

**GRADUATE STUDIES AND
POSTDOCTORAL FELLOWS**

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MEMORANDUM

ATTENTION Senate
FROM Wade Parkhouse, Chair of Senate
Graduate Studies Committee (SGSC)
RE: Faculty of Arts and Social Sciences

DATE April 28, 2016
No. GS2016.14

A handwritten signature in blue ink, appearing to read 'W. Parkhouse'.

For the information:

Acting under delegated authority at its meeting of April 18, 2016, SGSC approved the following curriculum revisions, effective **Spring 2017**.

Faculty of Arts and Social Sciences
Urban Studies Program

New course: URB 647 Urban Ethics



FACULTY OF ARTS AND SOCIAL SCIENCES
OFFICE OF THE ASSOCIATE DEAN

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17 March 2016

To: Wade Parkhouse, Dean, Graduate Studies
From: Lisa Shapiro, Associate Dean, FASS
Re: New Course Proposal, URB 647

A handwritten signature in black ink, appearing to be 'L. Shapiro', written over the 'From:' line of the email header.

In Fall 2014, Urban Studies proposed a new course, that was considered by FASSGSC, where an issue was raised about overlap. That issue was addressed, with the course being retitled. While Associate Dean Jane Pulkingham approved the course under delegated authority on October 31, 2014, it does not seem to have been forwarded to SGSC. I am thus, reapproving the course, under delegated authority.

Please put the following new course on the agenda at the next SGSC meeting:
URB 647 Urban Ethics

RECEIVED

MAR 17 2016

OFFICE OF GRADUATE STUDIES
AND POSTDOCTORAL FELLOWS



SIMON FRASER UNIVERSITY
URBAN STUDIES

MEMORANDUM

To: Jane Pulkingham, Associate Dean, FASS Urban Studies Program
2nd Floor, 515 West Hastings Street
Vancouver, British Columbia
Canada V6B 5K3

From: Karen Ferguson, Director and Chair of
Graduate Program Committee

Date: October 23, 2014

Subject: **New Graduate Course Proposal**

Tel: 778.782.7914
Fax: 778.782.5297

Please find enclosed a new graduate course proposal for URB 647, which received unanimous approval by the Graduate Program in Urban Studies Steering Committee through an electronic ballot that closed on September 8, 2014.

Please let me know if you have any questions about this proposal.



New Graduate Course Proposal

Please save the form before filling it out to ensure that the information will be saved properly.

Course Subject (eg. PSYC)	URB	Number (eg. 810)	647	Units (eg. 4)	4
Course title (max 100 characters including spaces and punctuation)					
Urban Ethics					
Short title (for enrollment/transcript - max 30 characters)					
Urban Ethics					
Course description for SFU Calendar *					
Opens an active, informed dialogue on moral and ethical subjects, which demand the attention of urban professionals. Course material is organized around enduring and contemporary questions about the good city and ethical practice.					
Rationale for introduction of this course					
Urban professional are confronted by a variety of ethical questions and challenges, and some will find work in jobs regulated by professional codes of conduct. Our graduates need an understanding of how to act in the public interest in diverse and changing cities. An exploration of ethics in relation to notions of the 'good' and the 'just' city is thus an important component of their education. We first successfully offered this course as a special topics course in 2014, and now seek to offer it as a regular elective in the program.					
Effective term and year	Spring 2017	Course delivery (eg 3 hrs/week for 13 weeks)			
		4 hours/week 13 weeks			
Frequency of offerings/year	Once per year	Estimated enrollment/offering			
		16			
Equivalent courses (These are previously approved courses that replicate the content of this course to such an extent that students should not receive credit for both courses.)					
n/a					
Prerequisite and/or Corequisite **					
none					
Criminal record check required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, then add this requirement as a prerequisite.					
Campus where course will be taught <input type="checkbox"/> Burnaby <input type="checkbox"/> Surrey <input checked="" type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input type="checkbox"/> Off campus					
Course Components <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Seminar <input type="checkbox"/> Lab <input type="checkbox"/> Research <input type="checkbox"/> Practicum <input type="checkbox"/> Online <input type="checkbox"/> _____					
Grading Basis <input checked="" type="checkbox"/> Letter grades <input type="checkbox"/> Satisfactory/Unsatisfactory <input type="checkbox"/> In Progress/Complete				Capstone course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Repeat for credit? *** <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Total completions allowed? <u>1</u>		Repeat within a term? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Required course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Final exam required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		Additional course fees? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Combined with an undergrad course? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, identify which undergraduate course and what the additional course requirements are for graduate students:					

