

School of Planning
Faculty of Environment
University of Waterloo

GEOG/PLAN 349 (Course ID: 007561)
Urban Form and Internal Spatial Structure

Instructor: Zhu (Joe) Qian, Ph.D.
Class Time: Monday and Wednesday, 2:30PM-3:50PM
Class Location: EV3-1408
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Office No. EV3-3253
Office Hours: Monday and Wednesday, 1:30PM-2:30PM

COURSE OUTLINE

Calendar Description

This course is an examination of the major factors giving rise to distinctive styles of urban spatial organization. Focus moves from city-wide scale to sub-areas/sectors - inner city, housing, retailing, etc. Emphasis on understanding and planning for the dynamics of complex environments. Applied issues or problems are dealt with throughout the course. This is a one-term course with credit weight 0.5 units.
(Cross-listed with GEOG 349).

Prerequisite: One of GEOG 202, GEOG/ERS 203, GEOG 250 or PLAN 100.

This course outline is also available at LEARN: learn.uwaterloo.ca.

Avoidance of Academic Offences

Students are expected to know what constitutes academic integrity, to avoid committing academic offenses, and to take responsibility for their actions. Students who are unsure whether an action constitutes an offense, or who need 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, TA, academic advisor, or the Undergraduate Associate Dean. For information on categories of offenses and types of penalties, students should refer to Policy #71, Student Academic Discipline, <http://www.adm.uwaterloo.ca/infosec/Policies/policy71.htm> Students who believe that they have been wrongly or unjustly penalized have the right to grieve; refer to Policy #70, Student Grievance, <http://www.adm.uwaterloo.ca/inforsec/Policies/policy70.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.

Introduction

United Nations sources project that at a global scale, near 95 percent of the earth's population increase between 2000 and 2030 will be concentrated in cities. Such tremendous urban transitions throughout the world will have important consequences that challenge conventional notions of the city and its subareas/sectors.

With globalization, nations as well as their cities are becoming increasingly interdependent. The best planning practices from developing countries are being used in some western industrialized countries, and vice versa. There is a convergence of urban problems faced by cities in different world regions, such as deteriorating inner city environment, affordable housing, urban sprawl, governance and institutional weaknesses, etc.

Based on current globalization and learning from best planning practices worldwide, this course will offer comparative analysis of urban spatial structure and urban form, as well as administrative and regulatory implications of urbanization around world. Besides, it will cover such topics as globalization and its responses, comparative urban economic policies, transportation and land use planning, housing and community development, sustainable urban environment, urban poverty, peri-urbanization, urban heritage and conservation planning, etc. It draws planning problems and solutions from both industrialized and developing countries.

Course Objectives:

By the end of the term, students will be able to:

- Be knowledgeable of the preconditions for urbanization to take place,
- Analyze how and why urbanization proceeds at different cities in different regions worldwide,
- Be aware of the evolution of the urban systems in each world region,
- Understand the common urban problems and their possible solutions in many cities,
- Become familiar with urban form and internal urban structure and how they may be demonstrated in different world cities,
- Appreciate a comprehensive set of tools for understanding the changing urban forms,
- Become familiar with critical thinking in urban problems and internal structure.

In addition, this course addresses a few goals for general education. They include:

- *Critical thinking skills:* Students should be able to think clearly and critically. They can expect to learn the elements of clear thinking and to be nurtured in their development to be careful, critical, and innovative thinkers.
- *Global knowledge of urban issues and overseas experience:* Students should be able to demonstrate an awareness of the environmental, economic, social diversities and interdependences that exist among nations and regions.
- *Collaborative learning and advanced writing skills:* Students should be able to communicate ideas clearly and cogently both individually and as a group. They should be able to write effectively within their disciplines.

Learning Modes:

Students best learn the methods and materials in this course by reading all the required chapters in the *Cities of the World* textbook (6th edition) and at least part of the recommended readings for each week. The recommended readings are chosen from very well respected references. They are

either from scholars who did in-depth research on a specific sub-area or sector, or from world organizations. Those readings intend to provide students a wide choice for their interests. Students are also encouraged to use the optional reports listed at the end of the syllabus as a starting place for their research essays.

The lectures are intended to expand upon text discussion. The lecture consists of two parts. The first half will cover only part of the assigned chapter readings from *Cities of the World* (6th Edition), with the intention to clarify some of the issues in the text materials. The second half will present some of the issues from the recommended readings or from other real world research findings. Students are expected to read the assigned readings ahead of attending class. The three tests will mainly cover the chapters of *Cities of the World* (6th Edition). However, the recommended readings may help students to develop their research essays, which should go beyond the required textbook contents.

