CHANGING FORM AND STRUCTURE OF METROPOLITAN CANADA WINTER 2023

PLAN 450 / GEOG 450

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CLASS SCHEDULE

Section	Location	Time	Instructor(s)
PLAN 450 001 *[SEM]*	QNC 2501	Tuesdays 11:30 a.m. - 2:20 p.m.	Brian Doucet brian.doucet@uwaterloo.ca
GEOG 450 001 *[SEM]*		Tuesdays 11:30 a.m. - 2:20 p.m.	
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INSTRUCTOR / TA INFORMATION

Brian Doucet

Office: EV3-3249 & Phone: 519-888-4567 ext. 38594

brian.doucet@uwaterloo.ca

Office hours: Thursdays 12:00 – 2:00

Instructor bio: Dr Brian Doucet is the Canada Research Chair in Urban Change and Social Inclusion, and an Associate Professor in the School of Planning at the University of Waterloo. Originally from Toronto, he lived in the Netherlands between 2004 - 2017, where he received his MSc and PhD in geography from Utrecht University. Prior to coming to Waterloo, he taught geography and urban studies at Utrecht University and Erasmus University College. Dr. Doucet has produced 6 scholarly books; his most recent *Streetcars and the Shifting Geographies of Toronto* (2022, University of Toronto Press, with Michael Doucet) examines long-term change in Toronto using historic and contemporary photographs of the city and its streetcars. He is also the co-editor (with Rianne van Melik and Pierre Filion) of the four-volume series *Global Reflections on COVID-19 and Urban Inequalities*. His research primarily focuses on issues such as housing, gentrification, neighbourhood change, mobility and the lived experiences of urban change. Dr. Doucet is a frequent commentator in the media and has experience and expertise speaking with a wide range of audiences about many important urban topics. You can follow him on Twitter @bmdoucet

Note: during this course, Dr Doucet will primarily respond to emails during regular business hours (8:30am - 4:30pm) and will not be monitoring his University of Waterloo email on weekends. Please allow 1-2 working days for a response. Please also put the course code in the subject heading for any email related to this class.

> *Calendar Description for PLAN 450*
>
> 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.
>
> Prereq: One of GEOG 426, GEOG/PLAN 349, PLAN 362, PLAN 431

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Territorial Acknowledgement: The University of Waterloo acknowledges that much of our work takes place on the traditional territory of the Neutral, Anishinaabeg and Haudenosaunee peoples. Our main campus is situated on the Haldimand Tract, the land granted to the Six Nations that includes six miles on each side of the Grand River. Our active work toward reconciliation takes place across our campuses through research, learning, teaching, and community building, and is centralized within the Office of Indigenous Relations (https://uwaterloo.ca/indigenous)

Introduction

More than half of the world's population lives in cities, and in Canada this 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 four specific areas of study in Canadian cities:

- Growing social and spatial inequality within cities and metropolitan areas
- Gentrification of the urban core and beyond
- The role of transportation in shaping patterns of growth and change within cities
- Visual analysis of the changing urban landscape

Canadian cities have undergone dramatic changes over the past few decades. These are changes that we can see with our own eyes, as well as through visual imagery such as photographs. Exploring the city through photography will be one of the major themes of this course and you will gain skills on how to analyze visual imagery in order to look for clues about how cities are changing and why.

Macro trends that have shaped Canadian cities since the 1970s include: deindustrialization, globalization, immigration, an ageing population, continued urban sprawl, a shifting role for governments, changing household sizes and the rise of new service-based economies. These forces have combined to produce cities and regions which are far more unequal and polarized than in the 1970s. There are growing gaps between the rich and the poor and this can be seen in different neighbourhoods across the city. While many downtown neighbourhoods gentrify and become more affluent, many inner suburban neighbourhoods have seen social decline over recent decades. At the fringes of urban regions, new automobile-dependent sprawl has created both exclusive enclaves and vast stretches of 'affordable' homeownership. In some cases, adjacent cities that were once largely distinct, have become part of the housing markets of Canada's largest cities; driving out along the 401 until you qualify for a mortgage is a common practice among many households.

Canadian cities are becoming increasingly ethnically and racially diverse. However, this diversity is not evenly distributed throughout the city. Many inner-city neighbourhoods are becoming less ethnically diverse, as traditional

immigrant enclaves gentrify, while many new immigrants settle in neighbourhoods constructed after 1945.

