

# Urbanization and Urban Geography

## POLI 305

Spring 2018

Mondays and Wednesdays 2:00 to 3:15 P.M.

Maybank Hall, Room 111

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Office hours: M & W: 3:30 to 4:30 P.M.

and by appointment at other times.

### Course Description

Urbanization has been driven, to a large extent, by the economic systems that operate within and across societies. The urban spatial expressions of these economic systems have been shaped, however, by cultural ideas reflected through the discipline and practice of urban planning. Leaving in-depth analysis of economic systems to a course on economic geography, this class will examine how values and ideas—particularly about what constitutes the good life and appropriate ways to live—predominate among cultural narratives about the city as well as how these narratives in turn affect the landscape of the cities in which we live and work. Urbanization is conceptualized as a process in which urbanists—especially those who take up jobs within planning—are actively involved. This class examines the contradictions and unintended consequences of particular sets of values in planning – values that shape how planners do their work, the types of questions they ask, and the projects that they deem worthy to be planned. Amongst other things, the course will grapple with questions of order versus disorder in the city, heterogeneity versus homogeneity, openness versus closure, and individual freedom versus collective necessity. Because this course is offered in a Political Science Department, it will focus explicitly on how the urbanization process and the planning apparatus that manages it can be used to advance an emancipatory politics within cities.

### Objectives

This course is geared towards upper-level undergraduate students. As such, it is “bifocused” in the levels at which students should evidence outcomes. First, this course seeks to ensure understanding (i.e., the 2<sup>nd</sup> level of learning) of key urban geographical and planning concepts, theories, languages, and principles. Students will be expected to construct meaning from instructional messages, including oral (i.e., presentations on key concepts) and written communications (e.g., reaction paper, final term paper). Second, this course seeks to build students’ analysis skills, meaning that ample opportunity is provided for students to break down the concepts and theories found in the readings into

their constituent parts and determine how these parts relate to one another and to an overall structure or purpose. The overall structure or purpose, in this case, is articulating how values people hold about social organization and the ‘good life’ shaped (or failed to shape) cities and the contexts within which people operate who live in those cities. Specifically, students successfully completing this class should be able to:

- *Paraphrase* key urban concepts and planning theories;
- *Generalize* the relevance of these key concepts beyond the readings to the cities and sub-contexts in which we live and work every day. This means students should be able to identify contemporary examples in their own lives or in the news that illustrate the concepts.
- *Organize* several key concepts into a larger theory that provides insight into some aspect of the social world (i.e., this is the purpose of the term paper);
- *Critically examine* the literature to determine the point of view, biases, and values present in the work and the author’s argument.

## Course Philosophy

This course conceptualizes the student as an active learner in the attainment of knowledge, while the instructor is conceptualized as a guide and facilitator who will give the student extensive feedback as he or she embarks on the learning process. As such, the course is structured to provide ample opportunities for active learning and student initiation and leadership of the learning process. To facilitate the achievement of these goals, learning, assessment, and instruction are delivered in three ways:

(1) **Student engagement with the course texts through reading and presentations.** Reading is fundamental to the learning process, and it is expected that the bulk of the student’s learning will be achieved via his or her careful and independent reading. The class time will provide an opportunity to reinforce the concepts in the readings and clarify points of confusion. The presentations require students to focus on a particular reading, synthesize the material, and to parsimoniously communicate the knowledge obtained. The questioning component of the presentation develops students’ critical analysis and evaluation skills. Further, the reading journal requires that the student capture his or her thinking vis-à-vis the text as he or she is in the process of reading.

(2) **Writing**—Writing is integral to this class, and it is fundamental to your academic and professional success. Research also shows that students remember more about a topic when they write about it. Nearly all assignments and assessments in this class will require you to write.

(3) **Discussion**—Willingness to speak up with valuable contributions and organized thoughts is also fundamental to your academic and professional success. This class provides an opportunity for you to engage with your peers and communicate ideas, all the while practicing for life outside of college.

## Course Texts

There are four required books for this course, three of which are available in the college bookstore. The fourth book is available as an e-book through the College of Charleston Library, so you do not need to purchase it!