* Course descriptions should be brief and should never begin with phrases such as "This course will..." or "The purpose of this course is..." If the grading basis is satisfactory/unsatisfactory include this in the description.

** If a course is only available to students in a particular program, that should be stated in the prerequisite.

*** This mainly applies to a Special Topics or Directed Readings course.

RESOURCES

If additional resources are required to offer this course, the department proposing the course should be prepared to provide information on the source(s) of those additional resources.

Faculty member(s) who will normally teach this course Meg Holden
Additional faculty members, space, and/or specialized equipment required in order to offer this course n/a



CONTACT PERSON

Department / School / Program Urban Studies	Contact name Terri Evans	Contact email urban@sfu.ca
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DEPARTMENTAL APPROVAL

REMINDER: New courses must be identified on a cover memo and confirmed as approved when submitted to FGSC/SGSC. Remember to also include the course outline.

Non-departmentalized faculties need not sign

Department Graduate Program Committee P. HALL	Signature 	Date 18 - MAR - 2016
Department Chair P. HALL	Signature 	Date 18 - MAR - 2016

LIBRARY REVIEW

Library review done? YES

Course form, outline, and reading list must be sent by FGSC to lib-courseassessment@sfu.ca for a review of library resources.

OVERLAP CHECK

Overlap check done? YES N/A

The course form and outline must be sent by FGSC to the chairs of each FGSC (fgsc-list@sfu.ca) to check for an overlap in content. An overlap check is not required for some courses (ie. Special Topics, Capstone, etc.)

FACULTY APPROVAL

This approval indicates that all the necessary course content and overlap concerns have been resolved, and that the Faculty/Department commits to providing the required Library funds and any other necessary resources.

Faculty Graduate Studies Committee (FGSC) Lisa Shapiro	Signature 	Date 18 March 2016
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date Apr 2016
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ADMINISTRATIVE SECTION (for DGS office only)

Course Attribute: _____
 Course Attribute Value: _____
 Instruction Mode: _____
 Attendance Type: _____

If different from regular units:
 Academic Progress Units: _____
 Financial Aid Progress Units: _____

URBAN ETHICS

COURSE INSTRUCTOR AND FORMAT

Instructor: Dr. Meg Holden

Harbour Centre Office #2128; Phone: 778 782 7888; email: mholden@sfu.ca

Course meetings: Thursdays, 5:30-9:20, HC 2290

COURSE DESCRIPTION

Ethics are rules or standards that govern the conduct of a person or the members of a group, whether defined by professional status or along other social lines. Urban professions such as planning, architecture, and design are guided by formal codes of professional ethics; the remainder of urban professions are guided by less formal systems and understandings of ethical conduct. High public expectations of ethical conduct coupled with changes in the professions, in our urbanizing world and the heightened complexity of urbanization are forces that urban professionals now face. Beyond professional conduct, this course tackles ethics in urban lives, attempting to “out” the often-tacit cultural norms and assumptions about what constitutes a moral and ethical (urban) life for dissection and structured consideration using a range of tools from professional and scholarly ethics and moral philosophy.

