

University of Wisconsin-Milwaukee
Urban Studies Programs
USP 983: Contemporary Urban Social Structure and Change

Spring 2018

Tuesdays 4:30-7:10

Office Hours: Monday 2:30-4:30, or by appointment

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REQUIRED TEXTS:

Cronon, William. *Nature's Metropolis*. New York: Norton, 1992.

Desmond, Matthew. *Evicted: Poverty and Profit in the American City*. New York: Crown, 2016.

Jacobs, Jane. *The Death and Life of Great American Cities*. New York: Vintage, 1992 (1961).

Schorske, Carl. *Fin de Siécle Vienna*. New York: Vintage, 1980.

Other readings will be available either on D2L or through the library's databases, and details of each week's readings will be available well in advance. You are responsible for ALL readings listed here except for anything marked OPTIONAL. Readings will come from various sources: entire books (available for purchase and on reserve in the library), our D2L site, and the library's online article databases. It is vital that you have good ways to access online resources for this course, even though we meet face-to-face.

COURSE SCHEDULE [SUBJECT TO CHANGE!]:

A note about the schedule: As the semester progresses, I WILL add additional articles (via online resources) and cut others, so the schedule of readings presented here is necessarily approximate. While I have taught this course in the past, I always update and tinker with the reading list, which also means there is some room for flexibility and change as the semester progresses. I will always give you plenty of notice about any changes, but wanted to let you know from the start that there may be changes as we go along.

WEEK 1

JANUARY 23

NO READING

WEEK 2

January 30

Death and Life

1. Jacobs, Jane. *The Death and Life of Great American Cities*. New York: Vintage, 1992 (1961), ALL.

WEEK 3

February 6

Past and Present Urban Forms

All readings available through the library website.

1. Ananya Roy, "Slumdog Cities: Rethinking Subaltern Urbanism" *International Journal of Urban and Regional Research* Vol 35.2 (March 2011): 223-38.
2. Eric Sheppard, Helga Leitner & Anant Maringanti (2013) "Provincializing Global Urbanism: A Manifesto," *Urban Geography*, 34:7, 893-900, DOI: 10.1080/02723638.2013.807977
3. Teresa P. R. Caldeira, "Imprinting and Moving Around: New Visibilities and Configurations of Public Space in São Paulo" *Public Culture* (2012) 24 (2 (67)): 385-419. DOI: <https://doi.org/10.1215/08992363-1535543>

WEEK 4

February 13

Eviction, Milwaukee

1. Desmond, Matthew. *Evicted: Poverty and Profit in the American City*. New York: Crown, 2016, ALL.

WEEK 5

February 20

Producing European Space

All readings on D2L:

1. Friedrich Engels, *Selected Writings* (Baltimore: Penguin, 1967), 26-55.
2. Georg Simmel, *The Sociology of Georg Simmel* (Glencoe: The Free Press, 1964), 409-424.
3. David Harvey, *Condition of Postmodernity* (Chapters 1, 2, 15)

WEEK 6

February 27

PREPROPOSAL DUE IN CLASS

1. Schorske, Carl. *Fin de Siécle Vienna*. New York: Vintage, 1980 (possibly all, but I'll doublecheck)

WEEK 7

March 6

LIBRARY WORKSHOP

No reading

WEEK 8

March 13

Lived Experiences of Inequality

1. Mary Pattillo, "Black Middle-Class Neighborhoods," *Annual Review of Sociology* (February 2005): 305-329.
2. Jan Lin, *The Power of Urban Ethnic Places: Cultural Heritage and Urban Life* (New York: Routledge, 2011), Chapter 6 ONLY (on D2L)
3. Elsheshtawy, Yasser. "Transitory Sites: Mapping Dubai's 'Forgotten' Urban Spaces," *International Journal of Urban and Regional Research*. 32, 4 (2008): 968-988.

SPRING BREAK

March 20

WEEK 9

March 27

The Origins of Chicago

1. Cronon, William. *Nature's Metropolis*. New York: Norton, 1992. (selections)

NOTE: Weeks 10-13 will be filled in part with student article choices, as well as additional journal articles.

