

**Geography 305**  
**Introduction to the City**  
**Spring, 2012**

Tuesdays and Thursdays from 1:00 to 2:15 PM in Room 180, Science Hall

Adjunct Professor Dave Cieslewicz (chess LEV ich)

[dcieslewicz@wisc.edu](mailto:dcieslewicz@wisc.edu)

Room 460 Science Hall

Office Hours: Thursdays 2:30 to 4:00 or by appointment

Teaching Assistant Jun-Jei (Jason) Nu

[nu@wisc.edu](mailto:nu@wisc.edu)

Room 413 Science Hall

Office Hours: Tuesdays 2:30 to 3:30, Thursdays 10:00 to 11:00

**Welcome**

*"I studied cities as one might study art. I was interested in curbs, in sewers, in skylines. I wrote about cities... I dreamed about them. The city was the enthusiasm of my life. And I saw cities as social agencies that would make life easier for people, full of pleasure, beauty and opportunity."*

*Frederick Howe*  
*19<sup>th</sup> Century American*  
*Urban Reformer*

Cities are fascinating places filled with promises and plagues. The simple concentration of people forces them to interact like atoms bouncing off one another and creating new products, new art and new ideas, but also crime, pollution and inequality. They are also sensitive structures where care about the details matters to the success of the whole.

My goal for this course is that it will give you some appreciation of the importance of cities, how they function and the challenges and opportunities they face in the future.

Since this is the first time I have taught this course, the syllabus is a bit of a work in progress. We may find ourselves moving topics around based on the availability of guest lecturers and the pacing of lectures. Also, expect that readings will be adjusted (mostly added to) as we go along.

Life is uncertain and, to some extent, so is Geography 305. It'll be an adventure and I hope you'll find it fun, engaging and challenging.

While I recently served two terms as Mayor of Madison and while I will use that experience in my lectures, my goal is to make this as complete a review of the

massive topic of cities as is possible. So, I will try to be vigilant about relying too heavily on Madison examples.

## **Course Focus**

We'll focus primarily on American and Western European cities, but we won't ignore the rapidly developing world of Chinese and Indian cities.

There will be at least three recurring themes that I'd like you to consider throughout the course:

1. What is a city? How can it be defined? What are the elements that go into making a city? What are the factors that make up a healthy city or those that make a city that is less healthy?
2. For centuries cities have been centers of culture and commerce in part because they concentrate wealth and power in a relatively small geographic area and among a small number of people. How much does cultural and economic progress depend on this concentration of wealth and power both geographically and in the hands of individuals? Can a more even distribution of wealth and power also work to produce advances in culture, science and productivity?
3. Cities impact their surrounding countryside not just by growing into them, but by acting as magnets pulling people from them and as centers of consumption pulling in natural resources to be turned into value-added goods. How do cities impact regions and more far flung places positively and negatively?

## **Reading**

There are no required books for purchase. All readings are available on e-reserve.

I have tried to assign readings that introduce you, however briefly, to some of the most significant thinkers about cities. If you are interested in pursuing a career as an urban geographer, landscape architect, planner or urban historian, many of these books will be well worth reading in their entirety when you have time. However, I should also note that the reading I've assigned is heavily weighted toward the popular press. For more rigorous academic works and an introduction to some of the key journals in your field you may wish to consult with Jason or the assistant Geography librarian Paddy Rourke.

Also, there are stories relevant to our course work virtually every day in the press. I request that you check in at the New York Times, Wall Street Journal and Wisconsin State Journal websites everyday. (The Times and the Wall Street Journal are the dominant mainstream opinion leaders in the country anyway and developing a habit of reading them on a regular basis will serve you well no matter what your interest.) You might want to pay especially close attention to articles by Michael Kimmelman,

who writes on design issues for the Times. We'll start every class by asking what you've seen in the newspapers or on websites that you find interesting and relevant to cities. Having interesting ideas to offer will, of course, improve your class participation score.

Finally, I ask that you check in with the Citistates' Citiwire website <http://citiwire.net/archive/> about once a week or so. You will often find short, interesting articles there.

