

# GEOGRAPHY 305: INTRODUCTION TO THE CITY

Spring 2018: 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 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. 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 half multiple choice and half short essay answer. 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 12 on-line reading quizzes designed to test your reading comprehension. These quizzes will be available on Canvas until 12 NOON on the due date. You may drop your lowest score, so 11 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 Tophat 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. **You will be allowed one unexcused absence without it affecting your section grade. After that, each absence will result in the deduction of 10 points.**

## 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:

<b>Assignment</b>	<b>Points</b>
Global Madison Tour	100
Park Street and Bus Tour	100
Make your Own Tour Group Project	100
Exam One	100
Exam Two	100
Section (13 meets x 10 points) + 70 activity points	200
In-class activities/Movie Questions/TopHat	135
Quizzes	165
<b>Total</b>	<b>1000</b>

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: <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)

	Week/Theme	Date	Topic	In Class	Due	Readings
I. Defining and Studying Cities	Week 1: Social Relations	23-Jan	What is a City?			Jacobs Ch 1 (pp1-9); Ch 22
		25-Jan	Cities as Social Relations	Mental Maps	Top Hat	Massey & Denton Ch 1 Rothstein p. xv-xvii
		Section	Intro to Section/Readings			"Ethnic Studies": Adler
II. History of Uneven Development	Week 2 Industrial Cities	30-Jan	Cities as Social Relations Continued		Quiz 1	Engels Zimring, p. 51-62
		1-Feb	Early Industrial Cities/Westward Growth	Class Contract		Domosh and Seager, p. 67-93
		Section	Discuss Readings/Global Madison Tour			Alexander p. 26-35;
	Week 3 The Spatial Layout of Industrial Cities	6-Feb	Industrial Epoch and Cities		Quiz 2	Rothstein Chs 3, 4
		8-Feb	Early Suburbanization			Friedrickson Scharff Schein
		Section	Discuss Readings			
	Week 4 Segregation and Suburbanization	13-Feb	Mid 20 <sup>th</sup> C Cities		Quiz 3	Rothstein p. 70-75
		15-Feb	Mid 20 <sup>th</sup> C Cities	Jacobs Activity		Chudacoff and Baldwin p. 394-401; 429-435
		Section	Jacobs Activity			Jacobs TBA
	Week 5 Fordism (ca 1930-1970)	20-Feb	Fordism		Quiz 4	"Reading Urban Landscape
		22-Feb	Race and Rumor in the Fordist City		TOUR 1	"Chudacoff, Smith, Baldwin p. 202-207 Harrison p.80-90
		Section	Library Mall Activity			Chudacoff and Baldwin p.401-402
	Week 6 Post-Fordist Cities (ca. 1970-2000)	27-Feb	Deindustrialization		Quiz 5	Sugrue, p. 124-135; 143-152
		1-Mar	Post Fordist Development	Roger & Me		Chudacoff, Smith, Baldwin p.221-234 1967 riots interview-link
Section		Discuss Readings			Natter & Jones	
Week 7 Segregation (19 <sup>th</sup> -21 <sup>st</sup> C)	6-Mar	Segregation at the Millennium	Movie Qs	Quiz 6	Race to Equity report	
	8-Mar	<b>EXAM ONE</b>	<b>Exam One</b>		Massey & Denton Ch. 4 p.83-114 Rugh & Massey, p.621-634 (634-651 optional)	
	Section	Review for Exam				
III. Puzzles	Week 8 Gentrification/ Displacement	13-Mar	Gentrification and Displacement		Quiz 7	Smith, Preface and Ch. 3
		15-Mar	Gentrification Continued			Slater, Smith, Darren, Hubbard
		Section	Gentrification Debate			Schneider
	Week 9 Revitalization Re/Development	20-Mar	Renewal and Eminent Domain		Quiz 8	Imagine Madison--link
		22-Mar	Neighborhood based strategies	Holding Ground		Jennings Sklar
		Section	TBD			
	Week 10 Education	3-Apr	Education and Cities		Quiz 9	Kozol
		5-Apr	Racial Disparities and Urban Schooling	Worksheet	TOUR 2	Lipman Hannah-Jones-link
		Section	Discuss Readings			
	Week 11 Incarceration Policing	10-Apr	No class – worksheet on your own		Quiz 10	Alexander Ch. 5
		12-Apr	No class – worksheet on your own	Movie Qs/Wkst		Break the Cycle film-link How Baltimore became Baltimore-link 13 <sup>th</sup> link
		Section	No section			
	Week 12 Environmental Justice	17-Apr	Cities and Nature		Quiz 11	Faber & Kimelberg Pulido
		19-Apr	'Natural' Disasters and Cities			Robbins, Hintz & Moore
Section		TBD				
Week 13 Environmental Justice Part II	24-Apr	Environmental Justice		Final Tour	White	
	26-Apr	Race, Class, and Food		Quiz 12	Moore et. al Russell & Heidkamp	
	Section	Present Tours				
Week 14	1-May	Review for Exam		Peer/Group Final Tour	Evaluations	
	3-May	<b>EXAM TWO</b>	<b>EXAM TWO</b>			
	Section	Review and Evaluations				

## Course Bibliography (Subject to Change)

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