

PLAN/GEOG 450
Changing Form and Structure of Metropolitan Canada

Calendar Description

Selected analysis of processes, problems and planning issues associated with the internal growth and spatial reorganization of Canadian metropolitan areas. Three or four topics are chosen for detailed investigation. These will vary from year to year.

Prerequisites: One of GEOG 250, GEOG/PLAN 349, PLAN 362

Course Introduction

More than half of the world's population lives in cities, and in Canada the share is even larger. To realize the opportunities associated with urbanization and respond to the challenges, it is necessary to gain a better understanding of the changes in the internal structure and form of cities, and the factors shaping them. The focus of this course is on three specific areas of change in Canadian (and North American) cities:

1. Growing socio-economic disparities
2. Changing character of suburbs
3. Globalization of housing markets

Canadian cities have undergone dramatic change in the past twenty to thirty years: Immigration, globalization, the aging of the population, declining household size, continuing suburban sprawl, decline in manufacturing and growth in the new economy and service sectors. Policy-makers are confronted with an increasing complex set of issues related to these changes, which materialize in shifts in the social and physical structure of cities. For instance, immigration has promoted new approaches to multicultural planning, suburbanization has contributed to growing transportation and environmental issues, and growing income inequality and diversity of household types and sizes produce new challenges in local housing and labour markets.

How can policy-makers help accommodate an increasingly diverse population with adequate and affordable housing? How can a growing suburban population be served with transit and abilities to walk and cycle to work, school or shopping? What are the implications of income inequality and globalization for housing markets? This course considers these and other such complex questions by studying the relationship between present-day societal changes and the physical and the social structure of Canadian cities.

Course Objectives

The course deals with issues of direct relevance to public policy through the lens of the academic research in planning, urban studies and economic geography. Although specific policies are considered, the focus of the course is on the societal and structural changes in Canadian cities to build students' knowledge for informed, evidence-based decision-making. Upon completion of the course, students should be able to:

- Explain dominant changes in the form and structure of Canadian cities and their socio-economic and planning policy implications
- Understand the relationship between the spatial changes and the socio-economic restructuring occurring in cities
- Reflect critically on the empirical and theoretical basis of the research documenting change in Canadian cities
- Systematically analyze, synthesize and communicate information and data to inform public policy and planning

Learning Modes

The course consists of weekly lectures. The lectures are context setting and build on and complement the assigned readings. Lectures also include interactive learning activities, audio-visual content and guest speakers. Students will participate in class discussions, present readings and write book reviews.

Readings

The readings are a core component of the course and need to be completed before attending class. There are three required books:

1. “Subdivided: City-Building in an Age of Hyper-Diversity” by Jay Pitter and John Lorinc
2. “The Shape of the Suburbs: Understanding Toronto’s Sprawl” by John Sewell
3. “Millionaire Migrants” by David Ley

Supplementary (optional) readings are suggested each week. Readings are available on-line on eReserves. It is recommended that students without any background in planning or urban geography read one or both of the following texts before the course starts (or during the first few weeks).

Bunting, T., Filion, P., & Walker, R. (Eds.) (2010). *Canadian cities in transition: New directions in the twenty-first century* (Fourth edition). Don Mills, ON: Oxford University Press.

Bourne, L., Hutton, T., Shearmur, R., & Simmons, J. (Eds.) (2011). *Canadian urban regions: Trajectories of growth and change*. Don Mills, ON: Oxford University Press.

Class Time and Office Hours

The class meets once each week on Thursdays in EV3-4412. Please turn off electronic devices that may distract other students. To make the most out of the seminars, use the time to listen and absorb material presented by your instructor, guest lectures and fellow students. The instructor holds office hours weekly on Mondays 1:30PM – 4:30PM or by appointment.

