


**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 June 13, 2016
No. GS2016.16

For information:

Acting under delegated authority at its meeting of June 6, 2016, SGSC approved the following curriculum revisions **effective Spring 2017** except as noted below:

Department of English

Program change: Master of Arts in English

School for International Studies

Program change: Master of Arts in International Studies **effective Fall 2017**

Department of Political Science

Program change: Master of Arts in Political Science

Program change: Doctor of Philosophy in Political Science

Urban Studies Program

New course: URB 605 Great Urban Thinkers



FACULTY OF
ARTS AND SOCIAL SCIENCES

MEMO

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NOT SUBMITTED TO SENATE

ATTENTION: Wade Parkhouse, Dean
Graduate Studies

FROM : Lisa Shapiro, Chair
Faculty of Arts and Social Sciences Graduate Studies Committee

RE: FASSGSC Proposals

DATE: May 10, 2016

The Faculty of Arts and Social Sciences Graduate Committee met on May 5, 2016 and approved the following:

- ~~New Graduate Certificate in the Linguistics of a First Nations Language program and associated calendar language. This four-course (16 unit) certificate is developed for and in collaboration with First Nations communities, following the mission statement of the SFU Aboriginal Strategic Plan (2013-2018).~~
- Changes to the Department of English MA program and associated calendar language
 - MA Option A is made a true coursework option completeable in one year, by eliminating the capstone research paper requirement;
 - MA Option B replaces a thesis by two extended essays, examined by two readers.

Please note that these motions relate only to the English MA, and not the MATE program, which has a separate calendar entry, different program requirements.

- NOT SUBMITTED TO SENATE
- ~~Calendar changes to the Department of History MA program so that they now include Admissions Requirements and revised language requirements.~~
 - Program changes to the School for International Studies MA program, and associated calendar language, removing MA streams and associated required courses. Concentrations are still preserved.
 - Program changes to the Department of Political Science PhD and MA



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programs, and associated calendar language

- Political Science PhD program changes eliminate the requirement of 6 courses beyond the M.A. for the Ph.D. while determining the minimum required courses for Ph.D. candidates on admission to the program;
 - Political Science MA program changes allow students to determine how they will complete the MA after admission.
- Addition of new course URB 605, Urban Ethics.

Please place these items on the agenda for the next SGSC meeting. We would like the above changes to become effective Spring 2017.



DEPARTMENT OF ENGLISH

CONTACT INFORMATION

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Dear FASS GSC:

After several months of consultation with the English GPC, current and recently graduated MA students, and faculty, the GPC proposed the following two motions relating to the English MA at the department meeting held on April 15, 2016, both of which passed. Please note that these motions relate only to the English MA, and not the MATE program, which has a separate calendar entry, different program requirements.

Motion 1:

That the requirement of “an MA final research paper” [ie. the capstone] for MA Option A [coursework] be eliminated. All other requirements of the coursework MA option remain as is, and completion time remains one year.

Motion 2:

That MA Option B [the thesis] be eliminated and substituted with a new Option B, with the following requirements:

1. Seven courses including ENGL 880, 881.
2. Students write two extended essays, or an equivalent project, to be examined by two readers.
3. Completion time to be specified as 3 to 6 terms.

Description of change and rationale for Change to Option A:

Currently, our option A (coursework MA) requires students complete 8 courses plus a capstone and is designed as a 3 term (one calendar year) program. However, the vast majority of our students are taking over 3 terms (usually 4 to 5) to complete the coursework. Last year we had only two students complete in a year (both of whom were from out of town and had a strong financial incentive to finish on time); this year, it looks like we will have one finishing with the year.

Currently students wishing to complete the MA in one year must take two courses in the fall, two in the spring, and two in the summer plus the capstone. In addition, almost all of our MA students TA in the fall and spring, and many also in the summer term (TAing being their major and in many cases their only source of funding). The workload is such that most students are unable to finish within a calendar year, with the capstone being a significant source of delay.

We do not consider it optimal for most of our students to be taking 4-5 terms to complete a degree intended to be completed in 3 terms. There are consequences for the department as graduate funding is in part tied to completion rates. We believe the problem is in part attributable to current program requirements, which ask our MA students to do more than is required by the Graduate Regulations. Currently, MA students in our program take the equivalent of 32 units in addition to completing a capstone, examined by two readers, whereas the requirements for a coursework MA is 30 units, with no capstone requirement.

The current proposal asks the students to complete 32 units (8 courses X 4 units), 2 over the minimum requirements (identical with current requirements). We believe that by removing the capstone, we will make it easier for students to complete their degree within a calendar year, without compromising the rigor of the program.

Description of Change and Rationale for Change to Option B;

Our thesis option has been undertaken by only two students in the last ten years. Most of our students are not prepared to undertake a thesis of this magnitude, and faculty are understandably reluctant to undertake supervision in this situation. Further, the 100-page thesis does not reflect an extant scholarly genre within the discipline. The defence/filing requirements also present an administrative burden.

Nevertheless, many students express an interest in a research option of some kind. Some students have developed research projects in their SSHRC applications, and would like an opportunity to work on them. They are disappointed to find that virtually no faculty are willing to supervise them. In my discussion with MA current students, many have indicated a strong desire for the opportunity to work on an intensive and extended research project, but one that seems more achievable (and will garner more faculty support) than the current thesis model.

As with the coursework MA, students are also being asked to do more than is required. The thesis MA option currently requires a total of 6 courses, for 24 units. Current graduate requirements require students who take the Thesis option (as we have currently defined it) need to take only 12 units.

We propose a calendar change that would use the language from the Graduate General Regulations, which allows students who complete a minimum of 24 unit hours to write "two extended essays, or an equivalent project, to be examined by two readers." Our plan is to

provide additional guidance about what is expected for both of these options in our graduate handbook to ensure that there is uniformity and rigor in the way this option is administered. We envision the “project” to be a substantial research paper, article-length and of publishable quality, or another equivalent research project (such as possibly a digital project). We will also require students wishing to undertake Option B to (1) secure two readers; and (2) prepare a proposal and bibliography by the end of the spring term of their first year.

We have increased the number of required courses in the current thesis option — from six to seven (including 880 and 881). As a result, students will complete 28 units for Option B (4 units over the minimum required). We believe this change:

- (1) Recognizes that the requirements of Option B, of “two extended essays, or an equivalent project, to be examined by two readers,” is essentially equivalent to the work of one graduate course.
- (2) Ensures that the one-year coursework MA remains the default and most attractive option to our students and, relatedly, that our enrollments in graduate courses are not adversely affected.

We believe offering Option B (over the current thesis option) has a number of advantages. It will allow students who are awarded a MA SSHRC in their first year to continue, with a plan of work, into their second year (when the grant will be paid). Unlike the current capstone model, it will also allow students who have a significant research project to develop it in a rigorous way.

We look forward to discussing any questions the committee may have about these proposed changes at our next meeting.

Kind regards,



Michelle Levy
Graduate Chair and Associate Professor
Department of English

Calendar Entry Change for MA in English

Summary of change:

- Removal of capstone requirement for coursework MA and Specialty MA in Print-Culture (number of courses and required courses remains unchanged)
- Change from thesis requirement (of approx. 100 pages) to two extended essays or an equivalent project

Rationale for change:

- Students are taking too long (over a year) to complete what was designed to be a one-year coursework MA or Specialty MA in Print Culture (also a coursework MA). One of the main factors delaying completion is that students are being asked to do far more work than is required by the Graduate Regulations. Currently, MA students in our program take the equivalent of 32 units in addition to completing a capstone, examined by two readers, whereas the minimum requirements for a coursework MA are only 30 units.
- Currently students wishing to take one year to complete the MA must take three courses in the fall, three in the spring, two in the summer plus the capstone. In addition, almost all students TA in the fall, spring, and sometimes summer term. The workload is such that most students are unable to finish within a calendar year, with the capstone being one of the major sources of delay. By removing the capstone, our students will be able to complete their degree without compromising the rigor of the program.
- Our thesis option has only been undertaken by two students in the last ten years. Most of our students are not prepared to undertake a thesis of this magnitude, and faculty are understandably reluctant to undertake supervision in this situation. Further, the 100-page thesis does not reflect an extant scholarly genre within the discipline. A less onerous option, and one more in keeping with scholarly norms, is for the student to write two extended essays (of about 25 pages each, a typical length for articles in the discipline), or an equivalent project (such as a digital project), that are examined by two readers. In recognition of the difference between this option and the thesis option, we are increasing the course requirements by one, from six to seven.

