

GEOG 945/URB STD 945: The Internal Structure of the City

Spring 2018

Tu 3:00PM – 5:40PM – Bolton 487

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Office Hours: Tu & Th, 1-2, 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 social and spatial structure of cities with a concentration on urban environments and the (re)production of racialized, gendered, and classed 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, social difference and its intersections poverty and precariousness, and embodiment, placemaking, and community. We will develop a framework that considers urban processes as produced through a range of scales. Our focus will be predominantly on the North American experience.

Course Objectives:

1. To develop an understanding of key periods of urban thought and approaches to theorizing the city, particularly within the field of geography.
2. To introduce you to important work on urban social processes, urban political economy, and urban inequality from a geographic perspective.
3. To further develop your skills of critical analysis and your oral and written communication techniques.
4. To develop an empirical urban project and present your research

Required Materials

The course readings, which includes journal articles and book chapters, will be posted as PDFs on our course D2L site (<http://d2l.uwm.edu>). Readings will be posted at least at one week in advance of their assigned date. Please check the site regularly for readings, course announcements, discussions and materials.

- You **must** have the readings with you when you come to class.

Assignments and Course Evaluation:

Your final grade will be determined based on the following aspects:

1. **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. Missed classes, late arrival, and failure to talk and engage with class discussions about the readings will all negatively impact your grade. **Please note that class attendance does not equal class participation.**

For each day of class, you are expected to write a ONE-PAGE (2-3 paragraphs) 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 6 pm on the day before the class session** (i.e. on Monday 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.

- **Due beginning in week #2 via D2L by 6:00 pm on Mondays.**
Please also bring a printed copy to class for discussion and to hand in.

- **Response Paper Assessment:** You will be graded with the following assessments: ✓+, ✓, or ✓ - based upon your engagement with the week's reading materials and themes and your writing conventions and grammar. 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 more than one ✓ -, it is in your best interest to come and see me to discuss your response papers.

2. **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 encouraging conversation 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.

3. ***Final Paper and Class Presentation:*** Final papers should be 15-20 pages and should engage with an urban topic that connects with the themes of the class. The paper topic and approach should be discussed with and approved by Dr. Bonds.

- **IMPORTANT DATES FOR FINAL PAPER**

- February 20: Final Paper topic statement due
- March 27: Paper progress report due
 - Including: rough outline and identification of 5 key pieces of literature (listed in works cited list with proper citation style)
- May 8: In-class research presentations
- May 15: Final papers due (in my mailbox in Bolton 410 by 4pm)

Grade Breakdown:

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|---------------------------------------|---|
| Participation | 25 % |
| Weekly Response Papers | 25 % |
| Discussion facilitation | 10% |
| Final Paper & Presentation | 40% (10% for presentation, 30% for paper) |

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:

Collegial Student Conduct: Participation in seminar discussions is required for this course. I expect you to be respectful, prepared, and involved in the course and you can expect the same from me. Students are expected to behave in accordance with UWM respectful campus standards (<http://uwm.edu/studenthandbook/student-handbook/uwm-respectful-campus-standards/>) and as outlined in the Student Handbook (<http://uwm.edu/studenthandbook/student-handbook/>)

Late Work, Repeated Absences, & Late Arrival to Class: Please come and talk to me in the event of a life or health emergency. Except in the case of a verifiable

medical or family emergency precluding timely submission, late work will not be accepted. Possible extensions may be discussed in advance (not five minutes before class!) on an individual basis. Assignments handed in after the due date will lose 5% of the points allocated to that assignment for each day that it is late. This policy applies to all assignments for which a revised due date has not been formally arranged with the professor. Any work not turned in at the time that it is due will be graded at my convenience. Grade appeals must be submitted in writing.

Late arrival is disruptive to me and your classmates. If you need to arrive late or leave early, please notify me in advance. Repeated disruptions from late arrival will result in a grade penalty.

