

# GEOGRAPHY 305: INTRODUCTION TO THE CITY

Fall 2015: Tuesdays and Thursdays, 2:30-3:45, Humanities 1121

Dr. Sarah A. Moore

[sarah.moore@wisc.edu](mailto:sarah.moore@wisc.edu)

Office Hours: Thursdays, 4:00 – 5:30 or by appointment  
Science Hall 243

TA Contact and Hours

Becca Summer

Office Hours: Tuesdays 12:15-2:15 or by appointment  
Science Hall 417

## I. Course Description

**What is a city?** Is it defined by population? Density? Tall buildings? Attitude? Relationships? YES – a city is all of these things, and more. In this introductory urban geography course we will examine cities as physical and social constructions created over time. We will consider the ways in which “local” experiences and conditions of urban life are affected by broader social, economic and political processes including industrialization, economic restructuring and globalization.

This course investigates urbanization as a general process, as well as the resulting contemporary physical, social, cultural and political-economic forms of cities, focusing on examples from the United States from the 20<sup>th</sup> century to the present. Emphasis will be placed on the history and current forms of spatial and social segregation of cities by race, class, ethnicity, and gender. The myriad ways that cities have addressed the tensions emerging from this history of spatial and social segregation will be highlighted. This is a blended class in which students will be expected to engage in active learning exercises formulated to connect the general concepts covered in lecture to Madison, and by extension, to other cities. Course content will be delivered through a combination of lecture, discussion and exercises during sections, online content, reading and video materials, and exploration of Madison as an urban laboratory.

### Course topics include:

- The history of the (American) city
- Suburbanization, Segregation and Gentrification
- Inclusion/Exclusion, Visibility/Invisibility, and Public/Private Space
- The right to the city
- Race and class inequality
- Public spaces and built environments of contemporary urban life

- Urban environmental management and politics
- Economic crises and urban development

## II. Learning Objectives:

### By the end of this course, you will be able to:

- Understand cities as primarily social entities and problems of organized complexity.
- Identify/Explain the largest factors influencing where, when and how cities develop.
- Understand historical and contemporary patterns of social inclusion and exclusion in cities and be able to identify and explain their underlying causes and effects.
- Embrace your role as a citizen of Madison.
- Value the positive aspects of American urban culture, including diversity in its many forms.
- Critically assess current development projects in Madison and other cities by comparing them to historic projects and their effects.
- Apply the lessons of the past to the puzzles of today's cities.
- Frame urban puzzles in historically and geographically informed ways.
- Frame social-science research questions about contemporary cities.
- Identify sources appropriate to social science investigations of urban puzzles.

## III. Active Learning Exercises and Exams

In these active learning exercises, you will be applying ideas and theories we learn in the classroom, assessing their viability/usefulness in the “real world”, and reflecting on your field-based observations and direct experiences of urban change. The active learning exercises will require you to integrate and apply your knowledge of urban geography.

- Downtown Madison Walking Tour  
This field study of Madison's State Street and Capitol area is a walking tour that you will be conducting individually or in pairs. You will be making careful observation of a series of sites and answering questions designed to help you learn about and reflect on the

unique history, structure, and function of so-called “Central Business Districts”. You will compile your answers to these questions in a written field report. This project focuses on primary data collection, so you will be producing information directly from your own observations and analysis. In addition to answering questions on the tour, you will be required to draw on the tour experience in an in-class short answer exam (Exam 1).

- Park Street Transect Walking Tour

The purpose of this exercise is similar to the one above, but you will learn about a part of Madison with a different history. Beginning at Science Hall and heading south along Park Street, you will walk a transect of the city that presents an interesting history of development projects. In addition to answering questions on the tour, you will be required to draw on the tour experience in an in-class short answer exam (Exam 2).

#### IV Final Project

- The final project for this class will be a poster, produced in groups of 4-5 students. Each group will work with the TA and instructor during the course to design and create a poster that draws on course materials to analyze a contemporary urban issue. Posters are due to Professor Moore by 5 pm on TBD. Posters will be exhibited and discussed during the last four regular class periods.