What is the city good for? What is the good city for? What is the city for good? This course will open an active, informed dialogue on moral ethical matters which demand the attention of urban professionals in the course of fulfilling their professional responsibilities in a context of “conflicting values, incompatible loyalties, and subtle temptations from a variety of sources” (Gerou, 2008, p.32). The challenges of violent and other forms of conflict, surging inequality, environmental and social crisis, demographic and technological change, and global exchange and competition demand an adept flexibility in addressing specific challenges and opportunities in different unique pieces of the city that may never seem to add up to any coherent whole urban project with any inherent value. Yet, particularly in this ever-shifting urban world, effective and self-fulfilled urban professionals need the means to establish ground rules for their own problem conceptualizations and action, lines of good practice which they will not cross, as well as zones where compromise and trading hold more promise. To do this requires an understanding of ethics, as a vital aspect of professional practice and as a field of moral philosophy. We will thus consider matters of the broader ethical considerations of urban practices on social, cultural, political, environmental and economic conditions of life.

Course material is organized around key enduring questions about the good city, utopian and distopian visions, justice, pluralism, rationality, and action. Working both independently and in groups, students will also be introduced to ethical dilemmas in areas such as urban public space, multiculturalism, poverty and gentrification, and the right to the city, and will use tools and frameworks presented in class to devise – and act out – solutions.

A primary objective of the course is to cultivate more enlightened urban professionals and citizens, who are able to thoughtfully, defensibly, and persuasively set ethical terms for dialogue and practice within diverse settings. Throughout, it will not be my intention to impose any moral beliefs I may have but rather to present subject matter that students will evaluate for themselves and assess the challenges faced by certain groups (whether these are aligned with or, perhaps more often, diametrically opposite to their own experiences). Ultimately, what this course seeks to achieve is a foundation of an ethical urban culture, a sense of ethical grounding and connection in urban professional practice and practices of urban citizenship.

LEARNING OBJECTIVES

By the end of the course, students will

- Understand the social forces within the growth, decline, governance, and surprises of cities and the major social challenges and opportunities associated with urbanism
- Use a range of frameworks for referring to principles of justice and fairness in order to address ethical problems in diverse urban settings
- Identify, differentiate and use a variety of scholarly resources from classical to modern times in planning to solve problems in the urban professional domain
- Develop oral, collaborative-enacted and written argumentation skills in ethical reasoning
- Engage with a diverse set of classmates in establishing case-specific (and perhaps more enduring) principles and criteria for ethical decision making
- Communicate effectively in cross-disciplinary contexts, professional and scholarly
- Understand the work that is involved in ethical professional practice and ethical urban citizenship activities and in facilitating the resolution of ethical challenges in the city at large.

EVALUATION

My evaluation of your performance in this course will be based on the following components:

Attendance and active participation	15
Readings and discussion points	15
Ethics scenario skits	40
Case study project	20
Weekly reflections journal	10

REQUIRED READINGS

Readings are as noted in the weekly schedule, plus for background and fun:

Lukes, S. 1995. *The Curious Enlightenment of Professor Caritat*. New York: Verso.

This novel is an enjoyable companion read to the scholarly weekly course readings. By reading it as you take the course, it should help you develop the state of mind that I hope you will bring to class: willing to consider the implications of selecting and applying a range of principles toward different versions of a good (if not the best possible?) society, for human development at the individual scale to urban development at the city-regional scale, and to engage the skills and tools needed to encourage dialogue among the different principles.

PLAGIARISM AND INTELLECTUAL DISHONESTY

SFU takes academic integrity and honesty very seriously. Students engaging in any form of academic dishonesty will be dealt with strictly in accordance with University's Academic Honesty and Student Conduct Policies (Policy S10) available at <http://www.sfu.ca/policies/Students/index.html>. As a requirement for this class, students must familiarize themselves with these policies, including SFU's academic integrity requirements for students and the forms of academic dishonesty.

ASSIGNMENTS

Attendance and Active Participation (15)

This portion of your grade reflects your ability to demonstrate active listening during class, linking material from readings to enrich and advance class discussion, and constructive engagement with your classmates in full and small group discussions.

