

**GEOGRAPHY 305**  
**Introduction to the City: Considering the Role of Race**  
**Spring 2019**

**Instructor: Dr. Jenna M. Loyd**

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**Office: Science Hall 404**

**Office hours: W 12-1, Th 11-12, and by appointment**

**Pronouns: she/her/hers and they/their/theirs**

**Lecture: T/Th 2:30-3:45 PM**

**Lecture location: Science Hall 180**

**Course credits: 4 units**

**Honors option**

**Teaching Assistants**

**Office hours:** Tuesday 12:00pm – 2:00pm

**Section times:**

Section 305 – Wed 12:05 – 12:55 Rm 350

Section 306 – Wed 1:20 – 2:10 Rm 350

Section 307 – Thurs 12:05 – 12:55 Rm 350

Section 308 – Thurs 1:20 – 2:10

**Pronouns:** he/he/his and they/their/theirs

301: Tues 4-4:50 Rm 350

302: Tues 5-5:50 Rm 350

303: Wed 9:55-10:45 Rm 350

304: Wed 11:00-11:50 Rm 388

she/her/hers and they/their/theirs

**Course Description**

This course provides an introduction to the development of and life in US cities. As a course that fulfills an Ethnic Studies Requirement (ESR), we focus on how the development of cities and city life have been tied up with issues of racism and race. We will explore how race and racism have been parts of policies shaping patterns of urban development, living conditions, and understandings of inclusion and justice.

This course takes a historical approach to US cities for two reasons. First, and most simply, cities have been built over time. A wide range of actors from elected officials, to policy makers, private investors and corporations, intellectuals, large scale social movements, and more have shaped the economic, social, and ecological life of cities. The second reason this course approaches the city historically is because contemporary discussions of segregation, mobility and displacement, environmental toxins, and access to quality schools and good work (to name a few issues) often neglect the histories that are embedded in the urban forms that we all (albeit differently) encounter.

Contemporary debates over memorialization in public spaces, reparative justice, and visions for more just urban futures make reference to specific understandings of the past. We will engage with these histories to better understand how historical conflict and cooperation are embedded in the urban form, and to explore different approaches to creating more just urban futures in policy, social thought, and cultural production. Interdisciplinary course materials will draw from the fields of geography, critical ethnic studies, Indigenous studies, and history. We will engage with memoir, video, audio, primary historical texts, guided tours and observations, and historical and social scientific writings.

**CONTENT NOTE:** The spectacular and everyday violence of racism is difficult to observe, discuss, and confront. Histories and current realities of racism are physically and emotionally taxing to live through and grapple with. We will be working through such past and present experiences in this class, and there may be materials that provoke discomfort or more difficult emotions. These emotions are part of our urban lives, as are creative ways of responding. This class aims to create a space in which different emotional, analytical, and creative responses to course materials and individual experiences can be expressed. There are many more than two sides to the issues we'll be discussing, and my aim is that the class provides a space to reflect upon the power dynamics of knowledge, conflicting experiences, competing claims to urban futures, and the possibilities for solidarity across sometimes incommensurable differences.

**Prerequisites:** soph standing

### **Course Learning Outcomes**

The Undergraduate Ethnic Studies General Education Requirement is part of the University's commitment to "fostering and understanding and appreciation of diversity," and to "better prepar[ing] students for life and careers in an increasingly multicultural U.S. environment" (<https://gened.wisc.edu/sites/gened.wisc.edu/files/documents/FacDoc1736.pdf>). There are four learning objectives for Ethnic Studies (ESR) courses. The learning objectives for this course are detailed below the ESR objectives (in **bold**) and descriptions (in *italics*). By the end of this class, students will be prepared to:

**Awareness of History's Impact on the Present** - *Ethnic Studies courses highlight how certain histories have been valued and devalued, and how these differences have promulgated disparities in contemporary American society.*

- Explain the major economic, social, and political forces shaping patterns of development of US cities.
- Compare the continuities and differences between past and present political and economic dynamics (including government policies) that have contributed to urban segregation, social exclusion, and political disenfranchisement.
- Discuss the politics of public memorialization and how struggles over monumentalization or commemoration are tied to struggles over public space and urban life.

