

**GEOG 441 U/G: GEOGRAPHY OF CITIES
AND METROPOLITAN AREAS**
Fall 2010, Fully On-line

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COURSE DESCRIPTION: Urban geographers traditionally have examined both the internal and external structure of cities in order to understand the urbanization process. The “external” focuses on links among cities and the development of urban systems. Our focus in this class – the “internal structure” of the city – considers instead the form, structure and appearance of the urban environment as well as the multiplicity of relationships that compose the city. With this emphasis, we will examine the ways in which local experiences and conditions of urban life are shaped by social differentiation and processes of change, such as economic restructuring and the emergence of new technologies. Our examination of the changing economic, cultural, social, and political dynamics of cities will include considerations of race, class, gender, and ethnicity in the context of urban life as a way of exploring how identity and place shape one another. Additionally, we will explore changes in the urban planning, politics and governance practices that shape the cities we live in. Our emphasis will be on North American urban environments.

LEARNING OBJECTIVES: The readings for this class will introduce you to primary research and writing by urban geographers, urban planners, and other researchers who have contributed to the rich body of literature that informs our understanding of the changing social, economic, and political geographies of cities. In addition to our survey of urban literature, the course will provide opportunities to develop your critical techniques of analysis, written communication skills, and – in keeping with a course taught by a geographer – introduce you to primary research sources and techniques appropriate to an examination of the built environment. Following this course, students will have been exposed to a number of concepts central to urban geographic analysis. Students should be able to:

- Identify and situate historical periods of the city;
- Identify differing conceptual approaches to understanding the city;
- Explain the relationship between social processes and urban forms;
- Develop introductory competencies in field methods and urban geographic research; and
- Cite examples of existing theory and research in the field of urban geography.

FORMAT: This is a **fully online course**. We will never meet face to face. Is online learning for everyone? No! Many students operate with the misconception that an online course will be less work or will be less rigorous. This is not the case. An online course has the same level or rigor as a face-to-face course and can, in fact, be more challenging in some aspects. Online courses are student-centered and require a great deal of self-discipline,

organization and scheduling. Rather than showing up for weekly lectures, you must remember to go online and download and complete the readings and lecture, to communicate and actively participate in online discussions on a timely basis, to effectively complete required assignments and submit them online, and to email the professor or other students if you are lost or confused.

I highly encourage students to schedule regular times to go online multiple times a week as if you were attending a face-to-face course. For example, you may schedule yourself to go online Mondays, Wednesdays, and Sundays from 9 am to 10:30 am to review agendas, download readings, read lectures, post discussion comments, and interact with your classmates in discussion. Further, you need to schedule time off-line to complete readings, develop your discussion responses, complete field assignments, and study for exams. You will not succeed in the class if you only visit the course D2L page once a week.

REQUIRED READING AND TECHNOLOGY:

1. Required Reading

There is no required textbook for this class. Reading materials are available on the course D2L site as PDFs. If you require a higher quality document, please take the time to locate the original journal or source of the article.

The readings for this class are critical to the course. My lectures will assume a familiarity with the readings and will not review what you've been assigned to read. Rather, the lectures will supplement the assigned readings. Thus, material that is covered in the readings but not necessarily in the lecture will appear on exams. For this reason, I strongly encourage you to ask questions about concepts in the readings that are unclear in your weekly discussion posts.

2. Required Technology

You will need routine access to a computer that has a **high-speed internet connection**. If you do not have access to a broadband connection at home, you will need regular access to a computer at a library or college campus with a high-speed connection. I will also ask that you take photographs of yourself in the field to submit with your assignments, so you will need either a **digital camera or a cell phone with a camera** that allows you to take and send digital images. You need to regularly check your **email**. If you do not use your UWM email address, it is your responsibility to forward your UWM email to an alternative account. You can find information on forwarding your email at <https://www-ssl.uwm.edu/uits/ePanther/email/>. You will also need to become familiar with using **D2L**, available at <http://d2l.uwm.edu>. Need help? If you encounter problems with access to D2L, please contact help@uwm.edu or call (414) 229-4040. The Help Desk can assist you with technical issues with the class. Please **do not** email me with technical questions about D2L.