## **Exams**

Exams will be in class open book "blue book" essays. Questions will be provided at the exam. You'll be given five questions and asked to write on three. I use quotes around "blue book" because you are welcome and even encouraged to use laptops as it will make reading your answers easier for Jason and I.

## **Class Attendance**

I will not take attendance in class. But part of your grade will be based on your participation in class and in discussion sections. In addition, there will be points and information that are offered in the lectures (and may show up in exams) that are not in the reading. And while I'll make my Power Point slides available after each class, they won't necessarily make up for missing the lecture as many slides will simply be pictures.

## **Discussion Sections**

Attendance at these is mandatory. Jason will be awarding your score for class participation based on your engagement both in class and in your discussion group. In addition, the Madison as Lab projects will be organized by groups within your discussion section.

## **Rules of Conduct**

All the university rules on plagiarism will apply. For ideas on how to avoid doing it inadvertently see [http://www.wisc.edu/writing/Handbook/QPA\\_plagiarism.html](http://www.wisc.edu/writing/Handbook/QPA_plagiarism.html)

If you have any special needs (visual or hearing impairment, etc.) please see me or Jason so that we can make the appropriate accommodations.

For the formal UW code of student conduct see <http://www.wisc.edu/students/saja/misconduct/misconduct.html>

As a general rule I have no objection to laptops in the classroom. It seems to me like the most efficient way to take notes. However, regardless of how boring the lecture may be it will always be considered rude to be doing anything on your laptop

besides taking notes. Anyone found using Facebook during class will be forced to delete ten friends. (This is a joke, but I am serious about not using social media during class.) Cell phones should be turned off and stowed for the duration of the lecture.

The bottom line is that no matter who is speaking in class put yourself in their shoes and treat the speaker as if it were you.

### **Madison as Urban Lab Projects**

We have a living laboratory of cities right outside our door. The Madison as Lab project is intended to get you out into our city and see how the concepts you learn in class apply to a real city with challenges and opportunities. Here's how it will work. Each discussion section will be divided up into three groups of five or six per group. You can form your own groups or Jason can assign them. This should be done by the week of March 1<sup>st</sup>. I'll discuss project ideas at my February 23 lecture. Here are some early ideas for your consideration:

- Should Madison's downtown plan restrict the heights of buildings as proposed in the current draft of the plan?
- How should the historic Garver Feed Mill on the Near East Side be redeveloped or should it be torn down?
- Should the proposed redevelopment of the 100 block of State Street go forward as proposed, should the proposal be altered or should the block remain intact as it is?
- Should the downtown block that is the former site of the burned St. Raphael's Cathedral be rebuilt as a cathedral or be redeveloped in some other way or become a city park?
- Should the city build a public market, where should it be located and how should it function?
- Should State Street remain a transit mall, be converted to a pedestrian and bike only mall or be converted back to a street that allows cars or should some other option be pursued?
- Does the proposed new city zoning code go far enough in promoting new urbanism or could it be improved or should it be reduced to a simple, minimalistic "form based" code or should we go without a zoning code altogether?

- The city needs to rebuild the crumbling Government East parking ramp, which currently has 500 stalls. Should the city follow the UW's lead in restricting the number of total parking stalls available in the downtown or should it expand parking? Should it rebuild the ramp at current capacity, reduced capacity or the same capacity?
- The city has a "Platinum Bike Report" which aims to make Madison one of the best biking cities in America. What would it take to make Madison the Amsterdam of the American Midwest?

These are just some examples of topics your group might want to take on. You are free to design your own project with advice and approval from Jason and I.

You will be expected to produce a group paper of around 15 to 20 pages (3,000 to 4,000 words or so) by 5PM on April 12<sup>th</sup>. Then on April 26, May 1, May 3 and May 8 each group will give a fifteen minute presentation broken down this way: five minutes on background, five minutes on the pros and cons of options considered and five minutes on the recommended course of action.

