

GEOGRAPHY 305: INTRODUCTION TO THE CITY

Fall 2017: Tuesdays and Thursdays, 2:30-3:45, Science Hall 180

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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 20th 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. Further, students will gain exposure to the experiences of historically and currently marginalized urban populations.* 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:

- Race and class inequality
- Suburbanization/White Flight
- Race and Class Segregation Historically and Today
- Race, class and gender Inclusion/Exclusion, Visibility/Invisibility, and Public/Private Space historically and today
- The right to the city as a continuing struggle for many groups
- Race, Class and Environmental Justice
- Differential impacts of economic crises and uneven urban development

II. Learning Objectives

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

- Demonstrate awareness of history's impact on the present
 - 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 identify and explain their underlying causes and effects.
 - Apply the lessons of the past to the puzzles of today's cities
- Recognize and question assumptions about current city form, including racial segregation.
- Recognize and question assumptions about the experience of contemporary urban dwellers, particularly as these are shaped by race, class, and gender.
- Gain a consciousness of self and other
- Participate effectively in a multicultural society
 - Embrace your role as a citizen of Madison.
 - Value the positive aspects of American urban culture, including diversity in its many forms.
 - Understand cities as primarily social entities and problems of organized complexity.

III. Major Assignments/Exams

- 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.

- Global Madison Walking Tour
This field study of Madison is an audio guided walking tour. 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 and Bus Tour
The purpose of this exercise is similar to the one above, but you will learn about a part of Madison with a very different history. Beginning at Science Hall and heading south along Park Street, you will walk a transect of the city that has been shaped by a history of ethnic and racial displacement, exclusion, and segregation. You will be asked to compare this history and the current landscape in this part of Madison with that of State Street and the Capitol Area from the first tour.
- Final Group Project: Create your own Walking Tour
You will work in groups assigned by your section TA to design a mini walking tour. Specific directions will be supplied at a later date, but the goal of this assignment is to allow you to creatively apply the concepts and main ideas from the course to the built environment of Madison.
- 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. Other Assignments

- Quizzes:
You will have 13 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 12 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 more depth and in a smaller setting. 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. Your TA will be awarding your score for section participation based on attendance and your overall engagement with readings, class activities and projects.

V. Required Readings

All course readings are available on the Canvas website, under weekly modules. Consult the weekly reading schedule and bibliography below.

VI. TopHat

We will be using TopHat, the student response system currently supported by UW. You will need to buy a subscription, which is \$16 for the semester or \$20 for the year, and works for all classes that are using TopHat. You will receive an invitation from me to join the course at the end of the first week of class.

VII. Grading

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

Assignment	Points
Global Madison Tour	100
Park Street and Bus Tour	100
Make your Own Tour Group Project	100
Exam One	100
Exam Two	100
Section	200
In-class activities/Movie Questions/TopHat	120
Quizzes	180
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

VIII. 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 Canvas 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.