Not having access to technology or the appropriate technology to complete the course requirements is **not a valid excuse**. You must be willing to obtain access to required hardware, software, and internet. You must be willing to check your email daily and check the D2L course site at least 3 times a week. If you are not willing or able to do these things,

you should consider dropping this class, enrolling in an alternative course, or taking this course when it is offered face-to-face.

COURSE POLICIES:

- **Communication:** Because this is an on-line course, if you have a question or are uncertain about course material and course content, it is essential that you **first** closely review the course syllabus and course D2L site for the answer. While a familiarity with your course syllabus and D2L site is important for all classes, it is even more essential for an online course, when our primary form of communication will be in written form. All course procedures, policies, and expectations will be available on the course D2L site, so please be certain to read **ALL DOCUMENTS** closely. If you are still uncertain, then please contact a classmate or me. If a question can be ascertained by reading the syllabus, I will respond accordingly. **Please note:** I require at least 24 hours to respond to emails. If you email me over the weekend, do not expect a response from me until Monday morning.
- **Complete readings and participate in discussions.** On-line discussions are a key part of this class (notice how many points are allotted to discussion posts!!) Be active in your own learning. All lectures and discussions will presume a familiarity of the readings. **READ CRITICALLY.** Make sure that you not only understand the content of the assigned readings, but also consider the significance and validity of the argument and analysis presented.
- **Complete work thoughtfully and on time.** Except in the case of a verifiable medical or family emergency precluding timely submission, **LATE WORK WILL NOT BE ACCEPTED.** Please contact me in the event of a life or health emergency. I will not be able to help you with your course requirements unless you inform me of your circumstances.
- **Actively and Respectfully Contribute.** We all have a responsibility to ensure that an open and welcoming atmosphere is maintained. If we all agreed on everything, our university classes would be rather boring. Instead, a multiplicity of opinions means that we can share and learn from each other. However, you must make informed arguments and respectfully engage with one another.
- **Take advantage of office hours!** And do so **BEFORE** the exam. If my office hours conflict with your schedule, then email to set up an appointment for an alternative time.
- **Special Accommodations:** To request academic accommodations due to a disability or special need, 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.

- **Student Rights and Responsibilities:** A summary of university policies related to your rights and responsibilities and the instructor's rights and responsibilities can be found at <http://www.uwm.edu/Dept/SecU/SyllabusLinks.pdf>

ASSIGNMENTS & COURSE EVALUATION: This course is reading and writing intensive. Your participation in online class discussions will be an important part of your assessment. Your field project will also require you to conduct introductory urban field research, and students will be asked to apply the readings and theoretical concepts we consider actual urban environments. The detailed guidelines for all of your assignments will be posted on the website. Please read these guidelines very carefully. They will clearly explain my expectations and grading policies.

NOTE: The deadlines for your discussion posts and assignments will be strictly enforced. **Assignments that are posted or turned in after the deadlines will not be accepted.** To avoid any last minute problems, such as a malfunctioning computer, start your work early enough so that dilemmas don't prevent you from turning in your work in a timely manner. Again, **late work is not accepted.**

Assessment Overview

Out of a total of 500 points, your grade will be determined based on the following assignments: (*Graduate Students: Please note that you will have additional readings and requirements detailed in assignment description*)

<u>ASSIGNMENT</u>	<u>POINTS</u>	<u>PERCENT</u>
Introduction	5 points	1%
Scavenger Hunt	5 points	1%
Weekly Discussion Posts	120 points	24%
Weekly Response posts	60 points	12%
'At-large'/General Discussion Posts	10 points	2%
Exam 1	60 points	12%
Exam 2	60 points	12%
Field Assignment #1	40 points	8%
Field Assignment #2	40 points	8%
Field Assignment #3	40 points	8%
Final Paper	60 points	12%

Description of Assignments: (Remember to consult assignment guidelines for detailed information about requirements, expectations, and grading!)

1. Introduction [5 pts]

In the first week, each of us will post a introduction to the website. Since we

will be considering the geography of cities for the course of the semester, I will ask you to reflect upon some specific questions about your experience in urban environments in your post. See more details about the introduction on the D2L site under the Introductions discussion forum. Due 9/3.

