



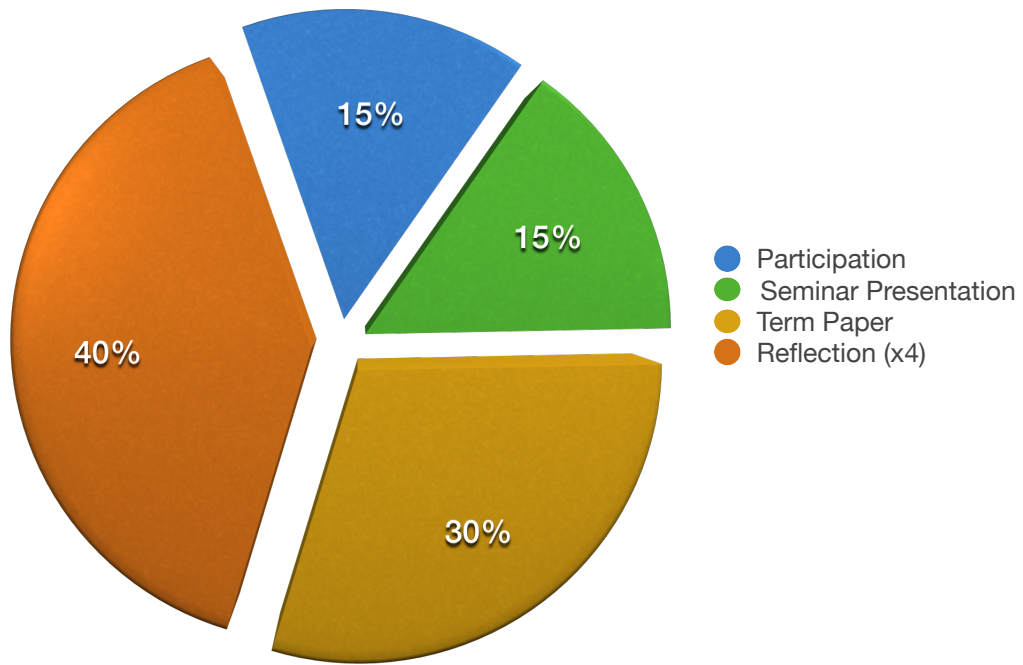
## Geography 491 A02: Interpreting Suburban Landscapes

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**Lecture Schedule:**  
Monday and Tuesday 6:30pm-7:50pm  
Clearihue D134  
Office Hours: 12-2pm Wednesdays

### **Course Description:**

This course is designed to help students understand how suburban development has occurred and is occurring. This will involve an historical overview of suburbanization and more detailed investigation into the contemporary processes involved in suburban development. "Interpreting" the suburban landscape is very much a matter of perspective. We will attempt to explore different perspectives such as historical interpretation, public perceptions and those of planners. Considerable focus will be put on understanding the rules, tools and theories of urban planning including a review of provincial statutes, planning theories and movements and these will be highlighted in looking at contemporary suburban developments.



**Grade Scale**

A+	A	A-	B+	B	B-	C+	C	D	F
90-100 %	85-89%	80-84%	77-79%	73-76%	70-72%	65-69%	60-64%	50-59%	0-49%

## READINGS

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All readings in this course are based on assorted journal/newspaper articles.

You are expected to retrieve these readings for each class, since the material in the readings will make an important part of exam content and will support lecture materials. Additionally, I will have certain journal articles available to download on the course Moodle system.

I will be specific about what pages to read and will highlight the most important sections during lectures: this should help you manage your reading during this course.

## COURSE WEBSpace

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In this course we will be using the Moodle system. All assignments, lectures, reading resources and major announcements will be housed on this webspace. It is **mandatory** to use this space for the course. If you have any troubles connecting or navigating the site please let me know!

## COURSE EXPERIENCE SURVEY (CES)

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I value your feedback on this course. Towards the end of term, as in all other courses at UVic, you will have the opportunity to complete an anonymous survey regarding your learning experience (CES). The survey is vital to providing feedback to me regarding the course and my teaching, as well as to help the department improve the overall program for students in the future. The survey is accessed via MyPage and can be done on your laptop, tablet, or mobile device. I will remind you and provide you with more detailed information nearer the time but please be thinking about this important activity during the course.

## SCHEDULE & READINGS

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The required readings for each day are outlined below. To help you manage your time, we emphasize specific page ranges. We recommend you complete the required readings before each day's lecture.

