** REVISED 2/15 **

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Office Hours: Monday 2:30 – 3:30, Thursday 1:30 – 2:30, and by appointment

Course Description:
Urban geographers traditionally have examined both the “internal” and “external” structure of cities in order to understand urbanization. The “external” focus examines links among cities and the development of urban systems while the “internal” approach considers patterns and processes occurring within cities. In this class, our focus will be on the spatial structure of cities with a concentration on urban environments and the (re)production of inequality. We will begin the course with a consideration of key theoretical approaches within urban geography. The remainder of the course will be organized around themes of particular interest to urban geographers, including neoliberal restructuring and urban governance, difference, urban poverty and inequality, bodies and public space, and communities and contestation. Our focus will be predominantly on the North American experience.

Objectives:
- To develop an appreciation of key geographic approaches to theorizing the city.
- To introduce you to important work on urban social processes, urban political economy, and urban inequality from a geographic perspective.
- To further develop your skills of critical analysis and your oral and written communication techniques.

Required Materials
  - This book is available used and new online from Amazon and Borders.
  - NOTE: You can use the First Edition (2002), but pages may not correspond.
- The bulk of the course readings are journal articles that will be posted on D2L (http://d2l.uwm.edu) at least at one week in advance of their assigned date. Please check the site regularly for readings, course announcements, discussions and materials.

Assignments and Course Evaluation:
Your final grade will be determined based on the following aspects:
Participation and Weekly Response Papers: Active participation in this class is essential. This necessitates coming to class prepared and ready to discuss the course material. For each day of class, you are expected to write a one-page reaction to the articles assigned for the week. Each response must include 2 or 3 questions to inform our class discussion. A separate handout will explain the sorts of details you should address in these reactions. You will be responsible for sharing your reactions with your classmates via the course D2L website by 11:59 on the day before the class session (i.e. on Wednesday by 11:59pm). In order to receive credit, a hardcopy of your response must also be handed in at the beginning of each class. Discussion facilitators will be required to review these reaction papers; these can help identify important themes and questions for discussion. Everyone else should endeavor to review these as well, both to learn from your classmates’ responses and to stimulate discussion.

Response Paper Assessment: You will be graded with a √+, a √, or a √- based upon your engagement with the week’s reading materials and themes. I don’t assign points or letter grades because the papers are meant to facilitate your participation and your understanding of the course readings. A √+ indicates stellar work with very strong engagement with the material and excellent writing and grammar. A √ is assigned to standard or typical work with room for improvement or to analyses that are strong in content but have many typos, misspellings, or grammar mistakes. A √- indicates that you have written a weak response paper that does not conform to the response paper guidelines, fails to adequately engage with the assigned readings, or contains poor writing and grammar. NOTE: If you receive one or more √-, it is in your best interest to come and see me to discuss your response papers.

Discussion Facilitation: To help move our discussions along, students will sign-up to be a co-facilitator for each class meeting. EACH OF YOU WILL BE REQUIRED TO DO THIS TWICE. THE WEEK THAT YOU FACILITATE, YOU ARE NOT RESPONSIBLE FOR HANDING IN A RESPONSE PAPER. The task of the facilitators will be to provide us with relevant background information, a thorough overview of the readings for the week, and to produce a series of specific discussion questions for us to think about and, well, discuss. NOTE: It is not the job of the facilitator to completely understand and explain every aspect of each reading for the rest of the class. Rather, the facilitators are responsible for getting things going and stimulating our thoughts and ideas. The facilitators should cull through class reaction papers posted on D2L in order to identify key themes and produce and distribute at least 3 discussion questions for each reading. Discussion facilitation can be creative! I’ve had students introduce a week’s topic with music (songs that reflect the themes), film clips, group activities, etc. I encourage you to discuss any ideas, questions, discussion strategies, etc. with me prior to your class discussion.

Final Paper Project: Because many of you are at different stages of your graduate careers and have potentially diverging interests from the course’s primary themes, you have three options for your final paper project:
1. **Literature Review** – Conduct a literature review of a current urban geography literature on a topic of your choosing and work to relate this topic to the themes of this course.

2. **Term Paper 1** – This term paper should build from your own interests – whether it relates to your own research, or just a general interest in a particular urban issue or event - as well as, the themes of the course. The paper should analyze your selected topic through the lens of current debates in the field and the issues we have discussed in class.

3. **Term Paper 2** – If one of our weekly topics stands out to you as particularly interesting, you may choose to write a term paper focusing on an expanded analysis of this theme – you might examine this theme in more depth or you may want see how other disciplines or methodological approaches have been used to investigate this topic.

You should inform me of your final paper project choice no later than **MARCH 31.** And please come and see me if you’d like to discuss potential topics.

