

URB 630-4 Urban Development, Planning, and Policy

Harbour Centre 1525

Tuesdays, 5:30-9:20

Instructor: Karen Ferguson

Harbour Centre Office Hours (HC 3273): Tuesdays, 3:30-5:00, or by appointment

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Exploring the origins of current practices and trends, this course provides students with a context for understanding both urban planning and development today, as well as the built and social environment in which city dwellers live. Using Vancouver as a case study throughout the semester, we will examine the various manifestations of the modernist ethos that led to the concept and practice of urban planning, along with the dynamics of urban development to which it responded and by which it was transformed.

Course Requirements

	Value	Due Date
Participation	20%	
Position Papers	30%	
Facilitation	15%	
Case Study Proposal		October 9
Case Study	35%	December 6

Readings

There is one required text for this class, Peter Hall's *Cities of Tomorrow: An Intellectual History of Urban Planning and Design in the Twentieth Century*. It is available at the Harbour Centre bookstore. I have also ordered ten copies of Lance Berelowitz's *Dream City: Vancouver and the Global Imagination* for those of you for whom a primer on Vancouver's planning history would be useful for your term paper assignment (see below). We are also reading a number of chapters from John Punter's *The Vancouver Achievement: Urban Planning and Design*. This book is available as an electronic resource through the library, but you may wish to purchase it independently.

The other readings are either available through the SFU library website as electronic resources or as pdfs that I will send the class on the Tuesday before the class for which they are assigned. This latter group of readings will also be available on reserve in the Belzberg Library.

Assignment Descriptions

The assignments for this class are designed to build your critical skills as urbanists, first by analyzing the academic literature on urban planning and development included in the course material, and then applying it to illuminate historical and current urban issues in Vancouver and other Canadian cities. The assignments can build on each other. So, for example, the position papers and your facilitation could all help you in defining and refining your research question and argument for the longer case-study assignment. Alternatively, you could choose to treat this course as a survey in which you can dip into a number of diverse topics through your written assignments.

The **first assignment for this course is informed participation**. Since this course investigates the history of complex processes and ideas, it is especially important to read each week's assignments carefully in order to contribute meaningfully to class discussion. (20%)

To that end, the **second assignment of this course is three short position papers** (3-4 double-spaced pages, ca. 750-1000 words each), each dealing with one week's readings. At least one of these papers must be completed by the October 9 class. The second and third position papers can be completed any other weeks. These papers are due in class on the day we discuss the readings about which you have written. The position papers should bring together the readings by identifying, synthesizing, and critically assessing their key issues by posing and developing a position (i.e. an argument) on a "why" question that emerges for you pertaining to the week's topic. The second and third papers should also work to link the current week's readings to what we have already learned in class, demonstrating your evolving understanding and synthesis of the class materials. (30%)

The **third assignment is a discussion facilitation** in which you will develop a teaching exercise using a primary source, listed in the weekly readings, as a starting point to get your fellow students to actively and critically apply what they have read that week. Most often these primary sources have to do with an element of Vancouver's planning or development, while the others deal with classic texts or issues in planning history or theory. These documents should be used to broaden our understanding of the topic under discussion, illustrating the themes, and providing an opportunity for critical analysis and synthesis of the content of the readings. As you go about designing your facilitation, you should first do the class readings carefully considering their themes, arguments, and their broader significance to the week's topic. After considering the readings in this way, you should then determine what you want the students to learn from your facilitation and how you will use the primary source to help you to accomplish that goal.

In the allotted 45 minutes, students should briefly introduce the class to the given primary material, contextualizing what it is, where it came from, who created/authored it, under what circumstances, and why it is significant to the topic at hand. Then the presenters should introduce the teaching exercise to the class, explaining the "problem" or question related to the week's reading assignment that the exercise explores, and your

colleagues' task in resolving it through the primary document/s. You can frame the problem and the task any way you want as long as you have carefully considered if it will accomplish your teaching goal. You must not, however, forget your primary objective, which is to get the students to actively investigate your document or documents in order to illuminate the topic at hand. The investigation of the primary document/s should serve as a launching pad for a more general discussion of the issue you are exploring once the primary source exercise is complete.

You must consult with me about your exercise one week before the class. At that time, you should have read the next week's assignment, perused the pertinent primary material source that I have outlined in the schedule below, talk to me about other potential sources you may have found, and brainstormed about your exercise. If you require other support from me, like photocopying, a data projector, etc., you should inform me at this meeting and provide me with any material to be photocopied by 3:00 on the day of your facilitation.