#### V. Other Assignments

- Quizzes: You will have 11 on-line reading quizzes designed to test your reading comprehension. These quizzes will be available on learn@uw until 12 NOON on the due date. You may drop your lowest score, so 10 of these will count toward your final grade.
- In-class Activities: These will include discussion of readings and assignments as well as response essays and other short in-class assignments. You may be asked to prepare a debate using certain readings or to defend an author’s argument, for example. You will also receive points for iClicker responses throughout the semester. During the semester we will watch several movies. There are questions associated with each movie. You **must be in class** to complete and receive credit for movie questions and in-class activities.
- Section Participation: Your participation in section is an important and integral component of the course. Discussion sections provide us with the opportunity to talk about relevant course material in a more in-depth fashion and in a smaller setting than is possible in lecture section. Attendance in discussion section is mandatory, and we expect you to come prepared with questions and comments on the assigned readings and other course material. Becca will be awarding your score for section

participation based on attendance, your willingness to speak up, and your overall engagement with readings, class activities and projects.

#### VI. Required Books and iClickers

Chudacoff H., J.E. Smith and P.C. Baldwin. (2015) The Evolution of American Society, Upper Saddle River, NJ: Prentice Hall. ISBN: 0-13-386788-6. Eighth Addition  
Jacobs, Jane. (1961). The Death and Life of Great American Cities. New York, Vintage Books. ISBN:067974195X.

**We will be using iClickers in this class. You must register your device. To complete the student registration form, students must GO TO this course's learn@uw site and follow the link on the course homepage**

#### VII. Other Readings

Other readings will be made available on Learn@UW. Please consult the topic schedule below.

#### VIII. Grading

Assignments and activities to be completed as part of this course include:

Assignment	Points
State Street and Capitol Area Tour	100
Park Street Tour	100
Final Project	200
Section	150
In-class activities/Movie Questions/iClickers	100
Quizzes	150
<b>Total</b>	<b>800</b>

Final letter grades for the course will be assigned as below:

Grade	Points	Percent
A	744 - 800	93.0 - 100
AB	712 - 743	89.0 - 92.9
B	664 - 711	83.0 - 88.9
BC	632 - 663	79.0 - 82.9
C	556 - 631	69.5 - 78.9
D	476 - 555	59.5 - 69.4
F	<476	<59.4

#### IX. Class Expectations

No surprises here: Treat one another with respect in your spoken remarks, writings, and other communication. Turn off your cell phone. Listen carefully to one another. Treat any guests and

all community members you encounter, in the classroom and in their neighborhoods, with the utmost respect for them as individuals, for their communities, and for their knowledge about and experience in these places. Threatening behavior of any kind will be handled according to the code of conduct: See: <http://students.wisc.edu/doso/nonacadmisconduct-statement.html>

### **\*\* Special Notes: Field Assignments\*\***

In the active learning exercises, you will be out of the classroom and in the city. The places where you will be working are all relatively safe, and I do not anticipate any particular risks or problems while you are doing fieldwork. Nonetheless, I ask the following:

- Be aware of your surroundings and move away from people, places, or situations that feel uncomfortable or unsafe. **Do not** do your fieldwork after dark!!!
- Be courteous to anyone who inquires about what you are doing and, if asked, explain the project and your activities. You may want to carry a copy of the assignment with you.
- Please carry your Wiscard on all field excursions.

### **Absences / Participation**

I expect you to be present and involved in class. It's that simple.

### **Late Work / Incompletes**

To be considered "on time" work must be turned in during class time or by the close of the Learn@UW dropbox - not later in the day. *Extensions* on papers or incompletes *will not be granted unless exceptional* circumstances require it and *prior arrangements* have been made. See me in extreme cases of medical or personal difficulties.