You will not be graded on your recommendation so much as the quality of the analysis you bring to it and the extent to which you pull in course readings, lectures, information and interviews you might do in your fact finding and your own experience in making the case for your conclusion.

You will be free to structure your class presentations any way you wish. For example, you might decide that two members of your group will present on background, another two on options and another two on the recommendation. **As long as everyone in your group has some speaking role**, you can organize your presentation any way you want. Power Point slides are encouraged because the best way to talk about cities is with pictures, but this is not required.

You may ask, since we'll be graded as a group isn't this unfair because some members will be more engaged, better writers, better researchers, etc.? The answer is yes, it is unfair, just like life. It's your responsibility to maximize the talent pool in your group for the good of the team. One person might be an excellent writer so she could be in charge of editing the paper, another might be a better researcher so he could be the research leader, another might be a great public speaker, so she could carry most of the load on the class presentation. Since you all will hang together you will need to work these things out. For a more nuanced view on the perils and advantages of working in groups check out [http://www.nytimes.com/2012/01/15/opinion/sunday/the-rise-of-the-new-groupthink.html?\\_r=1&ref=opinion](http://www.nytimes.com/2012/01/15/opinion/sunday/the-rise-of-the-new-groupthink.html?_r=1&ref=opinion)

The reason we're starting on this after a month of classes is that I hope you will take the time to get to know your classmates and form teams on your own before the deadline. But you'll want to start thinking about your topic right away.

## **Travel**

There's no real substitute for actually visiting and experiencing cities. Spring break is coming up and sitting on a beach for several days will dramatically increase your chances of skin cancer not to mention premature aging. I'll offer up to 10 bonus points to anyone who will visit a city of at least 100,000 (outside of Madison) and write a paper (1,500 to 3,000 words) on the experience. The paper would address how healthy the city appears to you. For example, is there active street life? What kind? What makes it work or makes it fail? Would Jane Jacobs like this city? How would Robert Moses feel about it? If you're interested in doing this, see me and we'll work out the parameters of the paper. For those students with a limited travel budget, Milwaukee and Chicago make for inexpensive and interesting day trips. If you want to go for the extra credit and can't make it to even Milwaukee, you can do a virtual trip via the web. I don't want financial or mobility constraints to put anyone at a disadvantage. We may even have a "what I did on my spring break" presentation in class if you would like to do that.

## **Grading**

Grading will be based on a 100 point system apportioned as follows:

Up to 25 points for Part 1 Exam

Up to 25 points for Part 2 Exam

Up to 25 points for Madison as Lab Group Project

Up to 25 points for class/discussion group participation

Up to 10 points for the final exam

Up to 10 bonus points for the Spring Break city visit paper

Grades will be awarded as follows:

95 to 100 points: A

90 to 95 points: AB

85 to 90 points: B

80 to 85 points: BC

70 to 80 points: C

60 to 70 points: D

The final exam is optional. So, for example if you have already earned over 95 points by the time of the final there's no need to take it. You will have earned an A and time to concentrate on other finals (sort of like getting the bye in the NFL playoffs). Or you may have earned 85 points, are satisfied with a B, and choose to invest your time in finals where you need more time. It's your choice.

This grading system is intended to do two things. First, I hope that it will encourage you to work consistently throughout the semester as opposed to cramming for the final. Second, I hope to get you out of your comfort zones. Your grade will be based on your ability to write, speak in class and work in groups. These are all skills you will need in virtually any career you chose. So, if you feel you are weak in one area this is your chance to strengthen that part of your skill set. If you're a one dimensional last minute crammer you will probably not do well in this course.