Accommodations: UWM 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) 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. To request academic accommodations due to a disability or special need, please contact the UWM Accessibility Resource Center (<http://uwm.edu/arc/>). Students are expected to inform me 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 Accessibility Resource 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.

If you need accommodation due to your active duty military status or your religious beliefs, per UWM policy, please contact me.

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 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, as stipulated in Chapter 14, <http://uwm.edu/studenthandbook/student-handbook/student-expectations/uws-14/>

You are expected to know and follow the University's guidelines on student conduct as explained in the student handbook: <http://uwm.edu/studenthandbook/student-handbook/>.

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.

Week 1: January 23

Introductions

You, me, the class.

- Syllabus discussion & introduction to course
- Sign- up for facilitation
- Sign- up for snacks

What is urban? What makes a city? The city as an object of study.

Week 2: January 30

Theorizing the City: Urban Schools of Thought – from Chicago to LA

- Hubbard, P 2006. Urban Theory, Modern, and Postmodern. In P. Hubbard, *City*. Routledge. pp **1-58**.

Classic Texts from The Chicago School:

- Burgess, E The Growth of the City: An Introduction to a Research Project, in *The Blackwell City Reader, 2nd Ed*, pp 339-344
- Wirth, L, “Urbanism as a Way of Life” in LeGates, RT and F Stout (eds) *The City Reader, 2nd Ed*, 97-105

LA School of Urbanism

- Dear, M. 2003. The Los Angeles School of Urbanism: An Intellectual History. *Urban Geography*, 24, 6, pp. 493–509.
- Soja, E 1989. Excerpt from *Postmodern Geographies: The Reassertion of Space in Critical Social Theory: ‘Taking Los Angeles Apart: Towards a Postmodern Geography,’ The City Reader*, pp. 166-177.

Week 3: February 6

Theorizing the City: Urban Schools of Thought – on Constitutive Outsides

On Race and the Chicago School

- Du Bois, WEB. (1889 The Negro Problems of Philadelphia,” “The Question of Earning a Living” and “Color Prejudice” from *The Philadelphia Negro* in in LeGates, RT and F Stout (eds) *The City Reader, 2nd Ed*, 56-63
- Kobayashi, A. 2014. Neoclassical urban theory and the study of racism in geography. *Urban Geography*, 35, 5, pp 645–656.
- Go, Julian. 2016. The Case for Scholarly Reparations. *The Berkeley Journal of Sociology*. <http://berkeleyjournal.org/2016/01/the-case-for-scholarly-reparations/>

Doreen Massey responds to David Harvey and Ed Soja on the Postmodern Urban Condition

- Massey, D. 1991. Flexible Sexism. *Environment and Planning D: Society and Space*. 9, 31-57

Debating Planetary Urbanization

- Brenner, N and C Schmidt. 2011. Planetary Urbanisation. In Gandy, M (ed) *Urban Constellations*
- Derickson K D 2015. On the politics of recognition in critical urban scholarship. *Urban Geography*, pp 1-6.

Week 4: February 13

Urban Political Economy and Neoliberalization

- Harvey, D. The Urban Process Under Capitalism: A Framework for Analysis. In *The Blackwell City Reader, 2nd Ed*, pp 32-39.
- Harvey, D. From Managerialism to Entrepreneurism: The Transformation of Urban Governance in Late Capitalism. In *The Blackwell City Reader, 1st Ed*, pp 456 – 463.
- Logan, John and Molotch, Harvey. Urban Fortunes: The Political Economy of Place. *The Blackwell City Reader, 2nd Ed*, pp 391-401.
- Peck, J and A. Tickell 2002. Neoliberalizing Space. *Antipode*, 34(3)
- Theodore, N. J Peck, and N. Brenner. 2011. Neoliberal Urbanism: Cities and the Rule of Markets. Bridge G and S Watson (eds) *The New Blackwell Companion to the City*. pp 15-25.