SCHEDULES

Class Meetings

The lectures take place each week in EV3-1408 from 2:30 PM to 3:50 PM on Monday and Wednesday.

Scheduled Office Hours or Consulting.

Monday and Wednesday 1:30PM-2:30PM. Appointments are possible. Students are encouraged to use office hours for consulting instead of email. Office hours are set up to accommodate discussion, questions and concerns. In general, lengthy email inquiries will not be answered.

SEQUENCE OF COURSE TOPICS

May 1/3: WEEK 1. General Introduction; Concepts and Definitions

Required readings: Chapter 1 of *Cities of the World*.

Recommended Readings: Frey, William H and Zachary Zimmer. 2001. "Defining the City," in Paddison, Ronan (ed).. *Handbook of Urban Studies*. Thousand Oaks: Sage. 14-35.

Introduction to Cities. 2013. Chapter 1: Cities as Places and Spaces. 6-27.

May 8/10: WEEK 2. Cities of the United States and Canada; Globalization and its responses

Required readings: Chapter 2 of *Cities of the World*.

Recommended Readings: Knox, Paul L. 1997. Globalization and Urban Economic Change. *The Annals of the American Academy of Political and Social Science*. 551 (May): 17-27.

Introduction to Cities. 2013. Chapter 7: Changing Metropolitan Landscapes after World War II. 154-176.

Documentary movie show in the second class (May 10): *Urbanized*.

May 15/17: WEEK 3. Cities of Middle America and the Caribbean; Cities and Systems

Required readings: Chapter 3 of *Cities of the World*.

Recommended Readings: Sassen, Saskia. 1996. Cities and Communities in the Global Economy: Rethinking Our Concepts. *American Behavioral Scientist* 39 (5): 629-639.

Introduction to Cities. 2013. Chapter 3: Social Theories of Urban Space and Place: Perspectives in the Post-World War II era. 49-71.

**May 23*/24: WEEK 4. Cities of South America; Comparative urban economic policies
(*May 23 is a make-up day for Victoria Day per the University Calendar)**

Required readings: Chapter 4 of *Cities of the World*.

Recommended readings: Porter, Michael E. 1997. New Strategies for Inner-city Economic Development. *Economic Development Quarterly*. 11 (1): 11-27.

Introduction to Cities. 2013. Chapter 4: Methods and Rules for the Study of Cities. 72-97.

*Please visit the book related website as one of the resources for your group essays:

www.wiley.com/go/cities

May 29/31: WEEK 5. Cities of Europe

Test 1. This test on May 29 covers all required readings from Week 1 to Week 4. [1 hour, in class]

Required readings: Chapter 5 of *Cities of the World*.

June 5/7: WEEK 6. Cities of Russia; Housing and Community Development

Two-page proposal for final essay (hard copy) due by the end of class of June 7.

Required readings: Chapter 6 of *Cities of the World*.

Recommended readings: *Introduction to Cities*. 2013. Chapter 9. Inequality and Diversity in the Post-World War II Metropolis. 204-230.

June 12/14: WEEK 7. Cities of the Greater Middle East; Sustainable Urban Environment

Required readings: Chapter 7 of *Cities of the World*.

Recommended readings: Hardoy, Jorge Enrique, Mitlin, Diana, and Satterthwaite, David. 2001. Environmental Problems in an Urbanizing World: Finding Solutions for Cities in Africa, Asia and Latin America. Chapter 8. *Sustainable Development and Cities*. London: Sterling. 336-379.

Introduction to Cities. 2013. Chapter 12. Urban Environments and Sustainability. 296-320.

June 19/21: WEEK 8. Cities of Sub-Saharan Africa; Integrated transportation and land use planning

Required readings: Chapter 8 of *Cities of the World*.

Recommended readings: Hall, Peter. 1997. The Future of the Metropolis and its Form. *Regional Studies*. 31 (3): 211-220.

Introduction to Cities. 2013. Chapter 13. The Remaking and Future of Cities. 321-349.

June 26/June 28: WEEK 9. Cities of South Asia

Test 2. This test on June 26 covers all required readings from Week 5 to Week 8. [1 hour, in class]

Required readings: Chapter 9 of *Cities of the World*.

July 5/10: WEEK 10. Cities of Southeast Asia; Peri-urbanism and Metropolitan Regions

Required readings: Chapter 10 of *Cities of the World*.