Effective term and year: Spring 2017

Will this change impact current students? If yes, what is the plan for current students?

It is likely that a few students admitted in Fall 2015 will still be in the MA program in Spring 2017. They will continue under the old MA rules. Students who commence the program in Fall 2016 will be told that these changes are forthcoming, and to plan accordingly.

FROM	TO
<p>English</p> <p>Master of Arts</p> <p>This master of arts (MA) program develops scholars with a critical and comprehensive awareness of English studies. While offering specialization in one of various areas of strength in the department, the program requires a breadth requirement through course work and thereby grounds students' interests in a wide and flexible understanding of English studies. Students without a strong English background may be required to strengthen their preparation before admission. As well, all MA students complete ENGL 880 and 881, the graduate professional development seminars.</p> <p>The program may be completed in one of two ways as shown below.</p> <p>Option A</p> <p>This option consists of eight courses including ENGL 880, 881, a pre-twentieth century literature course, and one other pre-nineteenth century literature course. In addition, students undertake an MA final research paper.</p> <p>Option B</p> <p>This option consists of six courses including ENGL 880, 881, and a pre-twentieth century literature course. In addition, students write a thesis of about 100 pages and defend it in an oral examination.</p>	<p>English</p> <p>Master of Arts</p> <p>This master of arts (MA) program develops scholars with a critical and comprehensive awareness of English studies. While offering specialization in one of various areas of strength in the department, the program requires a breadth requirement through course work and thereby grounds students' interests in a wide and flexible understanding of English studies.</p> <p><u>Program Requirements</u></p> <p><u>Coursework Option</u> <u>This option consists of 8 units of required courses and 24 units of elective courses for a minimum total of 32 units.</u></p> <p><u>Students must complete a minimum of 24 units of graduate courses including a pre-twentieth century literature course, and one other pre-nineteenth century literature course</u></p> <p><u>and both of</u> <u>ENGL 880 – Pro-seminar I (4)</u> <u>ENGL 881 – Pro-seminar II (4)</u></p> <p><u>Extended Essay/Project Option</u> <u>This option consists of 8 units of required courses and 20 units of elective courses and two extended essays or a project (4 units) for minimum total of 32 units.</u></p> <p><u>Students must complete a minimum of 20 units of graduate English courses including a pre-twentieth century literature course</u></p> <p><u>and both of</u> <u>ENGL 880 - Pro-seminar I (4)</u> <u>ENGL 881 – Pro-seminar II (4)</u></p>

Full-time students typically enrol in two regular courses per term in addition to one of the required professional development seminars. The MA program is completed in three terms. For further departmental requirements, consult the departmental handbook.

The department recognizes the special needs of working people who wish to improve their qualifications. Some graduate courses are regularly offered in the evening.

Examinations

While the general regulations set the minimum CGPA necessary for continuance at 3.0, the department regards grades below B to be unsatisfactory and expects students to achieve above the minimum. If progress is unsatisfactory, withdrawal under "1.8.2 Review of Unsatisfactory Progress" of the graduate general regulations may be required.

Option A students (including MATE students) choose a paper or project from one of their six courses. The paper or project, which is revised and expanded for publication, is examined by two faculty who, together, assign a grade of pass with distinction/pass/fail. The paper or project is completed and submitted for evaluation no later than the end of the term following course work completion. A student who fails may be permitted a second and final attempt.

And two extended essays or a project ENGL 891 - MA Paper/Project (4)

Specialization in Print Culture

This specialization permits interdisciplinary specialization in the politics of print culture (1700-1900), focusing on the changing role of printed texts in an emerging commercial society. The Print Culture specialization can be done as either a coursework or a project option.

This option consists of 12 units of required courses, 12 units of print-culture designated courses, and 8 units of elective courses, for a minimum total of 32 units.

Students must complete

all of
ENSL 820 - Theoretical approaches to Print Culture (4)
ENGL 880 - Pro-seminar I (4)
ENGL 881 - Pro-seminar II (4)
and 12 units of print-culture designated courses.

Students completing the project option will take an additional 4 units of elective graduate courses and two extended essays or a project
ENGL 891 - MA Paper/Project (4)
for a total minimum of 32 units.

Program Length

Students in the course work option are expected to complete the program in three terms. Students in the project option are expected to complete the program in three to six terms.

Academic Requirements within the Graduate General Regulations

For further information, see 1.1 Degrees Offered in the graduate general regulations.

~~Option B~~ students complete four courses, two professional development seminars, write a thesis of about 100 pages and defend it in an oral examination.

~~Thesis option~~ students submit a thesis proposal and are examined by the supervisory committee no later than one term following course work completion. Students proceed with the thesis only after approval of the supervisory committee and the graduate program committee.

~~Specialization in Print Culture 1700-1900~~

~~The MA program also permits interdisciplinary specialization in the politics of print culture (1700-1900), focusing on the changing role of printed texts in an emerging commercial society.~~

Academic Requirements within the Graduate General Regulations

All graduate students must satisfy the academic requirements that are specified in the graduate general regulations, as well as the specific requirements for the program in which they are enrolled, as listed above.

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TO Lisa Shapiro, Chair of FASSGSC

FROM John Harriss, Director, School for International Studies

SUBJECT Program Requirement Changes to MA in International Studies

DATE April 11, 2016

At its meeting of February 29, 2016 the School for International Studies approved the following curricular program changes:

- Removal of streams within the MA in IS program
Removal of IS 840 and IS 802 as required courses for completion of the MAIS program

Please place this proposal on the agenda of the next meeting of the Faculty of Arts and Social Sciences Graduate Studies Curriculum Committee.

A handwritten signature in black ink, appearing to read 'John Harriss'.

John Harriss
jharriss@sfu.ca

Calendar Entry Change for Master of Arts in International Studies

Summary of change:

The proposed change simplifies the structure of the MAIS by removing the requirement that students should choose between the two streams of EITHER International Development OR Governance and Conflict.

Rationale for change:

The proposed change will streamline the MAIS and promote the overall coherence of students' pathways through it in several ways. First, by having all cohort members take all of the same required courses, the change will foster a more palpable student experience of a singular pathway through MAIS. Second, the change will have the administrative benefits of streamlining all students' progress through the degree program. Another administrative benefit will be the conservation of faculty resources that comes from reducing the total number of required courses taught in the MAIS by two. Finally, the change will also have the pedagogical benefit of promoting greater intellectual coherence by allowing for greater integration of thematic content that is currently divided into the Governance/Conflict and Development streams.

Additionally, MAIS students will continue to be able to earn a regional concentration through either the Extended Essays or thesis route.

Effective term and year: Fall 2017

Will this change impact current students? If yes, what is the plan for current students?
No.

FROM	TO
<p>International Studies</p> <p>Master of Arts This full-time 12 month program, leading to a Master of Arts (MA) in International Studies, consists of seven courses that are completed over three consecutive terms. The duration of the program may be extended with the approval of the senior supervisor and graduate chair/director. Courses will be dependent upon which stream a student is</p>	<p>International Studies</p> <p>Master of Arts This full-time 12 month program, leading to a Master of Arts (MA) in International Studies, consists of seven courses that are completed over three consecutive terms. The duration of the program may be extended with the approval of the senior supervisor and graduate chair/director.</p>

completing. These are

~~—Stream 1—International Development~~

~~—Stream 2—Governance and Conflict~~

In addition, students can earn a regional concentration by completing two courses and writing their thesis (IS 898) or extended essay (IS 880) on their region of expertise. Approved courses for each regional concentration can be found below.