Readings and Discussion Points (15)

You will be responsible for leading the discussion based on 1 readings for one (non-skit) seminar. You should try to engage your classmates in understanding and relating to the material using your own preferred technique and format. Part of this presentation should be a short summary of the key discussion points with specific references to the text(s) where possible. This should be circulated electronically at least 2 hours prior to class.

Ethics Scenario Skits (40)

Graded components: Background research/local context *.ppt (5); Screenplay (10); 1500-word Written opinion with justification (10); Live dramatic performance (15)

Working in teams of 3-4, students will be assigned a scenario consisting of a short description of an ethical conflict that an urban professional may encounter, along with alternative means of proceeding. Scenarios may be based on Barrett (2001), on your own experience, or from another source of your group's choosing, in coordination with the instructor. The team's task is to conduct local (to Vancouver or to another city of their choice) contextual transfer + "enrichment" of the scenario to include additional local elements to the scenario, preferably real but minimally plausible; connect the questions of professional ethics with moral and philosophical perspectives on ethics; negotiate a group position on how the scenario will unfold and prepare an introductory presentation to precede your skit itself, including multiple urban professional roles; dissect the scenario to prepare a screenplay for a 20 min skit, in which each team member has a role and is charged with acting out that character. Skits will be acted out for the class (potentially video recorded).

Each team will prepare a written, dramatic and graphic solution to the ethical situation described in the scenario. The written component consists of the screenplay itself, plus a 1500 word explanation of the team's action alternative on the scenario. The dramatic component consists of the performance of the skit. The graphic component consists of the *.ppt (or similar) presentation to be presented immediately preceding the skit, which provides the background and preparation necessary for the audience to engage effectively with the acting out of the skit.

To prepare the skit, team members will work collaboratively to: (1) conduct research necessary to develop and promote understanding of the situation and provide additional plausible context for the scenario within the local Vancouver (or other urban) context; (2) determine the 'ethical climate' for the scenario and how it will be impacted by the decision made by the team; (3) develop the physical setting and associated materials involved in the scenario (e.g. office, public space, City Hall ...); (4) develop all chosen characters in order to interpret the actions each will take and verbal contributions each will make in the situation; (5) use creativity in presenting the skit and the alternative outcome/s to the conflict; and (6) rehearse!

Your group performance will be assessed based on the following questions: Was the ethical issue understood? Was it contextualized and made local through relevant research and evidence? Was there a clear expression of the root of the conflict/issue? What were the best and most limiting qualities of the

skit? How well does the skit reflect a realistic possibility within the circumstances prescribed? How well does the skit represent an optimal possibility within a contemporary understanding of ethical practice and reflect a sophisticated understanding of ethics in theory?

Reference: Barrett, C.D. 2001. *Everyday Ethics for Practicing Planners*. Wash. DC: APA. You might also find some good fodder for this project here: <http://www.justiceharvard.org/>

Case Study Project (20)

Research and craft a 10 pp urban case study germane to the investigation of questions of ethics that you find most fascinating and productive. Include in your case study as much detail as you can to assist in the independent analysis of the ethics of the situation, as well as a postscript that justifies your selection of this case and your own understanding of the key ethical questions in play. You have the option of writing this case study in a similar style to those presented to you for the ethics skits, or else in the more personal, journalistic style of an op-ed.

Weekly Reflections Journal (10)

We will aim to dedicate the last 20 min of each class meeting to writing personal reflections. The goal of these reflections over the course of the semester is to devise and defend your own personal set of urban ethical principles. Specific questions to get us to this point are offered at the end of this syllabus. When we are considering different action scenarios together toward the end of the course, this might take the form of asking: what is the difference made to the scenario and available options that we are seeing this as urbanists?

SCHEDULE OF CLASSES

What is the [good] city?

In our introductory class session, we will introduce the old and the new normative attitude toward the city, meaning the way in which philosophers from Ancient Greece, contemporary political theorists, and some of the thinkers in between, have addressed the question: what is the good city? and: what is the city good for? We will also introduce and compare the ideals of pragmatics, morals, and ethics to be discussed extensively in the course. Aristotle: What is the ideal site of politics?

