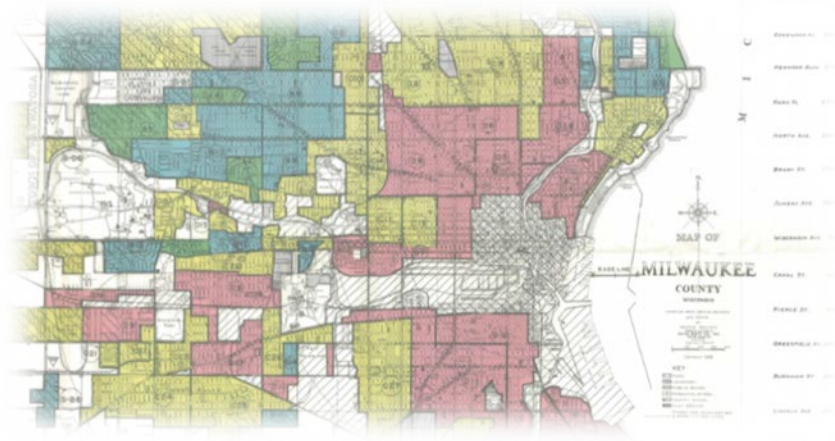


GEOG 945/URB STD 945: The Internal Structure of the City

Seminar in Urban Geography



Spring 2020
W 3:00PM – 5:40PM – Bolton 487

Dr. Anne Bonds
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Office Hours: Thursdays 1:30-3:30 and by appointment

Course Description:

The name of this course draws from urban and economic geographic theories of urban spatial structure. Geographers have examined both the “internal” and “external” structure of cities in order to understand urbanization and urban form. “External” examinations focus on links *among* cities and the development of larger urban systems, while “internal” approaches consider patterns and processes occurring *within* cities. This approach to studying cities was especially prevalent during Anglo-American geography's 'quantitative revolution', when spatial scientists modeled, quantified, and mapped urban structure, focusing on particularly on urban markets and land use. The title of the course, then, refers to a particular epistemological approach to studying 'the urban,' one that has been significantly contested by critical urban scholars.

In this class, we will consider the production of urban space through political economic, social, and cultural forces. In particular, we will critically consider knowledge production about 'the urban' and the ways in which social difference is both produced through and productive of capitalist urbanization. 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 Canvas site. 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 a graduate seminar is essential. This necessitates coming to class prepared and ready to discuss the course material. Missed classes, late arrival, and failure to engage in 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 Canvas page by 11:59 pm on the day before the class session** (i.e. on Tuesday 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 Canvas by 11:59 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. Do NOT summarize the readings. I've already read them!

- ✓+ indicates stellar work with very strong engagement with the material and excellent writing and grammar.
- ✓ 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.
- ✓ - 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: DO NOT SUMMARIZE READINGS.** We've all read them. Also, 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 response papers posted on Canvas 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 19: Final Paper topic statement due
- March 25: Paper progress report due
 - Including: rough outline and identification of 5 key pieces of literature (listed in works cited list with proper citation style)
- April 8: Class peer review activity
- May 6: In-class research presentations

- May 13: Final papers due (in my mailbox in Bolton 410 by 4pm)

Grade Breakdown:

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. 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 late day. 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 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 22

Introductions

You, me, the class.

- Syllabus discussion & introduction to course
- Sign- up for facilitation & snacks
- Discussion of response papers and discussion facilitation

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

Week 2: January 29

Who/what is the city?: Urban Schools of Thought – from Chicago to LA

- Hubbard, P 2006. Urban Theory, Modern, and Postmodern. In P. Hubbard, *City*. New York and London: 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*, pp. 97-105

LA School of Urbanism

- 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 5

Who/what is the city?: Urban Schools of Thought – On Constitutive Outsides

- 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/>
- Oswin, Natalie. 2019. An Other Geography. *Dialogues in Human Geography (online ahead of print)*

Week 4: February 12

Urban political economy

- Sheppard, E. 2011. Geographical Political Economy, *The Journal of Economic Geography*, 11, pp. 319-331.
- Harvey, D. The Urban Process Under Capitalism: A Framework for Analysis. In *The Blackwell City Reader, 2nd Ed*, pp 32-39.
- Harvey, D. 2004. The 'New' Imperialism: Accumulation by Dispossession. *Socialist Register*, 40, pp. 63-87.
- 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 19

Racial Capitalism

- Johnson, Walter. 2017. To Remake the World: Slavery, Racial Capitalism, and Justice. (please also read short intro by Robin D.G. Kelley) in *Boston Review: A political and literary forum* (Forum 1: Race, Capitalism, Justice pp. 5-32.)
- Melamed, J. 2015. Racial Capitalism. *Critical Ethnic Studies*, 1 (1), pp. 76 -85.
- Pulido, L. 2016. Flint, Environmental Racism, and Racial Capitalism. *Capitalism Nature Socialism*, 27 (3), 1-16.