The available concentrations are
Latin American Studies
Middle Eastern Studies
Southeastern European Studies

Admission Requirements

Normally, to be considered for admission, applicants must have a bachelor's degree with a cumulative grade point average of at least 3.5 from a recognized university, preferably in an arts or social sciences discipline. In addition, the School also requires a statement of research interest. Those admitted with other credentials or those with arts degrees who in the judgment of the Graduate Chair are without adequate foundation in the social sciences may be required to make up any deficiency without receiving graduate credit for those courses. Students are admitted for commencement of studies in the fall semester only.

Application Requirements

Please consult the School for International Studies website.

In addition, students can earn a regional concentration by completing two courses and writing their thesis (IS 898) or extended essay (IS 880) on their region of expertise. Approved courses for each regional concentration can be found below.

The available concentrations are
Latin American Studies
Middle Eastern Studies
Southeastern European Studies

Admission Requirements

Normally, to be considered for admission, applicants must have a bachelor's degree with a cumulative grade point average of at least 3.5 from a recognized university, preferably in an arts or social sciences discipline. In addition, the School also requires a statement of research interest. Those admitted with other credentials or those with arts degrees who in the judgment of the Graduate Chair are without adequate foundation in the social sciences may be required to make up any deficiency without receiving graduate credit for those courses. Students are admitted for commencement of studies in the fall semester only.

Application Requirements

Please consult the School for International Studies website.

Concurrent Bachelor's-Masters Program*

**Concurrent Bachelor's-Masters Program*
Admission Requirements**

The minimum requirements for this concurrent degree program is as per Graduate General Regulation 1.3.8a. In addition, the School also requires a statement of research interest. Students may be admitted for commencement of studies in the fall and spring terms. Please note that this program is only available to current Simon Fraser University declared International Studies Major or Honours undergraduate students.

Application Requirements

Please consult the School for International Studies website. Applicants are encouraged to apply as soon as they have completed 90 units for their bachelor's requirements.

* Students will be awarded a Bachelor of Arts (with major/honours and will be offered conditional admission into the Master of Arts in International Studies commencing in the fall term.) Students may complete a portion of graduate units towards their bachelor's and master's requirements concurrently.

Program Requirements

1. Extended Essays Track

Students complete a minimum of 30 units, including at least 24 units of coursework and two extended essays (6 units). Each extended essay should be approximately 8,000 words. The options are writing a policy briefing (or policy briefings), a review essay (or review

Admission Requirements

The minimum requirements for this concurrent degree program is as per Graduate General Regulation 1.3.8a. In addition, the School also requires a statement of research interest. Students may be admitted for commencement of studies in the fall and spring terms. Please note that this program is only available to current Simon Fraser University declared International Studies Major or Honours undergraduate students.

Application Requirements

Please consult the School for International Studies website. Applicants are encouraged to apply as soon as they have completed 90 units for their bachelor's requirements.

* Students will be awarded a Bachelor of Arts (with major/honours and will be offered conditional admission into the Master of Arts in International Studies commencing in the fall term.) Students may complete a portion of graduate units towards their bachelor's and master's requirements concurrently.

Program Requirements

1. Extended Essays Track

Students complete a minimum of 30 units, including at least 24 units of coursework and two extended essays (6 units). Each extended essay should be approximately 8,000 words. The options are writing a

essays), or some other type of writing focused on synthesis and analysis, rather than original research.

~~Stream 1 International Development~~

~~IS 800 - Problems of International Policy and Practice (4)~~

~~IS 801 - Institutions, Policies and Development (4)~~

~~IS 802 - Political Economy of Development (4)~~

~~IS 830 - Analytic Approaches for International Studies (4)~~

~~IS 880 - MA Extended Essays (6)~~

~~two elective courses subject to approval of the graduate chair or director.~~

~~Stream 2 Governance and Conflict~~

~~IS 800 - Problems of International Policy and Practice (4)~~

~~IS 806 - State Failure and Reconstruction: Comparative Perspectives (4)~~

~~IS 830 - Analytic Approaches for International Studies (4)~~

~~IS 840 - Perspectives in International Studies (4)~~

~~IS 880 - MA Extended Essays (6)~~

~~two elective courses subject to approval from the graduate chair or program director.~~

2. Thesis Track

Students complete a minimum of 30 units**, including at least 20 units of coursework, the thesis prospectus course (2 units) and the thesis course (8 units). The thesis prospectus (IS 886) should be comprised of 3,000 words and should lay out a research question, the relevant scholarly literature and propose a method for conducting the research. Students

policy briefing (or policy briefings), a review essay (or review essays), or some other type of writing focused on synthesis and analysis, rather than original research.

Students complete the following courses

IS 800 - Problems of International Policy and Practice (4)

IS 801 - Institutions, Policies and Development (4)

IS 806 - State Failure and Reconstruction:

Comparative Perspectives (4)

IS 830 - Analytic Approaches for International Studies (4)

IS 880 - MA Extended Essays (6)

two elective courses subject to approval of the graduate chair or director.

2. Thesis Track

Students complete a minimum of 30 units**, including at least 20 units of coursework, the thesis prospectus course (2 units) and the thesis course (8 units). The thesis prospectus (IS 886) should be comprised of 3,000 words and should lay out a research question, the relevant scholarly literature and propose a method for conducting the research. Students will then research and write a thesis (IS 898) of between 14,000 to 16,000 words. The thesis will be the result of original research and will be designed with the goal of producing a publishable article.

** Those pursuing the optional regional concentration complete a minimum of 34 units, including at least 24 units of

will then research and write a thesis (IS 898) of between 14,000 to 16,000 words. The thesis will be the result of original research and will be designed with the goal of producing a publishable article.

** Those pursuing the optional regional concentration complete a minimum of 34 units, including at least 24 units of coursework, the thesis prospectus course (2 units) and the thesis course (8 units).

Stream 1 International Development

IS 800 - Problems of International Policy and Practice (4)

IS 801 - Institutions, Policies and Development (4)

~~IS 802 - Political Economy of Development (4)~~

IS 830 - Analytic Approaches for International Studies (4)

IS 886 - Thesis Prospectus (2)

IS 898 - MA Thesis (8)

one elective course subject to approval of the graduate chair or director.

~~Stream 2 Governance and Conflict~~

~~IS 800 - Problems of International Policy and Practice (4)~~

~~IS 806 - State Failure and Reconstruction: Comparative Perspectives (4)~~

~~IS 830 - Analytic Approaches for International Studies (4)~~

~~IS 840 - Perspectives in International Studies (4)~~

~~IS 886 - Thesis Prospectus (2)~~

~~IS 898 - MA Thesis (8)~~

~~one elective course subject to approval of the graduate chair or director.~~

coursework, the thesis prospectus course (2 units) and the thesis course (8 units).

Students complete the following courses

IS 800 - Problems of International Policy and Practice (4)

IS 801 - Institutions, Policies and Development (4)

IS 806 - State Failure and Reconstruction: Comparative Perspectives (4)

IS 830 - Analytic Approaches for International Studies (4)

IS 886 - Thesis Prospectus (2)

IS 898 - MA Thesis (8)

one elective course subject to approval of the graduate chair or director.

Concentrations

Latin American Studies (LAS)

IS 815 - Theories of Latin American Development (4)

IS 835 - Social and Political Change in Latin America (4)

HIST 845 - Themes in Latin American History (5)

or an elective course with significant LAS content subject to the approval of the graduate chair or director.

Middle Eastern Studies (MES)

IS 814 - Special Topics on the Middle East (4)

HIST 852 - Themes in Middle Eastern History (5)

an elective course with significant MES content subject to the approval of the graduate chair or director.

Concentrations

Latin American Studies (LAS)

IS 815 - Theories of Latin American Development (4)

IS 835 - Social and Political Change in Latin America (4)

HIST 845 - Themes in Latin American History (5)

or an elective course with significant LAS content subject to the approval of the graduate chair or director.

Middle Eastern Studies (MES)

IS 814 - Special Topics on the Middle East (4)

HIST 852 - Themes in Middle Eastern History (5)

an elective course with significant MES content subject to the approval of the graduate chair or director.

Southeastern European Studies (SEES)

IS 845 - State Building and State Failures in the Balkans: From Greece to Yugoslavia and Back Again (4)

IS 865 - Asymmetrical, Conventional and Political Conflicts, 1870-2010 (4)

or an elective course with significant SEES content subject to the approval of the graduate chair or director.

