

GEOG-4403 Urban Land Use Developmental Processes

Professor: Marc Vachon
Monday 14:30-17:15
Room: Buhler Center 3BC56
Winter Term 2024

Class Instructor: **Marc Vachon**
 Office: **5L07**
 Office Phone: **(204) 786-9451**
 Office Hours: **Students can email m.vachon@uwinnipeg.ca and I will organize a zoom conference with you when convenient or in person**
 Email: **m.vachon@uwinnipeg.ca**

Course Description

An investigation of the processes by which urban development occurs and a critical appraisal of resultant urban forms. Some consideration will be given to the evaluation of relevant theory and to the nature and effect of planning controls on urban form.

Student Learning Outcomes

Students will be able to collect and organized appropriate data (internet, archives, libraries, actual sites) regarding a site architectural and design.

Students will be able to identify the step process for an urban plan at the neighbourhood and city scale.

Students will be able to make seminar presentation of 30 min. or more.

Students will demonstrate ability to evaluate, integrate and apply appropriate information from various sources to create a cohesive persuasive argument regarding the integration of urban land use and city planning through a short film (10 min.) and an essay.

Students will be able to make a ten (10) minutes video about the land use of a site and its integration within urban fabric/design.

Student Evaluation and Test/Exam Identification Policy

Participation	20%	Ongoing
Reaction Paper #1	10%	5 February, 2024
Reaction Paper #2	10%	11 March, 2024
Film/	30%	5 April, 2024
Final Exam=Research Paper	30%	TBA

Grading

A+ = 90 % and up	B+ = 75-79.9	C+ = 65-69.9	D = 50-54.9
A = 83-89.9	B = 70-74.9	C= 55-64.9	F= 49.9 and below
A- = 80-82.9			

The numeric boundaries separating letter grades may be altered at the demand of the DRC or University Senate. **November 16 is the FINAL DATE to withdraw without academic penalty.** Senate approved grades for courses include A+, A, A-, B+, B, C+, C, D, and F. The University does not have a standardized numerical grade conversion scale for each letter grade.

Voluntary Withdrawal: You must formally withdraw from a course. If you simply stop going to classes, you may receive an “F” on your transcript and loss of tuition credit. Please refer to the 2023-24 Course Calendar for Voluntary Withdrawal procedures. Please note that withdrawing before the Voluntary Withdrawal date does not result in fee refund.

Dates	Significance
8 January, 2024	First Lecture
6 February, 2024	Reaction Paper #1 (10%)
18-24 February 2024	Reading Week: No Classes
19 February, 2024	Louis Riel Day: University Closed
11 March, 2024	Reaction Paper #2 (10%)
15 March, 2024	Final Date to withdraw without academic penalty*
29 March, 2024	Good Friday: University Closed
1 April, 2024	Film & Last Lecture (30%)
1 April, 2024	Research Paper Due Date (30%)
Participation	TBA (20%)
[See https://www.uwinnipeg.ca/academics/calendar/docs/dates.pdf for all dates]	

** Please note that withdrawing before the VW date does not necessarily result in a fee refund.
[See <https://www.uwinnipeg.ca/academics/calendar/docs/dates.pdf> for all dates]

Nexus

PowerPoint (and other documents) for the course lectures will be posted on NEXUS (<https://nexus.uwinnipeg.ca/>) and available for download and printing before the next class. Students are expected to log on to Nexus. If you are encountering difficulties with Nexus contact the help desk at 204-786-9149 or help.desk@uwinnipeg.ca

Seminar Format:

Each seminar student will be making a presentation. For each presentation you will be provided a concise text concerning the topic which will be posted and available as Module on Nexus. The text is the basic starting point of your presentation. Your task will be to research two more articles on the same topic (which you will supply a copy to your professor) and elaborate a **'kick-ass'** 25- 30-minutes presentation with 10-15 minutes discussion period.

A **participation grade** will be assigned which reflects your knowledge of the materials as expressed during class discussions. Your attentiveness to and respect for the comments of other students also will contribute to your grade. Class participation provides the opportunity to practice speaking and persuasive skills, as well as the ability to listen. Comments that are vague, repetitive, unrelated to the current topic, disrespectful to others, or without sufficient foundation will be evaluated negatively. What matters is the quality of one's contributions to the class discussion, not the number of times one speaks.

Assignments: Reaction Papers and Research Papers

You are required to write two **reaction papers**. The reaction papers may respond to questions related to the readings or to other issues the reading raise for you. The papers are due at the beginning of that day's class session, typed hard copies handed to the instructor. Each paper should be double-spaced and between 5 to 6 pages (not counting references, tables, title, and other supporting materials) and include appropriate citations and references. Late reactions papers WILL NOT be accepted, except with documented medical or compassionate reasons.