2. Scavenger Hunt [5 pts]

Both the syllabus and D2L site contain valuable information that can easily be missed. This assignment will consist of some short questions designed to make sure that you are familiar with key course policies, assignments, and are able to locate important materials on the D2L site. Due 9/5.
3. Weekly Discussion Posts [12 posts * 10 points = 120 points]

Each week, I will pose questions (by 5 pm Tuesday) based on the week's topic, lecture, and readings. After completing the readings and the lecture, you will post an initial discussion post based both upon the question(s) that I pose as well as your general reactions/reflections to the readings and any questions that you'd like to discuss in further detail. Make sure that consult the Weekly Discussion Guidelines & Rubric to make sure that you include all the details necessary to receive a good grade. NOTE: These discussions make up the largest portion of your grade, so it is important to take them seriously and not minimize their importance. You will not be required to post the first week or the week of your midterm exam. Each post is worth 10 points. Due on Wednesday each week by 11:59 pm.
4. Weekly Response Posts [12 posts * 5 points = 60 points]

You are not only expected to contribute your thoughts via an initial discussion post, you are also expected to read and closely follow the discussion thread, consider the issues raised by your fellow classmates, and post a response that replies to the questions or themes raised by other in a constructive and substantive manner. In other words, a response post that says: "I agree/disagree with Student x" will not be sufficient. Once again, it is critical that you read the Weekly Response Guidelines & Rubric to ensure that you receive maximum points. You will not be required to post a reply the first week of class or the week of your midterm exam. Each response post is worth 5 points. Due on Friday each week by 11:59 pm.
5. 'At-Large'/General Posts [5 posts * 2 points = 10 points]

Through the course of the semester, you may have what I call a 'muddy question'. A 'muddy question' is a question about a course concept or theme that - even after lecture and discussion - remains unclear and for which you need clarification or further discussion. If you find this to be the case, I invite you to post this question to the General discussion thread. You might actually have the answer to that question, which you should also post to the same area. Finally, because many of the topics that we discuss are relevant to events taking place outside our class examples, I also invite you to use this venue to share information that can supplement or enhance our discussion here (i.e. Links to newspaper articles, YouTube videos, news stories from local media, films, etc.). You will be expected to post to the General

Discussion thread at least 5 times the semester – 2 points for each post. There is no due date for these posts; I will tally your contributions at the end of the semester.

6. Examinations [60 for midterm; 60 for final]

Two written exams will be held at a mid-point of the semester and at the completion of the course. *Undergrad exams will be short answer and short essay. Graduate students exams will be in all essay format.* Exams will focus on the lecture material and assigned readings and films. The best preparation for these examinations will be to complete all readings, lectures, and engage in class discussions. Exams are timed. Make sure you have a secure connection when you begin your examination. Dates: 10/13 and 12/16

7. Urban Geography Field Assignments [3 Assignments * 40 points]

Three field projects will be completed that will contribute to a final paper that combines the field research with the urban geography literature and theoretical and empirical examples considered throughout the semester. These assignments will expose students to field methods in urban geographic research, including participant observation, interviews, and landscape interpretation. Please carefully read the individual guidelines and rubrics for more details about the assignments. Assignment #1 Due on 9/27; Assignment #2 Due on 10/25; Assignment #3 Due on 11/29.

7. Final Paper [60 points]

The final project involves bringing together your field assignments with course materials and outside research to explore a particular urban issue/problem. For the final project, you will be asked to demonstrate your competencies in at least three areas: historical shifts in urban planning and policy, urban research methods, and urban form. You will need to develop a research question that is addressable given data availability. It should be no longer than 4,000 words, cite peer-reviewed literature, and draw from course themes*. Consider discussing morphology and history, transportation and land use, demography and economy, politics and governance structures, social geography, as well as other themes from the course.

** Graduate students will be required to write a longer paper and cite additional sources for this assignment. Due 12/14.*

WEEKLY SCHEDULE & READINGS:

With the exceptions of the week of midterms, the week of Thanksgiving Holiday, and the final week of class, our weekly schedule will proceed as follows (please note in your syllabus and on the D2L site when assignments are due!!):

SAMPLE WEEKLY SCHEDULE

MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY	SUNDAY
Weekly Checklist/ Agenda posted by 11 am Lecture posted by 5 pm	Discussion questions posted by 5pm <i>Complete lecture & readings</i>	Discussion Posts due by 11:59 pm	<i>Read class discussion posts</i>	Discussion responses due by 11:59 pm		<i>Download and begin/complete readings for the next week.</i>

Lecture Topics, Readings & Assignments

The outline is subject to change (with advance warning) so please assume responsibility for keeping up with classroom announcements by checking your email regularly.