- Jane Jacobs. 1961. *Death and Life of Great American Cities*. New York: Vintage.
  - New personal copy: \$23
  - Used personal copy: \$17.25
  - New rental copy: \$20.35
  - Used rental copy: \$9.65
  
- Susan Fainstein and Scott Campbell, eds. 2011. *Readings in Urban Theory*, 3<sup>rd</sup> Ed. Oxford: Blackwell
  - New personal copy: \$64.95
  - Used personal copy: \$48.70
  - New rental copy: \$53.60
  - Used rental copy: \$30/85
  
- Susan Fainstein and James DeFilippis, eds. 2016. *Readings in Planning Theory*, 4<sup>th</sup> Ed. Oxford: Blackwell.
  - New personal copy: \$59.95
  - Used personal copy: \$44.95
  - Digital copy: \$34
  - New rental copy: \$40.75
  - Used Rental copy: \$28.20

The following book is required for the class, but it is available in the College of Charleston Library as an e-book, so you do not need to purchase it:

- Lees, Loretta, ed. 2004. *The Emancipatory City? Paradoxes and Possibilities*. Thousand Oaks, CA: Sage Publications.

Note: I will place copies of each of the books (including *The Emancipatory City?*) on reserve at the library for those of you who don't wish to purchase them. You will have a two hour limit to use the books in the library (you can't take them home).

There will also be many readings posted on the class OAKS site.

## Assignments & Evaluation

**In-class participation** – The in-class participation grade will be determined by your attendance at each class, your engagement during the class discussions, and your responses to questions and other students' comments. The quality of your contributions as well as the quantity will be used to assess your grade. Lateness as well as early departures will adversely affect your grade. The participation grade will also be determined by your willingness to speak up and share thoughts, questions, and concerns during the course. In class participation counts as **15% of your grade**. See Rubric #1: "Evaluating Students' In-class participation" for the specific guidelines that I will use to evaluate your participation.

**Presentations and writing on the week's readings** – You are required to read all readings throughout the semester, but you will be responsible for presenting a core concept from the reading at least once during the semester. You have freedom to organize your presentation as you wish, but you must tie it closely to a concept from the reading assigned for the day you choose to present. You must creatively engage the topic with your classmates and me, and you must link it to an issue that has occurred in the State of South Carolina (preferably in the Lowcountry) within the last year. You must find the issue either in the *Post and Courier* or in the *Charleston City Paper*. After the presentations, you are required to submit a 3 page reaction paper within one week. The reaction paper can summarize your general impressions of the reading, your thoughts about the relevance of the topic, or a critical analysis of a single topic or concept. The presentations and papers will count towards **20% of the overall grade**. The reaction papers must be submitted to the dropbox as an MS Word document by noon 7 days after you have completed the in class presentation (including weekend days). See Rubrics #2 and #3: "Evaluating Student Presentations" and "Evaluating Student Reaction Papers" for the specific guidelines that I will use to evaluate your work. If you miss your presentation, a make-up will not be issued. (You will receive a grade of zero.) Late reaction papers will lose 6 points per 24 hour period late, including weekends.

**Reading Journal** – You are required to keep a handwritten journal over the course of the semester in a bound, marble notebook. **Loose leaf or papers torn from a book will not be accepted.** Journals other than marble notebooks (such as spiral notebooks) will not be accepted. The reading journal is your opportunity to not only summarize, but also to analyze and reflect upon the readings and the class discussion. Your reading journal should include a summary of at least one paragraph for each article/chapter you've read, a review of your impressions of the readings, and any critical questions you may have. ***Make sure you have 1 paragraph of summary and 1 paragraph of reflection for each assigned reading. Every reading listed in the syllabus must have an entry unless otherwise specified.*** You can also include reflections about class discussions in your journal, which will remain private (between you and me). You must create an entry for

each individual reading (do not just write about them all together). I will collect the journals periodically over the course of the semester. An entry is not needed for the specific date when the journal is collected, but you must include the readings for that date in the next round. Please do not use your class notebook as your journal, and do not wait until the journal is requested to write in it. It will be evident if you do these things, and your grade will decline. Your journal will be worth **25% of your grade**. You will receive a grade each time I collect it, and the final grade will be calculated by averaging each one. See Rubric #4 “Evaluating the Reading Journal” for the specific guidelines that I will use to evaluate your work. Journals submitted late will lose 6 points per 24 hour period late, including weekends.

