

# GEOGRAPHY 305: INTRODUCTION TO THE CITY

Spring 2016: Tuesdays and Thursdays, 2:30-3:45, Ed L196

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Science Hall 243

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## 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. As an ethnic studies class, 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.

### Major Course themes 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

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 downtown 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.

- 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.

- Exams

There are two in-class exams in this class. They are short answer, blue book exams. The first exam will ask you to apply major course concepts covered so far to what you observed on the State Street tour and other course activities/materials. The second exam will have the same format, but will cover the Park Street Tour and additional course material covered since the first exam. It is cumulative, meaning that it will re-visit some of the material you were tested on in Exam 1.

#### 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 May 2nd. Posters will be exhibited and discussed during the last two 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. Jason 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. (2014) The Evolution of American Society, Upper Saddle River, NJ: Prentice Hall. ISBN: 0133867889. **8<sup>th</sup> Edition Required**

Jacobs, J. (1961). The Death and Life of Great American Cities. New York, Vintage Books. ISBN:067974195X.

Jonas, A., E. McCann and M. Thomas (2015) Urban Geography: A critical introduction. Oxford, Wiley Blackwell. ISBN:9781405189798.

**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:

<b>Assignment</b>	<b>Points</b>
State Street and Capitol Area Tour	50
Park Street Tour	50
Exam One	100
Exam Two	100
Final Project	250
Section	150
In-class activities/Movie Questions/iClicker	150
Quizzes	150
Total	1000

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

Grade	Points	Percent
A	930 - 1000	93.0 - 100
AB	890 - 929	89.0 - 92.9
B	830 - 889	83.0 - 88.9
BC	790 - 829	79.0 - 82.9
C	695 - 789	69.5 - 78.9
D	595 - 694	59.5 - 69.4
F	<594	<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:**

TBD

Schedule of topics below.

Unit	Wk	Theme	Date	Topic	In Class	Due	Reads for Week		
I. Defining & Studying Cities	1	The 5 Ws (and 1H) of cities	1/19	What is a City?	Intro to Course		Jonas Chs 1 and 2; Adler		
			1/21	From Personal Experience to Global Relations	Mental Mapping				
			S	Intro to Course					
	2		1/26	The Importance of Social Relations			<b>Quiz 1/ iClicker Reg</b>	Jacobs Chs. 1&22; Mumford; Olds	
			1/28	Globalizing Cities					
			S	Discussion – What is a city?					
II. Brief History of US Cities	3	The History of Uneven Development	2/2	The Industrial Epoch & Cities			<b>Quiz 2</b>	Engels; CSB Chs 4,5,6; Domosh;	
			2/4	Fordism and Cities					
			S	Readings/ historical docs					
	4		2/9	Mid 20 <sup>th</sup> C Cities –Suburbanization and Sprawl	EOS		<b>Quiz 3</b>	CSB Chapter 7, 8; Domosh: Jacobs Chs 2- 12; Zimring; Blomley	
			2/11	Planning for Mid 20 <sup>th</sup> C Cities					
			S	Campus Tour					
	5		2/16	Governing the Fordist City: Rumor in Detroit				<b>Quiz 4</b>	CSB Ch 9 to 237; Jonas Chs 3, 5 and 6
			2/18	The Demise of Fordism	Roger & Me		<b>State St. Tour</b>		
			S	Form Groups					
III. Exam 1	6	Review/Reflect/Apply 1	2/24	Towards a post-Fordist economy	Rog&Me Wksht		<b>Quiz 5</b>	Jones and Natter	
			2/26	<b>EXAM ONE</b>					
			S	Review for Exam					
IV. Current Conundra	7	The Puzzle of Neighborhood Change	3/1	Segregation			<b>Quiz 6</b>	Massey & Denton, CSB Ch 9 237-251; Obama, AECF, Domosh	
			3/3	Gentrification					
			S	Race in Contemporary US					
	8	The Puzzle of Creative Destruction	3/8	Revitalization, Renewal and Eminent Domain			<b>Quiz 7</b>	Jonas Chapters 7, 9 and 12	
			3/10	Alternative Development Strategies	Hold Grd Wksht		<b>Prospectus</b>		
			S	Library Resources					
	9	The Puzzle of Racial Violence	3/15	The carceral economy			<b>Quiz 8</b>	CSB 252-257; Alexander, Gilmore	
			3/17	Lingering concerns over the Right to the City					
			S	Evaluate poster projects					
	10	The Puzzle of Education	3/29	Spatial Disparities: Global Cities/Local Training			<b>Quiz 9</b>	Kozol; Lipman; Sage; TBD	
			3/31	Higher Ed and Urban Development					
			S	Discuss Readings/Group Projects					

	11	The Puzzle of Environmental Justice	4/5	Cities & Nature		<b>Quiz 10</b>	CSB Ch 10: 257-260 Faber & Kimmelberg Robbins et al; Jonas et al, Pulido, Zimring
			4/7	Environmental Justice: From Climate to		<b>Park St Tour</b>	
			S	Project Development/Design Lab Presentation			
IV. Exam 2	12	Review/Reflect/Apply 2	4/12	EJ Continued	Garden Wksht	<b>Quiz 11</b>	CSB Ch 10 260-267 Guthman; White; Moore
			4/14	<b>EXAM TWO</b>			
			S	Project Development/Exam Review			
IV. Synthesis & Application	13	Project Preparation	4/19	Required Group Office Hours with Professor Moore			
			4/21	Required Group Office Hours with Professor Moore			
			S	No sections			
	14		4/26	Professor Olds Available for Consultation on Posters		<b>Poster Draft</b>	
			4/28	Professor Olds Available for Consultation on Posters		<b>Peer Evals</b>	
			S	Project Work and Consultation			
	15	Group Presentations	5/3	Final Project Presentations – Map Library		<b>Final Posters Due by 5PM 5/2</b>	
			5/5	Final Project Presentations – Map Library			
			S	Course Wrap up/Evals			

## Course Bibliography (Subject to Change)

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- Zimring, C. (2015). *Clean and White: A History of Environmental Racism in the United States*. New York, New York University Press.