Recommended readings: Leaf, Michael. 2002. A Tale of Two Villages: Globalization and Peri-urban Changes in China and Vietnam. *Cities*. 19 (1): 23-31.

Introduction to Cities. 2013. Chapter 10. Urbanization and Urban Places in Developing-country Cities. 232-260.

July 12/17: WEEK 11. Cities of East Asia; Urban heritage and conservation planning

Required readings: Chapter 11 of *Cities of the World*.

Recommended readings: Taylor, Ken. 2004. Cultural Heritage Management: A Possible Role for Charters and Principles in Asia. *International Journal of Heritage Studies*. Vol. 10 (5): 417-433.

Abramson, D. B. 2001. Beijing's Preservation Policy and the Fate of the Siheyuan. *Traditional Dwellings and Settlements Review*. 13 (1). 7-22.

Documentary movie show in the first class (July 12): *Beijing be sieged by Waste*.

July 19/24: WEEK 12. Cities of Australia and the Pacific Islands; Urban Poverty Alleviation

Required readings: Chapter 12 of *Cities of the World*.

Recommended readings: Wratten, Ellen. 1995. Conceptualizing Urban Poverty. *Environment and Urbanization*. 7 (1): 11-36.

Yunus, Muhammad. 1998. Poverty Alleviation: Is Economics Any Help? Lessons from the Grameen Bank Experience. *Journal of International Affairs*. 52 (1).

Test 3. This test on July 24 covers all required readings from Week 9 to Week 12. [1 hour, in class].

July 24: One hard copy of final research essay due by 3:50PM.

Tests and Final Essay

Tests

There are three 1-hour in-class, closed-book tests for this course. Each test covers the required readings for the weeks before the tests. The tests are not cumulative in contents. Materials in recommended readings will also be tested in tests at up to 15% of each test. Except for very special cases, no “make up” tests are provided.

Final Research Essay

This course emphasizes collaborative learning through a group final research essay (40% of the final grade). Each group will have five members assigned by the instructor. With some guidelines and a form, you will be asked to peer-rate your group members and submit a ‘Peer Rating of Team Members’ form with your term papers at the end of the term.

This essay is a short research paper (about 15-20 pages 1.5 spaced including references and footnotes, 10 -12 font size) that should rely on resources beyond your required textbook. You might want to use resources in the recommended readings and optional reference reports, or any other resources you know. Once you choose a topic, you must submit a single-spaced two-page proposal with at least ten external references no later than the middle of the term, as specified in the schedule [Note: **Web searches may be helpful in identifying up-to-date factual material and empirical illustrations, but do not qualify towards an item count of reference materials**]. The main purpose of this essay paper is to address a significant question of a sub-topic covered in this course and any other relevant topics about urban form and internal spatial structure. Although there is not any penalty for choosing a topic from domestic perspective, you are highly encouraged to work on a project with international focus. The essay should at least consist of an introduction, a middle portion presenting major findings, and a summary or conclusion. It should include some analysis, and purely descriptive essays are not acceptable. The purpose of the analysis is to present a synthesis and critical analysis of the readings and/or your own reference resources. You are suggested to start thinking about your final essay as early as possible. If you have problem selecting a topic for your essay, please come and talk to me.

The final research essay is evaluated according to the following criteria: Clarity of Problem Statement and Explanation of Research Methodology; Clarity of Structure; Quality and Number of Citations; Application of Body of Knowledge; Lessons Learned.

List all sources of information used in your essay alphabetically. For footnoting and bibliographic entries, please consult APA (American Psychological Association) Style Reference Formats. You are encouraged to use forms of presentation other than text in your essays, such as tables, graphs, charts, maps, or photos. But those non-text contents will not be used to count towards the 15-20 page paper length requirement.

Make sure: The work you hand in is your own and has been done only for this course.

Student Evaluation

Tests (3 at 20 points each) – 60%
Group Final Essay – 40%

Your essays must be handed in at the date specified in the class schedule. Late submissions without prior agreement with me will be discounted at the rate of 2 points (on a scale of 40) per calendar day. Students' final essay more than 5 calendar days late will not be accepted and a grade of zero will be recorded for the final essay part. Since this is a comparative urban planning and policy course, students are encouraged to bring their own countries' experience and/or their experience in foreign countries to the class. Discussions and inputs during the whole course are highly encouraged.