Student Evaluation

The instructor grades all student work with the help of a teaching assistant. Students must complete and pass each component of the course to receive a final passing grade. The instructor also considers

individual student achievement, class feedback, and unforeseen circumstances to determine final grades. Students are evaluated as follows:

PARTICIPATION/ATTENDANCE – 20%
ART EXHIBIT PROPOSAL – 15% (FEBRUARY 16)
FINAL ART EXHIBIT – 35% (MARCH 30)
BOOK REVIEWS 30% (THREE REVIEWS, BEST TWO MARKS COUNT: FEBRUARY 2; MARCH 2; MARCH 23)

Participation is evaluated based on the quality of students' contributions in class and on 'Learn'. Students are evaluated based on their regular attendance, being on time, attentiveness in class, verbal communication skills, participation in class activities and in-class written assignments that demonstrate understanding of assigned readings, synthesis of course material, and critical evaluation of content. Students can also gain participation marks by reflecting on course material and/or current events relating to the course on 'Learn'. Please notify the instructor before class if you will be absent.

Students must complete the art exhibit on their own. The purpose of the project is for students to delve more deeply into one aspect of the course and produce a less traditional output than is often required in undergraduate courses. Successful projects will be chosen by the instructor for inclusion in an actual art exhibition forthcoming later in the year.

All students are to collaborate in a mutually respectful manner in in-class group work. It is every student's responsibility to fully contribute to the class. Students will have the opportunity to reflect on their own and other students' contributions to in-class group work. All sources and ideas must be cited in all written assignments and the presentation. All written components are to be typewritten. Further information on the evaluative components will be distributed in the first week of the course.

Book reviews are due at **11AM on the due date**. Reviews are to be submitted electronically on 'LEARN'. Reviews received after 11AM are considered late and incur a **late penalty of 5% per day**. Graded reviews will be returned to students electronically. Students need to write all three book reviews but only the two reviews with the highest grades count toward the final grade.

Communication

'LEARN' will be used for communication outside of lectures. Course materials will be available on 'LEARN'. Students are responsible to check their UW email and 'LEARN' accounts regularly. Indicate the course number (PLAN/GEOG 450) in the subject line in all email communication. An effort will be made to deal with email requests within two business days of receipt. Questions regarding the course material are usually most efficiently and effectively dealt with in person rather than using email.

Referencing and Citation

The School of Planning uses the APA (American Psychological Association) citation style as a standard referencing system. The APA style is described in the *Publication Manual of the American Psychological Association* (call number BF76.7.P83 2001). You can find APA guidelines on the web (e.g., University of Guelph: www.lib.uoguelph.ca/assistance/writing_services/components/documents/APA.pdf).

Academic Integrity

In order to maintain a culture of academic integrity, members of the University of Waterloo community are expected to promote honesty, trust, fairness, respect and responsibility. www.uwaterloo.ca/academicintegrity/ Students who are unsure what constitutes an academic offence are requested to visit the on-line tutorial at www.lib.uwaterloo.ca/ait

Turnitin

Plagiarism detection software (Turnitin) will be used to screen assignments in this course. This is being done to verify that use of all materials and sources in assignments is documented. Students will be given an option if they do not want to have their assignment screened by Turnitin. In the first week of the term, details will be provided about arrangements and alternatives for the use of Turnitin in this course.

Course Overview

There are three required books, lectures and supplementary readings. Lectures include content on four overarching themes as described below. Note that the readings listed below are meant as a resource to help students who want to explore specific aspects of the course in further detail. These readings are completely optional.

OPTIONAL READINGS

THEME 1 – CONTEMPORARY URBAN RESTRUCTURING IN CANADA

Chapters 1, 2 and 3 in Bunting, T., Filion, P., & Walker, R. (2010)
Chapters 1, 2 and 3 in Bourne et al. (2011)

OVERVIEW OF CANADIAN URBANIZATION

Florida, R. (2011, September 15). Why cities matter. *The Atlantic Cities: Place Matters*. Retrieved from <http://www.theatlanticcities.com/arts-and-lifestyle/2011/09/why-cities-matter/123/>

Hiller, H. (2010). Canadian urbanization in historical and global perspectives. In H. Hiller (Ed.), *Urban Canada* (Second edition) (pp. 1-17). Don Mills, ON: Oxford University Press.