Southeastern European Studies (SEES)

IS 845 - State Building and State Failures in the Balkans: From Greece to Yugoslavia and Back Again (4)

IS 865 - Asymmetrical, Conventional and Political Conflicts, 1870-2010 (4)

or an elective course with significant SEES content subject to the approval of the graduate chair or director.



Department of Political Science

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MEMORANDUM

ATTENTION	Dr. Lisa Shapiro, Chair of FASSGSC	DATE	11 April 2016
FROM	Dr. Genevieve Fuji Johnson, Graduate Chair, Department of Political Science	PAGES	4
RE:	Proposal for Changes to Calendar concerning the Graduate Program in Political Science		

On 4 April 2016, the Department of Political Science voted unanimously in favor of the following two proposed calendar changes concerning the Graduate Program in Political Science:

- 1) Eliminating the requirement of 6 courses beyond the M.A. for our Ph.D. and determining the minimum required courses for Ph.D. candidates on admission to the program; and
- 2) Eliminating the requirement that M.A. students be admitted into the essays/project program stream.

Please find attached a calendar change form for each of these two proposals.

Thanks very much.

GFJ

Calendar Entry Change for Master of Arts in Political Science

Summary of change:

The proposed change would eliminate the requirement that student be admitted into the essays/project option and then to seek approval from the GPC to switch from that option to the course-intensive option or thesis option. If students would like to pursue the thesis option, they would need approval from their supervisor.

Rationale for change:

The current approach to assigning incoming MA students to the Project option prioritizes this option over others. We want to offer the Project, Thesis, and Course-Intensive options on an equal basis to students. More importantly, we want to leave the decision as to which option is most appropriate for the student to the student and his/her supervisor. For some students, the Project option is not the best option but the Course-Intensive is.

The proposed approach enables the student and supervisor to see how things go in the first little while, and then decided which option to pursue. The Project option may be the "most common". We have, however, seen an increased interest in the Course-Intensive option. Moreover, promoting the Course-Intensive option was recommended by a recent external review.

In the letter of offer to students, the GPC could encourage students to pursue either the course option or the project option, depending on the case. There is a consensus in the department that the thesis option should be discouraged, unless pursuing this option can be justified to a student's supervisor. Ultimately, this proposed change would leave the decision regarding the stream to the individual student and his/her supervisor.

Effective term and year: Spring 2017

Will this change impact current students? If yes, what is the plan for current students?

This plan will not affect existing students. Existing students would be held to requirements that were in place when they began their program.

FROM	TO
<p data-bbox="191 272 743 329">Degree Requirements</p> <p data-bbox="191 385 820 804">The master of arts (MA) program may be completed through an extended essays or project option, a thesis option, or course-intensive option. Students are admitted to the essay or project option and will require approval of the graduate program chair to transfer to another option. Except in extenuating circumstances, students may only transfer once.</p> <p data-bbox="191 859 820 991">In accordance with Graduate General Regulation 1.6.4, each student will be assigned a supervisory committee.</p>	<p data-bbox="857 272 1409 329">Degree Requirements</p> <p data-bbox="857 385 1437 804">The MA program may be completed through either an extended essays or project option, a course-intensive option or thesis option. Students wishing to pursue the thesis option must receive approval from their supervisor. Except in extenuating circumstances, students may only transfer once.</p> <p data-bbox="857 859 1365 991">In accordance with Graduate General Regulation 1.6.4, each student will be assigned a supervisory committee.</p>

Calendar Entry Change for PhD in Political Science

Summary of change:

The proposed change would enable the Graduate Program Committee in Political Science to reduce the course repetition and course load of PhD students who have previously taken graduate courses while ensuring that they take a minimum number of courses and take or have taken specific required courses.

Rationale for change:

We would like to introduce flexibility into our calendar language that would enable our GPC to determine the number of required courses upon a student's admission to the PhD program. Simultaneously, we wish to continue to articulate a minimum number of required courses and to specify that PhD students take or have taken* certain required courses. The proposed changes would enable us to reduce the course repetition and course load of students, while upholding certain basic requirements. We have modified the existing calendar language used by the Department of Physics in our proposed language.

The course requirements for the PhD program in Political Science are determined on an individual basis. Upon admission, the graduate program committee will review a student's previous coursework and set specific course requirements. Except in extraordinary cases, PhD students will be expected to take a minimum of five courses and more typically will be expected to take six courses. All courses are approved by the supervisory committee and reflect areas of specialization within the five fields of the department.

*The phrase "or have taken" means that students who have taken any one of these specific courses for a previous degree will not have to repeat them. However, they will be expected to take at least five other courses. So, we are eliminating their having to repeat these courses, while ensuring that as PhD students, they are taking what we view as a minimum number of courses.

Effective term and year: Spring 2017

Will this change impact current students? If yes, what is the plan for current students?

This plan will not affect existing students. Existing students would be held to requirements that were in place when they began their program.

FROM	TO
<p data-bbox="188 257 578 300">Program Requirements</p> <p data-bbox="188 353 792 534">At least six graduate courses beyond the MA requirements and a second language requirement, two comprehensive exams, a proposal and a thesis are required.</p> <p data-bbox="188 587 407 629">Course Work</p> <p data-bbox="188 683 805 906">Students must complete successfully a minimum of six graduate courses. All courses are approved by the supervisory committee and reflect areas of specialization within the five fields of the department.</p> <p data-bbox="188 959 513 1002">Students must complete</p> <p data-bbox="188 1055 764 1140">POL 801 - Epistemological and Theoretical Perspectives in Political Science (5)</p> <p data-bbox="188 1183 326 1225">and one of</p> <p data-bbox="188 1278 732 1364">POL 802 - Political Research: Design and Analysis (5)</p> <p data-bbox="188 1374 764 1459">POL 803 - Qualitative Research Methods in Political Science (5)</p>	<p data-bbox="854 257 1243 300">Program Requirements</p> <p data-bbox="854 331 1382 523">Graduate course work beyond the MA requirements is required. In addition, proficiency in a second language, two comprehensive exams, a proposal, and a thesis are required.</p> <p data-bbox="854 587 1073 629">Course Work</p> <p data-bbox="854 683 1430 1310">The course work requirements for the Ph.D. program in Political Science are determined on an individual basis. Upon admission, the graduate program committee will review a student's previous coursework and set specific course requirements. Except in extraordinary cases, Ph.D. students will be expected to take a minimum of five courses and more typically will be expected to take six courses. All courses are approved by the supervisory committee and reflect areas of specialization within the five fields of the department.</p> <p data-bbox="854 1364 1317 1406">All Ph.D. students must complete</p> <p data-bbox="854 1459 1422 1544">POL 801 - Epistemological and Theoretical Perspectives in Political Science (5)</p> <p data-bbox="854 1587 992 1630">and one of</p> <p data-bbox="854 1683 1390 1768">POL 802 - Political Research: Design and Analysis (5)</p> <p data-bbox="854 1779 1390 1864">POL 803 - Qualitative Research Methods in Political Science (5)</p>



SIMON FRASER UNIVERSITY
URBAN STUDIES

MEMORANDUM

To: Lisa Shapiro, Associate Dean, FASS

From: Peter Hall, Director and Chair of
Graduate Program Committee

Date: April 8, 2016

Subject: New Graduate Course Proposal

Urban Studies Program
2nd Floor, 515 West Hastings Street
Vancouver, British Columbia
Canada V6B 5K3

Tel: 778.782.7914
Fax: 778.782.5297

Please find enclosed a new graduate course proposal for URB 605, which received unanimous approval of the Graduate Program in Urban Studies Steering Committee on April 8, 2016.