For evaluation purposes, you must submit a copy of your source and an outline of the teaching exercise and your discussion questions, including your objectives. Included in this documentation, please include a self-evaluation of the teaching exercise, discussing the effectiveness of your teaching exercise and discussion questions and techniques, including what you might have done differently. This material is due in class one week after you have completed the assignment. Students working in pairs will both receive the same grade, but each should submit his/her own self-evaluation. (15%)

The final assignment is an analytical case study that will contextualize and illuminate a recent or current process, project, or issue in the Lower Mainland's planning, policy and/or development, given what we have learned in this class. Your task for this assignment will be to develop an evidence- and analysis-based argument answering a narrow, doable "why" question about your topic (e.g. "Why has the Gateway Project taken the shape it has, despite widespread opposition and criticism?) that can be answered (at least in significant part) by using course materials. By **October 2nd**, you will submit a proposal, including your case study, the broad "why" questions with which you will begin your investigation (which will be narrowed and refined as you proceed with your research and reading), along with the course materials that will help answer these questions. In addition, you should provide a preliminary bibliography of the primary sources that demonstrate to you and me that you will have adequate material to successfully pursue the topic and questions you are considering.

For those of you having difficulty getting started, Lance Berelowitz's *City of Glass* or John Punter's *The Vancouver Achievement* might provide a starting point in giving you a thumbnail of Vancouver's recent planning history. Also, the websites of the GVRD (now Metro Vancouver), the various municipalities that constitute it, along with the provincial government, VANOC, etc. all provide extensive access to planning documents of various types, while the *Vancouver Sun* and other local media (including blogs and online news sources like *The Tyee*) provide coverage and commentary on urban current affairs.

This assignment is due on the last day of class. It should be 15 double-spaced pages long (ca. 3750-4000 words). It should be clearly organized and grammatically written, proofread, and documented using a recognized citation style. It will be graded on

the basis of: the sophistication and validity of its argument; the depth of its research, evidence, and analysis in developing the argument; its meaningful use of analytical and empirical insights from class materials, and; the effectiveness of its writing, organization, and presentation.(35%)

Class Schedule

September 4 – Introduction: Problematizing Planning and Urban Development

PART I: The Foundations of Planning: Industrial Modernity

September 11– The Modern Planning Impulse

Hall, Ch. 1-2

James Scott, *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed* (Yale University Press, 1998) 53-83

Leonie Sandercock, *Towards Cosmopolis: Planning for Multicultural Cities* (Toronto: John Wiley and Sons, 1997), 22-30, 61-62.

Karl Mannheim, “The Concept of Social Control: Planning as the Rational Mastery of the Irrational,” *Man and Society in an Age of Reconstruction*, Part V Section III, (New York: Harcourt, Brace and Co., Inc, [1935], 1954), 265-273.

September 18 – Reacting to the Industrial City: Ideal Communities of the Early 20th Century

Hall, Ch. 4-6.

Stephan Grabow, “Frank Lloyd Wright and the American City: The Broadacres Debate,” *Journal of the American Institute of Planners*, 43 (2), April 1977, 115-124

Primary Source: Frank Lloyd Wright, *The Industrial Revolution Runs Away* (New York: Horizon Press, 1969).

September 25 – Planning and Power: The Origins of Zoning and Comprehensive Planning

Thomas Adams, “Editorial: Town Planning is a Science,” *Journal of the Town Planning Institute of Canada*, 1, no. 3 (April 1921): 1-3.

Selections from: P.W. Moore, “Zoning and Planning: The Toronto Experience, 1904-1970,” AND W. Van Nus, “Towards the City Efficient: The Theory and Practice of Zoning, 1915-1939,” in *The Usable Urban Past: Planning and Politics in the Modern Canadian City*, eds. A.F.J. Artibise and G.A. Stelter, (Toronto: MacMillan, 1979).

Andrea Gabor and F. Lewinburg, "Zoning: New Urbanism," *Plan Canada*, Vol. 38, no. 4, 12-17.

