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:

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Participation</td>
<td>25%</td>
</tr>
<tr>
<td>Weekly Response Papers</td>
<td>25%</td>
</tr>
<tr>
<td>Discussion facilitation</td>
<td>10%</td>
</tr>
<tr>
<td>Final Paper &amp; Presentation</td>
<td>40% (10% for presentation, 30% for paper)</td>
</tr>
</tbody>
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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


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

LA School of Urbanism

Week 3: February 6
Theorizing the City: Urban Schools of Thought – on Constitutive Outsides

On Race and the Chicago School

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


Week 4: February 13
Urban Political Economy and Neoliberalization

- Harvey, D. From Managerialism to Entrepreneurism: The Transformation of Urban Governance in Late Capitalism. In The Blackwell City Reader, 1st Ed, pp 456 – 463.

Week 5: Feb 20
(Re)producing the Segregated City: Suburbanization & Urban Renewal


Week 6: Feb 27
Gentrification and the Revanchist City


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, ½, pp 334-36

Week 7: March 6
Neoliberal Governance, BIDS, and the Creative Class


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.

Week 9: March 20
SPRING BREAK

NO CLASS
Week 10: March 27
Housing & Eviction


Week 11: April 3
Racing the City


Week 12: April 10

NO CLASS: AAG

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

- 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**

- Derickson, Kate Driscoll. (2016). Urban Geography in the Age of Ferguson. *Progress in Human Geography*

**Week 15: May 1**

**Neighborhood, community, and placemaking**


**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!