1945 is an important year in the distinction in urban form and land use between neighbourhoods that were constructed before this date and those that developed after. Older neighbourhoods have an inherent walkability to them, as they were built with the streetcar as the dominant transportation technology. After World War II, the automobile assumed this role and neighbourhoods developed after this point have an automobile-dependency that is not found in older parts of the city. This is not just about differences in built form; these differences shape how we get around, see the cities and interact with each other.

Finally, there are many important initiatives, policies and ideas that are intended to make cities denser, more sustainable and enhance quality of life. However, when we ask the question of who benefits from these improvements, we realise that their benefits are highly socially and spatially uneven, in many cases reinforcing existing fault lines, rather than breaking them down. This course will also explore ideas and solutions rooted in equity and social justice that work to create a better city for all.

LEARNING OUTCOMES

By the end of this course students should be able to:

1. Explain dominant changes in the form and structure of Canadian cities since the 1970s and their socio-economic and planning policy implications
2. Understand the relationship between socio-economic restructuring and the spatial changes occurring in cities
3. Reflect critically on the empirical and theoretical basis of the research that documents change in Canadian cities
4. Systematically analyze, synthesize and communicate information and data to inform public policy and planning
5. Utilize visual material as part of a critical analysis of urban change
6. Convey key issues, theories, concepts about changing form and structure of cities to a wider audience through media writing

TENTATIVE COURSE SCHEDULE

Learning Modes and Expectations

This course will be taught in-person, using a combination of lectures, student-led seminars, field trips and guest contributions. Students are expected to attend each class and to actively participate. In addition to course literature, information from meetings should be incorporated into assignments, where appropriate, in order to demonstrate students' understandings of the content covered in this course. In the second half of the course, students will be tasked with providing a seminar on Canadian cities. This will be done in groups and the assignment will consist of a seminar presentation and a report. Other assignments will be individual assignments. The field trip to Toronto on Friday 24 March is optional, however students are highly recommended to attend.

Sequence of Course Topics & Readings

Students are responsible for all the topics and readings listed below. Please note that slight adjustments may be made to this schedule. Students will be notified via *LEARN* of any changes.

			Readings

Wk1	Jan 10	Course Introduction	Doucet & Doucet Intro, Ch 1 Grant et al Ch 1
Wk2	Jan 17	Structural changes in Canadian cities Polarisation and inequality in Canadian cities	Doucet & Doucet Ch 2 Grant et al Ch 2
Wk3	Jan 24	Growing polarization and inequality	Grant et al Ch 3, 11, 12 Doucet and Doucet Ch 3, 7, 8
Wk4	Jan 31	Visual approaches to understanding the city	Doucet & Doucet Ch 4, 5, 6, portfolios
Wk5	Feb 7	Introduction to media writing – guest contribution Sam Toman, Executive Communication Manager UW Visual methodologies for understanding urban change Presentation and Q&A of *Streetcars and the Shifting Geographies of Toronto* by Brian and Michael Doucet	Students should finish reading Doucet and Doucet by this point
Wk6	Feb 14	Station planning in the GTHA – guest contributions by Becca Nagorsky and Aubrey Iwaniw (Metrolinx)	TBA (NOTE: we will all meet at the Kitchener GO station at 11:45)
		Reading Week	
Wk7	Feb 28	Hamilton – guest contributions by Lynda Lukasik (City of Hamilton), Karl Andrus (Hamilton Community Benefits Network) & Terry Cooke (Hamilton Community Foundation	Dale Grant et al Ch 7
Wk8	Mar 7	Halifax and Vancouver	Grant et al Ch 6, 8
Wk9	Mar 14	Calgary and Winnipeg	Grant et al Ch 9, 10
Wk 10	Mar 21	Montreal	Grant et al Ch 5

Wk10	Mar 24	Friday 24 March – Toronto field trip – all day *On this field trip, we will visit downtown Toronto, Downsview Park and Vaughan Metropolitan Centre*	Grant et al Ch 4
Wk11	Mar 28	No class	
Wk11	Mar 31	Friday 31 March *Dr. Doucet is teaching two courses, each with a Friday field trip to Toronto. Students from both classes are encouraged to attend both trips. This trip will visit Brampton, the Annex and Regent Park*	
Wk12	Apr 4	Kitchener-Waterloo walking tour Walking tour, followed by discussion at Social Development Centre Waterloo Region	TBA