### Grade Breakdown:
- Participation: 20%
- Weekly Response Papers: 30%
- Discussion facilitation: 20%
- Final Paper Project: 30%

The percentage necessary to receive certain grades will be no higher than the following: 93% (A), 90% (A-), 85% (B), 80% (B-), 75% (C), 70% (C-), 65% (D), 60% (D-)

### Course Policies:
- **COURSE POLICIES:** I expect you to be respectful, prepared, and involved in the course and you can expect the same from me. An atmosphere of respect and a shared consideration for the wide variety of backgrounds and experiences brought to the classroom are our best resources for exploring the many issues raised by the readings and in our discussions. We all have a responsibility to ensure that an open and welcoming classroom environment is maintained. **Repeated absences and failure to participate in discussions will be noticed and will impact your grade.**

- **GRADING POLICY:** Except in the case of a verifiable medical or family emergency precluding timely submission, **LATE WORK WILL NOT BE ACCEPTED.** Please come and talk to me in the event of a life or health emergency. Grade appeals must be submitted in writing.

### Other Important Policies
- **Accommodations:** To request academic accommodations due to a specific health issue, please contact the UWM Student Accessibility Center and inform me as soon
as possible about special accommodations so that I can best meet your needs. Student Accessibility Center, Mitchell Hall Room 112, (414) 229-6287, http://www4.uwm.edu/sac/

- **Academic Integrity:** Plagiarism, cheating, and other misconduct are serious violations of your contract as a student and I will consider them as such. You are expected to know and follow the University’s guidelines: http://www.uwm.edu/Dept/OSL/DOS/conduct.html. You are guilty of cheating whenever you present as your own work something that you did not do. You are also guilty of cheating if you help someone else to cheat. Buying, copying, or quoting work without proper citation will result in serious consequences.

**Course Agenda and Schedule of Topics:**
NOTE: The outline may be subject to change (with advance warning) so please assume responsibility for keeping up with classroom announcements.

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<tr>
<th>Week 1: January 24</th>
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<tr>
<td><strong>Introductions</strong></td>
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<tr>
<td>You, me, the class.</td>
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<tr>
<td>- Syllabus discussion</td>
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<tr>
<td>- Sign- up for facilitation</td>
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<td>- Sign- up for snacks</td>
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**Foundations**

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<th>Week 2: Jan 31</th>
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<tr>
<td><strong>Theorizing the City:</strong></td>
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<tr>
<td>The Chicago School, Urban Ecology, and Modern Theories of Urban Form</td>
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Classic Texts from Chicago School of Urban Sociology:
- Simmel, G. The Metropolis and Mental Life, in *The Blackwell City Reader, 2nd Ed*, pp 103-110.

Additional Suggested Reading:

### Week 3: Feb 7

**Theorizing the City:**

Postmodern Urban Theory and Critical Approaches to Urban Geography

- Jacobs, J.M. 1993. The City Unbound: Qualitative Approaches to the City. Urban Studies, 30, 4-5, pp 827-848

**Additional Suggested Reading:**

### Week 4: Feb 14

### Week 5: Feb 21

**Suburbanization, Urban Renewal, and Beyond**

Urban Political Economy

Week 6: Feb 28
Urban Economies and Neoliberal Urbanism


Week 7: March 6
Neoliberalism Governance and Public/Private Partnerships


Divisions and Difference

Week 8: March 13
Gentrification and the Revanchist City

- Perez G.M. 2010. The other "real world" gentrification and the social construction of place in Chicago *Urban Anthropology* v31 n1
Week 9: March 20
SPRING BREAK: NO CLASS!

Week 10: March 27
Welfare/Workfare: Racialized and Gendered Poverty


Additional Recommended Reading:
- Wilson, WJ. from The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy. In The Blackwell City Reader, 2nd Ed. pp 186-192.

Additional Recommended Reading:

Bodies, Space, and Power

Week 11: April 3
Housing and Segregation


Additional Recommended Reading:

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<th>Week 12: April 10</th>
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<td>Gender, Sexuality, and Urban Space</td>
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<th>Week 13: April 17</th>
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<td>Public Space/Private Space &amp; The Right to the City</td>
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<tr>
<td>- Varsanyi, M W (2008) Immigration Policing Through the Back Door: City Ordinances, the “Right to the City”, and the Exclusion of Undocumented Day Laborers. Urban Geography 29 (1), 4-28</td>
</tr>
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Additional Recommended Reading:
- Harvey, D 2003. The Right to the City. *International Journal of Urban and Regional Research* Volume 27.4

Week 14: April 24  
**Carceral Urban Systems: Prisons & Crime**


Additional Recommended Readings:

**Communities and Contestation**

Week 15: May 1  
**Neighborhood, community, and difference**


Week 16: May 8  
**Commemorating our ‘Community’**

- Paper turn in and potluck

**Have a great summer!**