**Final term paper** – You are required to write a final term paper that accomplishes two goals: (1) a critical synthesis of the semester’s readings and class discussions; and (2) application of the knowledge you’ve gained over the course of the semester to either an historical or contemporary urban issue within the State of South Carolina, preferably in the Lowcountry area. It is expected that you will do additional research on the specific topic or issue that you are analyzing (meaning that I expect to see references from outside of the course, such as newspaper articles, books, web sites, public reports or documents, or other sources). This paper should not be less than 10 pages or more than 20 pages (excluding references and notes). It should be typed, double spaced, 12 point, Times New Roman font. Please use Microsoft Word. The final research paper will count towards **30% of your grade**. **The paper is due by 11:59 a.m. on 30 April** in the appropriate dropbox. Late papers will lose 6 points (out of 100) each day that they are late. See Rubric #5: “Evaluating the Final Paper” for the specific guidelines that I will use to evaluate your work.

**Sustainability Literacy in Urban Studies Assignment** – Towards the end of the semester, the Urban Studies Program will host a practitioner or scholar who focuses on urban planning and sustainability. You are required to attend a lecture delivered by this scholar and write a short paper (2 to 4 pages) in which you identify a key concept or theory presented in the lecture and define this concept or theory. In addition, you must find a real world example that relates to issues and topics that we have discussed in class to which you can apply the concept or theory to understand the example in depth. Importantly, you must conclude your paper by outlining a solution to a problem or change in society that will improve sustainability related to the example you have selected and the content of the course. This assignment is due on Monday, 23 April by 1:59 p.m. on the dropbox. Late papers will lose 6 points (out of 100) each day that they are late. See Rubric #6 “Evaluating Sustainability Literacy” to guide you in writing this short paper. Additional details will be provided regarding when the lecture will be offered later in the semester. This assignment is worth **10% of your overall grade** in the class.

**Your final grade for the course will be calculated using the following grade distribution (percentage of total score of all assignments).**

A = 93 – 100

B = 82.5 – 87.4

C = 72.5 – 77.4

D = 62.5 – 67.4

A- = 90 – 92.9

B- = 80 – 82.4

C- = 70 – 72.4

D- = 60 – 62.4

B+ = 87.5 – 89.9

C+ = 77.5 – 79.9

D+ = 67.5 – 69.9

F = 0.0 – 59.9

## General Policies and Procedures

- **Statement on Academic Integrity:** Lying, cheating, attempted cheating, and plagiarism are violations of our Honor Code that, when identified, are investigated. Each incident will be examined to determine the degree of deception involved.

Incidents where the instructor determines the student's actions are related more to a misunderstanding will be handled by the instructor. A written intervention designed to help prevent the student from repeating the error will be given to the student. The intervention, submitted by form and signed both by the instructor and the student, will be forwarded to the Dean of Students and placed in the student's file.

Cases of suspected academic dishonesty will be reported directly by the instructor and/or others having knowledge of the incident to the Dean of Students. A student found responsible by the Honor Board for academic dishonesty will receive a XXF in the course, indicating failure of the course due to academic dishonesty. This grade will appear on the student's transcript for two years after which the student may petition for the XX to be expunged. The F is permanent. The student may also be placed on disciplinary probation, suspended (temporary removal) or expelled (permanent removal) from the College by the Honor Board.

Students should be aware that unauthorized collaboration--working together without permission-- is a form of cheating. Unless the instructor specifies that students can work together on an assignment, quiz and/or test, no collaboration during the completion of the assignment is permitted. Other forms of cheating include possessing or using an unauthorized study aid (which could include accessing information via a cell phone or computer), copying from others' exams, fabricating data, and giving unauthorized assistance.

Research conducted and/or papers written for other classes cannot be used in whole or in part for any assignment in this class without obtaining prior permission from the instructor.