Your **video** will be 'guided/instructed' by a research outline which will be handed-out by the instructor (also posted on Nexus under three modules). Each of you will pick or be assigned a specific urban space, place or buildings as a case study to illustrate and argue the importance of the relationship between architecture and urban space. This is not an historical video on urban place or space. The video should consist of an original contribution based on the knowledge and information you have learned in the seminar and during your research. Suggested sites: Broadway Avenue, Exchange District, Polo Park and St-Vital, Main Street, Downtown Portage Ave, University of Wpg, Legislature, City Hall. One seminar (3hours) will be allocated to teach and discuss how to make a video with movie maker.

Your **research paper** will be a more details exploration of the urban space you have made a video. I will also be 'guided/instructed' by a research outline which will be handed-out by the instructor (also posted on Nexus under three modules). Each paper should be double-spaced and between 7 to 9 pages (not counting references, tables, title, and other supporting materials) and include appropriate citations and references. Late research paper WILL NOT be accepted, except with documented medical or compassionate reasons.

Students will not be permitted to write make-up tests except with documented medical or compassionate reasons.

Suggested Readings:

Filion, P., et al., (2015) *Canadian Cities in Transition: New Direction in the 21 Century*, Oxford University Press, 5th edition.

Hodge, G., D.L.A Gordon (2014) *Planning Canadian Communities*. 6th edition, NY: ITP Nelson.

All readings related to this course will be available on Nexus. Students are expected to log on to Nexus to download weekly supplementary notes, and find additional resources related to course assignments. Nexus can be accessed at <https://nexus.uwinnipeg.ca> . If you are having difficulties with Nexus contact the help desk at 204-786-9149 or help.desk@uwinnipeg.ca .

Course Organization

The following outlines the topics to be discussed during lectures. *All listed readings must be completed prior to the presentation of that week's topic.* The order of the presentations is subject to change as circumstances dictate. Please note that due to time constraints, or conditions beyond the instructor's control, all topics may not be covered. The term Module refers to the Module on the Nexus where the information regarding the reading material can be found.

Topics
January 8 – Introduction Course Overview
<u>Course Outline</u>
Nexus and Various Instruction on the assignments
January 15– History of Land Use Planning in Canada
Hodge, G. (2014) “The Need for Community Planning” in <i>Planning Canadian Communities</i> , 6 th edition, NY: ITP Nelson, pp. 3-15 (Chapter 1) Presentation by: M. Vachon
Grant, J. (2008) “The History of Canadian Planning” in <i>A Reader in Canadian Planning: Linking Theory and Practice</i> , Thomson Nelson, pp. 21-38. Presentation by:
January 22 – Land Use Dynamic
Kaiser, et. al. “Concepts of Land Use Change Management” in <i>Urban Land Use Planning</i> , University of Illinois Press, 1995, pp. 35-61. Presentation by: M. Vachon
Hiller, H. (2015) “Dynamic of Canadian Urbanization” in Hiller, H., “Urban Canada”, Oxford University Press, 2 th edition, pp. 19-39. (Chapter 2) Presentation by:
January 29– Property Rights & Housing
Walks, A. D. Simonre (2017) “Unequal and Volatile Urban Housing Markets” in Bain, L., et al.. <i>Urbanization in a Global Context</i> , Oxford University Press, 1 th edition, pp. 190-208. (Chapter 12) Presentation by:
Skaburski A. et.al., (2015) “Urban Economics: The Factors Shaping the Value of Land” in Bunting et al. <i>Canadian Cities in Transition: Perspectives for an Urban Age</i> , Oxford Press, p225-242 Presentation by:
February 5– Local Community Plan and Neighbourhood Planning: Part 1
Case study : Osborne Village Planning Presentation by: M. Vachon
February 12– Local Community Plan and Neighbourhood Planning: Part 2
Hodge, G. (2014) “Deciding Upon Community’s Plan” in <i>Planning Canadian Communities</i> , 6 th edition, NY:ITP Nelson, pg. 276-285 Presentation by:
Summation of the Seminar Presentations Up Until Now Presentation by: M. Vachon