Date of Class	Topic	Readings
<b>Part 1: The Foundations</b>	This part of the course is designed to give students a foundation in the history of cities, urban theory and some introduction to the most significant urban thinkers.	
Jan 24	Overview of the course; what's a city? What's exciting about cities?	Mumford, Lewis. 1937. What is a city?, pp. 91-95 in LeGates, T. and Stout, Frederic (eds.) <i>The City Reader, Fifth Edition</i> . London: Routledge.
Jan 26	The origin of cities; beginnings to the industrial revolution.	<p>Childe, V. Gordon, 1950. The urban revolution, pp. 31-39 in LeGates.</p> <p>Barcelo, Juan A., Pelper, Giuliano and Mandolesi, Alessandro. 2002. The Origins Of The City From Social Theory To Archaeological Description, pp. 41-61  <a href="http://soi.cnr.it/archcalc/indice/PDF13/03Barcelo.pdf">http://soi.cnr.it/archcalc/indice/PDF13/03Barcelo.pdf</a></p> <p>Mann, Charles. 2011. "The Birth of Religion." <i>National Geographic</i>, June 2011</p> <p>Romero, Simon. 2012. "Once hidden by forest, carvings in land attest to Amazon's lost world." <i>The New York Times</i>, January 15, 2012.  <a href="http://www.nytimes.com/2012/01/15/world/americas/land-carvings-attest-to-amazons-lost-world.html?_r=1&amp;ref=todayspaper">http://www.nytimes.com/2012/01/15/world/americas/land-carvings-attest-to-amazons-lost-world.html?_r=1&amp;ref=todayspaper</a></p> <p>Rybczynski, Witold. 2010. "Three big ideas" (Chapter 2, pp. 9-14) in <i>Makeshift Metropolis: Ideas about cities</i>. New York. Scribner.</p>
Jan 31	The industrial revolution to 1960.	<p>Merriman, John. 2008. Nineteenth century cities. Open Yale Courses.  <a href="http://oyc.yale.edu/history/european-civilization-1648-1945/content/sessions/lecture12.html">http://oyc.yale.edu/history/european-civilization-1648-1945/content/sessions/lecture12.html</a></p> <p>Miller, Donald L. 1996. "1893" (Chapter 14, Part 3, pp. 516-532) in <i>City of the Century</i>. New York. Touchstone.</p>
Feb 2	1960 to present.	Teaford, Jon C. 1990. Introduction (pp. 1-9) in <i>The Rough Road to</i>

		<p><i>Renaissance. Baltimore.</i> The Johns Hopkins Press.</p> <p>Kennedy, Robert. 1967. "Race and the city: The slums and community" (Chapter 2, pp. 19-62) in <i>To Seek a Newer World</i>. New York. Doubleday.</p>
Feb 7	Utopian Visions: Olmsted & Howard.	<p>Rybczynski, Witold. 2010. "Three big ideas" (Chapter 2, pp. 14-39)</p> <p>Olmsted, Frederick Law. 1870. Public parks and the enlargement of towns, pp. 321-327 in LeGates.</p> <p>Howard, Ebenezer. 1898/1902. Author's Introduction and The town-country magnet, pp. 328-335 in LeGates.</p>
Feb 9	Spreading Out and Building Up: Wright & Le Corbusier.	<p>Rybczynski, Witold. 2010. "Three big ideas" (Chapter 2, pp. 39-50) and "Mr. Wright and the Disappearing City" (Chapter 4, pp. 67-77).</p> <p>Le Corbusier. 1929. A contemporary city, pp. 336-344 in LeGates.</p> <p>Wright, Frank Lloyd. 1935. Broadacre City: A new community plan, pp. 345-350 in LeGates.</p>
Feb 14	<p>The new urbanists &amp; the "creative class".</p> <p>Guest: Rebecca Ryan, Next Generation Consulting</p>	<p>Duany, Andres and Elizabeth Plater-Zyberk and Jeff Speck. 2000. The traditional neighborhood development checklist and the Congress for the New Urbanism (Appendixes A and B, pp 253-261) in <i>Suburban Nation: The rise of sprawl and the decline of the American dream</i>. New York. North Point Press.</p> <p>Talen, Emily. 2000. New Urbanism and the culture of criticism in <i>Urban Geography, Volume 21, Number 4, pp. 318-341</i>.</p> <p>Florida, Richard. 2002. The creative class, pp. 141-149 in Le Gates.</p> <p>Visit the Next Generation Consulting Next Cities Website <a href="http://nextgenerationconsulting.com/consulting/next-cities/">http://nextgenerationconsulting.com/consulting/next-cities/</a></p>
Feb 16	Two Definitions of Progress: Moses & Jacobs.	<p>Rybczynski, Witold. 2010. "Home remedies" (Chapter 3, pp. 51-66) and "The Demand Side of Urbanism" (Chapter 5, pp. 88-92).</p> <p>Jacobs, Jane. 1961. The uses of sidewalks: safety, pp. 105-109 in Le Gates.</p> <p>Flint, Anthony. 2011. "The Master Builder" (Chapter 2, pp. 31-60) in <i>Wrestling With Moses</i>. New York. Random House.</p>
Feb 21	Madison as lab:	Nolen, John. 1911. Madison: A Model City. Excerpts published in