Required Readings

Syllabus and related files on the course website, <http://canvas.sfu.ca/>

Lukes ch. 1-2

Utopian and Anti-Utopian Ideas About the City

Expanding further upon the question of the city as a site of normative investigation, we will begin to think further about the very idea of urban ethics by examining treatment of the city in philosophical and planning literature as either utopian or anti-utopian. The quest for utopia and vilification of its antithesis is also that which is handed to our protagonist in *The Curious Enlightenment of Professor Caritat*, who we join on a quest for the best of possible worlds, and a better understanding of how the worldly variations of ideal models fail.

Required Readings

Fishman, R 1994 Introduction. *Urban Utopias in the Twentieth Century*. Cambridge, Mass.: MIT Press.

Fourier C 1971. Chapter XII. The Phalanstery. *Design for Utopia*. New York: Schocken Books.

Cunningham, F 2010 Triangulating Utopia: Benjamin, Lefebvre, Tafuri. *City* 14(3).
Lukes ch. 3-4 (Militaria)

Ethics in Urban Professions

Professional organizations like the American Institute of Certified Planners (AICP) and the American Institute of Architects (AIA) play a tremendous role in establishing ethical standards of practice in particular professions. Other researchers and professionals question the very notion of codes of ethics as rule-based prescriptive formulas, and question their utility in contemporary social research and practice. In this class, we will consider a number of professional ethical codes relevant to urban studies, and ask why and how professional ethics?

Required Readings

Professional codes of ethics: from <http://canvas.sfu.ca>

Banks, S., Armstrong, A., Carter, K., Graham, H., Hayward, P., Henry, A., Holland, T., Holmes, C., Lee, A., McNulty, A., Moore, N., Nayling, N., Stokoe, A., and Strachan, A. 2013. Everyday ethics in community-based participatory research. *Contemporary Social Science: Journal of the Academy of Social Sciences* 8(3): 263-277.

Barrett, C 2001. Excerpt: *Everyday Ethics for Practicing Planners*. Wash, D.C.: American Planning Association.

Campbell, H 2012. Planning ethics and rediscovering the idea of planning. *Planning Theory* 11(14): 379–399.

Lukes ch. 5-6

Ethics in Moral Philosophy: Ideas of Fairness and Justice

While certain professions, like urban planning, may have reached a kind of consensus around the way in which fairness can generally be determined, and articulated these in professional codes of ethics, moral philosophy gives us a much fuller array of means of making determinations of what is fair and what is just. In this class, we will consider and compare some of the primary theories and techniques. Feminism will be considered as a case in point of the continuing evolution in ideas of fairness and justice in practice.

Required Readings

Hendler, S. 2005. Towards a feminist code of planning ethics. *Planning Theory & Practice* 6(1): 47–63.

Rawls, J. 2001. Excerpt. *Justice as Fairness: A restatement*. Cambridge: Harvard University Press.

Walzer, M. 1984 Excerpt. *Spheres of Justice*. New York: Basic Books.

Peter Singer, “Famine, affluence and morality.”

Lukes ch. 7-8 (Utilitaria)

Fair Decision Making Within Pluralist Democracy

The need for urban professionals to establish the grounds for debate as effective leaders, facilitators and participants in multisectoral partnership contexts demands an understanding of the condition of societal pluralism. To grapple with pluralism in our cities, we must also understand different conceptions of rationality, diversity, and community.

Required Readings

Simmel, G. Excerpt: *The Metropolis and Mental Life*.

Hoch, C. 2006. Planning to keep the doors open for moral communities. *Planning Theory* 5: 127-145.

Watson, V. 2003. Conflicting rationalities: implications for planning theory and ethics. *Planning Theory & Practice* 4(4): 395-407.

