

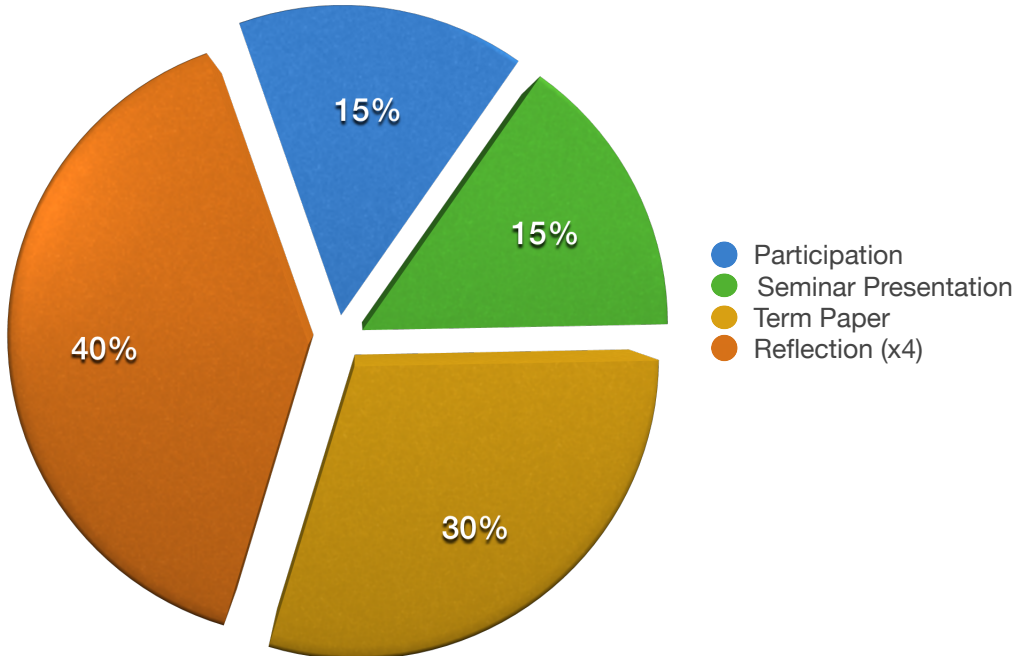
## Geography 448: Urban Social Geographies | Difference, Diversity, and the Urban Public Realm

**Instructor:** Dr. Nicholas Lynch  
**Office:** B316, David Turpin Bldg.  
**Phone:** 250.853.3866  
**Email:** [nlynch@uvic.ca](mailto:nlynch@uvic.ca)

**Lecture Schedule:**  
Wednesday: 6:30-9:20pm  
Strong C130  
Office Hours: Wednesdays 1:30-4pm

### Course Description:

This course offers an advanced overview of research in urban social geography and planning. One of the primary concerns of contemporary urban geographers is to explore the social geographies of public space in the modern city. The chief objective of this course are twofold: (1) to critically engage with classic and contemporary writings on urban social life and the politics of public space; and (2) to gain practical experience in urban data collection and analysis by conducting a collective research project on the social geographies of public space in the Greater Victoria Region. How we “theorize,” or think about, the city has a profound effect on the type of planning solutions we propose to solve urban social problems. It is important, then, to think *critically* about what taken-for-granted assumptions we bring to our study of the city and how these assumptions relate to broader questions of social justice, ethics, politics, and human rights.



**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

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, we will have certain journal articles available to download on the course CourseSpaces system (*see below*).

We 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

In this course we will be using the CourseSpaces 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 us know!

## Course CoffeeShop

On select Fridays we will meet for 'CoffeeShop'. This time is spent thinking and learning about key methodological and communication strategies in social, cultural and urban geographies. CoffeeShop is specifically tailored to help you design and complete your term paper. **I will take attendance for CoffeeShop!**

## Course Experience Survey (CES)

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.