TEXTS / MATERIALS

Title / Name	Notes / Comments	Required
Grant, J., Walks, A and Ramos, H (EDs) (2020) Changing Neighbourhoods: Social and spatial polarization in Canadian Cities. Vancouver: University of British Columbia Press.	Available at the UofW bookstore and used extensively in this course.	Yes
Doucet, B and Doucet, M (2022) Streetcars and the Shifting Geographies of Toronto: a visual analysis of change. Toronto: University of Toronto Press	Available at the UofW bookstore and used extensively in this course.	Yes
Dale, S (2021) Shift Change: scenes from a post-industrial revolution. Toronto: Between the lines	Available at the UofW bookstore and used extensively in this course.	Yes

Component	Value
Assignment 1 – The Streets	20%
Assignment 2 – Hamilton (Shift Change) essay	25%
Assignment 3 – Canadian case study (Group assignment)	25%
Assignment 4 – Research essay	30%

Component	Due	Value
Assignment 1 – The Streets	Friday 17 February 11:59pm	20%
Assignment 2 – Hamilton (*Shift Change)* essay	Friday 10 March 11:59pm	25%
Assignment 3 – Canadian case study (Group assignment)	Varies – reports due the Friday after your seminar, 11:59pm	25%
Assignment 4 – Research essay	Thursday 6 April, 11:59pm	30%

A1: The Streets

Learning objectives 2, 5

In this assignment, students will select any street in Canada and provide an analysis of change using Google Streetview images. Most urban areas in Canada have a series of images, taken with a mobile 360-degree camera, mounted on top of an automobile, that date back to 2007-2009. This resource provides many intervals of visual imagery in the intervening years. Students will select on street (or part thereof) and visually analyse change (or lack thereof), reflecting on the major themes and literature of the course. This visual analysis should also be informed by the course readings on both visual analysis and urban change. Students will submit either a paper or a video which explains the changes that have taken place. The paper should be around 1000 words; the video around 5-7 minutes, both including plenty of photos.

A2: Hamilton (*Shift Change)* media essay

Learning objectives 1, 2, 4, 6

Conveying key issues about cities to audiences beyond professional planners, policymakers, and academics is an important way to affect change through bringing academic knowledge/analysis to wider audiences. This can help shape political and public conversations that make and shape cities. This essay will be based around Stephen Dale's *Shift Change* book and will use it as a starting point to write a media essay that conveys a key urban issue in a way that can be understood by a wider audience. The essay can be specifically focused on Hamilton, or it can use the Hamilton case study to explore an issue more broadly. Also essential to this essay will be our discussion about Hamilton on 28 February. During this class, several experts on the city will share their knowledge of Hamilton's challenges and opportunities. You will have the chance to ask questions to these experts, which should provide additional information for your essay.

The essay should also draw on some other key readings and concepts from the course. It should be detailed, focused and engaging for a wider audience. For examples, you should look at articles in magazines such as *Spacing, The Conversation,* or media articles by authors such as Shawn Micallef, Edward Keenen, Oliver Moore etc. To help, we will have a guest presentation from a member of the University's Media Relations department. Articles will be between 750-1250 words. Outstanding assignments may be considered for submission to a newspaper or online media outlet.

A3: Canadian case study

Learning objectives 1, 2, 3

In small groups, students will present one case study of a major Canadian city. The textbook *Changing Neighbourhoods* will be the starting point for any case study. Students will present a 30 minute seminar about the city, outlining key challenges and changes taking place. After the seminar, students will submit a report that outlines the key aspects of change and urban challenges facing their city. Rather than covering a broad range of topics, students are encouraged to focus on one or two key issues and build their assignment around that. The group report should be between 2250 – 2750 and will be due on the Friday of the week they present their seminar, at 11:59pm

A4: Research essay

Learning objectives: 1, 2, 3, 4, 5

In this final assignment, students should demonstrate their understanding of key issues and literature from the course by selecting one topic related to the changing form and structure of metropolitan Canada to explore in a detailed research essay. This essay should be focused and would normally consist of a theoretical/literature component and a case study, drawn either from the class, or from the student's own interest. While you don't need to draw on all the literature from the course, this is an opportunity to demonstrate your detailed knowledge of the relevant literature and course materials. Conclusions should also have some recommendations for planning and policy. Students should use course literature, and draw on appropriate additional literature, including at least 100 pages of peer-reviewed articles. This essay should be between 3000 - 3500 words.