	possible projects	<p><i>Isthmus</i> for the Congress for the New Urbanism, June 2011.</p> <p>Mollenhoff, David. 2011. How John Nolen came to Madison. Published in <i>Isthmus</i> for the Congress for the New Urbanism, June 2011.</p> <p>City of Madison. 2011. Downtown Plan, pp. 1-8.  <a href="http://www.cityofmadison.com/neighborhoods/downtownPlan/">http://www.cityofmadison.com/neighborhoods/downtownPlan/</a></p>
<b>Feb 23</b>	<b>Part 1 Exam</b>	

<b>Part 2: Contemporary Urban Issues</b>	<p>This part of the course will deal with challenges and opportunities facing cities today and offer an opportunity to hear from and talk with residents or former city officials from several cities. We'll use real cities to illustrate the issues faced by global cities in the developed world (New York), fast growing cities in the developing world (Ghuangzhou), boom and bust American Sun Belt cities (Atlanta), reviving Rust Belt cities (Milwaukee) and cutting edge "green" cities</p>	
--	---	--

	<p>(Freiburg).</p> <p>In the meantime, students will be forming groups and working on their Madison Lab projects.</p>	
February 28	The city and the region	<p>Duany, Andres and Elizabeth Plater-Zyberk and Jeff Speck. 2000. "The City and the Region" (Chapter 8, pp. 135-152)</p> <p>Orfield, Myron. 2011. Metropolitics, pp. 296-314 in LeGates.</p> <p>Leinberger, Christopher B. "The death of the fringe suburb" in The New York Times, November 26, 2011.  <a href="http://www.nytimes.com/2011/11/26/opinion/the-death-of-the-fringe-suburb.html?scp=1&amp;sq=christopher%20leinberger&amp;st=Search">http://www.nytimes.com/2011/11/26/opinion/the-death-of-the-fringe-suburb.html?scp=1&amp;sq=christopher%20leinberger&amp;st=Search</a></p>
March 1	The organic city and the city set in amber: the tension between historic preservation and the desire for change.	<p>Jacobs, Jane. 1961. The need for aged buildings (Chapter 10, pp. 187-199) in <i>The Death and Life of Great American Cities</i>.</p> <p>Other readings to be assigned.</p>
March 6	<p>Driving to the poor house: the city and its suburbs, affordable housing and transportation.</p> <p>Guest: Scott Bernstein of the Center on Neighborhood Technologies</p>	<p>Center for Neighborhood Technologies Website  <a href="http://www.cnt.org/">http://www.cnt.org/</a></p> <p>Other readings to be assigned.</p>
March 8	Paths, grids, boulevards and freeways: The problem of cars and cities	<p>Jacobs, Jane. 1961. Erosion of cities or attrition of automobiles (Chapter 18, pp. 338-371) in <i>The Death and Life of Great American Cities</i>.</p> <p>Kimmelman, Michael. 2011. "In Madrid's heart park blossoms where freeway</p>