WEEK	Lecture   Theme	Readings   Required and Optional	Additional Items
<p>1: J 6-9</p> <p>Welcome to Geog 448 &amp; Exploring Classic Perspectives of Urbanization and Community</p>	<p>J6   Introduction to the course</p> <p>J7   Classic Perspectives 1</p> <p>J9   Classic Perspectives 2</p>	<p>No Readings</p> <p>R: Tonnies, F. 1887, Community and Society, [on CSpaces];</p> <p>R: Simmel, G., 1903, Metropolis and Mental Life, [on CSpaces];</p>	<p>Optional Reading (OR): Wirth, L. (1938). Urbanism as a way of life. <i>The American Journal of Sociology</i> 44(1): 1-24.</p> <p>Robinson, M.T. (2012). The world needs more places like Powell River; Small towns have more to offer than an urban condominium ghetto. <i>Times Colonist</i>. August 19. [On CSpaces]</p>
<p>2: J 13-16</p> <p>New perspectives on living with difference in the city</p>	<p>J13   Race and Social Inequality in the City</p> <p>J14   Ethnic segregation and social capital I</p> <p><b>CoffeeShop 1:</b> J16   Methodologies in Human Geography</p>	<p>R: Waquant and Wilson, 'The Cost of Race and Class Exclusion in the Inner City', (on CSpaces)</p> <p>R: Wessel, T. (2009) Does diversity in urban space enhance intergroup contact and tolerance? <i>Geografiska Annaler: Series B, Human Geography</i>, 91(1): 5-17.</p> <p>R: The Research Proposal in Thirteen Parts [on CSpaces]</p>	<p>OR: Oppenheimer, M. (2014) Technology is not driving us apart after all. <i>The New York Times</i>. January 17. [On CSpaces]</p>

WEEK	Lecture   Theme	Readings   Required and Optional	Additional Items
<p>3: J 20-23</p> <p>Culture in the City</p>	<p>J20   What is culture and how is it urbanized?</p>	<p>R: Zukin, S., Cultures of Cities, Chapter 1 [on CSpaces]</p>	<p>Reflection #1 DUE (J30)</p>
	<p><b>SEMINAR A:</b> J21   The Creative Class</p>	<p>R: Florida, R., Cities and the Creative Class' [on CSpaces]</p>	
	<p><b>CoffeeShop1:</b> J23   Methodologies in Human Geography</p>		
<p>4: J 27-30</p> <p>The Multicultural City</p>	<p>J27   Multiculturalism in the City</p>	<p>R: Mustafa, N. (2014) The divided city: Multiculturalism left us stuck on the periphery of Toronto. Toronto Life: February 13. [On CSpaces]</p>	<p>OR: Banting, K. &amp; W. Kymlicka (2010) Canadian multiculturalism: Global anxieties and local debates. British Journal of Canadian Studies 23(1): 43-72.</p>
	<p><b>SEMINAR B:</b> J28   Building a MC City I?</p>	<p>R: Wood, P., and Liette G. "Multiculturalism in Canada: Accidental discourse, alternative vision, urban practice." International journal of urban and regional research 29.3 (2005): 679-691.</p>	
	<p><b>SEMINAR C:</b> J30   Building a MC City I?</p>	<p>R: Watson, S, and Saha, A "Suburban drifts: mundane multiculturalism in outer London." Ethnic and Racial Studies 36.12 (2013): 2016-2034.</p>	

WEEK	Lecture   Theme	Readings   Required and Optional	Additional Items
<p>5: F3-6 The Cosmopolitan City</p>	<p>F3   Explaining Cosmopolitanism</p>	<p>R: Binnie, J et al. (2009). Grounding Cosmopolitan Urbanism, [CourseSpaces]</p>	
	<p><b>SEMINAR D:</b> F4   Producing the Cosmo-City</p>	<p>R: Bodaar, A-M, (2009), 'Multicultural Urban Space and the Cosmopolitan Other: The contested revitalization of Amsterdam's Bijlmermeer', [CSpaces]</p>	
	<p><b>CoffeeShop 2:</b> F6   Doing the Research</p>		
<p><b>6: F 9-13</b> <span style="float: right;"><b>Reading Week</b></span></p>			
<p>7: F 17-20 Politics of Public Space</p>	<p>F17   What is Urban Public Space and Where is it?</p>	<p>R: Flint, A, 2014. Who Really Owns Public Spaces?, City Lab, [on CSpaces]</p>	<p style="background-color: #f8d7da; padding: 5px;">Reflection #2 DUE (F20)</p>
	<p><b>SEMINAR E:</b> F18   'Deviance' and the Use of Space</p>	<p>R: Duncan, J. 'Men without Property: The Tramp's Classification and Use of Space' [on CSpaces]</p>	
	<p><b>SEMINAR F:</b> F20   Branding Space</p>	<p>R: Iveson, Kurt. "Branded cities: outdoor advertising, urban governance, and the outdoor media landscape." Antipode 44.1 (2012): 151-174.</p>	