Ken Cruikshank and Nancy B. Bouchier, "Blighted Areas and Obnoxious Industries: Constructing Environmental Inequality on an Industrial Waterfront, Hamilton Ontario, 1890-1960," *Environmental History*, 9, no. 3 (2004): 464-496 (available online through the library)

Primary Documents: Vancouver Town Planning Commission, *A Plan for the City of Vancouver, BC* (Vancouver: Wrigley Printing Co., 1929).

City of Vancouver Zoning and Development By-law website:

<http://www.city.vancouver.bc.ca/commsvcs/BYLAWS/zoning/zon&dev.htm>

(make sure to look at the Zoning District Plan and VanMap link.)

October 2 – Planning from Above: High Modernist Visionaries and one Equally Visionary Critic

****deadline for completing first response paper****

Hall, 218-247

Clarence A. Perry, "The Neighborhood Unit Formula," *Housing for the Machine Age*, (New York: Russell Sage Foundation, 1939), 49-82

J.L. Sert, *Can Our Cities Survive?* (Cambridge: Harvard University Press, 1942), 246-249.

Kevin Lynch, *The Image of the City* (Cambridge: The Technology Press, 1960), Ch. 3.

Primary Document: Le Corbusier, *The Radiant City: Elements of a Doctrine of Urbanism to be Used as the Basis of our Machine-Age Civilization* (New York: Orion Press, [1933]1967).

October 9 – High Modernity in Practice and Crisis: The Great Debate Over Urban Renewal

****Case Study proposal due in class****

Hall, Ch. 7, 247-261.

Robert Caro, *The Power Broker: Robert Moses and the Fall of New York* (New York: Alfred A. Knopf, 1974), 1-21.

Jane Jacobs, *The Death and Life of Great American Cities* (New York: Random House, 1961), 3-25.

Robert Moses and the Modern City: The Transformation of New York, eds. Hilary Ballon and Kenneth T. Jackson (New York: Norton, 2007), 65-71.

Primary Documents:

“A Tale Of Two Cities,” *The New York Times*, May 6, 2007. (available online through library)

Phillip Lopate, “Rethinking Robert Moses: What if New York’s Notorious Master Builder Wasn’t Such a Bad Guy After All?,” *MetropolisMag.com*, 13 March, 2007. <http://www.metropolismag.com/cda/story.php?artid=2564>

Amanda Burden, “Jane Jacobs, Robert Moses, and City Planning Today,” *Gotham Gazette*, 6 November 2006. <http://www.gothamgazette.com/article/fea/20061106/202/2015>

Robert Moses and the Modern City website: <http://www.learn.columbia.edu/moses/>

Jane Jacobs and the Future of New York Website: <http://FutureofNY.org>

October 16 – The Great Debate II: Urban Renewal Canadian Style

Stephen Bocking, “Constructing Urban Expertise: Professional and Political Authority in Toronto, 1940-1970,” *Journal of Urban History*, 33, no. 1 (Nov. 2006): 51-76. (available online through the library)

John Sewell, *The Shape of the City: Toronto Struggles With Modern Planning* (Toronto: University of Toronto Press, 1993), 137-198.

Kay Anderson, *Vancouver’s Chinatown: Racial Discourse in Canada, 1875-1980* (Montreal and Kingston: McGill Queen’s Press, 1991), 186-210.

Films to be shown in class: Grant MacLean, “Farewell Oak Street,” (National Film Board, 1953).

Canada Mortgage and Housing Corporation, “To Build a Better City,” (National Film Board, 1964).

Primary Documents: Leonard C. Marsh, *Rebuilding a Neighbourhood: Report on a Demonstration Slum-Clearance and Urban Rehabilitation Project in a Key Central Area in Vancouver* (Vancouver: University of British Columbia, 1950).

City of Vancouver, “Vancouver Redevelopment Study,” (1957).

October 23 – The Automobile Revolution, Mass Consumption, and Suburbia

Hall, Ch. 9

Lizabeth Cohen, “From Town Center to Shopping Center: The Reconfiguration of Community Marketplaces in Postwar America,” *American Historical Review*, V. 101, no. 4 (1996): 1050-1081. (available online through the library)

Richard Harris, *Creeping Conformity: How Canada Became Suburban, 1900-1960* (Toronto: University of Toronto Press, 2004), 106-154.

Primary Documents: City of Vancouver, *Vancouver Transportation Study* (Vancouver, 1968).

N.D. Lea and Associates, *An Appraisal for the City of Vancouver of Transportation Systems and Routes Connecting the Brockton Point Crossing To Provincial Highways 401 and 499* (Vancouver, November 1968).

