Urbanization and Urban Geography
POLI 305

Spring 2014
Tuesdays and Thursdays 9:25 to 10:50 AM
Maybank Hall, Room 111

Kevin Keenan, Ph.D.
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Phone: (843) 953-5679
Email: KeenanK@cofc.edu
Office hours: T & Th: 11:00 to 12:00 noon 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 2nd 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 the week’s readings) and written communications (i.e., 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 three required books for this course, all of which are available in the college bookstore.

  - New personal copy: $23.00
  - Used personal copy: $17.25
  - New rental copy: $13.80
  - Used rental copy: $9.20

  - New personal copy: $62.95
  - Used personal copy: $47.20

  - New personal copy: $62.95
  - Used personal copy: $47.20
  - New rental copy: $40.90
  - Used Rental copy: $28.35

There is one recommended book for this class, also available at the college bookstore and as an e-book through the library:

  - New personal copy: $74
  - Used personal copy: $55.50
  - New rental copy: $44.40
  - Used rental copy: $29.60
  - E-book version is free through the library

Note: I will place copies of each of these books 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.
Course Overview

9 January: Syllabus review & introductions

14, 16 January: Thinking about the City

21, 23 January: Early Values and Urban Form

28, 30 January; 4, 6, 11 February: Modernism and its critique

13, 18, 20, 25, 27 February: Postmodernism ~ Economy

++++13 February (in class): Presentation by Town of Mount Pleasant Planning Department

++++13 February Political Science Department Convocation – 4:00 p.m. in Physicians

This year's Convocation of Majors speaker is John Prendergast, a human rights activist and best-selling author who has worked for peace in Africa for over 25 years. He is the co-founder of the Enough Project, an initiative to end genocide and crimes against humanity affiliated with the Center for American Progress. This year's speaker was selected in conjunction with the Department's Global Engagement theme for the year. You will earn 3 credits on your final participation grade in the course (a full letter grade) for attending this talk.

++++25, 26 February (Tuesday and Wednesday ~ 3:30 to 5:00 p.m.): Field trip to I'on village and Daniel Island.

4, 6 March: Spring break; no class

11, 13, 18, 25, 27 March; 1 April: Postmodernism ~ Recognition of difference

20 March; Keenan at Urban Affairs Conference – No class.

****18 March (Tuesday): Submit the paper topic and research question to my email KeenanK@cofc.edu by noon. Document must be in MS Word, as that is the only program my computer will open. Documents submitted late will incur 3 points off of the final research paper per 24 hour period late, including weekend days.

++++3 April (in class): Presentation by Jim Wood, Director of Planning for the City of North Myrtle Beach

****5 April (Saturday): Submit revised question, thesis statement and map to the paper to my email KeenanK@cofc.edu by noon. Include at least 5 references from the
course that you will use in your paper, and 5 additional academic references on your topic. Document must be in MS Word, as that is the only program my computer will open. Documents submitted late will incur 3 points off of the final research paper per 24 hour period late, including weekend days.

8, 10, 15, 17, 22 April: The Future

+++15, 16 April (Wednesday and Thursday ~ 3:30 to 5:00 p.m.): Field trip to Noisette Development and Park Circle

+++17 April (in class): Presentation by the City of Charleston Planning Department

22 April: Conclusions and evaluation

****30 April: Final paper is due by noon

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 co-presenting (with another student) once or possibly twice during the semester on the assigned readings for a class session. You have freedom to organize your presentation as you wish, but you must tie it closely to the class readings and strive to creatively engage the topic with your classmates and me. As part of the presentation, you must explain how the two readings go together (this means that you must each read the presentations and discuss them as a group – you will get a lower grade if you just read one and present on that, while another student reads and presentson another one). 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 **15% of your grade** each time you present, for a total of **30% of the overall grade**. The reaction papers must be submitted to my email box (KeenanK@cofc.edu) 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 notebook. 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. 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. 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 noon on 30 April in my Political Science Department Office mailbox. The Political Science Department is located at 114 Wentworth Street, and the mailboxes are on the second floor in the main office. 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.
Your final grade for the course will be calculated using the following grade distribution (percentage of total score of all assignments).