Week 5: Feb 20

(Re)producing the Segregated City: Suburbanization & Urban Renewal

- Hoyt, H. (2005) The Pattern and Movement of Residential Neighborhoods, in Fyfe and Kenny, eds, *The Urban Geography Reader*, pp 28-36
- Jackson, K. (1985) Federal Subsidy and the American Dream, from *The Crabgrass Frontier: The Suburbanization of the United States*. Crabgrass Frontier: The Suburbanization of the United States. Oxford University Press, pp 190 -218.
- Fullilove, M. (2005) Chapter 3 – “Urban Renewal...” **AND** “Chapter 4 – ...Means Negro Removal,” *Root Shock: How Tearing Up City Neighborhoods Hurts America, and What We Can Do About It*, pp. 52-100.
- Coates, Ta Nehisi. 2014. The Case for Reparations. *The Atlantic*. <http://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/>
- Massey, D.S. and Denton, N. A. The Continuing Causes of Segregation. *The Blackwell City Reader, 2nd Ed*, pp 177-185.

Week 6: Feb 27

Gentrification and the Revanchist City

- Smith, Neil. After Tompkins Square Park: Degentrification and the Revanchist City. In *The Blackwell City Reader*, pp 201-210.

- Smith, Neil. 2002. New Globalism/New Urbanism: Gentrification as a Global Urban Strategy.
- Wilson, D. and D. Grammenos, 2005. "Gentrification, Political Struggle, And the Body: Chicago's Humboldt Park," *Environment and Planning D: Society and Space*, 23, 1, pp. 295-312.
- Hankins, K. and A. Walter. "'Gentrification with justice:' An urban ministry collective and the practice of place-making in Atlanta's inner city neighborhoods" *Urban Studies* 49(7): 1507-1526
- Cahill, Caitlin. 2006 "At Risk"? The Fed Up Honeys Re-Present the Gentrification of the Lower East Side. *Women's Studies Quarterly*, 34, 1/2, pp 334-36

Week 7: March 6

Neoliberal Governance, BIDS, and the Creative Class

- Hackworth, J. Governing the Neoliberal City. *The Neoliberal City: Governance, Ideology, and Development in American Urbanism*, pp 15-61.
- Lewis, N. 2010. Grappling with Governance: The Emergence of Business Improvement Districts in a National Capital, *Urban Affairs Review*, Urban Affairs Review, 46(2) 180 –217.
- Peck, J. Struggling with the Creative Class. *International Journal of Urban and Regional Research*, 29 (4), 740-770.
- McLean, H. 2014. Digging into to the Creative City: A Feminist Critique. *Antipode*, 46 (3), pp 669-690.

Week 8: March 13

Urban Poverty and Precarity

- Wilson, WJ. from *The Truly Disadvantaged: The Inner City, the Underclass, and Public Policy*. In *The Blackwell City Reader, 2nd Ed.* pp 186-192.
- Katz, Michael B. 2015. "What Kind of Problem is Poverty? The archeology of an idea" in Roy, Ananya and Emma Shaw Crane (eds), *Territories of Poverty: Rethinking the North and the South*. Athens: The University of Georgia Press.
- Gans, H. (2010). Concentrated poverty: A critical analysis. *Challenge*, 53, 82-96.
- Lawson V. and Elwood. S. 2014. Encountering Poverty: Space, Class, and Poverty Politics. *Antipode*, 46(1), 209-228.
- Waite, Louise. 2008. A place and space for a critical geography of precarity? *Geography Compass*. 3(1), 412-433.