WEEK 10

April 3

WEEK 11

April 10

WEEK 12

April 17

WEEK 13

April 24

Visit to the AGSL

WEEK 14

May 1

Memory in the City

1. Jennifer A. Jordan, *Structures of Memory: Understanding Urban Change in Berlin and Beyond*, Stanford, CA: Stanford University Press, 2006, Chapters 1 and 5. (D2L)
2. Dolores Hayden, *The Power of Place* (excerpts on D2L)

WEEK 15

May 8

PRESENTATIONS

No reading

FINAL PAPER DUE TUESDAY MAY 15

COURSE DESCRIPTION AND OBJECTIVES:

This course has several goals. First, it will expose you to a wide range of work on the study of cities, in ways that will hopefully continue to inform your own research and writing, and build on your sense of what conversations within urban studies you will be joining. In addition, you will gain experience in very quickly reading and synthesizing relatively large amounts of information—a vital skill in preparing for your prelims, but also for graduate school and professional life more broadly. You will also learn how to develop a big picture of a field of literature—the importance of this skill cannot be overestimated. Without it, you will find it extremely difficult to prepare for prelims, AND to develop a doable thesis topic. We always stand on the shoulders of others as we do our research, and knowing how to assess the field and both conduct and write up a literature review are essential skills for being sure that your research is securely situated within ongoing academic debates and conversations. The readings are challenging, and it is vital that you come to class having completed that week's readings.

ASSIGNMENTS AND EXPECTATIONS:

Attendance and Participation are both essential for success in this course. More than one absence will seriously impact this portion of your grade, and it is vital that you participate actively in discussion each and every week. As a general rule, plan on talking at least twice each meeting—even if you are not particularly comfortable with class discussion, it is definitely important that you actively participate.

Central Argument Notes (CANs)

You will be required to turn in a total of seven sets of Central Argument Notes over the semester. I would strongly recommend completing as many as possible early in the semester. This is designed to help you with comprehension and retention of these often challenging readings. Please include the central argument for each chapter if we're reading a book that week, or the central argument for each article in a given week. These notes **MUST** be in your own words—they may include brief, well-chosen quotations, but must primarily be in your own words. Do include page numbers when appropriate to refer to the relevant places in the text. CANs must be typed (that is, printed out) and are due in class each week. The main point of this exercise is for you to be able to capture the argument of a given work in your words, and also to give you some material with which to participate in class discussion.

Class Leader

Later in the semester you will each sign up to lead discussion on one article from Week 10-13. I will support you in this process, but it means you will need to come to that particular class prepared to lead discussion on the readings.

PreProposal

A week before our session in the library, you will need to hand in a one-page pre-proposal, sketching out the likely central questions and topic for your final paper, and including at least five preliminary sources. I will comment on these and bring my comments to our library session.

Proposal

Around the middle of the semester you will be required to submit a proposal for your final paper. Details of the proposal will be circulated closer to the due-date, but it will definitely involve doing some preliminary searches for relevant literature, and generating guiding questions for the final paper.

Final Presentation

Final presentations will take place in the last class meeting. You will present the elements of your final paper (which will obviously not be entirely complete), and the presentation will focus not only on your findings, but also on the way in which you are going about conducting your searches for relevant literature, describing the research and thought process behind the paper. More details about the presentation will be circulated mid-semester, so that you can be collecting information for it as you work on the proposal.

Final Paper

Papers will be graded on analytical skill as well as clarity. It is vital that you proofread your paper before handing it in. Papers should be typed, double-spaced, in a 12-point standard font such as Times New Roman. The best papers will follow a standard approach to reviewing scholarly literature. It is thus essential that you cite your sources, and that your writing be clear and well-organized. Before the first paper is due I will provide a handout with more detailed information concerning the format and style of papers for this course. I strongly encourage you to visit my office hours BEFORE handing in the first paper. I will not read entire drafts, but I am more than happy to discuss an outline and introductory paragraph, and would welcome you to come talk to me even without those things in hand. The paper should be 12-15 pages long (shorter is too short, longer is too long). You may NOT turn in a literature review you have conducted for a different class or project—this must be an original work. Please make an appointment to talk with me if you have any questions about this, and also if you'd like to talk about how this paper might dovetail with other work you are doing (prelims, theses, etc.).