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<tr>
<th>Grade</th>
<th>Minimum Score</th>
<th>Maximum Score</th>
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General Policies and Procedures

- **Statement on Academic Integrity**: The College of Charleston regards acts of academic dishonesty (e.g., plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the Student Honor Code and the Code of Conduct. The College will pursue cases of academic dishonesty.

  Complete information about the College of Charleston’s academic integrity policies is available through the Office of Student Services. Please see the following document, available online: [http://studentaffairs.cofc.edu/honor-system/](http://studentaffairs.cofc.edu/honor-system/).

- **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. 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.

- **Chatting online, or checking facebook** while lecture is in progress or while people are participating is rude. It also hinders your learning. Please do not do it.

- **Geography at CofC facebook page**: Please “like” the Geography at CofC page. On this page, I frequently post interesting links to various urban resources that you may find useful.
• **Special needs or concerns:** Any students who have special learning needs or concerns are urged to speak with me during the first week of the semester if accommodations are needed. The Center for Disability Services provides a comprehensive list of accessibility resources available at the College on the following website: [http://spinner.cofc.edu/~cds](http://spinner.cofc.edu/~cds).

• **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**

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<tr>
<th>Date</th>
<th>Topic</th>
<th>Assignments &amp; Notes</th>
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<tr>
<td>Th 1/9</td>
<td>Intro.</td>
<td>Introductions; Syllabus overview</td>
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| T 1/14 | Defining and considering Utopia and Planning | • Thomas More’s, “Utopia” (*OAKS*)  
• Friedman, “The good city” RPT |
| Th 1/16 | Contemporary thoughts on utopian thinking | • Lees, “Urban (Re)Visions” Chp 1, pp. 3-20.  
• Theodore, Peck, Brenner, “Neoliberal Urbanism” (*OAKS*) |

**Part IIa: Early Values and Urban Form**

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| T 1/21 | Early utopian thinking / examples of planning and reflections | • Warner, “Evolution and Transformation: The American Industrial Metropolis, 1840-1940” (*OAKS*)  
• Wirth, “Urbanism as a Way of Life” (*OAKS*) |
| Th 1/23 | Early utopian thinking / examples of planning and reflections (continued) | • Engels, “The Great Towns” (*OAKS*)  
• Excerpts of F.L. Olmsted, E. Howard, LeCorbusier, F.L. Wright (*OAKS*)  
• More Corbusier (The Radiant City) (*OAKS*) |
Part IIb: Modernism and its critique

T 1/28  Modernism
• Scott, “Authoritarian High Modernism” in RPT
• Holston, “The Modernist City” (OAKS)

Th 1/30  Critique of Modernist Planning (Jane Jacobs)
• Jacobs, chs. 1,2,5

T 2/4  Jacobs, followers and critics
• Jacobs, chs. 6&7
• Mumford, “Neighborhood and Neighborhood Unit” (OAKS)
• Duneier pp. 3-14 (OAKS)

Th 2/6  Jacobs, followers and critics (continued)
• Jacobs chs. 16,21,22
• Mumford, “Home Remedies for Urban Cancer” (OAKS)

T 2/11  New Urbanism
• Gilham “What is Sprawl?” (OAKS)
• “Charter of New Urbanism” (OAKS)
• Talen “Connecting New Urbanism” in RUT
• Calthorpe or Duany Plater-Zyberk (OAKS)

Part IIIa: Postmodernism ~ Economy

Th 2/13  In-class Presentation by Town of Mount Pleasant Planning Department

++++13 February (Thursday) Extra Credit Opportunity (+3 points on final participation grade): This year’s Convocation of Majors for the Political Science Department speaker is John Prendergast, a human rights activist and best-selling author who has worked for peace in Africa for over 25 years. He is the co-founder of the Enough Project, an initiative to end genocide and crimes against humanity affiliated with the Center for American Progress. The Convocation is at 4:00 p.m. in Physicians.