Week	Date	Topic & Readings	Tasks
1	9/2	Introduction to course READINGS: <ul style="list-style-type: none"> Course Syllabus P. Knox (1995) "Urban Morphology and the Physical Structure of Cities," <i>Urban Social Geography</i>, pp. 19-30. 	<ul style="list-style-type: none"> Introduction (Due 9/3 by 11:59 pm) Scavenger Hunt (Due 9/5 by 11:59 pm)
2	9/7	Urban Form & Industrialization READINGS: <ul style="list-style-type: none"> F. Engels (1844) Excerpts from "The Great Towns," <i>The City Reader</i>, pp. 50-58. E. Burgess (1925) From "The Growth of the City: An introduction to a Research Project," <i>Urban Geography Reader</i>. ADDITIONAL GRAD READINGS: <ul style="list-style-type: none"> G. Wright (1981) "Americanization and Ethnicity in Urban Tenements," <i>Building the Dream: A Social History of Housing in America</i>. Cambridge MA: MIT Press. pp. 114-134. 	<ul style="list-style-type: none"> Discussion post & Response post
3	9/13	Urban (Re)form and Modern Visions READINGS: <ul style="list-style-type: none"> F. L. Olmsted (1870) Excerpts from "Public Parks and the Enlargement of Towns," <i>The City Reader</i>, pp. 307-313. E. Howard (1898) Excerpts from <i>Garden Cities of Tomorrow</i>, "Author's Introduction" and "The Town-Country Magnet," <i>The City Reader</i>, pp. 314-321. LeCorbusier (1929) Excerpts from "A Contemporary City," <i>The City Reader</i>, pp. 317-324. 	<ul style="list-style-type: none"> Discussion post & Response post Fieldwork Assignment #1 Posted on D2L

		<p>ADDITIONAL GRAD READINGS:</p> <ul style="list-style-type: none"> • D. Harvey (1997) "Contested Cities: Social Process and Spatial Form," <i>The City Reader</i>. pp. 225-232. • Boyer, C. "Zoning and the Single-family Home," <i>Dreaming the Rational City</i>. 	
4	9/20	<p>Suburbanization & Highways</p> <p>READINGS:</p> <ul style="list-style-type: none"> • K. Jackson (1984) "The Drive-in Culture of Contemporary America," <i>The City Reader</i>, pp. 59-68. • K. Jackson (1984) "The Baby Boom and the Age of Subdivision," <i>The Crabgrass Frontier: The Suburbanization of the United States</i>, pp. 231-245 <p>ADDITIONAL GRAD READINGS:</p> <ul style="list-style-type: none"> • H. Hoyt (1939) Excerpt from "The pattern of Movement of Residential Rental Neighborhoods," <i>The Urban Geography Reader</i>, pp. 28-36. • C. Harris & E. Ullman (1945) "The Nature of Cities," <i>The Urban Geography Reader</i>, pp. 46-55. 	<ul style="list-style-type: none"> • Discussion post & Response post
5	9/27	<p>Housing, Urban Renewal, and the American Dream</p> <p>READINGS:</p> <ul style="list-style-type: none"> • K. Jackson (1984) "Federal Subsidy and the Suburban Dream: How Washington Changed the American Housing Market" In <i>The Crabgrass Frontier: The Suburbanization of the United States</i> (Oxford University Press), pp. 190-218. • M. Fullilove (2005) "Chapter 3 – Urban Renewal..." AND "Chapter 4 – Negro Removal," <i>Root Shock: How Tearing Up City Neighborhoods Hurts America, and What We Can Do About It</i>, pp. 52-100. <p>ADDITIONAL GRAD READINGS:</p> <ul style="list-style-type: none"> • J. Jacobs (1961) "The Uses of Sidewalks: Safety," <i>The City Reader</i>, pp. 98-102. • C. Bradford (1979) "Financing Home Ownership: The Federal Role in Neighborhood Decline," <i>Urban Affairs Quarterly</i>, 14(4), pp. 313-335. 	<ul style="list-style-type: none"> • Discussion post & Response post • Fieldwork Assignment #1 Due Monday (9/27) by 5 pm
6	10/4	<p>Economic Restructuring and the Post-1973 World</p> <p>READINGS:</p> <ul style="list-style-type: none"> • Short, J. (1996) "The City and the Economy," <i>The Urban Order: An Introduction to cities, culture, and power</i>. Oxford: Blackwell. • E. Soja (1989) Excerpt from <i>Postmodern Geographies: The Reassertion of Space in Critical</i> 	<ul style="list-style-type: none"> • Discussion post & Response post • Fieldwork Assignment #2 Posted on D2L