## **X. IMPORTANT NOTICES**

### **Help!**

When you are confused about course material or expectations – ASK QUESTIONS!! Learning is a collaborative endeavor – most of us learn better when we work in cooperation with other people to master new or difficult ideas. This is why it is so important for you to seek assistance when you are confused. Asking for help well in advance of an assignment due date will increase the likelihood that we can resolve your difficulties. Key learning resources available to you:

UW-Madison Writing Center: <http://www.writing.wisc.edu/>

UW-Madison Library System, including the indispensable Geography Library:  
<http://library.wisc.edu/#books>

UW-Madison Learning Support Services: <http://lss.wisc.edu/>

UW-Madison Division of Information Technology: <http://www.doit.wisc.edu/>

**Students with special needs**

All of us learn in different ways. If you know of any factors in your life that may hinder your ability to learn up to your potential in this course, please notify me at once. If these factors are recognized disabilities under the ADA, please register with the UW-Madison McBurney Disability Resource Center: <http://www.mcburney.wisc.edu/>

**Academic integrity**

Academic honesty and integrity is expected at all times. Academic dishonesty, including but not limited to plagiarism, cheating, or submitting academic work that has previously been submitted (without citation or previous permission of instruction) will be penalized severely. If you have questions about what might constitute a violation of the policy, please see me or review the definitions included in the UW Code of Academic Integrity, available at <http://students.wisc.edu/doso/acadintegrity.html>. Cases of academic dishonesty will be handled according to guidelines described on the University's Policies & Procedures website. All the university rules on plagiarism will apply. For how to avoid doing it inadvertently, see [http://writing.wisc.edu/Handbook/QPA\\_plagiarism.html](http://writing.wisc.edu/Handbook/QPA_plagiarism.html)

**Discussion Section Schedule:**

301: T 4:00-4:50 Science Hall 350

303: W 12:05-12:55 Science Hall 350

302: W 1:20-2:10 Science Hall 350

304: Th 1:20-2:10 Science Hall 350

Unit	Wk	Theme	Date	Topic	In Class	Due	Reads for Week
I. Foundations & Vocabulary	1	The 5 Ws (and 1H) of cities	9/3	What is a City?	Intro to Course		
	2		9/8	Defining/Studying Cities		<b>Quiz 1</b>	Jonas et al; Jacobs Chs. 1&21; Mumford
			9/10	Defining/Studying Cities	Mental Mapping	<b>iClicker Reg</b>	
			S	Intro to Course and Discussion – What is a city?			
II. Brief History of US Cities	3	Uneven Development	9/15	The Industrial Epoch & Cities		<b>Quiz 2</b>	Jonas et. al; Engels CSB Chs 4,5, 6 (148-155); Domosh
			9/17	Early Fordism and Cities			
			S	Discuss Readings; Historical Documents Exercise			
	4		9/22	Governing the Fordist City: Rumor in Detroit		<b>Quiz 3</b>	CSB Chs 7, 8; Domosh
			9/24	Mid 20 <sup>th</sup> C Cities –Suburbanization and Sprawl	<i>End of Suburbia</i>		
			S	Campus Tour			
	5		9/29	Planning for Mid 20 <sup>th</sup> C Cities		<b>Quiz 4</b>	Jacobs Chs TBD CSB Ch 9 to 237; Jonas 61-76
			10/1	Late Fordism to Postfordism	<i>Roger &amp; Me</i>		
			S	Discuss Readings; Form Groups			
III. Exam 1	6	Review/Reflect/Apply 1	10/6	Cities and Cinema	<i>Rog&amp;Me Wksht</i>	<b>Quiz 5</b>	Natter and Jones; Secor
			10/8	<b>EXAM ONE</b>		<b>State St. Tour</b>	
			S	Roger & Me Discussion			
IV. Current Conundra	7	The Puzzle of Neighborhood Change	10/13	Segregation		<b>Quiz 6</b>	Jonas et al.; Massey & Denton, CSB Ch 9 237-251; Obama: AEC
			10/15	Gentrification			
			S	Race in Contemporary US Discussion			
	8	The Puzzle of Racial Violence	10/20	The war on drugs and the carceral economy		<b>Quiz 7</b>	CSB 252-257; Alexander, Domosh
			10/22	Lingering concerns over the Right to the City		<b>Prospectus</b>	
			S	Gentrification Debate; Library Resources			
	9	The Puzzle of Creative Destruction	10/27	Revitalization or Renewal		<b>Quiz 8</b>	Jonas et al; Other TB5
			10/29	Alternative Development Strategies	<i>Hold Ground Wksht</i>		
			S	Evaluate Poster Projects			
	10	The Puzzle of Education	11/3	Spatial Disparities		<b>Quiz 9</b>	Kozol; Lipman; Other TBD
			11/5	Global Cities/Local Training			
			S	Discuss Readings			