Shopping Mall document, tba.

PART II: Towards Postmodernity

October 30 – Consensus, Advocacy, and Pluralism: The Decline of the Master Planner

John Punter, “Introduction,” *The Vancouver Achievement: Urban Planning and Design* (Vancouver: UBC Press, 2003), xiv-xxxi. (available online through the library)

Hall, Ch. 10

Paul Davidoff, “Advocacy and Pluralism in Planning,” *Journal of the American Institute of Planners*, 31 (4) (1965): 544-55.

Judith Innes, “Planning Through Consensus Building: A New View of the Comprehensive Planning Ideal,” *Journal of the American Planning Association*, 62, no. 4 (1996): 460-472. (available online through the library)

Primary Documents: V. Setty Pendakur, *Cities, Citizens and Freeways* (Vancouver, October 1972).

David and Nadine Nowlan, *The Bad Trip: The Untold Story of the Spadina Expressway* (Toronto: new press House of Anansi, 1970).

November 6 – Planning the Postindustrial City and Suburbs

Hall, Ch. 11

John Punter, *The Vancouver Achievement*, Ch. 5 and 6 (available online through the library)

Grant, Jill, K. Greene and K. Maxwell, “The Planning and Policy Implications of Gated Communities,” *Canadian Journal of Urban Research*, 13, no. 1 Supplement (204): 70-88. (available online through the library)

Todd Bressi, “Planning the American Dream,” *The New Urbanism: Toward an Architecture of Community*, ed. Peter Katz (New York: McGraw Hill, 1994), pages tba.

H.L. Leung, “A New Kind of Sprawl,” *Plan Canada*, September 1995, 4.

Primary Documents: Southeast False Creek planning documents available from <http://vancouver.ca/commsvcs/southeast/index.htm>

East Clayton planning documents available on City of Surrey, GVRD, and Canada Mortgage and Housing Corporation websites.

Charter of the New Urbanism: <http://www.cnu.org/charter>

November 13 – Neoliberalism, Multiculturalism, and The Challenges of Planning the Global City

Saskia Sassen, *The Global City: New York, London, Tokyo* (Princeton: Princeton University Press, 1991), 3-15, 323-345.

Kathryne Mitchell, *Crossing the Neoliberal Line: Pacific Rim Migration and the Metropolis* (Philadelphia: Temple University Press, 2004), Ch. 4, 125-162.

Mohammed Qadeer, “Pluralistic Planning for Multicultural Cities: The Canadian Practice,” *Journal of the American Planning Association* 63, no. 4 (1997): 481-494. (available online through the library)

Patsy Healey, “Collaborative Planning in a Stakeholder Society,” *Town Planning Review*, 69, no. 1 (January 1998): 1-21. (available online through the library)

Primary Documents: *Vancouver Sun* and other local media reporting on the “Monster Home” debate in Vancouver, ca. 1992-1994, and Surrey, ca. 2006-7.

November 20 – Sustainability, Smart Growth, and Regional Planning

Gerald Hodge, *Planning Canadian Communities*, (Toronto: ITP Nelson, 2003), Chapter 10.

Ray Tomalty, “Growth Management in the Vancouver Region,” *Local Environment*, 7, no. 4 (2002): 431-455. (available online through the library)

Scott Campbell, “Green Cities, Growing Cities, Just Cities? Urban Planning and the Contradictions of Sustainable Development,” *Journal of the American Planning Association*, 62(3) (Summer 1996): 296-312. (available online through the library)

Anthony Downs, “What Does Smart Growth Really Mean?” *Planning*, April 2001, 20-25. (available online through the library)

Primary Documents:

Greater Vancouver Regional District, “Livable Region Strategic Plan” (1996) and associated documents.

About Smart Growth: <http://www.smartgrowth.org/about/default.asp>

GVRD documents pertaining to the Sustainable Region Initiative
<http://www.gvrd.bc.ca/sustainability/default.asp>

November 27 – Planet of Slums or Cosmopolis?

Hall, Ch. 12-13

Punter, Ch. 7 (available online through the library)

Leonie Sandercock, *Cosmopolis II: Mongrel Cities of the 21st Century* (London: Continuum, 2003), 207-228.

Film: Bay Weyman, “Return to Regent Park” (National Film Board, 1994).

December 6 – Case Study due by 5:00 pm in my office or by e-mail.