February 26– Planning Healthy Communities
“Designing Healthy Living”: the Chief Public Health Officer’s report on the state of public health in Canada, 2017. Presentation by:
CIP-Healthy-Communities-Practice-Guide Presentation by:
March 4– New Urbanism Theory and Community Planning
Grant, J., “ <u>Theory in New Urbanism</u> ” in <i>Planning the Good Community: New Urbanism in Theory and Practice</i> , London & NY: Routledge, 2006. pp. 45-81 (PPT Downloadable from Nexus) Presentation by: M. Vachon
<ul style="list-style-type: none"> • Case Study: Grant, J., “<u>Colonial Urbanism: Canada Sign on</u>” in <i>Planning the Good Community: New Urbanism in Theory and Practice</i>, London & NY: Routledge, 2006. pp. 151-175 • Presentation by:
March 11 – Cities and Suburbs of 21st Century or Presentation
TBA “Residential Area” in Presentation by:
Townshend, I., R. Walker. (2015) “Life Course and Lifestyle changes: Urban Change through the Lens of Demography” in Filion, P., et al., <i>Canadian Cities in Transition</i> , Oxford University Press, 4 th edition, pp. 109-129. (Chapter 7) Presentation by:
March 18 - Designing Social and Public space
Ustundag, E et al. (2010) “Urban Public Spaces, and Protest: in Bain, A. L. “Urbanization in a Global Context”, Oxford Presentation by:
Gehl, J. (2010) “Life, Space and Building” in <i>Cities for People</i> , Island Press Presentation by:
March 25 – Your Interest and Focus
Presentation by all on your interest and focus on Urban Planning
April 1 - Presentations
Oscar Night

Presentation’s calendar

TBA

Additional Information:

Ongoing Guidelines & Regulations

Ongoing Guidelines & Regulations

- 1. A permitted or necessary change in mode** of delivery may require adjustments to important aspects of course outlines, like class schedule and the number, nature, and weighting of assignments and/or exams.
- 2. Students can find answers to updates** and frequently asked questions related to COVID-19 here: <https://www.uwinnipeg.ca/covid-19/index.html>
- 3. If you assign a grade for participation**, please set clear expectations for students, depending on the mode of delivery.
- 4. The method of delivery and submission of graded work** should be specified, as well as the type of equipment/resources authorized for use in tests/exams.
- 5. When it is necessary to cancel a class** due to exceptional circumstances, every effort will be made to inform students via University of Winnipeg email (and/or using the preferred form of communication, as designated in this outline).
- 6. Students have the responsibility to regularly check their University of Winnipeg e-mail addresses** to ensure timely receipt of correspondence from the University and/or their course instructors. [Identify the mode of communication you prefer if other than UWinnipeg e-mail.]
- 7. Please note that withdrawing** before the VW date does not necessarily result in a fee refund.
- 8. The first day of class** is [8 January,2024]. Last class will be held on [4 April, 2024]. Evaluation period is [TBA].
- 9. Regulations, Policies, and Academic Integrity.** Students are encouraged to familiarize themselves with the Regulations and Policies found in the University Academic Calendar at <https://www.uwinnipeg.ca/academics/calendar/docs/regulationsandpolicies.pdf>. Particular attention should be given to subsections 8 (Student Discipline), 9

(Senate Appeals), and 10 (Grade Appeals). Please emphasize the importance of maintaining academic integrity and the potential consequences of engaging in plagiarism, cheating, and other forms of academic misconduct. Even unintentional plagiarism is a form of academic misconduct. Similarly, uploading essays and other assignments to essay vendor or trader sites (filesharing sites that are known providers of essays for use by others who submit them to instructors as their own work) is a form of misconduct, as it involves aiding and abetting plagiarism. An updated and expanded U of Winnipeg library site outlining principles of Academic Integrity can be found at <https://library.uwinnipeg.ca/use-the-library/help-with-research/academic-integrity.html>.

10. Important information is outlined in the **Academic Misconduct Policy and Procedures:** <https://www.uwinnipeg.ca/policies/docs/policies/academic-misconduct-policy.pdf>

<https://www.uwinnipeg.ca/policies/docs/procedures/academic-misconduct-procedures.pdf>

Non-Academic Misconduct Policy and Procedures:

<https://www.uwinnipeg.ca/policies/docs/policies/student-non-academic-misconduct-policy.pdf>

<https://www.uwinnipeg.ca/policies/docs/procedures/student-non-academic-misconduct-procedures.pdf>

11. Clear expectations for assignments, tests, and exams should be set for students to avoid instances of misconduct. For instance, in the case of take-home exams, students should be advised on permitted resources, being able to collaborate (or not) with other students, etc.