Referencing / Citation: The School of Planning has adopted a single standard referencing system for all papers and assignments submitted in Planning courses. The format is the APA (American Psychological Association) style. The complete style outline can be found in the *Publication Manual of the American Psychological Association*, located in the reference section in Dana Porter Library, or on sale in the Book Store. You may also want to consult the following web resources:

- APA Frequently Asked Questions - http://www.apastyle.org/learn/faqs/ (http://www.apastyle.org/learn/faqs/)
- Purdue University Online Writing Lab (OWL): https://owl.english.purdue.edu (https://owl.english.purdue.edu/)

- University of Wisconsin-Madison Writing Centre: http://www.writing.wisc.edu (http://www.writing.wisc.edu/)

Lateness penalty: All assignments are due on the date set by the professor. Students may use a bank of 3 "grace days", which will allow them to submit assignment(s) up to 72-hours late with no late penalty and no questions asked. Students do not need to ask the instructor in advance to use these grace days. They may use all 3 of their grace days on a single assignment, or they may spread them out across all assignments. If a student submits later than that or already used their "grace days" on a previous assignment, a 5% penalty is incurred for each 24-hour period that the assignment is late. Students are encouraged to request extensions at least one week in advance, when they can foresee a challenge with completing an assignment (e.g., competing deadlines, co-op interviews, religious observances, etc). Students should also contact the instructor to request an accommodation for illness and bereavement.

ASSIGNMENT SCREENING

No assignment screening will be used in this course.

ADMINISTRATIVE POLICY

Intellectual Property: For further information on IP related to teaching, please see https://uwaterloo.ca/legal-and-immigration-services/sites/ca.legal-and-immigration-services/files/uploads/files/volume_1_issue_3_winter_2018.pdf (https://uwaterloo.ca/legal-and-immigration-services/sites/ca.legal-and-immigration-services/files/uploads/files/volume_1_issue_3_winter_2018.pdf) and the Guidelines for Faculty, Staff and Students Entering Relationships with External Organizations Offering Access to Course Materials, https://uwaterloo.ca/secretariat/faculty-staff-and-students-entering-relationships-external (https://uwaterloo.ca/secretariat/faculty-staff-and-students-entering-relationships-external) . The following text is recommended:

Students should be aware that this course contains the intellectual property of their instructor, TA, and/or the University of Waterloo. Intellectual property includes items such as:

-Lecture content, spoken and written (and any audio/video recording thereof);
-Lecture handouts, presentations, and other materials prepared for the course (e.g., PowerPoint slides);
-Questions or solution sets from various types of assessments (e.g., assignments, quizzes, tests, final exams); and
-Work protected by copyright (e.g., any work authored by the instructor or TA or used by the instructor or TA with permission of the copyright owner).

Course materials and the intellectual property contained therein, are used to enhance a student's educational experience. However, sharing this intellectual property without the intellectual property owner's permission is a violation of intellectual property rights. For this reason, it is necessary to ask the instructor, TA and/or the University of Waterloo for permission before uploading and sharing the intellectual property of others online (e.g., to an online repository).

Permission from an instructor, TA or the University is also necessary before sharing the intellectual property of others from completed courses with students taking the same/similar courses in subsequent terms/years. In many cases, instructors might be happy to allow distribution of certain materials. However, doing so without expressed permission is considered a violation of intellectual property rights.

Please alert the instructor if you become aware of intellectual property belonging to others (past or present) circulating, either through the student body or online. The intellectual property rights owner deserves to know (and may have already given their consent).

Research Ethics: 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: https://uwaterloo.ca/research/office-research-ethics (https://uwaterloo.ca/research/office-research-ethics)

Anti-racism Statement: The University of Waterloo does not tolerate racism or any other form of discrimination and expects campus community members to contribute to a culture where all members feel safe and valued. Any member of the campus community who has experienced racism or discrimination at the University is encouraged to seek guidance from the Office of Equity, Diversity, Inclusion & Anti-racism (EDI-R) via email at equity@uwaterloo.ca (mailto:equity@uwaterloo.ca) or through their website: › uwaterloo.ca/human-rights-equity-inclusion/ about/equity-office3

Co-op interviews and class attendance: Co-op students are encouraged to try and choose interview time slots that result in the least amount of disruption to class schedules. When this is challenging, or not possible, a student may miss a portion of a class meeting for an interview. Instructors are asked for leniency in these situations; but, a co-op interview does not relieve the student of any requirements associated with that class meeting.

