiving Holiday – Department Office Closed
October 9-13: Fall Reading Week (No classes; Department Office open
November 12: Last day to drop a first term half course without penalty
November 30: Last day to drop a full course without academic penalty
December 7: Classes end
December 8 and 9: Study days
December 10-21: Examination Period
December 21: Fall term ends

My experience with students has 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 belabor 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.

Please familiarize yourself with both of these documents should you have concerns about your own or somebody else's classroom behaviors.

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.