		<p><i>Social Theory: 'Taking Los Angeles Apart: Towards a Postmodern Geography,' The City Reader, pp. 166-177.</i></p> <p>ADDITIONAL GRAD READINGS:</p> <ul style="list-style-type: none"> • Dear & Flusty (1998) "Postmodern Urbanism," <i>Annals of the Association of American Geographers</i> 88: 50-72. 	
7	10/11	MIDTERM REVIEW/EXAM 1	<ul style="list-style-type: none"> • Exam Review Posted Monday • Exam Available on D2L Wednesday (10/13) at 5:00pm until Thursday (10/14) at 11:59 pm
8	10/18	<p>Race, Urban Sprawl, and Segregation</p> <p>READINGS:</p> <ul style="list-style-type: none"> • Massey, D. and N.A. Denton. "The Continuing Causes of Segregation" in S. Watson and G. Bridges (eds), <i>The Blackwell City Reader, 2nd ed.</i> Pp 177-185 • j. powell (2002) "Sprawl, fragmentation, and the persistence of racial inequality." In G. Squires ed. <i>Urban Sprawl: Causes, Consequences and Policy Responses</i>, pp. 73-118. <p>ADDITIONAL GRAD READINGS:</p> <ul style="list-style-type: none"> • G. Squires (2002) "Urban Sprawl and the Uneven Development of Metropolitan America," <i>Urban Sprawl: Causes and Consequences</i>, pp.1-22. 	<ul style="list-style-type: none"> • Discussion post & Response post
9	10/25	<p>New Urbanism, Neoliberalism, and Entrepreneurial Development</p> <p>READINGS:</p> <ul style="list-style-type: none"> • Harvey, D. From Managerialism to Entrepreneurism: The Transformation of Urban Governance in Late Capitalism. In <i>The Blackwell City Reader</i>, pp 456 – 463 • J. Kenny & J. Zimmerman (2003) "Constructing the Genuine American City: Neotraditionalism, New Urbanism, Neoliberalism in the Remaking of Downtown Milwaukee," <i>Cultural Geography</i>, 11, pp. 74-98. <p>ADDITIONAL GRAD READINGS:</p> <ul style="list-style-type: none"> • Brenner, Neil and Nik Theodore. 2002. Cities and the Geographies of "Actually Existing" Neoliberalism in Brenner, in Neil and Nik Theodore (eds). <i>Spaces of Neoliberalism: Urban Restructuring of North American and Western Europe.</i> 	<ul style="list-style-type: none"> • Discussion post & Response post • Fieldwork Assignment #2 Due Monday (10/25) by 5:00 pm