**Ability to Recognize and Question Assumptions** – *Ethnic Studies courses promote recognition and application of critical thinking skills, specifically with respect to teaching students to harbor a healthy skepticism towards knowledge claims, whether in the form of media, political, or popular representations, primarily as these relate to race and ethnicity. As part of this process, the ESR should challenge students to question their own assumptions and preconceived notions on these topics.*

- Discuss different definitions of racism and explain the role these definitions have played in political and cultural debates over social inclusion and economic opportunity.
- Discuss the general contours of arguments for decolonization and reparations, and articulate the relevance that these arguments have for US cities today.

**A Consciousness of Self and Other** - *Awareness of self is inextricably linked with awareness of and empathy towards the perspectives of others. In constructing a space for this kind of discussion in their classrooms, Ethnic Studies courses give students an opportunity to think about identity issues, including their own identity, as well as the connections they might have to people “outside” their focused social circle.*

- Develop an understanding of one’s social position and how that helps to shape one’s own experiences and interpretations of the city and current debates of race and racism.
- Recognize the cultural, social, and scholarly contributions made by people of color and Indigenous people to urban life, social thought, and culture.

**Effective Participation in a Multicultural Society** – *Ethnic Studies courses should be relevant to students’ “lives outside the classroom”, and pursuing the objectives above should not only lead to student behavioral change, but to action in the real world. The ESR should ultimately engender in students the ability to participate in a multicultural society more effectively, respectfully, and meaningfully. This participation may be as mundane as being able to discuss race with a colleague or friend, or to recognize inequities in interpersonal, institutional, or other contexts.*

- Critically discuss the power dynamics and multiple sides of debates over complex urban issues (such as gentrification, memorialization, policing).
- Develop a policy or cultural project that contributes one element of a broader plan for advancing a more just urban future that acknowledges and seeks to transform past and present conflict(s).

### **Required Texts**

- Assigned readings and films will be available on the course Canvas site. Lectures will complement but not duplicate required course materials. *For best preparation to engage in the lectures, please read, read, view or listen to materials assigned for the day prior to lecture.*

### **Course Requirements & Assessments**

To meet course objectives, students are expected to do/complete the following. Full details on these activities and assignments will be provided in class.

**1. Participate in discussions in sections and lectures (20% of grade)**

Class discussions and activities are designed to help you explore concepts, integrate course materials and research activities, and learn from your classmates. Please come to class each meeting prepared to discuss the readings, share your process of learning and self-reflection, and to listen to and engage with your peers' contributions. Section attendance is mandatory and your participation will be assessed. You may miss one section without affecting your participation grade.

TAs will score each student's level and depth of participation after *each* section based on the criteria established by TAs detailed in their syllabi. Participation grades to date will be posted approximately midway through the semester.

**2. Guided reflections (15%)**

There will be four short (1-3 pages) guided reflection papers that ask you to engage with course materials in a directed fashion. More details on each reflection will be provided at least two weeks before each deadline. The lowest reflection score will be dropped.

**3. Public meeting & reflection (15%)**

While not the only site where important decisions are made about city governance and development, formal deliberative spaces are important places to observe how decisions are made, who is involved, and the terms of debate over any given issue. You will attend a public meeting convened by a local government body (such as the Common Council, Board of Supervisors, School Board, or one of their subcommittees). You will take notes during your time at the meeting and submit a guided reflection.

**4. First Nations Cultural Landscape Tour (15%)**

Humans have called the shores of Waksikhomik (Lake Mendota) home for 12,000 years. And the University of Wisconsin-Madison is proud to claim "more distinct archaeological sites than on any other university campus in the country—maybe even in the world!" By reflecting on our deep human history, and the environmental and social transformations of our place, this tour will discuss our community's relationship with First Nations and the transformation of Dejope (Four Lakes) into Madison.

**5. "Gramming" the past and future city group project (20%)**

This group project employs the idea of an Instagram social media platform featuring images, short textual descriptions, and hashtags to think through the histories and potential futures of a particular place. This place could be well-known or obscure, a tiny space or vast metropolis, and will include elements of history, difference or conflict, and speculation about how this place might be different in the future. Groups will create an overarching idea or narrative, and each individual in the group will be responsible for researching, finding or photographing images, and writing specific text for their portion of the overall project. More details on this assignment will be provided.

**6. Final exam (15%)**

The cumulative final examination will be a combination of multiple choice, short answer, and essays covering all course lecture and reading materials.