Grades

10%	Attendance and Participation
10%	CANs
10%	Pre-proposal
5%	Class Leader
15%	Proposal
10%	Final Presentation
40%	Paper

Warning

Plagiarism and cheating of any kind are unacceptable, and will be penalized both with a 0 on the relevant assignment, **and** according to UWM Academic Disciplinary Procedures. If you have any doubts as to what constitutes plagiarism, feel free to ask me or to consult university regulations. I HAVE caught plagiarism cases in the past (including at the graduate level), and I am NOT interested in having to deal with that! ANY TIME that you use someone else's words, those words MUST be in quotation marks and MUST be thoroughly cited—no exceptions.

Late papers will be penalized one-third grade for each day late (an A- paper will drop to a B+, for example). Incompletes will only be granted in extremely rare and severe cases and only with relevant documentation.

*****Please note: This syllabus is subject to revision.*****

You are responsible for keeping track of any changes to the syllabus. If for any reason you are not in class when a change is announced, it is YOUR responsibility to find out what has been changed by asking me or a classmate. It is very possible that we will fall slightly behind or get slightly ahead of ourselves in terms of the reading, so each week I will make clear what the next week's readings will be.

Supplemental Readings and/or Readings to Select for Weeks 10-13:

Beall, Jo. "Globalization and Social Exclusion in Cities: Framing the Debate with Lessons from Africa and Asia." *Environment and Urbanization* 14, no. 1 (2002): 41-51.

Benjamin, Walter. "The Arcades Project" in *The Blackwell City Reader*, edited by Gary Bridge and Sophie Watson (West Sussex: Blackwell, 2010), 118-125.

Brown-Saracino, Japonica. 2015. "How Places Shape Identity: The Origins of distinctive LBQ identities in four small U.S. Cities". *American Journal of Sociology* 121:1: 1 – 63

Burnett, K. 2013. "Commodifying poverty" gentrification and consumption in Vancouver's Downtown Eastside". *Urban Geography* 35(2): 157-76.

Butler, Tim (with Garry Robson), *London Calling*. Oxford: Berg, 2003.

Chu, Yin-wah. "Deconstructing the Global City: Unravelling the Linkages that Underlie Hong Kong's World City Status." *Urban Studies* 45, no. 8 (2008): 1625-1646.

Crankshaw, Owen. "Race, Space and the Post-Fordist Spatial Order of Johannesburg." *Urban Studies* 45, no. 8 (2008): 1692-1711.

Davis, Diane E. "The Social Construction of Mexico City: Political Conflict and Urban Development, 1950-1966." *Journal of Urban History* 24, no. 3 (1998): 364-415.

Fainstein, Susan. 2014. "Resilience and justice". *International Journal of Urban and Regional Research* 39(1): 157-67.

Florida, Richard. 2002. *The Rise of the Creative Class*. New York: Basic Books.

Florida, Richard. 2003. "Cities and the creative class." *City and Community*. 2:1, 3-19.

Gotham, K.F. and Campenella, R. 2013. "Constructions of resilience : ethnoracial diversity, inequality and post-Katrina recovery: the case of New Orleans". *Social Sciences* 2(4): 298-317.

Gotham, Kevin Fox. 2002. "Marketing Mardi Gras: commodification, spectacle and the political economy of tourism in New Orleans". *Urban Studies* 39(10):1735-1756.

Hwang, J., & Sampson, R. J. 2014. "Divergent pathways of gentrification racial inequality and the social order of renewal in Chicago neighborhoods". *American Sociological Review* 79(4):726-751.

Kiechle, Melanie. "Navigating by Nose: *Fresh Air, Stench Nuisance, and the Urban Environment, 1840–1880*" First Published March 18, 2015

Martin D. Rosen and James Fisher, "Chicano Park and the Chicano Park Murals: Barrio Logan, City of San Diego, California," *The Public Historian* 23: 4 (Fall 2001), 91-111.

McFarlane, Colin. "Governing the Contaminated City: Infrastructure and Sanitation in Colonial and Post-colonial Bombay." *International Journal of Urban and Regional Research* 32, no. 2 (2008): 415-435.

Nagel, C. R. "Reconstructing Space, Re-creating Memory: Sectarian Politics and Urban Development in Post-war Beirut." *Political Geography* 21, no. 5 (2002): 717-725.

Sampson, Robert K. 1998. "Systematic social observation of public places: A new look at disorder in urban neighborhoods". *American Journal of Sociology* 105(3):603-651.