		<ul style="list-style-type: none"> Peck, Jamie and Adam Tickell. 2002. Neoliberalizing Space. In Brenner, Neil and Nik Theodore (eds). <i>Spaces of Neoliberalism: Urban Restructuring of North American and Western Europe</i>. 	
10	11/1	<p>Politics, Planning, and Governance</p> <p>READINGS:</p> <ul style="list-style-type: none"> Logan, John and Harvey Molotch. From Urban Fortunes: The Political Economy of Place. In S. Watson and G. Bridges (eds), <i>The Blackwell City Reader</i>, pp 464 - 475. Fainstein, S. "New Directions in Planning Theory." In S. Watson and G. Bridges (eds) <i>The Blackwell City Reader</i>, pp 403-409. <p>ADDITIONAL GRAD READINGS:</p> <ul style="list-style-type: none"> Elwood, S. 2004. Partnerships and Participation: Reconfiguring Urban Governance in Different State Contexts. <i>Urban Geography</i>, 25, 8, pp. 755-770. 	<ul style="list-style-type: none"> Discussion post & Response post Fieldwork Assignment #3 Posted on D2L
11	11/8	<p>Social Life in Cities: Gender, Space, and Power</p> <p>READINGS:</p> <ul style="list-style-type: none"> Watson, S. "City A/Genders" in S. Watson and G. Bridges (eds), <i>The Blackwell City Reader, 2nd Ed.</i> pp 235-242. Chauncey, G. "Building Gay Neighborhood Enclaves: The Village and Harlem" " in S. Watson and G. Bridges (eds), <i>The Blackwell City Reader, 2nd Ed.</i> pp 243-251. <p>ADDITIONAL GRAD READINGS:</p> <ul style="list-style-type: none"> Gilbert, M. 1998. "Race," Space, and Power: The Survival Strategies of Working Poor Women. <i>The Annals of the Association and American Geographers</i>. 88, 4, 595-621 	<ul style="list-style-type: none"> Discussion post & Response post
12	11/15	<p>New Immigrants; New Technologies; New Urban Development</p> <p>READINGS:</p> <ul style="list-style-type: none"> R. Fishman (1987) "Beyond Suburbia: The Rise of the Technoburb," <i>The City Reader</i>, pp. 69-77. Skop, E. and W. Li (2003) "From the Ghetto to the Invisiburb," in J.W. Frazier & F.L. Margai (eds) <i>Multi-cultural Geographies</i>. Binghamton, NY: Global Academic Publishing. pp. 113-124. Li, W. (2006) "Spatial Transformation of an Urban Ethnic Community: From Chinatown to Ethnoburb in Los Angeles." In W. Li (ed) <i>From Urban Enclave to Ethnic Suburb: New Asian Communities in Pacific Rim countries</i>. Honolulu: 	<ul style="list-style-type: none"> Discussion post & Response post

		University of Hawaii Press.	
13	11/22		** No discussion posts this week**
14	11/29	<p>Revanchism, Urban (Dis)Order & Public Space</p> <p>READINGS:</p> <ul style="list-style-type: none"> Smith, N. "After Tompkins Square Park: Degentrification and the Revanchist City." in S. Watson and G. Bridges (eds), <i>The Blackwell City Reader</i>. pp 201-210. Mitchell, D. "The S.U.V. Model of Citizenship: Floating Bubbles, Buffer Zones, and the Rise of the "Purely Atomic" Individual" in S. Watson and G. Bridges (eds), <i>The Blackwell City Reader, 2nd Ed.</i> pp 211-220. <p>ADDITIONAL GRAD READINGS:</p> <ul style="list-style-type: none"> Davis, M. City of Quartz: Excavating the Future in Los Angeles. " in S. Watson and G. Bridges (eds), <i>The Blackwell City Reader</i>. Pp193-200. Low, S. The Edge and the Center: Gated Communities and the Discourse of Urban Fear. <i>American Anthropologist</i> 103(1): 45-58. 	<ul style="list-style-type: none"> Discussion post & Response post Fieldwork Assignment #3 Due Monday (11/29) at 5:00 pm
15	12/6	<p>Urban Natures/Urban Political Ecology</p> <p>READINGS:</p> <ul style="list-style-type: none"> Swyngedouw, E and N. Heynen. "Urban Political Ecology, Justice, and the Politics and Scale" in S. Watson and G. Bridges (eds), <i>The Blackwell City Reader, 2nd Ed.</i> pp 79-85. Cieslewicz (2002) "The environmental impacts of sprawl," in G. Squires ed. <i>Urban Sprawl: Causes, Consequences</i>. S. Wheeler (1998) "Planning Sustainable and Livable Cities," <i>The City Reader</i>, pp. 499-509. 	<ul style="list-style-type: none"> Discussion post & Response post
16	12/13	Review/Recap	<ul style="list-style-type: none"> Final Papers Due on Tuesday (12/14) Final Exam Available on D2L Thursday (12/16) at 5:00 pm until Friday (12/17) at 11:59 pm.