**Grading**

Grades will be based on the following scale:

Percent	Letter Grade
93 – 100%	A
88 – 92.9%	AB
83 – 87.9%	B
78 – 82.9%	BC
70 – 77.9%	C
60 – 69.9%	D
0 – 59.9%	F

### **Late Assignment Policy**

Students are expected to submit assignments by the time and date indicated on the assignment. Assignments handed in after the due date will be deducted 10% for each day that it is late. Only in exceptional circumstances will late submissions without deduction be considered.

### **Classroom Conduct & Academic Integrity**

This course involves issues on which there are multiple strongly held beliefs and competing ethical, moral, and personal frameworks. Students may find some material to be personally, ethically, or politically challenging. There will be differences in life experience, opinion, and analysis. In the classroom, we will strive to discuss differences by using concrete examples and evidence, and by articulating specific normative frameworks.

By enrolling in this course, each student assumes the responsibilities of an active participant in UW-Madison’s community of scholars in which everyone’s academic work and behavior are held to the highest academic integrity standards. Academic misconduct compromises the integrity of the university. Cheating, fabrication, plagiarism, unauthorized collaboration, and helping others commit these acts are examples of academic misconduct, which can result in disciplinary action. This includes but is not limited to failure on the assignment/course, disciplinary probation, or suspension. Substantial or repeated cases of misconduct will be forwarded to the Office of Student Conduct & Community Standards for additional review. For more information, refer to <https://conduct.students.wisc.edu/academic-integrity/>.

### **Disability Accommodations**

The University of Wisconsin-Madison supports the right of all enrolled students to a full and equal educational opportunity. The Americans with Disabilities Act (ADA), Wisconsin State Statute (36.12), and UW-Madison policy (Faculty Document 1071) require that students with disabilities be reasonably accommodated in instruction and campus life. Reasonable accommodations for students with disabilities is a shared faculty and student responsibility. Students are expected to inform me by email of their need for instructional accommodations **by the end of the third week of the semester**, or as soon as possible after a disability has been incurred or recognized. I will work either directly with the student [you] or in coordination with the McBurney Center to identify and provide reasonable instructional accommodations.

Disability information, including instructional accommodations as part of a student's educational record, is confidential and protected under FERPA. For more information, see the McBurney Disability Resource Center <https://mcburney.wisc.edu/>.

**Religious Beliefs Accommodations**

Students are permitted to make up an examination or other academic requirement at another time or by an alternative method when there is a scheduling conflict between the student's sincerely held religious beliefs and taking the examination or meeting the academic requirements. Please notify the instructor **within the first two weeks** of the beginning of classes of the specific days or dates on which he or she will request rescheduling for an examination or other academic requirement. For more information, see <https://kb.wisc.edu/page.php?id=21698>.

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**Credit Hours**

This course meets credit hours using the traditional Carnegie definition of credit hours: One hour (i.e. 50 minutes) of classroom or direct faculty/instructor instruction and a minimum of two hours of out of class student work each week over approximately 15 weeks, or an equivalent amount of engagement over a different number of weeks.

**Course Map & Unit-Level Learning Objectives**

Date	Lecture or Section Topic	Reading	Projects Due
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### 1. Theoretical Foundations

- Define the concepts *settler colonialism*, *racial capitalism*, *uneven development*, and *racial triangulation*
- Explain how Cronon’s account of the relationship between the city and the country differs from Turner’s frontier thesis
- Discuss differences in the meanings of *land* from settler colonial and Indigenous perspectives
- Explain how thinking about place as relational differs from thinking about place as a container
- Provide an example of how space can be racialized

#### Week 1: What is a city? What is a just city?

Jan 22	Introducing the course and historical memory	Rose-Redwood & Alderman	
Jan 24	Introducing social structure and right to the city	Young	

#### Week 2: Chicago: Frontier mythologies

Jan 29	Settling the city	Cronon	
Jan 31	Introducing settler colonialism & decolonization	Power; Tuck & McKenzie	
Feb. 1		Consider attending Ojibwe Winter Games	Guided Reflection 1 DUE

#### Week 3: San Francisco: Uneven geographies & the racialization of space

Feb. 5	Uneven geographies of slavery & empire	Walker, “At the crossroads” & “Landscape & city life”	
Feb. 7	Introducing racialization of space	Kim, pp. 105-116; Melamed [honors]	

### 2. Building Urban Landscapes & Reshaping Race

- Discuss how Du Bois challenged dominant late 19<sup>th</sup> views on race
- Describe Progressive Era policies contributed to reshaping the urban form
- Describe the elements of a Fordist city
- Describe how local and federal policies of the 1920s-1940s contributed to racial residential segregation then and in subsequent decades