Week/ Day	Activity - Readings/Deliverables	Additional Notes
<b>Welcome to Geog440 ~ Setting the Context in a “Geography of Nowhere”: What and Where are the Suburbs?</b>		
<b>W1: S8</b>	Intro Lecture - No reading	
<b>W1: S9</b>	Lecture: Suburbs ~ A Geography of Nowhere? ----- Reading 1: Kunstler, JH, 2002. The Geography of Nowhere. Chapter 1 and 2. pgs 9-29 [Moodle]	
<b>Suburban Form, Function and Planning: The History of an Idea   Part 1</b>		
<b>W2: S15</b>	Lecture: Garden Cities as Protosububs ----- Reading: Ward, S., 1992., ‘The Garden City’ Introduction [Moodle]  Reading: Mumford, L., “The Garden City Idea and Modern Planning” [from the Introduction to Garden Cities of Tomorrow] [Moodle]	
<b>W2: S16</b>	Lecture: Model Villages as Protosuburbs ----- Reading: Bryson. (2002). Story-telling and history construction: Rereading George Cadbury’s Bournville Model Village. Journal of Historical Geography, 28(1), 21–41.	
<b>Suburban Form, Function and Planning: The History of an Idea   Part 2</b>		
<b>W3: S22</b>	Lecture: Post War Suburbia in the US and Canada ----- Reading: Hayden, D., 2004. “Building the American Way: Public Subsidy, Private Space”, [Moodle]	
<b>W3: S23</b>	Lecture: Post War Suburbia in the US and Canada (cont) ----- Reading: TBD	

<b>Reading the Suburban Landscape: Landscape Theory and Symbolic Constructions of Suburbia</b>		
<b>W4: S29</b>	Lecture: Iconographies and Ethnographies of Suburban Worlds ----- Reading: Dowling, Robyn. "Symbolic constructions of place in suburban Surrey, British Columbia." <i>Canadian Geographer</i> 40.1 (1996): 75-87.  Reading: Srygley, J, 2009. 'Life on the "the Avenue": Allegory of the Street in Early 21st century Suburban America", in Backhaus, G.,. <i>Symbolic Landscapes</i> [Moodle]	Presentations: Group A
<b>W4: S30</b>	Lecture: Selling Suburbia ----- Reading: Ward, S., 2004. "Mass Transit and Healthy Homes", in <i>Selling Places: The marketing and promotion of town and cities 1850-2000</i> .	Presentations: Group B
<b>Global Suburbanism?: Comparing Suburban Landscapes Across the Globe</b>		
<b>W5: O6</b>	Lecture: Global Suburban Form? ----- Reading: Keil, R., 2012. 'Suburbanization and Global Cities', in Derudder, B., <i>International Handbook of Globalization and World Cities</i> , pg. 408-417 [on Moodle]  Video: Sound of the Suburbs Part 1, by Cleo Le-Tan (Vice News) [Warning: Viewer discretion is advised!], <a href="http://www.vice.com/en_ca/society/sounds-of-the-suburbs-part-1">http://www.vice.com/en_ca/society/sounds-of-the-suburbs-part-1</a>	Presentations: Group C
<b>W5:O7</b>	Lecture: Suburbs of the Global South ----- Reading: Todes, A., 2014. New African Suburbanisation? Exploring the Growth of the Northern Corridor of eThekweni/KwaDakuza, <i>African Studies</i> , 73:2, 245-270	Presentations: Group D
<b>W6: O13</b>	<b>No Class: Thanksgiving</b>	
<b>W6: O14</b>	<b>Online Class: Critical Video Response [for details see Moodle]</b>	