			11/12	Environmental Justice	<i>The Garden</i>		Other TBD	
			S	Discuss Readings; Project Development			EJ Exercise	
IV. Exam 2	12	Review/Reflect/Apply 2	11/17	Review in class	<i>The Garden</i> Wksht	<b>Quiz 11</b>	CSB Ch 10 260-267 Guthman; White; Moore; Others TBD	
			11/19	<b>EXAM TWO</b>		<b>Park St Tour</b>		
			S	Discuss Readings; Project Development				
IV. Synthesis & Application	13	Project Preparation	11/24	In-class Workshop		<b>Poster Draft</b>		
			11/26	Thanksgiving				
			S	No sections				
	14			12/1	Office Hours for Projects		<b>Peer Evals</b>	
				12/3	Office Hours for Projects			
				S	Office Hours for Projects			
	15	Group Presentations		12/8	Course Wrap Up/Evals		<b>Final Posters</b>	
				12/10	Final Project Presentations			
				S	Course Wrap up/Evals			
	16	Group Presentations		12/15	Final Project Presentations			



## Bibliography of readings

- Alexander, M. (2012). *The new Jim Crow: Mass incarceration in the age of colorblindness*. New Press.
- Domosh, M., & Seager, J. (2001). *Putting women in place: Feminist geographers make sense of the world*. Guilford press.
- Engels, F. (1996). The great towns. *The city reader*, 46-55.
- Guthman, J. (2011). *Weighing in: obesity, food justice, and the limits of capitalism* (Vol. 32). Univ of California Press.
- Jonas, A. E., McCann, E., & Thomas, M. (2015). *Urban Geography: A Critical Introduction*. John Wiley & Sons.
- Kozol, J. (2012). *Savage inequalities: Children in America's schools*. Broadway Books.
- Lipman, P. (2004). *High stakes education: Inequality, globalization, and urban school reform*. Psychology Press.
- Massey, D. S., & Denton, N. A. (1993). *American apartheid: Segregation and the making of the underclass*. Harvard University Press.
- Moore, S. (2006). Forgotten roots of the green city: Subsistence gardening in Columbus, Ohio 1900-1940. *Urban Geography*, 27(2), 174-192.
- Moore, S. A., Apicella, M., Marston, S. A., & Thompson, M. (2012). Designing nature for learning: School gardens for youth and child education. *Children Youth and Environment*, 22(1), 250-259.
- Mumford, L. (1938). The culture of cities.
- Natter, W., & Jones, J. P. (1993). PETS OR MEAT: CLASS, IDEOLOGY, AND SPACE IN ROCKY MOUNTAIN\*. *Antipode*, 25(2), 140-158.
- Secor, A. (2013). 2012 Urban Geography Plenary Lecture Topological City. *Urban Geography*, 34(4), 430-444.
- The Annie E. Casey Foundation (2014) *Race for Results*. Baltimore, MD Retrieved from <http://www.aecf.org/resources/race-for-results/>
- White, M. M. (2011). Sisters of the soil: Urban gardening as resistance in Detroit. *Race/ethnicity: Multidisciplinary global contexts*, 5(1), 13-28.