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)	605	Units (eg. 4)	4
Course title (max 100 characters including spaces and punctuation)					
Great Urban Thinkers					
Short title (for enrollment/transcript - max 30 characters)					
Great Urban Thinkers					
Course description for SFU Calendar *					
Examination of the thought of key urban thinkers who have defined the field of urban studies, drawing from architecture, planning, sociology, history, anthropology, political science, public policy, and geography.					
Rationale for introduction of this course					
To provide graduate students from interdisciplinary backgrounds access to a heterodox and broad basis of theoretical understanding of the field of urban studies, and to equip them to engage in the debate. The course will be taught as part of the Faculty member's regular workload in rotation with other courses. It will not be taught as overload.					
Effective term and year			Course delivery (eg 3 hrs/week for 13 weeks)		
Spring 2017			4 hours per week for 13 weeks blended online/F2F		
Frequency of offerings/year			Estimated enrollment/offering		
every 2 years			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 **					
n/a					
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 type="checkbox"/> Vancouver <input type="checkbox"/> Great Northern Way <input checked="" 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 checked="" 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 none

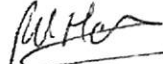
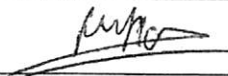
CONTACT PERSON

Department / School / Program Urban Studies	Contact name Meg Holden	Contact email mholden@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 Peter Hall	Signature 	Date Apr. 5 / 16
Department Chair Peter Hall	Signature 	Date Apr. 5 / 16

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.

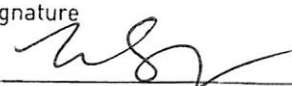
OVERLAP CHECK

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 9 May 2016
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SENATE GRADUATE STUDIES COMMITTEE APPROVAL

Senate Graduate Studies Committee (SGSC) Wade Parkhouse	Signature 	Date JUN 15 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: _____

WEEK	TOPIC
Jan 5 #2250	F2F (#2250) <i>Garden Cities and the City Beautiful</i>
Jan 12	Online <i>The High Modernist City: Le Corbusier</i>
Jan 19	Online <i>The City in History: Lewis Mumford</i>
Jan 26	F2F <i>Urbanism as a Way of Life: Louis Wirth</i>
Feb 2	Online <i>Urban Economic Advantages: Molotch and Logan</i>
Feb 9	READING BREAK
Feb 16	F2F <i>The Death and Life of Great American Cities: Jane Jacobs</i>
Feb 23	Online <i>Social Justice in the City: David Harvey</i>
Mar 1	Online <i>Great Thinkers on Urban Insurgency</i>
Mar 8	F2F <i>Uneven Urban Development</i>
Mar 15	Online <i>Great Thinkers in Urban Renewal and Revitalization</i>
Mar 22	F2F <i>Great Urban Form</i>
Mar 29	F2F <i>Great Thinkers in Urban Social Life and Urban Design</i>
Apr 5	Online <i>Return to Great Urban Thinkers</i>

GREAT URBAN THINKERS

Dr. Meg Holden

SFU Urban Studies

Spring 2016

COURSE DESCRIPTION

This course is designed to introduce graduate Urban Studies students to the history and evolution of the interdisciplinary field of urban studies through examining the thought of some of the key urban thinkers who have defined the field of study. In so doing, the course will also acquaint students with the city as an object of study, reflection, and positive action. The scholarly disciplines from which we draw in this overview of great urban thinkers include architecture, planning, sociology, history, anthropology, political science, public policy, and geography. While the course will focus primarily on the canon of the 20th and 21st centuries, the first part of the course will contain a deeper historical treatment. The course content is selected to examine the scope -- the depth and breadth -- of urban studies in this way. It does not offer a comprehensive or ideologically coherent set of great urbanists who have influenced the physical, spatial and social systems of our cities; it offers a partial, subjective, heterodox set of thinkers and thinking that have shaped and continue to drive and divide contemporary urban discourses.

Through interrogation of the work of different great urbanists, the course will address a variety of questions, including: What is a city? How did cities develop? How do cities function socially, politically, economically, and ecologically? Why do cities attract people and how do cities change people and our interactions? What are some of the "big ideas" that different scholars have put forward to reveal the degree to which cities function effectively and efficiently, serve the needs of their inhabitants, and improve urban life? By introducing the field of urban studies through some of its most vibrant, committed, and productive devotees, we will offer a personable, nuanced and contextualized entry point to the field for you, the next generation of urbanists.

LEARNING OBJECTIVES

Students in the course will learn to:

- approach the study of cities from a number of disciplines, not only through the readings but through online discussions and their own observations and research in the course's written assignments;

- examine the city as an expression of physical, social and spatial systems that have evolved over time.
- navigate the scope of 20th and 21st Century urban thinking in different scholarly disciplines, and recognize the bridges between this thinking and different types of urban professional practice;
- summarize, compare, and critique the thought of some of the English speaking world's major urban thinkers; and to do this by juxtaposing different urban thinkers against one another;
- express the views of contemporary urban political, economic, social, environmental, and cultural leaders in terms of their debt to scholarly urban thinking and writing.

EVALUATION

Your performance in this course will be evaluated as follows:

Active participation	20
Response to reading (written + presentation)	20
Choose-your-own assignment	20
Final paper	40

DESCRIPTION OF ASSIGNMENTS

Active Participation (20%)

For full marks in demonstrating consistent, thoughtful, active participation, students should:

- attend all synchronous (real time) sessions, and demonstrate active listening and participation through speaking/making written notes, as appropriate
- post a substantive response to one discussion question BEFORE the synchronous session, and at least one rebuttal AFTER the synchronous session, every week
- complete reading comprehension questions for each module

Response to Reading (20%)

For full marks in this component of the course, in preparation for **one** of our class meetings selected in advance, students will additionally post, **Monday before noon** (to give your classmates a chance to read your work before class on Tuesday):

- 1-2 pp. response to a reading from a different great urban thinker we are covering that week.
- The response can be point form. In addition to summarizing the reading's key points, it should also address what you can gather from notes and links within the module about the thinker's biographical details, the context in which they wrote, and how their work has been received/reviewed by others in the field.

- At this one class meeting, the student will present their reflections to the class (~10 min, can be accompanied by slides or other visuals).

Choose-Your-Own Assignment (20%)

For full marks in this component of the course, students will complete two choose-your-own assignments. These are offered within most of the course modules. Other possibilities from which you may choose for choose-your-own assignments include::

- Make a high quality post to urban blogs beyond the course.
- Submit a ~ 2 pp. report on an ethnographic observation (as per either Jane Jacobs see module 6, or William H. Whyte, see module 12) that you completed of a public urban space near you, including: a rationale for your selection of the place, based upon the ideas of one or more of the thinkers addressed in the course; and your field-notes based observations on the social, physical, and/or spatial system at work within the scope of your observation.
- Submit ~ 2 mental maps (as per Kevin Lynch, see module 11) of 'daily urban life' for you and three friends or classmates.
- Other possibilities exist regarding this portion of course evaluation. If you have an idea that is not listed here, please contact the instructor.

Final Research Essay (40%)

- select one of the core debates covered in our class modules, juxtapose at least two of the great urban thinkers/antagonists discussed in the course, and construct a research-based argument that takes a reasoned stand within the debate; and
- conduct additional research that takes you deeper into the argument than we were able to cover in our class discussion, which will include the required and some additional readings listed in the course modules, and likely some additional sources that you will find independently, to help construct this argument;
- the research essay should be approximately 20 pp or 5000 words, including references.

CLASS STRUCTURE

This is a blended online/face-to-face course, meaning that approximately half of the work of the course will be done online, and half will be done face-to-face. Our classes will follow a fairly similar structure.

- Each week we will meet together. Approximately every other week, the meeting will be online for a **1.5 hour synchronous class** – we will all be online at the same time. The opposite week we will meet in class at SFU Harbour Centre. Classes will usually include a short lecture from the instructor, student presentations on the readings, and guided discussion. All participants will require a headset in order to participate in the online synchronous sessions.
- Prior to each class meeting, you should complete the required readings and post your initial responses to discussion questions (**estimated time required: 2 hours**), in order to be well-prepared for active participation in the synchronous session.
- Following the synchronous session, you are expected to dedicate an **additional 2-4 hours to asynchronous engagement** (not at the same time, participate when you like) in the week's

module. During this time, you are expected to follow up on discussions, pursue additional readings and optional resources posted for the module, conduct short assignments, and chip away at your major paper and presentation for the class.

- Beyond the synchronous sessions scheduled each week, this class will not meet face-to-face. All assignments can be submitted online, and feedback received, via canvas.sfu.ca.