Students can find the complete Honor Code and all related processes in the *Student Handbook* at <http://studentaffairs.cofc.edu/honor-system/studenthandbook/index.php>

- **Student Email:** Students are required to have a College of Charleston email account and to check it at least once per day. All notices regarding the course will be sent to the College of Charleston account.
- **Faculty Email:** The professor uses KeenanK@cofc.edu and will check it at least once per day during the week. Immediate responses via email should not be expected, but can generally be expected within a 24-hour period.
- **Cell phones and pagers** may be left on, but they must be turned to silent mode.
- **Texting in class** while lecture is in progress or while people are participating is rude. It also hinders your learning. Please do not do it. If you have an emergency or an urgent need to communicate with someone outside of class, it is perfectly acceptable to leave the room and take care of it.
- **Using a laptop in class** is permissible provided you send me the notes that you type each day immediately at the end of class. Checking facebook, chatting online, or sending emails is not an acceptable use of the laptop during class time.
- **Special needs or concerns:** Any student eligible for and needing accommodations because of a disability is requested to speak with the professor during the first two weeks of class or as soon as the student has been approved for services so that reasonable accommodations can be arranged.

The College will make reasonable accommodations for persons with documented disabilities. Students should apply for services at the Center for Disability Services/SNAP located on the first floor of the Lightsey Center, Suite 104. Students approved for accommodations are responsible for notifying me as soon as possible and for contacting me one week before the accommodation is needed.

- **Mutual respect for differing questions and ideas:** The College is a place for open inquiry and exchange of ideas. All members of the College should treat all other members of the College and members of society with mutual respect and appreciation.

## Course Schedule and Assigned Readings

### Part 1: Introduction: Thinking about the City

Date	Topic	Assignments & Notes
M 1/8	Intro.	Introductions; Syllabus overview
W 1/10	What is a city?	<ul style="list-style-type: none"><li>• The Origins and Growth of Cities and Urban Life (OAKS)</li><li>• Mumford “What is a City?” (OAKS)</li></ul>

*M 1/15 MLK Day; observed and no class*

W 1/17	Defining and considering utopia and planning	<ul style="list-style-type: none"><li>• Thomas More’s, “Utopia” (OAKS)</li><li>• Friedman, “The good city” (OAKS)</li></ul>
M 1/22	Contemporary thoughts on utopian thinking	<ul style="list-style-type: none"><li>• Lees, “Urban (Re)Visions” Chp 1, pp. 3-20.</li><li>• Harvey, “Spaces of Hope” (OAKS)</li></ul>

### Part IIa: Industrialization and Responses

W 1/24	Industrialization	<ul style="list-style-type: none"><li>• Warner, “Evolution and Transformation: The American Industrial Metropolis, 1840-1940” (OAKS)</li><li>• Engels, “The Great Towns” (OAKS)</li></ul>
M 1/29	Responses	<ul style="list-style-type: none"><li>• Wirth, “Urbanism as a Way of Life” (OAKS)</li><li>• Excerpts of F.L. Olmsted, E. Howard, LeCorbusier, F.L. Wright in RPT</li></ul>

### Part IIb: Modernism and its critique

W 1/31	Modernism	<ul style="list-style-type: none"><li>• Scott, “Authoritarian High Modernism” in RPT</li><li>• Holston, “The Modernist City” (OAKS)</li></ul>
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*M 2/5 Keenan away; no class*



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| W 2/7  | Critique of Modernist Planning (Jane Jacobs) | <ul style="list-style-type: none"><li>• Jacobs, chs. 1,2,5</li></ul>   |
| M 2/12 | Jacobs, followers and critics                | <ul style="list-style-type: none"><li>• Jacobs, chs. 6&amp;7</li><li>• Mumford, “Neighborhood and Neighborhood Unit” (<i>OAKS</i>)</li><li>• Duneier pp. 3-14 (<i>OAKS</i>)</li></ul>  |
| W 2/14 | Jacobs, followers and critics (continued)    | <ul style="list-style-type: none"><li>• Jacobs chs. 16,21,22</li><li>• Mumford, “Home Remedies for Urban Cancer” (<i>OAKS</i>)</li></ul>   |
| M 2/19 | New Urbanism                                 | <ul style="list-style-type: none"><li>• Gilham “What is Sprawl?” (<i>OAKS</i>)</li><li>• “Charter of New Urbanism” (<i>OAKS</i>)</li><li>• Talen “Connecting New Urbanism” in RUT</li><li>• Calthorpe or Duany Plater-Zyberk (<i>OAKS</i>)</li></ul> |