Lukes ch. 9-12 (Utilitaria – Law)

Skills in Conflict Resolution and Reconciliation

Offering moral judgments and proposing ethical maxims for consideration in contemporary cities demands an ability to engage effectively with conflict, which means knowing how and when to bring out non-violent conflict, when and how to resolve it, and when and how to come back and reconcile the effects of past conflicts that continue to affect situations today. We will learn some of these skills and consider their merits and demerits.

Required Readings

Keeling, P. 2012. Come Hell and High Water. Available on-line: <http://moralground.com/bonus/come-hell-and-high-water>

* Mark also asks that you take a look at the work of Vaclav Havel (The Power of the Powerless), Ann Nelson (Red Orchestra), other resources to consider 'how would you have acted as a professional and citizen of Germany in Nazi Germany? *

Cruikshank, B. 1999 Ch.3. *The Will to Empower: Democratic citizens and other subjects*. Ithaca: Cornell University Press.

Duncombe, S. 2007 Excerpt: *Dream: Re-Imagining Progressive Politics in an Age of Fantasy*. New York: New Press. Also see: <http://beautifultrouble.org/theory/ethical-spectacle/>

Lukes ch. 13-14 (Bigotaria)

Urban Public Space

Walter Benjamin famously wrote that the "streets are the dwelling place of the collective." In this class we discuss the important role of urban public spaces and places on the evolution of urban ethics. Where should we sit, between the notion that "good fences make great neighbours" and the need to insist upon porous boundaries and multiple uses of all spaces? What are the new dimensions of boundaries that our urban ethics needs to consider, from ecological footprints to creating immigrant cities of welcome?

Required Readings

Aristotle, from *Politics*.

Benjamin, W. *Precis to the Paris Arcades Project*.

Baird, G. 2011 *Public Space*. Amsterdam: SUN.

Lukes ch. 15-17 (Communitaria)

Urban homelands/Home in the city: gentrification

This class meeting will be held in Portland, as part of the Urban Studies Program field trip. We will visit and speak with workers for Portland City Repair about their work in reclaiming urbanites' right to their city's public spaces, making those spaces meaningful and "liveable," and address connections between this work and urban ethics as well as gentrification.

Required Readings

Lefebvre, H. 1996 The right to the city. In Kofman E and Lebas E (eds) *Writings on Cities: Henri Lefebvre*. London: Blackwell.

Tiebout, C 1956 A pure theory of local expenditures. *The Journal of Political Economy* 64(5): 416-424.

Denhoed, E.R. and Iulo, L.D. 2007. The value of collaborative design: urban revitalization through community initiated events.

Marcuse, P. 2014. Blog #46, "The Ethics of Gentrification" at <http://pmarcuse.wordpress.com>.

WEEK	TOPIC AND EVENT/S	EVENTS AND ASSIGNMENTS
J. 9	What is the [good] city?	Historical readings; syllabus
J. 16	Utopian and Anti-Utopian Ideas About the City	DISCUSSION LEADERS:
J. 23	Ethics in Urban Professions	DISCUSSION LEADERS: Team formation for ethics skits
J. 30	Ethics in Moral Philosophy: Ideas of Fairness and Justice Guest: Frank Cunningham, U of T	DISCUSSION LEADERS:
F. 6	Fair Decision Making Within Pluralist Democracy	DISCUSSION LEADERS:
F. 13	CLASS CANCELLED – READING BREAK	
F. 20	Skills in Conflict Resolution and Reconciliation Guest: Mark Jaccard, SFU REM	DISCUSSION LEADERS: Ethics skit screenplay due Half-way Feedback Form
F. 27	Urban Public Space	DISCUSSION LEADERS: Ethics skit presentation 1
M. 6	Urban homelands/Home in the city: gentrification	** PORTLAND FIELD TRIP - Case study Portland City Repair **
M. 13	Urban Poverty and Homelessness	Ethics skit presentation 2
M. 20	Deep difference: Globalism and Cosmopolitanism	Ethics skit presentation 3
M. 27	Debrief and review	Ethics skit presentation 4
A. 3	Debrief and review	DISCUSSION LEADER: Case study due