<b>The Real 'Truman Show': New Urbanism, Neotraditionalism and Suburban Aesthetics</b>		
<b>W7: O20</b>	Lecture: The Form & Philosophy of New Urbanism ----- Reading: McCann, E., 1995. 'Neotraditional Developments: The Anatomy of a New Urban Design', <i>Urban Geography</i> , 16(3). pp 210-233. [on moodle]	Presentations: Group E
<b>W7: O21</b>	Lecture: Critiques of New Urbanism ----- Reading: Ellis. (2002). The New Urbanism: Critiques and Rebuttals. <i>Journal of Urban Design</i> , 7(3), 261-291.  Reading: Harvey, D., 2005. 'New Urbanism and the Communitarian Trap: On Social Problems and the False Hope of Design', in Saunders, W., <i>Sprawl and Suburbia, A Harvard Design Magazine Reader</i> , vol.2. [On Moodle], pg. 21-26	Presentations: Group F
<b>Close the Gates!: Exploring Suburban Landscape of (In)security</b>		
<b>W8: O27</b>	Lecture: The Social and Cultural Geography of Gated Communities ----- Reading: Low, S., 2003. Behind the gates: Life, Security, and the Pursuit of Happiness in Fortress America, [Moodle]  Optional Reading: Atkinson, R., and S., Blandy, 2013. 'Introduction: International Perspectives on the New Enclavism and the Rise of Gated Communities', [introduction] pp. vii-1.	Presentations: Group G
<b>W8: O28</b>	Lecture: A Deeper look at Armed Compounds ----- Reading: Grant, Jill L., and Gillad Rosen. "Armed compounds and broken arms: the cultural production of gated communities." <i>Annals of the Association of American Geographers</i> 99.3 (2009): 575-589.	Presentations: Group H
<b>Disturbia in Exurbia?: Pushing the Boundaries at the Urban Rural Fringe</b>		
<b>W9: N3</b>	Lecture: Defining Exurbia ----- Reading: Esparza, A., 2012. "Chapter 3: The Exurbanization Process and Rural Housing Markets", in Marcouiller D., M. Lapping, and O. Furuseth, <i>Rural Housing, Exurbanization, and Amenity-Driven Development: Contrasting the 'Haves' and the 'Have Nots'</i> [available online: UVIC Library].	Presentations: Group I
<b>W9: N4</b>	Lecture: A Deeper Look at Living the Countryside ----- Reading: Ghose, Rina. "Big sky or big sprawl? Rural gentrification and the changing cultural landscape of Missoula, Montana." <i>Urban geography</i> 25.6 (2004): 528-549.	Presentations: Group J

<b>W10: N10-11</b>	<b>Reading Break No Class</b>	
	<b>Economy, Class and the New Suburban Poverty</b>	
<b>W11:N17</b>	Reading: Berube, Alan, and Elizabeth Kneebone. "Two steps back: City and suburban poverty trends 1999–2005." (2009). [On Moodle]	Presentations: Group K
<b>W11:N18</b>	Reading: Murphy, Alexandra K. "The suburban ghetto: the legacy of Herbert Gans in understanding the experience of poverty in recently impoverished American suburbs." <i>City &amp; Community</i> 6.1 (2007): 21-37.	Presentations: Group L
	<b>Term Paper Presentations</b>	
<b>W12: N24</b>	Groups 1 & 2	Sign Up on Moodle
<b>W12: N25</b>	Groups 3 & 4	
	<b>Suburbs into the Future – Summary/Conclusion/Wrap Up</b>	
<b>W13: D1</b>	Lecture - NO READING	
<b>W13: D2</b>	Lecture - NO READNG	

## ASSIGNMENTS

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### **Assignment #1 - TERM PAPER | Researching & Writing about the Suburbs (value: 35%)**

Proposals DUE: Sept 29th (value: 5%)

Final Paper DUE: Nov 19th *or* Dec 3rd (value: 30%)

This assignment will allow you to focus on thinking and writing about some of the themes and topics relevant to the course.

You have two choices open to you for this assignment based upon two distinct methods of geographic research and writing.

#### **OPTION 1: Fieldwork - Producing New Suburban Knowledge**

This option involves synthesizing grounded theory with new qualitative (and if you like, quantitative) research. In this case, you are to select a particular suburban area, development, or region with which to conduct the analysis (e.g. Bear Mountain, Westhills, Broadmead, Fairwinds, Uplands, Langford, etc).

The range of possible theses is vast and I leave the direction up to you. For example, your research could involve on of the following:

- an examination of suburban downtown development (growth, decline, future projections);
- an investigation of a specific suburban developer in an emerging region (development practices, relationships/conflicts between municipal regulations and development processes);
- an examination of a master planned community (the planning process, the marketing, emerging demographics and their impacts)

#### **OPTION 2: Research Paper - Investigating Suburban Geographies**

A more classic assignment, in this case you choose a particular topic that is of interest to you and produce a well crafted research paper. That is, you will investigate a unique issue dealing with any of the above subject matter, explore the literature, and produce a well written and well argued critique and evaluation.

#### **Assignment Requirements: (either option)**

The assignment length is maximum approx. 8-12 pages, not including graphs, figures, maps etc.

#### **Note about the due date:**

You have two choices in terms of due dates. The first due date, March 19th, is for those of you who wish a more in-depth evaluation and want your papers back. The second, April 2nd, is for those of you who do not need a full review and just want the mark. For the latter, I will review your paper but not spend as much time offering editorial advice or academic feedback. Please



note, you do not receive bonus marks for handing the assignment in at the first deadline, this is merely a way for me to be more efficient with my time and for you to have some control over the course schedule.

Category	Mark
Thesis statement	6
Analysis: Critical Comment and Thinking	12
Writing, Clarity	6
Connection to Class Materials	2
Proposal	5
<b>TOTAL</b>	<b>35%</b>

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### **Assignment #2 - Critical Reflections (value: 40%)**

In this assignment you are required to produce 4 critical reflections of the lectures/readings/videos. These reflections have specific time frames and mark allotments - see below.