		<p>once blighted” in the New York Times, December 26, 2011.</p> <p>Kimmelman, Michael. 2012. “The grid at 200: Lines that shaped Manhattan” in the New York Times, January 2, 2012.  <a href="http://www.nytimes.com/2012/01/03/arts/design/manhattan-street-grid-at-museum-of-city-of-new-york.html?ref=todayspaper">http://www.nytimes.com/2012/01/03/arts/design/manhattan-street-grid-at-museum-of-city-of-new-york.html?ref=todayspaper</a></p> <p>Kimmelman, Michael. 2012. “Paved but still alive” in The New York Times, January 8, 2012.  <a href="http://www.nytimes.com/2012/01/08/arts/design/taking-parking-lots-seriously-as-public-spaces.html?ref=todayspaper">http://www.nytimes.com/2012/01/08/arts/design/taking-parking-lots-seriously-as-public-spaces.html?ref=todayspaper</a></p> <p>Randolf, Eleanor. 2011. “The recession squeeze on buses and trains” in the New York Times, December 31, 2011.  <a href="http://www.nytimes.com/2012/01/01/opinion/sunday/the-recession-squeeze-on-buses-and-trains.html?scp=2&amp;sq=transit%20systems%20&amp;st=cse">http://www.nytimes.com/2012/01/01/opinion/sunday/the-recession-squeeze-on-buses-and-trains.html?scp=2&amp;sq=transit%20systems%20&amp;st=cse</a></p> <p>Johnson, Kirk. 2012. “No closure for Denver’s beltway loop” in the New York Times, January 17, 2012.  <a href="http://www.nytimes.com/2012/01/17/us/city-of-golden-holds-firm-against-denver-beltway.html? r=1&amp;ref=todayspaper">http://www.nytimes.com/2012/01/17/us/city-of-golden-holds-firm-against-denver-beltway.html? r=1&amp;ref=todayspaper</a></p> <p>Mapes, Jeff. 2009. “Learning from Amsterdam” (Chapter 2, pp. 61-88) in <i>Pedaling Revolution</i>. Corvallis, OR. Oregon State University Press.</p>
March 13	<p>A free market view of cities.</p> <p>Guest: former Milwaukee Mayor and CNU President John Norquist</p>	<p>Norquist, John. 1998. “You can’t build a city on pity” (Chapter 1, pp. 1-22) and City-States (Chapter 7, pp. 123-138) in <i>The Wealth of Cities: Revitalizing the Centers of American Life</i>. Reading, MA. Addison-Wesley.</p>
March 15	<p>Urban agriculture: worms, cities and healthy diets.</p> <p>Guest Prof. Steve Ventura</p>	<p>Donadio, Rachel. 2012. “With work scarce in Athens, Greeks go back to the land” in The New York Times, January 9, 2012.</p> <p>Visit the Growing Power website at  <a href="http://www.growingpower.org/">http://www.growingpower.org/</a></p> <p>Other readings to be assigned.</p>
March 20	<p>New York: successful global city.</p>	<p>CBS. 2011. “Janette Sadik-Khan: Taming New York's streets” video from “Rock Center”, December 2011.</p>

		<p><a href="http://video.msnbc.msn.com/rock-center/45562585">http://video.msnbc.msn.com/rock-center/45562585</a></p> <p>Foderaro, Lisa. 2011. "Dark days behind it, Central Park pulses at night" in the New York Times, December 28, 2011.</p> <p>Other readings to be assigned.</p>
March 22	<p>Atlanta: growing pains of an American sunbelt city.</p> <p>Guest: Steve Cover, City of Madison Planning Director and former Atlanta Director of Planning</p>	<p>Readings to be assigned.</p>
March 27	<p>Milwaukee: rustbelt to renaissance.</p>	<p>Longworth, Richard C. 2008. "Global Chicago and Other Cities" (Chapter 9, pp. 144-167) in <i>Caught in the Middle: America's Heartland in the Age of Globalism</i>. New York. Bloomsbury.</p> <p>Other readings to be assigned.</p>
March 29	<p>No lecture. Madison as lab consultations.</p>	
March 31 – April 8		<p>Spring Break</p>
April 10	<p>Ghuangzhou: International city in a fast growing economy.</p> <p>Guest: Karl Bryan, Madisonian and Ghuangzhou resident via Skype.</p>	<p>Hari, Johan. 2011. "The Chinese eco-disaster: why the green revolution in China has barely begun" in Slate, January 10, 2011. <a href="http://www.slate.com/articles/arts/books/2011/01/the_chinese_ecodisaster.html">http://www.slate.com/articles/arts/books/2011/01/the_chinese_ecodisaster.html</a></p> <p>Yardley, Jim. 2011. "In one slum, misery, work, politics and hope" in The New York Times, December 28, 2011.</p> <p>Bell, Daniel. 2012. "What China can teach Europe" in The New York Times, January 8, 2012. <a href="http://www.nytimes.com/2012/01/08/opinion/sunday/what-china-can-teach-europe.html? r=1&amp;ref=todayspaper">http://www.nytimes.com/2012/01/08/opinion/sunday/what-china-can-teach-europe.html? r=1&amp;ref=todayspaper</a></p> <p>Other readings to be assigned.</p>