“Who cares about 15 million urban voters”. (2011, April). *Martin Prosperity Institute, University of Toronto*. Available at <http://www.citiescentre.utoronto.ca/publications.htm>

FORDIST AND POST-FORDIST URBAN FORMS

Filion, P. (2001). The urban policy-making and development dimension of Fordism and post-Fordism: A Toronto Case Study. *Space and Polity*, 5(2), 85-111.

Leonhardt, D. (2006, April 5). The economics of Henry Ford may be passé. *The New York Times*. Retrieved from <http://www.nytimes.com/2006/04/05/business/05leonhardt.html>

“The rise and fall of mass production”. (2011). *BBC NEWS*. Available at http://news.bbc.co.uk/2/shared/spl/hi/picture_gallery/07/business_rise_and_fall_of_mass_production/html/1.stm

FROM FACTORIES TO CONDOS: THE CHANGING INNER CITY

Harris, D. (2011). Condominium and the city: The rise of property in Vancouver. *Law & Social Inquiry*, 36(3), 694-726.

Keenan, E. (2011, November 10). Is CityPlace Toronto's next ghetto? *The Grid TO* (Division of Toronto Star Newspapers Ltd.). Available at <http://www.thegridto.com/life/real-estate/is-cityplace-toronto's-next-ghetto/>

RELIGION, SECULARIZATION AND THE CITY

Gee, M. (2011, July 3). South Asian immigrants are transforming Toronto. *The Globe and Mail*. Retrieved from <http://www.theglobeandmail.com/news/national/toronto/marcus-gee/south-asian-immigrants-are-transforming-toronto/article2085267/>

Hsieh, T. (2011, November 10). Markham residents confront council over mosque plan. *Yorkregion.com*. Retrieved from <http://www.yorkregion.com/news/article/1241358--markham-residents-confront-council-over-mosque-plan>

Lynch, N. (2011). 'Converting' space in Toronto: The adaptive reuse of the former centennial Japanese United Church to the 'Church Lofts.'" *Journal for the Society for the Study of Architecture in Canada* 36(1), 63-73.

NARRATIVES OF CITIES: METHODS, DATA AND LITERATURE

Phillips, B. (2009). *City lights: Urban-suburban life in the global society* (pp. 1-12 & 28-65). New York, NY: Oxford University Press.

THEME 2 – THE CHANGING SOCIAL STRUCTURE OF CITIES

Chapters 9, 10, 21, 22 in Bunting, T., Filion, P., & Walker, R. (2010)

Chapters 4, 10 and 12 in Bourne et al. (2011)

INCOME INEQUALITY AND POLARIZATION

Barber, J. (2007, December 20). Toronto divided: A tale of three cities. *The Globe and Mail*, A1.

Moos, M. (2006, September). Inequality growing in Toronto neighbourhoods. *Ontario Planning Journal*, 21(5).

Walks, A. (2011). Economic restructuring and trajectories of socio-spatial polarization in the twenty-first-century Canadian city. In Bourne et al. (Eds.), *Canadian urban regions: Trajectories of growth and change* (pp. 125-160). Don Mills, ON: Oxford University Press.

AN URBAN STRUCTURE DEFINED BY AGE AND LIFESTYLE

Townshend, I. & Walker, R. (2010). Life course and lifestyle changes: Urban change through the lens of demography. In T. Bunting, P. Filion & R. Walker (Eds.), *Canadian cities in transition: New directions in the twenty-first century* (pp. 131-149). Don Mills, ON: Oxford University Press.

Kershaw, P. (2011, October 18). Movement should change focus: Occupy Wall Street zeros in on 'fat cats,' but this thinking overlooks important generational realities. *The Vancouver Sun*. Available at <http://www.vancouversun.com/business/Movement+should+change+focus/5565674/story.html>

IMMIGRANTS AND THE CANADIAN URBAN LANDSCAPE

Murdie, R., & Skop, E. (2011). Immigration and urban and suburban settlements. In C. Teixeira, W. Li & A. Kobayashi (Eds.), *Immigrant geographies of North American cities* (pp. 48-68). Don Mills, ON: Oxford University Press.