**** PAPER TOPIC STATEMENT DUE ****

Week 6: Feb 26

Settler Urbanism

- Hugill, D. 2017. What is a settler colonial city? *Geography Compass*, 11 (5), pp. 1-11.
- Dorries, H, Hugill, D, and Tomiak. 2019. Racial capitalism and the production of settler colonial cities. *GeoForum*. (online ahead of print).
- Veracini, L. 2012. Suburbia, settler colonialism, and the world turned inside out. *Housing, Theory, and Society*, 29 (4), pp. 339-357.
- McClintock, N. 2018. Urban agriculture, racial capitalism, and resistance in the settler colonial city. *Geography Compass*. 12, pp. 1-16.

Week 7: March 4

Queer Geographies

- Oswin, N 2008. Critical geographies and the uses of sexuality: deconstructing queer space. *Progress in Human Geography*, 32 (1), pp. 89-103.
- Bell, D. and Binnie, J. 2004. Authenticating Queer Space: Citizenship, Urbanism, and Governance. *Urban Studies*, 41 (9), pp. 1807-1820.
- Gieseking, J. 2015. Crossing Over into Territories of the Body: Urban Territories, Borders, and Lesbian-Queer Bodies in New York City. *Area*, 48(3): 262-270.
- Bailey, M M, and Rashad Shabazz. 2014. Gender and Sexual Geographies of Blackness: New Black Cartographies of Resistance and Survival (Part 2). *Gender, Place & Culture: A Journal of Feminist Geography* 21 (4): 449–52.

Week 8: March 11

Feminisms

- Peake, L. 2016. The twenty-first century quest for feminism and the global urban. *International Journal of Metropolitan and Regional Research*, 40 (1), pp. 1-9.
- Parker, B. 2011. Material Matters: Gender and the City. *Geography Compass*, 5 (6), 433-447.
- Freshour, C. 2017. “Ain’t no life for a mother!” Racial capitalism and the crisis of social reproduction. *Environment and Planning D: Society and Space*
- McLean, H. 2014. Digging into to the Creative City: A Feminist Critique. *Antipode*, 46 (3), pp 669-690.

Week 9: March 18

SPRING BREAK

NO CLASS

Week 10: March 25

Poverty and Precarity

- 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.

- Waite, Louise. 2008. A place and space for a critical geography of precarity? *Geography Compass*. 3(1), 412-433.
- Desmond, M. (2012) Eviction and the Reproduction of Urban Poverty. *American Journal of Sociology*, 118 (1), 88-133.

**** PAPER PROGRESS REPORT DUE****

Week 11: April 1

Housing & Urban Renewal

- 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.
- 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/>

Week 12: April 8

Anne will be attending AAG

- No new assigned readings

**** Peer paper review activity****

Week 13: April 15

Planning & Property I: Property-making and race-making

- Harris, C. 1993. Whiteness as property. *Harvard Law Review*, 106 (8), pp. 1707 - 1791
- Blomley, N. 2016. The territory of property. *Progress in Human Geography*, 40 (5), pp. 593-609.
- Roy, A. 2017. Dis/possessive collectivism: Property and personhood at city’s end. *GeoForum*, 80, pp. 1-11.
- Dorries, H. 2017. Planning as property: Uncovering the hidden racial logic of a municipal nuisance by-law. *Journal of Law and Social Policy*, 27, 72–93.

Week 14: April 22

Planning and Property II: Infrastructures

- Cowen, D. 2019. Following the infrastructures of empire: notes on cities, settler colonialism, and method. *Urban Geography*, (online ahead of print)
- Wideman, T.J. Property, waste, and the “unnecessary hardship” of land use planning in Winnipeg. *Urban Geography*, (online ahead of print)

- Ranganathan, M. 2019. Property, pipes, and improvement. *E-flux architecture*, pp. 1-12
- Ranganathan, M. 2016. Thinking with Flint: Racial liberalism and the roots of an American water tragedy. *Capitalism Nature Socialism*, 27, pp

Week 15: April 29

Carceral Urbanism

- Derickson, KD. 2016. Urban Geography in the Age of Ferguson. *Progress in Human Geography*
- Ramirez, MM. 2019. City as a borderland: Gentrification and the policing of Black and Latinx geographies in Oakland. *Environment and Planning D: Society and Space*. (online ahead of print), pp. 1-20.
- Jefferson, BJ. 2017. Digitize and Punish: Computerized crime mapping and racialized carceral power in Chicago, *Environment and Planning D: Society and Space*, 35 (5), 775-796.
- Story, B. 2019. The Prison in the City: Securitizing Property in Bankrupt Detroit. In *Prison Land: Mapping Carceral Power across neoliberal America*. Minneapolis: University of Minnesota Press, pp. 29-50.
- Loyd, J and Bonds, A. 2018. Where do Black Lives Matter? Race, stigma, and place in Milwaukee, Wisconsin. *The Sociological Review*, 66 (4), pp. 898 -918.

Week 16: May 6

Presentations and Class Wrap-Up

In-class presentations

Papers due Wednesday, May 13 at 4pm (in my mailbox, located in Bolton 410)

Have a great summer!