12. Academic Integrity and AI Text-generating Tools Students must follow principles of academic integrity (e.g., honesty, respect, fairness, and responsibility) in their use of material obtained through AI text-generating tools (e.g., ChatGPT, Bing, Notion AI). If an instructor prohibits the use of AI tools in a course, students may face an allegation of academic misconduct if using them to do assignments. If AI tools are permitted, students must cite them. According to the MLA (<https://style.mla.org/citing-generative-ai/>), “you should 1. cite a generative AI tool whenever you paraphrase, quote, or incorporate into your own work any content (whether text, image, data, or other) that was created by it 2. acknowledge all functional uses of the tool (like editing your prose or translating words) in a note, your text, or another suitable location 3. take care to vet the secondary sources it cites” If students aren’t sure whether or not they can use AI tools, they should ask their professors. Acceptable Use of Information and Technology:

<https://www.uwinnipeg.ca/policies/docs/policies/acceptable-use-of-information-technology-policy.pdf>

13. Respectful Learning Environment. Students are expected to conduct themselves in a respectful manner on campus and in the learning environment irrespective of platform being used. Behaviour, communication, or acts that are inconsistent with a number of UW policies could be considered non-academic misconduct. See the Respectful Working and Learning Environment Policy (<https://www.uwinnipeg.ca/respect/respect-policy.html>) and Acceptable Use of Information Technology Policy (<https://www.uwinnipeg.ca/institutionalanalysis/docs/policies/acceptable-use-of-information-technology-policy.pdf>). More detailed information is outlined in the Non-Academic Misconduct Policy and Procedure: <https://www.uwinnipeg.ca/institutionalanalysis/docs/policies/student-non-academic-misconduct-policy.pdf> and <https://www.uwinnipeg.ca/institutional-analysis/docs/procedures/student-non-academic-misconductprocedures.pdf> In addition to providing these links on their course outlines, instructors are encouraged to discuss the Respectful Working and Learning Environment Policy with students. Instructors whose mode of delivery includes Zoom or a similar platform should clarify expectations for appropriate remote classroom behaviour or decorum (e.g., being on time, muting/unmuting, raising hand, reacting, etc.), and make appropriate allowances in order to respect the privacy of students (e.g., clarifying need to have video on/off).

14. Copyright and Intellectual Property. Course materials are the property of the instructor who developed them. Examples of such materials are course outlines, assignment descriptions, lecture notes, test questions, and presentation slides—irrespective of format. Students who upload these materials to filesharing sites, or in any other way share these materials with others outside the class without prior permission of the instructor/presenter, are in violation of copyright law and University policy. Students must also seek prior permission of the instructor/presenter before, for example, photographing, recording, or taking screenshots of slides, presentations, lectures, and notes on the board. Students found to be in violation of an instructor's intellectual property rights could face serious consequences pursuant to the Academic Misconduct or NonAcademic Misconduct Policy; such consequences could possibly involve legal sanction under the Copyright policy <https://copyright.uwinnipeg.ca/basics/copyright-policy.html>

15. Research Ethics. Students conducting research interviews, focus groups, surveys, or any other method of collecting data from any person, including a

family member, must obtain research ethics approval before commencing data collection. Exceptions are research activities done in class as a learning exercise. For submission requirements and deadlines, see <https://www.uwinnipeg.ca/research/ethics/human-ethics.html> 16. Privacy. Students should be reminded of their rights in relation to the collecting of personal data by the University (<https://www.uwinnipeg.ca/privacy/admissions-privacy-notice.html>), especially if Zoom is being used for remote teaching (<https://www.uwinnipeg.ca/privacy/zoom-privacy-notice.html>) and testing/proctoring (<https://www.uwinnipeg.ca/privacy/zoom-test-and-exam-proctoring.html>)

16. **Indigenous Student Services** Indigenous students seeking additional supports, academic or other, are encouraged to contact the Aboriginal Student Services Centre (ASSC). The ASSC offers a variety of support services, and was created to maintain a safe, educational and culturally sensitive environment for all Aboriginal students (First Nation, Metis and Inuit) as they pursue their academic studies at The University of Winnipeg. More information can be found at: <http://www.uwinnipeg.ca/assc/>.

17. Students may choose not to attend classes or write examinations on holydays of their religion, but they must notify their instructors at least two weeks in advance. Instructors will then provide opportunity for students to make up work or examinations without penalty. A list of religious holidays can be found in the 2023-24 Undergraduate Academic Calendar: <https://www.uwinnipeg.ca/academics/calendar/docs/important-notes.pdf> 13.

18. Students with documented disabilities, temporary or chronic medical conditions, requiring academic accommodations for tests/exams or during lectures/laboratories are encouraged to contact Accessibility Services (AS) at 204.786.9771 or <https://www.uwinnipeg.ca/accessibility-services/> to discuss appropriate options. All information about a student's disability or medical condition remains confidential.