IX. 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

	Week/Theme	Date	Topic	In Class	Due	Readings
I. Defining and Studying Cities	Week 1:	7-Sep	What is a City?			
	Week 2 Social Relations	12-Sep	Cities as Social Relations	Mental Maps	Quiz 1	Jacobs Chapters 1 and 22; Adler excerpts
		Section	Intro to Section/Readings			Massey & Denton Chapter 1
		14-Sep	Approaches to the City	Class Contract	Top Hat	Rothstein p. xv-xvii "Essential Learning in Ethnic Studies"
Jacobs Activity II. History of Uneven Development	Week 3 Industrial Cities (ca.1860-1920)	19-Sep	Early Industrial Cities		Quiz 2	Zimring, p. 51-62
		Section	Discuss Readings/Global Madison Tour			Chudacoff, Smith, Baldwin, p. 83-95
		21-Sep	Industrial Epoch & Cities			Domosh and Seager, p. 67-93
	Week 4 Suburbanization (ca.1920-1940)	26-Sep	Westward Expansion		Quiz 3	Alexander p. 26-35; Engels
		Section	Discuss Readings			Rothstein p. 38-57; p.58-67
		28-Sep	Suburbanization		TOUR 1	"Suburban Commuters, Urban Polluters"-link Scharff
	Week 5 Suburbanization (ca. 1940-1960)	3-Oct	Mid 20 th C Cities		Quiz 4	Rothstein p. 70-75
		Section	Library Mall Activity			Chudacoff and Baldwin p. 394-401; 429-435
		5-Oct	Mid 20 th C Cities	Jacobs Activity		Jacobs (jigsaw Chs. 2,3,5,6,8,9/10-- 6
	Week 6 Fordist Cities (ca1950-1970)	10-Oct	Fordism		Quiz 5	Chudacoff, Smith, Baldwin p. 202-207
		Section	Discuss Readings			Growing up Black in Madison p.80-90
		12-Oct	Race and Rumor in the Fordist City			Chudacoff and Baldwin p.401-402
	Week 7 Post Fordism (ca. 1970-2000)	17-Oct	Deindustrialization	Roger & Me	Quiz 6	Sugrue, p. 124-135; 143-152
		Section	Discuss Readings			Chudacoff, Smith, Baldwin p.221-234
		19-Oct	Post Fordist Development	Movie Qs		Natter & Jones
	Week 8 Segregation (19 th -21 st C)	24-Oct	Segregation at the Millenium	Worksheet	Quiz 7	Race to Equity report
		Section	Review for Exam			Massey & Denton Ch. 4 p.83-114
		26-Oct	EXAM ONE	EXAM ONE		Rugh & Massey, p.621-634 (634-651 optional)
III. Puzzles	Week 9 Gentrification Revitalization	31-Oct	Gentrification and Right to the City		Quiz 8	Smith, Preface and Ch. 3
		Section	Gentrification Debate			Slater, "Gentrification of the City" p.571-595
		2-Nov	Revitalization, Renewal,Eminent Domain		TOUR 2	Smith, Darren, Hubbard
	Week 10 Alternative Development	7-Nov	Neighborhood based strategies	Holding Ground	Quiz 9	Imagine Madison--link
		Section	Prep for Imagine Madison Visit			Jennings
		9-Nov	Imagine Madison Visit	Movie Qs		Campbell & Salus Community Groundworks website
	Week 11: Education	14-Nov	Racial Disparities and Urban Schooling		Quiz 10	Kozol
		Section	Discuss Readings			Lipman
		16-Nov	Education and Cities	Worksheet		Hannah-Jones-link
	Week 12: Incarceration Policing	21-Nov	Cities, Citizens and the Carceral	Movie Qs	Quiz 11	Alexander Ch. 5
		Section	No Section (Thanksgiving)			Break the Cycle film-link
		23-Nov	No Class (Thanksgiving)			How Baltimore became Baltimore-link
	Week 13: Environmental Justice	28-Nov	Cities and Nature		Quiz 12	Faber & Kimelberg
		Section	Katrina Exercise			Pulido
		30-Nov	Environmental Justice			Robbins, Hintz & Moore
	Week 14: Environmental Justice Part II	5-Dec	Race, Class, and Food		Quiz 13	White
		Section	EJ Mapper Exercise			Moore et. al
		7-Dec	Review for Exam/Share Tours		Final Tour	Russell & Heidkamp
	Week 15	12-Dec	EXAM TWO	EXAM TWO		

Course Bibliography (Subject to Change)

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Learning Objectives by Week for Readings
Week 2
Approach cities with a critical eye to how they function in everyday life
Understand racial segregation as a persistent problem in cities
Question prevalent terminology used to describe racially diverse or homogenous places
Week 3
Understand patterns of migration and urban growth in industrial cities
Grasp the ways racial hierarchy was institutionalized in the late 19th and early 20th century
Recognize how cities dealt with social anxiety about the new mixing of people of different race, gender, and class backgrounds
Week 4
Understand how racial segregation was enforced through legal, governmental tools including zoning and HOLC redlining
Grasp the effects of early automobiles on non-dominant groups including suburban women and African American urban poor
Acquire tools for “reading the landscape”
Week 5
Understand push and pull factors of white postwar suburbanization, including blockbusting and government loans
Recognize the different financial experiences of African Americans’ and white Americans’ paths to homeownership in the postwar era.
Appreciate connections between the built environment, diversity, and social interaction
Week 6
Understand effects of urban renewal on individuals living in urban areas targeted for slum clearance
Explain causes of deindustrialization in major urban cities, including Detroit
Realize the different effects of deindustrialization on different groups, including young and old, African American and white.
Week 7
Recognize causes and consequences of emerging “dual cities”
Identify new industries cities have turned to for economic revitalization in the post-Fordist era
Appreciate the goals and impacts of documentary film for explaining urban phenomena
Week 8
Critically examine the gap between professed commitment to racial equality and the reality of racial disparities that persist today
Identify ways that the “color line” is maintained in housing, despite anti-discrimination laws
Understand the role of racial segregation in the 2008 housing crisis

Week 9
Explain different causes and effects of gentrification, including the rent gap theory
Gain a consciousness of the different impacts of gentrification for long-time residents and newcomers
Examine parallels between gentrification and “studentification”
Week 10
Identify tools communities can use to maintain affordable housing
Recognize challenges involved in alternative development and housing initiatives
Gain understanding of the comprehensive planning process
Week 11
Understand discrepancies in funding and student experience between urban and suburban schools
Connect curriculum in segregated schools to the functioning of the “dual city” economy
Identify barriers to school integration, including the history of school segregation, desegregation, and resegregation.
Week 12
Identify parallels between the Jim Crow era and the era of mass incarceration
Recognize the effects of mass incarceration in communities of color
Explain the concept of structural racism
Week 13
Recognize the concept of environmental racism as a structural problem, involving white and minority communities alike.
Explain women’s role in the environmental justice movement
Understand environmental gentrification as an unintended consequence of environmental justice successes
Week 14
Identify the multiple benefits of urban gardening, beyond providing food itself
Recognize the many factors that contribute to urban food access
Draw connections between histories of racial segregation and health