T 2/18  The Political Economy of Place
• Logan and Molotch “City as Growth Machine” (OAKS)
• Zukin “Changing Landscapes of Power” in RUT
Th 2/20 Disney, Consumerism and Exclusion
- Judd “Promoting Tourism in U.S. Cities” in RUT
- Benton, 1995, “Real/Reel Los Angeles” (OAKS)
- Marcuse “Cities in Quarters” in RUT

T 2/25 Economic Implications 1
- Harvey “Possible Urban Worlds” (OAKS)

Th 2/27 Economic Implications 2
- Foglesong “Planning the Capitalist City” in RPT
- Squires “Partnership and Pursuit of the Private City” in RUT

4, 6 March: Spring break; no class

Part IIIb: Postmodernism – Recognition of Difference

T 3/11 Postmodernism and Difference
- Pratt, “Grids of Difference: Place and Identity Formation” (OAKS)
- Davidoff, “Advocacy and Pluralism in Planning” in RPT

Th 3/13 Race
- Wilson “From Institutional to Jobless Ghettos” (OAKS)
- Anderson “The Code of the Street” (OAKS)

T 3/18 Gender
- Hayden, “Nurturing: Home, Mom, and Apple Pie” in RPT
- Kern, “Gendering Reurbanization” (OAKS)

****18 March (Tuesday): Submit the paper topic and research question to my email KeenanK@cofc.edu by noon. Document must be in MS Word, as that is the only program my computer will open. Documents submitted late will incur 3 points off of the final research paper per 24 hour period late, including weekend days.

Th 3/20 No class; Keenan away.

T 3/25 Sexuality
- Frisch “Planning as a Heterosexist Project’ in RPT
• Brown “Sites of Public (Homo)Sex” in Lees

Th 3/27 Gentrification, Exclusion, and contemporary city making
• Zukin “Harlem Between Ghetto and Renaissance” (*OAKS*)
• Smith “Gentrification, the Frontier, and the Restructuring of Urban Space” in RUT

T 4/1 Emancipation and for Whom?
• Gleeson “Justice and the Disabling City” (*OAKS*)
• Urry, “Connections” (*OAKS*)
• Robinson, pp. 161-77 in Lees

Th 4/3 In-class presentation by Jim Wood, Director of Planning for the City of North Myrtle Beach

Part IV – The Future

**5 April (Saturday): Submit revised question, thesis statement and map to the paper to my email KeenanK@cofc.edu by noon. Include at least 5 references from the course that you will use in your paper, and 5 additional academic references on your topic. Document must be in MS Word, as that is the only program my computer will open. Documents submitted late will incur 3 points off the final research paper per 24 hour period late, including weekend days.

T 4/8 Environment 1
• Cronon, “Nature’s Metropolis” (*OAKS*)
• Gandy, “Water, Modernity, and Emanicipatory Urbanism” in Lees

Th 4/10 Environment 2
• Mabin, “Varied legacies of Modernism in Urban Planning” (*OAKS*)
• Pile, “Ghosts and the City of Hope” in Lees

T 4/15 Utopia vs. Rights and Struggle
• Amin and Thrift, “The ‘Emanicipatory’ City?” in Lees
• Harvey, “The Right to the City” in Lees

+++15, 16 April (Tuesday and Wednesday ~ 3:30 to 5:00 p.m.): Field trip to Noisette
Development and Park Circle

Th 4/17    Presentation by County of Charleston Planning Department

T 4/22    Conclusion & evaluations

***Final term paper is due by 30 April in my mailbox in the Political Science Department, 114 Wentworth Street, by noon. (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.