“Multiculturalism: Good, bad and ugly”. (2010, October 1). *The Globe and Mail*. Available at <http://www.theglobeandmail.com/news/national/time-to-lead/multiculturalism/multiculturalism-good-bad-and-ugly/article1732253/>

“Salim Mansur on the ‘detectable lie’ of multiculturalism”. (2011, November 30). *CBC* (Audio content). Available at <http://www.cbc.ca/books/2011/11/salim-mansur-on-the-delectable-lie-of-multiculturalism.html>

PLANNING FOR MULTICULTURALISM

Qadeer, M. (1997). Pluralistic planning for multicultural cities: The Canadian practice. *Journal of the American Planning Association*, 63(4), 481-494.

“Diverse communities and multiculturalism”. (2012). *City of Vancouver*. Available at <http://vancouver.ca/people-programs/diversity-and-multiculturalism.aspx>

FAMILIES, GENDER, LIFESTYLE AND THE CHANGING CITIES

Gold, K. (2007, September 28). Living the swinging condo life. *The Globe and Mail*. Available at <http://www.theglobeandmail.com/life/home-and-garden/real-estate/article784754.ece>

Kern, L. (2010). Gendering reurbanisation: Women and new-build gentrification in Toronto. *Population, Space and Place*, 16(5), 363-379.

HOUSING AFFORDABILITY, POVERTY AND HOMELESSNESS

Bunting, T., Walks, A., & Filion, P. (2004). The uneven geography of housing affordability stress in Canadian metropolitan areas. *Housing Studies*, 19(3), 361-393.

THEME 3 – SUBURBANIZATION AND URBAN SPRAWL

Chapter 18 in Bunting, T., Filion, P., & Walker, R. (2010)

Chapters 7, 8 and 9 in Bourne et al. (2011)

WHAT’S THE PROBLEM WITH SPRAWL? WHAT ARE THE BENEFITS?

Burchell et al., (2002). *Costs of sprawl—2000* (pp. 1-27). Transit cooperative research program. Washington, D.C.: Transportation Research Board and National Research Council.

Casello, J., Filion, P., Moos, M., & Parker, D. (2011, December 8). Uncontrolled sprawl or planned urban development: Options for our growing Region. *The Record*.

Lafleur, S. (2011, November 7). ‘Smart Growth’ isn’t very smart. *The Record*. Retrieved from <http://www.therecord.com/opinion/columns/article/620349--smart-growth-isn-t-very-smart>

WORKING, SHOPPING AND COMMUTING IN THE SUBURBS

Grant, J., & Perrott, K. (2011). Where is the café? The challenge of making retail use viable in mixed-use suburban developments. *Urban Studies*, 48(1), 177-195.

SUBURBANIZATION AS A HOUSING PROBLEM

Preville, P. (2011, September 14). Exodus to the burbs: Why diehard downtowners are giving up on the city. *Toronto Life*. Retrieved from <http://www.torontolife.com/daily/informer/from-print-edition-informer/2011/09/14/exodus-to-the-burbs-why-diehard-downtowners-are-giving-up-on-the-city/>

Skaburskis, A., & Moos, M. (2008). The redistribution of residential property values in Montreal, Toronto and Vancouver: Examining neoclassical and Marxist views on changing investment patterns. *Environment and Planning A*, 40(4), 905-927.

PRICING, INCENTIVE STRUCTURES AND URBAN FORM

Blais, P. (2010). Housing, infrastructure, and energy. In P. Blais, *Perverse cities: Hidden subsidies, wonky policy, and urban sprawl* (pp. 131-148). Vancouver, BC: UBC Press.

THE CHANGING CHARACTER OF SUBURBAN HOUSING FORMS

Millward, H. (2008). Evolution of population densities: Five Canadian cities, 1971-2001. *Urban Geography*, 29(7), 616-638.