Storper, M. and Scott, A.J. 2016. "Current debates in urban theory: a critical assessment". *Urban Studies* 53(6): 114-36.

Possible topics: gentrification, poverty, gender, crime and punishment, resilience, intersectional inequality water, ecology/environmental justice, rivers, food (farmers markets, 'food deserts,' urban farms and gardens, etc.), global cities, and on and on!

WORKLOAD STATEMENT

The university has asked departments to break down for students how much time they will spend working on various aspects of their classes.

As the UW System assumes "that study leading to one semester credit represents an investment of time by the average student of not fewer than 48 hours" (UWS ACPS 4), a 3-credit course such as this one will require a minimum of 144 (3 x 48) hours of your time. You may find it necessary to spend additional time on a course; the numbers below only indicate that the course will not require any less of your time.

For this course, over the semester you will spend a minimum of

- 37.5 hours in the classroom
- 75 hours preparing for class, which may include reading, note taking, completing minor exercises and assignments, and discussing course topics with classmates and the instructor in structured settings
- 31.5 hours preparing for and writing major papers and/or exams.

SYLLABUS LINKS

1. *Students with disabilities.* Notice to these students should appear prominently in the syllabus so that special accommodations are provided in a timely manner. <http://uwm.edu/arc/>
2. *Religious observances.* Accommodations for absences due to religious observance should be noted. <http://www4.uwm.edu/secu/docs/other/S1.5.htm>
3. *Students called to active military duty.* Accommodations for absences due to call-up of reserves to active military duty should be noted.
Students: <http://uwm.edu/active-duty-military/>
Employees: <https://www.wisconsin.edu/ohrwd/download/policies/ops/bn9.pdf>
4. *Incompletes.* A notation of "incomplete" may be given in lieu of a final grade to a student who has carried a subject successfully until the end of a semester but who, because of illness or other unusual and substantiated cause beyond the student's control, has been unable to take or complete the final examination or to complete some limited amount of term work.
https://www4.uwm.edu/secu/docs/other/S_31_INCOMPLETE_GRADES.pdf
5. *Discriminatory conduct.* Discriminatory conduct will not be tolerated by the University. It poisons the work and learning environment of the University and threatens the careers, educational experience, and well-being of students, faculty, and staff.
https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf
6. *Title IX/Sexual Violence.* Title IX is a federal law that prohibits sex discrimination in education program or activities, and UWM policy prohibits such conduct (see Discriminatory Conduct, above). This includes sexual violence, which may include sexual harassment, sexual assault, relationship violence, and/or stalking in all educational programs and education-related areas. UWM strongly encourages its students to report any instance of sex discrimination to UWM's Title IX Coordinator (titleix@uwm.edu). Whether or not a student wishes to report an incident of sexual violence, the Title IX Coordinator can connect students to resources at UWM and/or in the community including, but not limited to, victim advocacy, medical and counseling services, and/or law enforcement. For more information, please visit: <https://uwm.edu/sexual-assault/>.
7. *Academic misconduct.* Cheating on exams or plagiarism are violations of the academic honor code and carry severe sanctions, including failing a course or even suspension or dismissal from the University. <http://uwm.edu/academicaffairs/facultystaff/policies/academic-misconduct/>
8. *Complaint procedures.* Students may direct complaints to the head of the academic unit or department in which the complaint occurs. If the complaint allegedly violates a specific university policy, it may be directed to the head of the department or academic unit in which the complaint occurred or to the appropriate university office responsible for enforcing the policy.
https://www4.uwm.edu/secu/docs/other/S_47_Discrimina_duct_Policy.pdf
9. *Grade appeal procedures.* A student may appeal a grade on the grounds that it is based on a capricious or arbitrary decision of the course instructor. Such an appeal shall follow the established procedures adopted by the department, college, or school in which the course resides or in the case of graduate students, the Graduate School. These procedures are available in writing from the respective department chairperson or the Academic Dean of the College/School.
<http://www4.uwm.edu/secu/docs/other/S28.htm>
10. *LGBT+ resources.* Faculty and staff can find resources to support inclusivity of students who identify as LGBT+ in the learning environment. <http://uwm.edu/lgbtrc/>
11. *Other.* The final exam requirement, the final exam date requirement, etc.
<http://www4.uwm.edu/secu/docs/other/S22.htm>