If you receive a grade that you are not happy with and don't know why, please don't hesitate to come and see me, but come with the attitude of wanting to learn how to improve your work—after all, that is why you are all here—instead of viewing it as an opportunity to badger me into changing your grade, because I absolutely will not do that unless some grievous mistake was made.

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, call number BF76.7.P83 1994, or on sale in the Book Store for \$32.95. A brief summary of the citation style can also be found in Section VII of *The Ready Reference Handbook*. On the web you can find some other quick references at the following URLs.

APA Essentials – <http://www.vanguard.edu/psychology/apa.html>

Format – <http://www.english.uiuc.edu/cws/wworkshop/bibliography/apa/apa.emu.htm>

APA Crib Sheet – <http://www.wooster.edu/psychology/apa-crib.html>

Citing Electronic References – <http://www.apa.org/journals/webref.html#Email>

Frequently asked Questions – <http://www.apa.org/journals/fag.html>

Texts

Required Textbook

Available at the UofW bookstore and used extensively in this course.

STANLEY D. BRUNN; MAUREEN HAYS-MITCHELL; DONALD J. ZEIGLER AND JESSICA K. GRAYBILL eds. *Cities of the World: Regional Patterns and Urban Environments*. 6th edition. Lanham, MD: Rowman & Littlefield Publishers, Inc., 2016.

[In this book, the authors lead students on an in-depth exploration of global urbanization. Using a comparative regional approach, they first discuss the recent history of global urbanization, then dissect its problems, and finally offer possible solutions. The track of this global expedition weaves through nine major regions of the world, exploring significant urban patterns, processes, and internal spatial structure. There's even an eye-opening glimpse into the future. Overall, it is an incisive examination of the global nature of today's cities.]

Recommended book and reader

Available at the UofW bookstore.

Chen, Xiangming, Anthony M. Orum, and Krista E. Paulsen. *Introduction to Cities: How Place and Space Shape Human Experience*. Chichester, UK: Wiley-Blackwell. 2013.

*Please visit the book related website as one of the resources for your group essays:
www.wiley.com/go/cities

Other recommended readings listed for each week will be available on the ACE system.

[This book covers theory from the historical to the cutting edge, and offers a balanced account of life in cities, highlighting both positive and negative themes. It takes a global approach with dozens of examples. Additional features include a glossary of key terms, critical thinking questions, and suggestions for further readings. The book addresses a wide array of topics such as social inequalities, race, globalization, and sustainability.]

Other recommended readings listed for each week will be available on the LEARN system.

Optional Reference Reports

An optional study aid, designed to help you develop your research essay. Feel free to use other resources you know. Reports listed here will be in course reserve in Map Library at the Faculty of Environment.

Urban Planning in a State of Flux: Towards Sustainable Urbanization. 2005. UN-Habitat.
[A collection of short case reports, e.g. Short Case reports on Strategic Urban Development Planning of Kosovo, Dar es Salaam, Somali cities, etc.; In situ upgrading and prevention of slums: Cities without Slums Sub-regional Programme for Eastern and Southern Africa].

Sustainable Urbanization: Achieving Agenda 21. 2002. UN-Habitat.
[Key topics include: Sustainable Urbanization-Achieving Sustainable Development; Urbanization; the Challenges of Sustainable Urbanization; Promoting and Managing Sustainable Urbanization; Working Together for Sustainable Urbanization].

Our Future: Sustainable Cities-Turning Ideas into Action. 2006. UN-Habitat World Urban Forum III Background Paper.
[Key topics include: Urban Growth and Environment; Sustainable Cities: Partnership and Finance; Sustainable Cities: Social Inclusion and Cohesion].

Sustainable Urban Development in Sweden: State of the Art. 2004. Swedish Research Council Formas.

The Economics of Historic Preservation: A Community Leader's Guide. 2002. National Trust for Historic Preservation.

University Rules

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.

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://www.research.uwaterloo.ca/ethics/human/>

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. Once registered with OPD, please meet with the professor, in confidence, during my office hours to discuss your needs

Religious Observances : Please 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.

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, <http://www.adm.uwaterloo.ca/infosec/policies/policy70.html>

Discipline (as noted above under 2a): 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.html>

Appeals: A student may appeal the finding and/or penalty in a decision made under Policy 70 - Student Petitions and Grievances (other than regarding a petition) or Policy 71 - Student Discipline if a ground for an appeal can be established. Read Policy 72 - Student Appeals, <http://www.adm.uwaterloo.ca/infosec/Policies/policy72.html>