WEEK	Lecture   Theme	Readings   Required and Optional	Additional Items
<p>8: F24-27 Gentrification I: Theory and Housing</p>	<p>F24   Advanced Explanations of Gentrification</p>	<p>R: Capps, K. 2014. 'What the World Doesn't Need Are Steampunk Luxury Condos', City Lab, [on CSpaces]</p>	
	<p><b>SEMINAR G:</b> F25   New Build Gentrification?</p>	<p>R: Davidson, M., &amp; Lees, L. (2010). New-build gentrification: its histories, trajectories, and critical geographies. <i>Population, Space and Place</i>, 16, 395–411.</p>	
	<p><b>COFFEE Shop 3:</b> J27   Writing up your work</p>		
<p>9: M3-6 Gentrification II: Retail and Consumption</p>	<p>M3   <i>Starbucks and Tim Hortons take over the City</i></p>	<p>R: Kransy, J., 2012. 'USC Professor: Here's Why Your Gentrified Neighborhood Hasn't Gotten A Starbucks Yet', Business Insider, [on CSpaces]</p>	
	<p><b>SEMINAR H:</b> M4   Spaces of Retail Gentrification</p>	<p>R: Bridge, Gary, and Robyn Dowling. "Microgeographies of retailing and gentrification." <i>Australian Geographer</i> 32.1 (2001): 93-107.</p>	
	<p><b>SEMINAR I:</b> M6   Retail gentrification and race</p>	<p>R: Sullivan, Daniel Monroe, and Samuel C. Shaw. "Retail gentrification and race: The case of Alberta Street in Portland, Oregon." <i>Urban Affairs Review</i> 47.3 (2011): 413-432.</p>	

WEEK	Lecture   Theme	Readings   Required and Optional	Additional Items
10: M10-13 Surveillance City?	M10   Surveilling the Surveillance society	R: Fyfe, N and Bannister, 'City Watching: Closed Circuit Television in Public Spaces', on [CSpaces]	OR: Friedersdorf, C., 2014, How Police Spied on a Whole City, Atlantic Cities, <a href="http://www.theatlanticcities.com/neighborhoods/2014/04/how-police-spied-whole-city/8925">http://www.theatlanticcities.com/neighborhoods/2014/04/how-police-spied-whole-city/8925</a>
	<b>SEMINAR J:</b> M11   On the ground surveillance	R: Braverman, I, 'Legal Tails: Policing American Cities through Animals', in Lippert and Walby, 'How the worlds cities are policed, regulated and securitized', on CSpaces	
	<b>COFFEE Shop 4:</b> M13   Presenting your Research		
11: M17-20 Student Paper Presentations	No Lecture	No Readings	
12: M24-27 Student Paper Presentations	No Lecture	No Readings	
13: M31-A1 Course Wrap Up	Reviews, Summaries	No Readings	Reflection #4 DUE (April 5)



## GROUP PRESENTATIONS (value 15%)

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Each week (beginning in week 3) one team of 2-3 students will give a 30 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 readings, or offer some other insight into the previous week's topic. As seminar leaders, how you design and structure the discussion will be left up to you.

Teams are also expected to provide 3-4 key questions to launch the discussion. You can sign up for the groups on CourseSpaces. 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.

## ASSIGNMENTS

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### Assignment #1 - TERM PAPER | (value: 35%)

Final Paper DUE: TBD

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

### **Ethnographic Fieldwork - Producing New Social/Urban Knowledge**

This paper involves synthesizing theory with new qualitative (and if you like, quantitative) research. In this case, you are to select a particular urban issue/context with which to conduct the analysis (e.g. homelessness, public space, consumption spaces, tourist spaces, etc).

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

The assignment length is expected to be in the range of 4000-5000 words, not including graphs, figures, maps etc.;

You should have at least 15-25 cited sources (with the vast majority from *geography* material).

### **Assignment #2 - Critical Reflections (value: 30%)**

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: Jan 23rd  
This is a choice of readings pertaining to week 1-3.

Reflection #2: Midterm Reflection | Value 15%, DUE: Feb 20th  
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: Mar 20th  
This is a choice of readings pertaining to week 7-10.

Reflection #4: Final Reflection | Value 15%, DUE: April 5th  
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:**

Reflections 1 & 3 - *max* page limit of 1.5 pgs. single spaced;  
Reflections 2 & 4 - *max* page limit 3 pgs. single spaced;  
For all reflection you must use APA style only.

## 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 three 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 1% 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))

Honours Advisor: Dr. Roseline Canessa ([rosaline@uvic.ca](mailto:rosaline@uvic.ca))

Graduate Advisor: Dr. Dennis Jelinski ([jelinski@mail.geog.uvic.ca](mailto:jelinski@mail.geog.uvic.ca))