SUBURBAN DOWNTOWNS, EDGE CITIES AND “IN-BETWEEN INFRASTRUCTURES”

Young, D., Wood, P., Keil, R. (Eds.) (2011). *In-between infrastructure: Urban connectivity in an age of vulnerability*. Kelowna, BC: Praxis (e)Press. Chapters 1, 3 and 17.

THEME 4 – PLANNING FOR SUSTAINABILITY

Chapters 5, 14, 19, 23 and 25 in Bunting, T., Filion, P., & Walker, R. (2010)
Chapter 13 in Bourne et al. (2011)

SUSTAINABLE CITY FORM AND STRUCTURE

Gordon, D., & Tamminga, K. (2002). Large-scale traditional neighbourhood development and pre-emptive ecosystem planning: The Markham experience, 1989-2001. *Journal of Urban Design*. 7(3), 321-340.

Lewis, N., & Donald, B. (2009). A new rubric for ‘creative city’ potential in Canada’s smaller cities. *Urban Studies*, 47(1), 29-54.

DENSITY AND THE COMMUTE

Lamb, D. (2011, November 22). Solution for suburban gridlock is better transit. *CBC News*. Retrieved from <http://www.cbc.ca/news/canada/story/2011/11/21/f-traffic-congestion-lamb.html>

Turcotte, M. (2008). *Dependence on cars in urban neighbourhoods: Life in metropolitan areas*. Ottawa, ON: Statistics Canada, Ministry of Industry. Available at <http://www.statcan.gc.ca/pub/11-008-x/2008001/article/10503-eng.htm>

HOUSEHOLD SIZE, LIFE-CYCLE STAGES AND DENSIFICATION

Jarvis, H. (2003). Dispelling the myth that preference makes practice in residential location and transport behaviour. *Housing Studies*, 18(4), 587-606.

Skaburskis, A. (2006). New urbanism and sprawl: A Toronto case study. *Journal of Planning Education and Research*, 25(3), 233-248.

SOCIAL JUSTICE AND PLANNING

Quastel, N., Moos, M., & Lynch, N. (2012). Sustainability as density and the return of the social: The case of Vancouver, British Columbia. *Urban Geography*, 33(7), 1055-1084.

WATERLOO REGION'S LIGHT-RAIL TRANSIT PROPOSAL AND URBAN FORM

Casello, J. (2010, October 23). Yes, we can't afford not to build light rail. *The Record*. Retrieved from <http://www.therecord.com/opinion/editorial/article/286767--yes-we-can-t-afford-not-to-build-light-rail>

Handy, S. (2005). Smart Growth and the transportation-land use connection: What does the research tell us? *International Regional Science Review*, 28(2), 146-167.

Outhit, J. (2011, February 25). Can transit transform the region? *The Record*. Retrieved from <http://www.therecord.com/news/local/article/493258--can-transit-transform-the-region>

"Rapid transit: Connecting to the future". (2011). *Region of Waterloo*. Available at <http://rapidtransit.region.waterloo.on.ca/>

FUTURE CHALLENGES FOR CANADIAN CITIES

Francis, D. (2011, November 29). Middleweight champions of the world market. *Special to Financial Post*. Retrieved from <http://business.financialpost.com/2011/11/29/middleweight-champions-of-the-world-market/>

Reese, L. (2010). The state of Canadian cities: Theoretical and applied themes, an introduction. *GeoJournal*, 75(6), 509-516.

Consequences of Academic Offences

A student is expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. When misconduct has been found to have occurred, disciplinary penalties will be imposed under Policy 71 – Student Discipline. For information on categories of offenses and types of penalties, students should refer to Policy 71 - Student Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm>

Within ENV, those committing academic offences (e.g. cheating, plagiarism) will be placed on disciplinary probation and will be subject to penalties which may include a grade of 0 on affected course elements, 0 on the course, suspension, and expulsion.