When a co-op interview conflicts with an in-class evaluation mechanism (e.g., test, quiz, presentation, critique), class attendance takes precedence and the onus is on the student to reschedule the interview. CEE provides an interview conflict procedure to manage these situations.

Students will be required to provide copies of their interview schedules (they may be printed from WaterlooWorks) should there be a need to verify class absence due to co-op interviews.

Declaring an absence: Regardless of the process used to declare an absence, instructors maintain agency over decisions regarding course component accommodations.

Self-declared absences (for flu-like illness, short-term 48 hour self declared absences) must be submitted through Quest.

Absences requiring documentation (e.g. Verification of Illness Form, bereavement, etc.) - send your documentation to env-vif@uwaterloo. Do not send documentation to your advisor, course instructor, teaching assistant, or lab coordinator. Submission to env-vif@uwaterloo.ca () will notify all of your instructors of your absence. Students taking courses in Arts that require accommodation, should reach out to those instructors independently.

Mental Health: The University of Waterloo, the Faculty of Environment and our Departments/Schools 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 https://uwaterloo.ca/campus-wellness/ (https://uwaterloo.ca/campus-wellness/) 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.

All students are encouraged to download the WatSAFE app which is available free through the google and iOS app stores. The WatSAFE app provides on- and off-campus contacts for students in distress, including international students, and other information related to campus safety and security.

Religious Observances: Students need to inform the instructor at the beginning of term if special accommodation needs to be made for religious observances that are not otherwise accounted for in the scheduling of classes and assignments.

Communications with Instructor and Teaching Assistants: All communication with students must be through either the student's University of Waterloo email account or via LEARN. If a student emails the instructor or TA from a personal account they will be requested to resend the email using their personal University of Waterloo email account.

Recording lecture: Use of recording devices during lectures is only allowed with explicit permission of the instructor of the course. If allowed, video recordings may only include images of the instructor and not fellow classmates. Posting of videos or links to the video to any website, including but not limited to social media sites such as: facebook, twitter, etc., is strictly prohibited.

UNIVERSITY POLICY

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. [Check the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity/) for more information.]

Grievance: A student who believes that a decision affecting some aspect of their university life has been unfair or unreasonable may have grounds for initiating a grievance. Read Policy 70, Student Petitions and Grievances, Section 4 (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) . When in doubt, please be certain to contact the department's administrative assistant who will provide further assistance.

Discipline: A student is expected to know what constitutes academic integrity to avoid committing an academic offence, and to take responsibility for their actions. [Check the Office of Academic Integrity (https://uwaterloo.ca/academic-integrity/) for more information.] A student who is unsure whether an action constitutes an offence, or who needs help in learning how to avoid offences (e.g., plagiarism, cheating) or about "rules" for group work/collaboration should seek guidance from the course instructor, 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 (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) . For typical penalties, check Guidelines for the Assessment of Penalties (https://uwaterloo.ca/secretariat/guidelines/guidelines-assessment-penalties) .

Appeals: A decision made or penalty imposed under Policy 70, Student Petitions and Grievances (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-70) (other than a petition) or Policy 71, Student Discipline (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-71) may be appealed if there is a ground. A student who believes they have a ground for an appeal should refer to Policy 72, Student Appeals (https://uwaterloo.ca/secretariat/policies-procedures-guidelines/policy-72) .

Note for students with disabilities: AccessAbility Services (https://uwaterloo.ca/disability-services/) , located in Needles Hall, Room 1401, 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 AccessAbility Services at the beginning of each academic term.

Turnitin.com: Text matching software (Turnitin®) may be used to screen assignments in this course. Turnitin® is used to verify that all materials and sources in assignments are documented. Students' submissions are stored on a U.S. server, therefore students must be given an alternative (e.g., scaffolded assignment or annotated bibliography), if they are concerned about their privacy and/or security. Students will be given due notice, in the first week of the term and/or at the time assignment details are provided, about arrangements and alternatives for the use of Turnitin in this course.

It is the responsibility of the student to notify the instructor if they, in the first week of term or at the time assignment details are provided, wish to submit alternate assignment.