#### Week 4: Political geographies of race and rights

Feb 12	Jim Crow & Late-19 <sup>th</sup> century understandings of race	Du Bois	
Feb 14	Reconstruction & Jim Crow	<i>Ida B. Wells: A Passion for Justice</i>	

		(Note: this documentary includes scenes and discussion of lynching)	
Feb. 15			Guided Reflection 2 due
<b>Week 5: Jim Crow &amp; the Industrial City</b>			
Feb 19	Jim Crow & Industrial Chicago	Abu-Lughod	
Feb 21	New York: Progressive Era urban reforms	Mink	
Feb 22	Attend lecture by Kelly Lytle Hernandez		
<b>Week 6: Policies contributing to the segregated city</b>			
Feb 26	Zoning & racial property	Rothstein, ch. 3; Freund (honors)	
Feb 28	Racial covenants & reforms shaping residential segregation	Rothstein, chs. 4-5	
Section	Discuss Madison's HOLC map		Guided Reflection 3 Due
<b>Week 7: WWII cities &amp; the contested meanings of the suburbs</b>			
March 5	Post-war (re)development & debates over the (sub)urban form	Jacobs; Nicolaidis (honors)	
March 7	Welfare reforms & struggles over (public) housing	<i>The Pruitt-Igoe Myth</i> documentary	
<b>3. Debating Urban Crisis</b>			
<ul style="list-style-type: none"> <li>• Define the terms: <i>Keynesianism</i>, <i>neo-liberalism</i>, and <i>austerity</i></li> <li>• Discuss the social, economic, and political forces that contributed to disinvestments in public housing</li> <li>• Discuss the economic and policy shifts contributing to increased houselessness since the late 1970s</li> <li>• Discuss the roles of policing in urban crisis</li> <li>• Discuss how the ideology of the frontier has recurred in discussions of gentrification</li> <li>• Discuss some of the shifts in the social landscapes and meanings of the suburbs from the end of WWII to the present</li> </ul>			
<b>Week 8: Post-WWII social movements reshape the city</b>			



Mar 12	Mid-century urban Native America	Dunbar-Ortiz	
Mar 14	Civil Rights & the Second Reconstruction	<i>The Promised Land, 1967-1968</i> documentary	
Mar 15			Guided Reflection 4 Due
<b>Spring Break March 16-24</b>			
<b>Week 9: Neoliberal urban reforms</b>			
Mar 26	The Rise of Houselessness	Mitchell	
Mar 28	New York: Gentrification & policing	Smith	<i>Public Hearing Reflection DUE</i>
<b>Week 10: Policing urban crisis</b>			
Apr 2	Los Angeles: Economic polarization & policing	Davis	
Apr 4	NO CLASS ATTEND FIRST NATIONS TOUR		
<b>4. Land &amp; More Livable Urban Futures</b>			
<ul style="list-style-type: none"> <li>• Define the terms: <i>environmental racism</i> and <i>environmental justice</i></li> <li>• Describe some of the creative strategies to create affordable housing and resist displacement</li> <li>• Discuss how (sub)urban spaces figure in Coates's case for reparations</li> <li>• Discuss the roles of history and place in reshaping urban spaces and politics</li> </ul>			
<b>Week 11: International migration &amp; border cities</b>			
Apr 9	Border cities	Anzaldúa; <i>Maquilapolis</i> documentary	
Apr 11	Making new homes	Yang	<i>Proposal for final project due</i>
<b>Week 12: Strategies for making housing affordable</b>			
Apr 16	Financial crisis & housing affordability	<i>Complete Poverty, Profits and Politics</i>	<i>First Nations Tour due</i>
Apr 18	Creative struggles for housing & the city	Shaw chap. 8	
<b>Week 13: Interpreting the past &amp; imagining the future</b>			
Apr 23	Revisiting historical memory	Wang	
Apr 25	What do reparations have to do with the city?	Coates	
<b>Week 14: Race, indigeneity &amp; planning for the future</b>			

Apr 30	Revisiting decolonization	Whyte, Caldwell & Schaefer	
May 2	Practicing speculative futures	Corbin	<i>“Gramming” the Past &amp; Future City project DUE</i>
May 8	Final Exam 2:45-4:45pm		