The role of this assignment is to encourage an effective and consistent reading and writing strategy. That is, in advanced courses like these you need to stay on top of readings and keep your mind sharp in the writing process. This assignment also acts as a replacement of sorts for the now, relatively useless (in this course anyways), role of exams!

#### **Breakdown and expectations:**

Reflection #1 | Value 5%, DUE: on or before Sept 26th  
This is a choice of topics pertaining to week 1-3.

Reflection #2: Midterm Reflection | Value 15%, DUE: Oct 24th  
Several days prior to the due date, I will provide you with a set of questions pertaining to the lectures/readings up to the midterm.

Reflection #3 | Value 5%, DUE: on or before Nov 20th  
This is a choice of topics pertaining to week 7-11 (N.B. this excludes Week 10).

Reflection #4: Final Reflection | Value 15%, DUE: Dec 3rd  
Several days prior to the due date, I will provide you with a set of questions pertaining to the the entire suite of lectures/readings.

### **Concerning Reflections 1 and 3:**

Your reflections are not intended to be summaries. Although you may briefly summarize a point or two from the materials, what I want from you is a well-thought out reflection of the issues at hand. You can select one or two issues that come up and discuss these in you reflections -- it is advisable to keep these to just a few and dig deeper. You also have creative license on this assignment, that is, a good reflection makes use of other materials to make a point (e.g. citing and referencing other journal articles, books, news media, photos, etc).

### **Assignment Requirements:**

For all reflections - *max* page limit of 2 pgs. single spaced; you must use APA style only. Submit all documentation to the appropriate Moodle dropbox.

### **Group Presentations (value 15%)**

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Each week (beginning in week 4) two teams of 2 students will give a 15 minute group presentation at the beginning of class. The goal of these presentations is to contribute constructively to our discussions of the week's readings and should not be mere summaries. Successful presentations will outline and critique the main arguments of the readings as well as provide either contemporary examples, comparisons with another reading, or offer some other insight into the day's topic. As seminar leaders, how you design and structure the discussion will be left up to you.

For each group, you will receive a special subtopic from me that helps to differentiate and guide the presentations/discussion. This assignment represents 15% of your mark.

Teams are also expected to provide 3-4 key questions to launch the discussion. You can sign up for the groups (A, B, C, D and so on) on Moodle. Each group member will receive the same grade. As seminar leaders, your objectives are to:

- 1) Ensure the members of your seminar group understand the topic of the readings and the argument the author(s) is making;
- 2) Lead the group through an investigation of the reading;
- 3) Convey your own thoughts on the readings;
- 4) Assist your peers in locating the article inside the main themes of the course.

## COURSE POLICIES

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*The University of Victoria is committed to promoting, providing and protecting a positive and safe learning and working environment for all its members.*

1. The lectures are held two times weekly, and I will be available after each lecture to answer questions in person. You can also come see me during office hours. You may e-mail me in regards to emergencies or issues of confidential nature.
2. All cell phones should be turned off before class begins. If the use of a computer facilitates your learning, feel free to bring a laptop to class. I will not tolerate use of computers during lectures for personal purposes such as e-mail, surfing the Internet, watching videos etc.
3. Some instructors have strict no food policies in their classrooms. I do not mind if you eat snacks in class. Personally I find small snacks help keep me focused during long lectures. However, be sensitive to other students in the room. It is hard to concentrate if the person beside you is devouring a quarter quicken with fries...use your common sense in deciding what an appropriate snack is for the classroom.
4. Speak to me if due to a medical condition or family emergency you require extension of the deadlines for assignments. There is a late penalty of 4% per school day of your final course grade (to a maximum of 20%) for late assignments.
5. Plagiarism is a serious academic offence. It is your responsibility to familiarize yourself with UVic's policy on plagiarism. Ask me if you are unsure whether you may be plagiarizing.
6. University can be a stressful experience. If you become overwhelmed by course work, feel free to speak to me about it. If necessary I also encourage you to take advantage of all the services UVic has to offer to assist you during your time here as a student.

Geography Department website: <http://geography.uvic.ca>  
GEOGPLAN degree planning guide: <http://www.geog.uvic.ca/moodle> [Log in as a guest]  
Undergraduate Advisor: Dr. Phil Wakefield ([philw@geog.uvic.ca](mailto:philw@geog.uvic.ca))  
Graduate Advisor: Reuben Rose-Redwood ([redwood@uvic.ca](mailto:redwood@uvic.ca))