COURSE READINGS

This is a reading-intensive course. The volume of reading and the detail with which we will investigate the readings together are both high. Success in this course thus requires a certain amount of independent initiative and dedication to keeping up with the weekly readings, engaging with them, and maintaining good notes about what you have read and your reactions and reflections. *Each class will be focused on building a collaborative understanding of a great urban thinker, a selection of his/her thought, and the utility of it, in the mind of the thinker and in other contexts.*

There is no textbook for this course. Both required and additional optional readings will be assigned within each weekly module, and will be available through the SFU Library or other freely available sources.

NOTES ON "NETIQUETTE" AND SUCCEEDING IN THIS COURSE

Think of your online postings as equivalent to classroom interactions, and act accordingly, keeping in mind the fact that online, we can't see one another's facial expressions, body language or hear their tone of voice. My goal as the instructor is to make the online environment more personal and friendly and provide opportunities for meaningful contact. Interactive communication in cyberspace requires special attention to a few simple rules of netiquette:

- The goal of discussion is to learn from one another in a critical but supportive environment. Exchanges should be respectful, first and foremost.
- Use the appropriate discussion forum thread for course-related communications including questions and responses to readings, assignments, and related topics that you feel would add to discussions of the course content.
- Actively participate in discussions. **Do all your course readings** and stay on track!
- Use standards of academic writing when composing emails and discussion posts. Electronic communications should be checked for spelling, grammar, and proper punctuation before posting. We will frame our discussions as occurring within a larger academic community, so we will want to be attentive to some of the conventions of academic exchanges when composing our forum posts.
- Tone can be difficult to convey in an email, so avoid sarcasm that could be misinterpreted and do not post a message that you would not say to someone in person or that you would not want to become public. You can engage cooperatively online by building on points raised by your classmates and/or by providing examples to increase understanding, for example.

- You can respectfully disagree with your classmates by referring to the class materials and provide helpful suggestions that might be considered.
 - Make your postings brief and to the point, and open-ended to invite responses from others. Most comments should be no more than two paragraphs, unless stated otherwise for the purposes of a specific exercise.
 - Reread your posting and make sure you have made a specific reference in the subject line as to the component of the course in which you are referring.
 - Writing in all CAPS is conveyed as shouting.
 - Make sure you reference the material you are responding to in the subject line
- Further resources: "Improving the Discussion Board: Guidelines for Discussion Board Writing": http://www.lehigh.edu/~indiscus/doc_guidelines.html ; and "Online Protocol and Netiquette" <http://www.sfu.ca/code/>
- If you run into trouble (technical or otherwise) please **do not hesitate to ask questions**. CODE, the instructor and/or fellow students are all good resources.

SCHEDULE OF CLASSES

Class 1 Garden Cities and the City Beautiful

Great Urban Thinkers: Daniel Burnham, Ebenezer Howard, Frederick Law Olmstead

Antagonist: Paolo Soleri (reading selected from *The Urban Question*, also https://arcosanti.org/arcosanti_today)

We begin the course with thinkers whose major contribution came through viewing the city as a physical system: its layout of streets, buildings, pipes and open spaces, the kind of order these arrangements offer, and the movements of people and goods that they permit. Bypassing pre-industrial and indigenous cities altogether, we begin with the thinkers who shaped the physical systems of the city at the dawn of the industrial era. Daniel Burnham (American, 1846-1912) is credited with starting the City Beautiful movement, the saying "make no little plans," and his work gave rise as well to the practice of regional comprehensive planning. Ebenezer Howard (British, 1850-1928) is considered father to both the Garden Cities movement and the Community Land Trust movement. Frederick Law Olmstead (American, 1870-1957) is considered the Father of Landscape Architecture. Against these great thinkers, we will pit Paolo Soleri, a Utopian urban designer who since 1956 has been building his ideal city of Arcosanti in the Arizona desert, and has developed the concept of 'arcology' – the hyperdense city rather than the garden city -- to embody the very different urban ideal that he seeks to bring to life.

Class 2 The High Modernist City

Great Urban Thinker: Le Corbusier (from *The Radiant City* and *Athens Charter*)

Antagonists: Lisa Peattie, "The Production of False Consciousness," pp. 153-71, in *Planning: Rethinking Ciudad Guayana*, 1987

James Scott, "The High-Modernist City: An Experiment and a Critique," pp. 103-146, in *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*, 1998

The Modernist approach to transforming the physical systems of cities was ushered in by the Swiss-French architect, Le Corbusier (1887-1965, Charles-Édouard Jeanneret), whose work was heavily influenced by the industrial revolution and all it promised for the potential of industry and automation to transform human lives. Now considered either the devil or the devil-we-cannot-live-without of 20th century urbanism, Le Corbusier thought of cities as "machines for living." As eloquent as was Le Corbusier's vision, so have the costs to cities and urbanites been steep. The impact of Le Corbusier and modernism on cities have been widely critiqued. We will consider both sides of the argument, focusing on critiques offered from a global perspective by antagonists Lisa Peattie and James C. Scott.

Class 3 The City in History: Lewis Mumford

Great Urban Thinker: Lewis Mumford from *The City in History*

Antagonist: Robert Moses (Bianco, M.J. 2001. Robert Moses and Lewis Mumford: competing paradigms of growth in Portland, Oregon. *Planning Perspectives* 16: 95-114.)

Lewis Mumford (American, 1895-1990) is the great urban thinker who we will read as a springboard into thinking beyond the strictly physical systems of cities toward better understanding the multifaceted spatial, social, and more symbolic systems at work in cities. His book on the development of urban civilizations, *The City in History*, is a sweeping and multifaceted account of the hope and harm within urban life in the past, and the prospects for the future, inspiring much further thought on urban ecologies and bioregionalism, appropriate technology, and regionalism. Mumford's ideas were not immediately recognized as valuable for the tasks of city building. Robert Moses, a powerful master builder of mid-20th century American cities, serves as a great antagonist to Mumford, and we will examine the contrast in the implications of their different view of city-building for Portland, through a piece of urban history written by Bianco in *Planning Perspectives*.

Class 4 Urbanism as a Way of Life

Great Urban Thinkers: Louis Wirth (Urbanism as a Way of Life), Robert Park (from *The City*)

Antagonist: Thomas Jefferson (from Notes on the State of Virginia, 1785; Letter to Dr. Benjamin Rush, Sept. 23, 1800)

As a social system, the city is made up of people, our overlapping communities, and the ways in which we interact in daily life, over time, with the evolving role of public space in urban social systems playing a marked role in thinking about urban social systems. In this module, we introduce major scholarship of the social system of the city known as the Chicago School of Sociology, and two of its core members: Louis Wirth (German/American, 1897-1952) and Robert Park (American, 1864-1944), the latter of whom developed a theory of urban ecology. In the social processes of city life, based on this scholarship, we find detailed understanding of what city life has changed about civilization, both what characteristics

and feats it has made possible as well as what it has taken away from human social systems, and what new challenges it has introduced. To put this thought in context, we will consider American Founding Father and president Thomas Jefferson as antagonist, through his own thinking about the agrarian ideal for the new world society he aspired to create.

Class 5 Urban Economic Advantages: Molotch and Logan

Great Urban Thinkers: Harvey Molotch (from *Urban Fortunes*)

Antagonist: Richard Florida (from *Rise of the Creative Class*)

The city as a spatial system takes the co-existence of physical and social systems as a given and examines the expression of economic relations, technological capabilities, and political, cultural and other interests interacting within these, in different mixtures over time. Harvey Molotch (American, b. 1940) theorized that the city was a “growth machine,” and later published a book, *Urban Fortunes*, with John Logan to develop the idea further. To read the city as a growth machine, one must see the physical form of the city in terms of the economic and political interests embedded within them. This idea opened up new ways of thinking about the economic advantages and political fortunes to be won and lost by the city. Richard Florida, a high profile urban researcher at the University of Toronto, serves as our antagonist for these ideas based on his idea of the dependency of urban economic success on attracting a particular demographic, the ‘creative class.’