Week 9: March 20

SPRING BREAK

NO CLASS

Week 10: March 27
Housing & Eviction

- Goetz, E. (2013) “The Quiet Successes and Loud Failures of Public Housing” & “Dismantling Public Housing” in *New Deal Ruins: Race, Economic Justice, and Housing Policy*, pp 24-74.
- Desmond, M. (2012) Eviction and the Reproduction of Urban Poverty. *American Journal of Sociology*, 118 (1), 88-133.
- Crump, J. 2002. Deconcentration by demolition: public housing, poverty, and urban policy, *Environment and Planning D: Society and Space*, volume 20, pp. 581-596
- Slater, T. (2013). Your life chances affect where you live: A critique of the ‘cottage industry’ of neighbourhood effects research. *International Journal of Urban and Regional Research*, 37(2), 367–387.

Week 11: April 3
Racing the City

- Pulido, L. 2000 Rethinking environmental racism: white privilege and urban development in Southern California, *Annals of the Association of American Geographers*, 90(1): 12–40.
- Brahinsky, R. 2011. Race and the City: The (Re)Development of Urban Identity. *Geography Compass*. 5(3), 144-153.
- Alderman, D. and J. Inwood. 2013. Street naming and the politics of belonging: spatial injustices in the toponymic commemoration of Martin Luther King Jr., *Social and Cultural Geography*, 14 Issue 2, p211-233. 23p.
- Bonds, Anne, Judith Kenny, Rebecca Wolfe. 2015. Neighborhood Revitalization without the Local: Race, Non-profit Governance, and Community Development. *Urban Geography*, 36(7), pp 36-50.

Week 12: April 10

NO CLASS: AAG

Week 13: April 17
Gender, Sexuality, and Urban Space

- Hayden, D. 1980. What would a non-sexist city look like? *Signs: A Journal of Women in Culture and Society*.
- Watson, S. City A/Genders. *The Blackwell City Reader*, 2nd Ed, pp 237 – 242.
- Parker, B. 2011. Material Matters: Gender and the City. *Geography Compass*, 5 (6), 433-447.
- Chauncey, G. Building Gay Neighborhood Enclaves: The Village and Harlem. *The Blackwell City Reader*, 2nd Ed, pp, 243-252.
- Valentine G. Skelton T 2003. Finding oneself, losing oneself: The lesbian and gay 'scene' as a paradoxical space, *International Journal of Urban and Regional Research* 27,4, pp 849-866.

- Doan, P. 2007. Queers in the American City: Transgendered perceptions of urban space. *Gender, Place and Culture*. 14, 1

Week 14: April 24

Carceral Urban Systems

- Foucault, M. from Discipline and Punish: The Birth of the Prison. In *The Blackwell City Reader 2 Ed*, pp 221-227.
- Kelling, George R and John Q. Wilson. 1982. Broken Windows: The Police and Neighborhood Safety. *The Atlantic*.
<http://www.theatlantic.com/magazine/archive/1982/03/broken-windows/304465/>
- Brown, Elizabeth. 2015. The Social Meanings of Broken Windows Policing. Street Sheet <http://www.streetsheet.org/?paged=2&m=201510>
- Derickson, Kate Driscoll. (2016). Urban Geography in the Age of Ferguson. *Progress in Human Geography*
- Bonds, A. 2018. Property, Race, and the Carceral State. *Progress in Human Geography*. Online ahead of print.

Week 15: May 1

Neighborhood, community, and placemaking

- Young, I M. The Ideal of Community and the Politics of Difference. In *The Blackwell City Reader*, pp 430 -439.
- Martin, D. 2003. Enacting Neighborhood. *Urban Geography*, 24(5), pp 361-385.
- Martin, D 2003."Place-framing" as place-making: Constituting a neighborhood for organizing and activism. *Annals of the Association of American Geographers* 93, 3, 730-750
- Schmidt, D. 2008. The Practices and Process of Neighborhood: The (Re)Production of Riverwest, Milwaukee, Wisconsin. *Urban Geography*, 29, 5, pp. 473–495

Week 16: May 8

Presentations and Class Wrap-Up

In-class presentations

Papers due Tuesday, May 17 at 4pm (in my mailbox, located in Bolton 410)

Have a great summer!