Students who believe that they have been wrongfully or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, <http://www.adm.uwaterloo.ca/infosec/Policies/policy70.htm>

ENV students are strongly encouraged to review the material provided by the university's Academic Integrity office (see: <http://uwaterloo.ca/academicintegrity/Students/index.html>).

Unforeseen Circumstances

Requests for extensions must be discussed in person with the instructor before the due date or as soon as possible. Official documentation is required for extensions or alternate grading arrangements on medical grounds. Extensions will not be granted to accommodate travel plans or other recreational activities.

Mental Health

The University of Waterloo, the Faculty of Environment, your Departments and your instructors consider students' well-being to be extremely important. We recognize that throughout the term students may face health challenges - physical and / or emotional. **Please note that help is available.**

Mental health is a serious issue for everyone and can affect your ability to do your best work. Counselling Services (www.uwaterloo.ca/counselling-services or 519-888-4567 x32655) is an inclusive, non-judgmental, and confidential space for anyone to seek support. They offer confidential counselling for a variety of areas including anxiety, stress management, depression, grief, substance use, sexuality, relationship issues, and much more.

For emergencies, contact the mobile crisis team (available 24 hrs/day) at 519-744-1813 or UW police at 519-888-4911.

Note for Students with Disabilities

The Office for Persons with Disabilities (OPD), located in Needles Hall, Room 1132, collaborates with all academic departments to arrange appropriate accommodations for students with disabilities without compromising the academic integrity of the curriculum. If you require academic accommodations to lessen the impact of your disability, please register with the OPD at the beginning of each academic term.

Religious Observances

Please inform the instructor at the beginning of term if special accommodation is needed for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Research Ethics

Please also note that the 'University of Waterloo requires all research conducted by its students, staff, and faculty which involves humans as participants to undergo prior ethics review and clearance through the Director, Office of Human Research and Animal Care (Office). The ethics review and clearance processes are intended to ensure that projects comply with the Office's Guidelines for Research with Human Participants (Guidelines) as well as those of provincial and federal agencies, and that the safety, rights and welfare of participants are adequately protected. The Guidelines inform researchers about ethical issues and procedures which are of concern when conducting research with humans (e.g. confidentiality, risks and benefits, informed consent process, etc.). If the development of your research proposal consists of research that involves humans as participants, the please contact the course instructor for guidance and see <http://iris.uwaterloo.ca/ethics/>

Discipline

A student is expected to know what constitutes academic integrity, to avoid committing academic offence, and to take responsibility for his/her actions. A student who is unsure whether an action constitutes an offense, or who needs help in learning how to avoid offenses (e.g., plagiarism, cheating) or

about “rules” for group work/collaboration should seek guidance from the course professor, academic advisor, or the Undergraduate Associate Dean. For information on categories of offences and types of penalties, students should refer to Policy 71, Student Discipline, www.adm.uwaterloo.ca/infosec/Policies/policy71.htm. For typical penalties, check Guidelines for Assessment of Penalties, www.adm.uwaterloo.ca/infosec/guidelines/penaltyguidelines.htm

Grievance

A student who believes that a decision affecting some aspect of his/her university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70 - Student Petitions and Grievances, Section 4, www.adm.uwaterloo.ca/infosec/Policies/policy70.htm. When in doubt please contact your Undergraduate Advisor for details.

Appeals

A decision made or penalty imposed under Policy 70 - Student Petitions and Grievances (other than a petition) or Policy 71 – (Student Discipline) may be appealed if there is a ground. A student who believes he/she has a ground for an appeal should refer to Policy 72 (Student Appeals) www.adm.uwaterloo.ca/infosec/Policies/policy72.htm

Graded Assignments

Graded assignments are returned electronically on ‘Learn’. It is the student’s responsibility to view and download graded assignments from ‘Learn’ before on-line access to the course ends at the end of term. Graded quizzes are returned at lectures. Unclaimed assignments will be retained for one month after grades become official in ‘Quest’. After that time, they will be destroyed in compliance with UW’s confidential shredding procedures.