Class 6 The Death and Life of Great American Cities: Jane Jacobs

Great Urban Thinker: Jane Jacobs (from *The Death and Life of Great American Cities*)

Antagonist: Sharon Zukin (various)

Many things are remarkable about Jane Jacobs’s (American/Canadian, 1916-2006) contribution to our understanding of cities. She was a woman, often the only woman credited as one of the most influential urban theorists of the 20th century – but she is also frequently considered by far the MOST influential. She also never formally trained as an urban planner, yet is embraced by urban planners worldwide as a leader. A critic of Robert Moses (our antagonist from Module 3) and his plans for New York City, she offered such ideas to urban planning as: “density done well,” “eyes on the street,” “downtown is for people,” and others. Sharon Zukin, prominent New York City-based urbanist and documenter of the first phase of gentrification in 1990s Manhattan, plays antagonist to Jane Jacobs in reconsidering the critical value of Jacobs’s ideas for building and keeping cities inclusive, considering equity in urban public life, and the role of local government.

Class 7 Social Justice in the City: David Harvey

Great Urban Thinker: David Harvey (from *The Right to the City*, “Contested Cities: Social process and spatial form,” and “From Managerialism to Entrepreneurialism”)

Antagonist: Thomas Friedman (from *The World is Flat*)

David Harvey's (British/American, b.1935) Marxist writings on the city have greatly influenced our understanding of social justice in the city, the contradictions of the flows of power and money within cities and across the global systems of cities, the shifts in economic production modes of cities from industrial to postindustrial, and shifts in modes of governance from managerial to entrepreneurial. In this module, we will investigate Harvey's understanding of urban systems and what this understanding means for urban futures that are just for all urbanites. As foil to the analysis offered by Harvey, we will consider the antagonist Thomas Friedman, a journalist whose theories about the "flattening" forces of economic globalization have been held out by many as a reason to push forward on an un-equalizing urban development path.

Class 8 Great Thinkers on Urban Insurgency

Great Urban Thinkers: John Friedmann (from *Insurgencies: Essays in Planning Theory*) and Leonie Sandercock (from *Towards Cosmopolis*)

Antagonist: Warren Magnusson (from *The Politics of Urbanism: Seeing Like a City*)

When cities are considered from the perspective of citizens who have rights to the city, a new way of seeing urban systems becomes apparent. In this new way of seeing cities, those who think acutely about the city and plan actions and interventions to improve the city need to consider the nature of decision-making as occurring among interacting groups working within systems dominated alternately by the market, civil society, government bureaucracy, and, sometimes, particular 'insurgent' groups and ideas across and between them. John Friedmann (Austrian/American, b.1926) has had a long career in urban planning, considering just such questions of urban citizenship, engagement, empowerment, collaboration and conflict, and the force that these ideas and actions exert on the city. Leonie Sandercock (Australian/Canadian, b. 1949), a planning theorist working on similar themes, has added the notion of insurgent planning, the force that citizens can exert independent of, and sometimes contrary to the interests of, organized power. As antagonist to some of these ideas, we will consider the hypothesis of Canadian political scientist Warren Magnusson (building upon Wirth and the Chicago School from Module 4) that the dominant fact of urbanization changes the locus of power from nation states toward cities, and therefore the powers of citizens as well; if urbanites accept the task of 'seeing like a city.'

Class 9 Uneven Urban Development

Great Urban Thinker: Mike Davis (from *Planet of Slums*)

Antagonist: Manuel Castells (from *The Urban Question*)

While cities around the world share many characteristics, virtually all of the Great Urban Thinkers of the 19th and 20th centuries who we consider in this course base their understanding on a developed world (and, further, Anglo-American) perspective. This gap in perspective is changing rapidly now, as urban thinkers from rapidly-urbanizing nations bring forward into the international marketplace of ideas their

own, sometimes different, ways of thinking about cities, urban development, and urban futures. At the same time, some notable urban thinkers who grew up and were trained in the developed world have attempted to understand developing world cities and city systems on their own terms, and in terms of the threats they may pose to developed world order. One of these thinkers is Mike Davis (American, b.1946), an eco-marxist (who could be compared with David Harvey) who writes poetically and alarmingly about impending crises of urban, environmental and capitalist origin. In *The Planet of Slums*, he makes dire predictions about the consequences of the growth of slums the world over. In contrast, sociologist Manuel Castells presents a clear case for the values that inhere to what outsiders consider to be slums and slum dwellers in *The Urban Question*.

Class 10 Great Thinkers in Urban Renewal and Revitalization

Great Urban Thinker: Herbert Gans (*Urban Villagers/People and Plans*)

Antagonist: Clairmont, Donald H and D.W.Magill. 1999. *Africville: the life and death of a Canadian black community*. Toronto: Canada's Scholars' Press. (chapter 5)

Herbert Gans (German/American, b.1927) was a refugee when he arrived in the United States, and his immigrant experience defined his work as an urban sociologist, planner and political analyst. His original work, *The Urban Villagers*, presents a very different view of life in the 'slum' than that presented by Mike Davis. On the basis of this view, he was a strong critic of urban renewal strategies of the 1960s in the US, and the thinking about poverty, the working class, slums, immigrant communities, and social and ethnic diversity, that underlay these strategies. We will trace a number of contemporary moves toward urban neighbourhood revitalization (e.g. Grogan and Proscio) and 'urban husbandry' (Roberta Brandes Gratz) to Gans's original thinking. To bring the urban thinking antagonistic to Gans into focus, we will consider a case of slum clearance and urban renewal in Halifax's Africville community, as recounted by Donald Clairmont.

Class 11 Great Urban Form

Great Urban Thinker: Kevin Lynch (from *The Image of the City*)

Antagonist: Dolores Hayden (from *Building Suburbia*)

Kevin Lynch (American, 1918-1984) offered insights into 'good city form' (the title of his 1981 book) from an environmental psychology perspective that emphasized the role of perspective in 'imageability' and wayfinding in the city. These ideas have made a large impact on the study and practice of urban form and design. Offering analysis from a systems perspective, like that of many of the urban thinkers we consider in this course, Lynch offers a way of seeing order in the urban landscape from the point of view of people; comparable in some ways to the 'pattern language' developed in architecture by Christopher Alexander (PatternLanguage.com). His thinking is considered seminal to the New Urbanist movement (founded by Andres Duany and Elizabeth Plater-Zyberk, organized by the Congress for the New Urbanism) and to many of those thinkers and actors in the urban environment who have sought to

articulate their critiques of suburban sprawl. Dolores Hayden will act as antagonist here, offering a view of the patterns within the apparent monotony of suburbs throughout 20th century suburbanization in the United States.

Class 12 Great Thinkers in Urban Social Life and Urban Design

Great Urban Thinkers: William H. Whyte (from *The Social Life of Small Urban Spaces*)

Antagonist: Walter Benjamin (from *The Arcades Project*)

William H. Whyte (American, 1917-1999) embraced a similar observational approach to that of Kevin Lynch, and like Lynch, sought to read human behaviour and infer the psychology of urban spaces. The understanding that Whyte was able to garner of urban street life reflected what earlier urban aficionados like Camillo Sitte and Walter Benjamin found so compelling about the city – the social life that its public spaces offered. Whyte’s work was influential to Jane Jacobs, and to other notable urban designers, such as Danish designer Jan Gehl and New Yorker Fred Kent, who started the Project for Public Spaces. As antagonist to these “romantic” social and humanist voices in favour of the social value of the city, we will read about Walter Benjamin’s classic work observing the Paris arcades.

Class 13 Return to Great Urban Thinkers

The final class module will be dedicated to a return to one or more of the Great Urban Thinkers from the course who students would like to discuss in more detail.