### **Part IIIa: Postmodernism ~ Economy**

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|--------|-----------------------------------|--|
| W 2/21 | The Global City                   | <ul style="list-style-type: none"><li>• Purcell “Neoliberalization and Democracy” in RUT</li><li>• Sassen “The Global City” in RUT</li></ul>                             |
| M 2/26 | The Political Economy of Place    | <ul style="list-style-type: none"><li>• Logan and Molotch “City as Growth Machine” (<i>OAKS</i>)</li><li>• Zukin “Changing Landscapes of Power” in RUT</li></ul>         |
| W 2/28 | Disney, Consumerism and Exclusion | <ul style="list-style-type: none"><li>• Judd “Promoting Tourism in U.S. Cities” in RUT</li><li>• Benton, 1995, “Real/Reel Los Angeles” (<i>OAKS</i>)</li></ul>           |
| M 3/5  | Economic Implications             | <ul style="list-style-type: none"><li>• Foglesong “Planning the Capitalist City” in RPT</li><li>• Squires “Partnership and Pursuit of the Private City” in RUT</li></ul> |
| W 3/7  | Economic Implications             | <ul style="list-style-type: none"><li>• Marcuse “Cities in Quarters” in RUT</li></ul>  |

### **Part IIIb: Postmodernism – Recognition of Difference**

- M 3/12 Postmodernism and Difference
- Pratt, “Grids of Difference: Place and Identity Formation” (*OAKS*)
  - Davidoff, “Advocacy and Pluralism in Planning” in RPT
- W 3/14 Race
- Wilson “From Institutional to Jobless Ghettos” (*OAKS*)
  - Anderson “The Code of the Street” (*OAKS*)

*19, 21 March: Spring break; no class*

- M 3/26 Gender
- Wright “Women’s Aspirations and the Home” RUT
  - Okin “Is Multiculturalism Bad for Women” RUT
- W 3/28 Sexuality
- Frisch “Planning as a Heterosexist Project” (*OAKS*)
  - Brown “Sites of Public (Homo)Sex” in Lees
- M 4/2 The Disabling City
- Gleeson “Justice and the Disabling City” (*OAKS*)
  - Urry “Connections” (*OAKS*)
  - Carter “Disease and Infection” (*OAKS*)

*4 April; Keenan at Urban Affairs Conference – No class.*

- M 4/9 Gentrification
- Zukin “Harlem Between Ghetto and Renaissance” (*OAKS*)
  - Smith “Gentrification, the Frontier, and the Restructuring of Urban Space” in RUT

*11 April; Keenan at Geography Conference – No class.*

#### **Part IV – The Future**

- M 4/16 Sustainability 1
- Cronon, “Nature’s Metropolis” (*OAKS*)
  - Gandy, “Water, Modernity, and Emancipatory Urbanism” in Lees

M 4/18 Sustainability 2

- Campbell, “Green Cities, Growing Cities, Just Cities” in RPT
- Wheeler, “Urban Planning and Global Climate Change” (*OAKS*)

**++++R 4/19 Field trip to Noisette Development and Park Circle (2 time options for afternoon trips ~ 1:30 p.m. to 3:00 p.m. or 3:30 p.m. to 5:00 p.m.)**

M 4/23 Sustainability 3

- Davis, “The Prevalence of Slums” in RUT
- Gleeson, “Disasters, Vulnerability and Resilience of Cities” in RPT

\*\*\*Final term paper is due by 30 April at 11:59 a.m. in the appropriate dropbox. (This is the time when we would have had a final examination.) Late papers will lose 6 points (out of 100) each day that they are late, including weekend periods.