April 12	Freiburg: The greenest city on the continent.	<p>Own, David. Green Metropolis (chapters to be assigned)</p> <p>Beatley, Timothy. 2003. Planning for sustainability in European cities, pp. 446-457 in LeGates.</p> <p>Purvis, Andrew. 2008. "Is this the greenest city in the world?" in the Guardian, March 22, 2008.  <a href="http://www.guardian.co.uk/environment/2008/mar/23/freiburg.germany.greenest.city">http://www.guardian.co.uk/environment/2008/mar/23/freiburg.germany.greenest.city</a></p> <p>Cieslewicz, David. 2001. City Ethic: Urban conservation and new environmentalism from 1000 Friends of Wisconsin.  <a href="http://www.1kfriends.org/community-planning/city-ethic-urban-conservation-and-the-new-environmentalism/">http://www.1kfriends.org/community-planning/city-ethic-urban-conservation-and-the-new-environmentalism/</a></p>
<b>April 12</b>	<b>Madison as lab project papers due.</b>	
April 17	The future of cities & part 2 overview.	<p>Rosling, Hans. 2010. "200 Countries. 200 Years. 4 Minutes." BBC video clip. <a href="http://www.scoop.it/t/demography">http://www.scoop.it/t/demography</a></p> <p>Friedman, Thomas. 2012. "So much fun. So irrelevant" in the New York Times, January 3, 2012.  <a href="http://www.nytimes.com/2012/01/04/opinion/friedman-so-much-fun-so-irrelevant.html?_r=1&amp;ref=opinion">http://www.nytimes.com/2012/01/04/opinion/friedman-so-much-fun-so-irrelevant.html?_r=1&amp;ref=opinion</a></p> <p>Pilling, David. 2011. "The rise of the mega-city" in Slate, November 5, 2011.  <a href="http://www.slate.com/articles/life/ft/2011/11/the_rise_of_the_megacity_.html">http://www.slate.com/articles/life/ft/2011/11/the_rise_of_the_megacity_.html</a></p>
<b>April 19</b>	<b>Part 2 Exam</b>	

<b>Part 3: Madison Lab Presentations</b>	This final part of the course is intended to get students out into the city of Madison and to tackle real life urban challenges, study them, and, calling upon all that they've learned and experienced,	
--	--	--

	make a compelling set of recommendations about how they should be addressed.	
April 26	Madison lab presentations	Three groups will present on each day for 15 minutes per group. The order will be chosen by lottery on the last class before Spring Break. Between group presentations there will be time for class discussion and critique of the groups' findings.
May 1	Madison lab presentations	
May 3	Madison lab presentations	
May 8	Madison lab presentations	
May 10	Class Overview	<p>Cronon, William. 1991. "Prologue: Cloud Over Chicago" (pp. 5-22) in <i>Nature's Metropolis: Chicago and the Great West</i>. New York. Norton.</p> <p>Miller, Donald. 1996. "After the fair" (Chapter 15, pp. 533-551) in <i>City of the Century: The Epic of Chicago and the Making of America</i>. New York. Touchstone.</p>