WHAT TO EXPECT IN A MODULE

Each module will contain the following components:

Module learning objectives	An overview of what you should expect to learn in each module. Test your comprehension of the material against these at week's end.
Required Readings and Additional Further Readings	Citations and hyperlinks to required readings for each module, along with further readings for additional research.
Notes and multimedia on the "thinker"	Some contextual notes and links on the life, career, and urban context in which the thinker wrote will be offered each week.
Notes and multimedia on the key ideas and their influence	Instructor's notes on the key thoughts and contributions from the thinker, in the context of urban studies more broadly, will be provided each week, including hyperlinks. Additional thoughts on how these ideas have spread and have been applied will also be offered.
Challenges presented from alternative and "anti-urban" perspectives, make concrete by the "antagonist"	The field of urban studies is notable for the thread of (sometimes thoughtful, sometimes vehement) anti-urbanism of even some of those recognized as full-fledged members. Indeed, one of the most remarkable and mysterious things about cities is the way that they endure, despite reasoned predictions of their decline or disappearance, from social, political, ecological, and economic directions. What's more, sometimes the great urban thinker of one context becomes the urban antagonist in another context. We will ground this ongoing, recurring sense of debate around all "great thoughts" about the city by focusing on one or more antagonists to each of our "great thinkers" in each module.
How does Vancouver relate?	Since knowledge of cities requires experience as well as reading and reflection, a connection to historical or contemporary Vancouver-based illustrations of how the urban thinking is evident (or blatantly absent!) in urban practice will be offered for each module. Students may hail from different cities and wish to bring other evidence from these other cities to bear as well; but at least through our common connection to the Urban Studies Program, we all share a connection to Vancouver that we can use to ground our study.
Reading comprehensive questions	Short answer and multiple choice questions directly related to the required readings for self-assessment of your own comprehension of key points of the reading(s).

Discussion question(s)	One or more reflection question which aims to explore the implications of the thinking presented in the reading, to “connect the dots” between the different perspectives within a module, or to begin to identify the points of connection and disparity amongst modules. Class-wide online discussion is invited – and expected -- on these questions, many of which we will follow up in synchronous sessions.
Choose-your-own assignment	From a selection of weekly optional assignments, students will be prompted to think about the requirement to complete a number of these, and how they might do so in relation to specific modules.

Other components of the online course, as a whole, include:

- A collaborative wiki for terms and definitions; and
- A resource list, particularly including online discussion and blog sites for urban thinking (e.g. <http://citiwire.net> <http://ubanplanner.blogspot.ca/2012/07/top-ten-documentaries-about-urbanism.html> spacing.ca, metropolis magazine, the atlantic cities, curbed, planetizen, streetblog, project for public spaces, ray lahood, richard florida, copenhagenize, net city, <http://www.planetizen.com/topthinkers> <http://www.planning.org/centennial/greatlooks/>)

REQUIRED READINGS: GREAT URBAN THINKERS

Module 1.

Fishman, R. (1977). Introduction . In *Urban utopias of the twentieth century*. New York: Basic Books.

Module 2.

Fishman, R. (1977). "The Contemporary City:" (Ch. 21) and "The Radiant City:" (Ch. 24). In *Urban utopias in the twentieth century*. New York: Basic Books.

Module 3.

Mumford, L. (2000). "What is a City?" In R. LeGates & F. Stout, *The city reader*, (2nd ed.). pp. 92-96.

Bianco, M.J. (2001). "Robert Moses and Lewis Mumford: Competing Paradigms of Growth in Portland, Oregon." *Planning Perspectives*, 16: 95-114.

Module 4.

Wirth, L. (1938). "Urbanism as a Way of Life. (Links to an external site.)" *The American Journal of Sociology* 74(1): 1-24.

Vazquez, L. 2006. Editorial: Thomas Jefferson: The Founding Father of Sprawl? *Planetizen*: <http://www.planetizen.com/node/18841> (Links to an external site.)

Jefferson, T. (1800, September 23). Letter to Dr. Benjamin Rush. *American History: From Revolution to Reconstruction and beyond*: <http://www.let.rug.nl/usa/presidents/thomas-jefferson/letters-of-thomas-jefferson/jefl134.php> (Links to an external site.)

Module 5.

Molotch, H. (1976). The City as a Growth Machine: Toward a Political Economy of Place. (Links to an external site.) *The American Journal of Sociology*, 82(2): 309-332.

Module 6.

• Jacobs, J. (1961). Introduction. *The death and life of great American cities* . New York: Random House, pp. 1-25.

- Jacobs, J. (1961). "The Uses of Sidewalks: Safety (Links to an external site.)." In LeGates, R., & Stout, F. (Eds.) *The city reader* (5th ed.). New York: Routledge. Part Two: Urban Culture and Society, pp. 105-109.

Module 7

Friedman, T. (2014, May 13). The Square People, Part 1. *New York Times*. http://www.nytimes.com/2014/05/14/opinion/friedman-the-square-people-part-1.html?_r=0 (Links to an external site.)

Friedman, T. (2014, May 17). The Square People, Part 2. *New York Times*. <http://www.nytimes.com/2014/05/18/opinion/sunday/friedman-the-square-people-part-2.html> (Links to an external site.)

Harvey, D. (1992). Social Justice, Postmodernism, and the City. In LeGates, R., & Stout, F. (Eds.). *The city reader* (5th ed.). New York: Routledge, pp. 199-207.

Harvey, D. (2008, September-October). The Right to the City. *New Left Review*, 53. <http://newleftreview.org/II/53/david-harvey-the-right-to-the-city> (Links to an external site.)

Module 8.

- Friedmann, J. (2011). The Mediations of Radical Planning. In: *Insurgencies: Essays in planning theory (Links to an external site.)*. New York: Routledge. Ch. 4, pp. 60-86. (If this link gives you trouble, login to www.lib.sfu.ca and read it within the e-book from that starting point.)
- Friedmann, J. (2000). The good city: In defense of Utopian thinking. *International Journal of Urban and Regional Research*, 24(2): 460-472.
- Sandercock, L. (1999). Planning's radical project: What's the pedagogy? (Links to an external site.) *Planners Network*.

Module 9.

1. Agnotti, T. (2006). Apocalyptic anti-urbanism: Mike Davis and his Planet of Slums?. *IJURR*, 30(4): 961-67.
2. Davis, M. (1999). "Fortress L.A." from *City of quartz: Excavating the future in Los Angeles*. In LeGates, R.T. & F. Stout (Eds.). *The city reader* (5th ed.). New York: Routledge. Part Three: Urban Space , pp. 195-201. (If you have any problems accessing this link, download an older version of this article — from the second edition of *The city reader* — [here](#) .)

3. Davis, M. (2004). Planet of Slums (Links to an external site.). *New Left Review*, 26: 1-34.

Module 10.

1. Gans, H. (1971). *People and plans: Essays on urban problems and solutions*. New York: Basic Books. Ch. 15.
2. Gans, H. (1971, July-August). The Uses of Poverty: The Poor Pay All. (Links to an external site.) *Social Policy*: 20-24.
3. Gans, H. (2007). Remembering *The Urban Villagers* and its Location in Intellectual Time: A Response to Zukin (Links to an external site.). *City & Community*, 6(3): 231-236.
4. Stanley, J. (2014, July 29). Detroit's Drought of Democracy (Links to an external site.). *New York Times*.
5. Zukin, S. (2007). Reading *The Urban Villagers* as a Cultural Document: Ethnicity, Modernity and Capital (Links to an external site.). *City & Community*, 6(1): 39-48.

Module 11.

- Lynch, K. (1999). [1960]. The City Image and its Elements. In LeGates, R.T. and F. Stout (Eds.). *The city reader (Links to an external site.)* (5th ed.). New York: Routledge. Part 7: Perspectives on Urban Design, pp. 499-509. (If you have any problems accessing this link, download an older version of this article — from the second edition of *The city reader* — [here](#).)
- Jacobs, A. (1987). Toward an Urban Design Manifesto. (Links to an external site.) *Journal of the American Planning Association*, 53(1): 112-120.
- Vancouver Public Space Network. (2012). *VPSN Routemap, 2012-2014*. Vancouver. http://vancouverpublicspace.ca/dev/wordpress/wp-content/uploads/2014/04/vpsn_routemap_2012_02.pdf (Links to an external site.)

Module 12.

- Whyte, W.H. (1999). [1988]. The Design of Spaces. In LeGates, R.T., & F. Stout (Eds.). *The city reader* (2nd ed.). New York: Routledge, 483-490. (access from SFU library, online book)
- Whyte, W.H. (1988). *The social life of small urban spaces. (Links to an external site.)* [Film].
- Oppenheimer, M. (2014, January 17). Technology is not Driving us Apart after All (Links to an external site.). *New York Times*.