

Urbanization and Urban Geography

POLS 305

Fall 2010

Tuesdays and Thursdays 1:40 to 2:55 PM
Maybank Hall, Room 307

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Office hours: M: 2:00 to 4:00 PM;

T: 3:00 to 5:00 PM & By appointment

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.

- Jane Jacobs. 1961. *Death and Life of Great American Cities*. New York: Vintage.
- Lees, Loretta, ed. 2004. *The Emancipatory City? Paradoxes and Possibilities*. Thousand Oaks, CA: Sage Publications.
- Sorkin, Michael ed. 1991. *Variations on a Theme Park: The New American City and the End of Public Space*. New York: Hill and Wang.

There are two recommended books for this class, also available at the college bookstore:

- Scott Campbell and Susan Fainstein, eds. 2002. *Readings in Planning Theory*, 2nd Ed. Oxford: Blackwell.
- Susan Fainstein and Scott Campbell, eds. 2002. *Readings in Urban Theory*, 2nd Ed. Oxford: Blackwell.

Note: I will place copies of these books on reserve at the library for those of you 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 WebCT site.

Course Overview

24 August: Introductions

26, 31 August: Thinking about the City

2, 7 September: Early Values and Urban Form

9, 14, 16, 21, 23, September: Modernism and its critique

***9/28 Presentation** on urban planning by Jim Wood, Director of Planning for the City of North Myrtle Beach

30 September; 5, 7, 14 October: Postmodernism ~ Economy

***1 October (Friday): Field trip** to P'on village, Daniel Island, and other new communities in the Lowcountry

***14 October (Thursday): Presentation** on the South Carolina Ports Authority by Byron Miller, Director of Public Relations and Marketing

19, 21, 26, 28 October; 2, 4, 9 November: Postmodernism ~ Recognition of difference

***29 October (Friday): Field trip** to the South Carolina Ports Authority

***30 October (Saturday): Submit the paper topic** and research question to me via email by noon.

***4 November (Thursday): Visiting lecturer** Deborah Martin

***4 November (Thursday): Extra credit** opportunity: Geography and Law Lecture by Deborah Martin. 3:30 p.m. in the Stern Center Ballroom.

11, 16, 18, 23, 30 November: The Future

2 December: Conclusions and course evaluations

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—both at the beginning of the course and after the break—as well as early departures, will adversely affect the 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) 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. *You will earn 7 points of extra credit on your presentation if you meet with your co-presenter, discuss the approach to your presentation, and then meet with me to discuss your presentation before you actually do it.* 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. See Rubric #2: “Evaluating Student Presentations and Reaction Papers” for the specific guidelines that I will use to evaluate your work.

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. You can also include reflections about class discussions in your journal, which will remain private (between you and me). I will collect the journals periodically over the course of the semester. **DO NOT WAIT UNTIL THE JOURNAL IS REQUESTED TO WRITE IN IT.** It will be evident, 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 #3 “Evaluating the Reading Journal” for the specific guidelines that I will use to evaluate your work.

Final term paper – You are required to write a 10 to 15 page 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 15 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 5:00 p.m. on Thursday, 9 December in my email box KeenanK@cofc.edu . Email attachments arriving with an email time stamp of 5:01 p.m. or later on the 9th will be considered late. Late papers will lose 6 points (out of 100) each day that they are late. See Rubric #4: “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).

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:** 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/general_info/honor_system/index.html .

- **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.
- **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> .
- **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
T 8/24	Intro.	Introductions; Syllabus overview
R 8/26	Defining and considering Utopia and Planning	<ul style="list-style-type: none">• Thomas More's "Utopia" (<i>WebCT</i>)• Friedman "The good city" (<i>WebCT</i>)
T 8/31	Contemporary thoughts on utopian thinking	<ul style="list-style-type: none">• Mollenkopf, "How to Study Urban Political Power" (<i>WebCT</i>)• Lees, "Urban (Re)Visions" Chp 1, pp. 3-20.

Part IIa: Early Values and Urban Form

R 9/2	Early utopian thinking / examples of planning and reflections	<ul style="list-style-type: none">• Engels, "The Great Towns" (<i>WebCT</i>)• Fishman, "Urban Utopias" in RPT, pp. 21-60
T 9/7	Early utopian thinking / examples of planning and reflections (continued)	<ul style="list-style-type: none">• Excerpts of F.L. Olmsted, E. Howard, LeCorbusier, F.L. Wright, pp. 302-330 in R. Legates and F. Stoute, 2003 <i>The City Reader</i>; plus more Corbusier (<i>The Radiant City</i>) (<i>WebCT</i>)

Part IIb: Modernism and its critique

R 9/9	Modernism	<ul style="list-style-type: none">• Sandercock, "Towards Cosmopolis" in RPT• Scott, "Authoritarian High Modernism" in RPT
T 9/14	Critique of Modernist Planning (Jane Jacobs)	<ul style="list-style-type: none">• Jacobs, chs. 1,2,5

- R 9/16 Jacobs, followers and critics
- Jacobs, chs. 6&7
 - Mumford, “Neighborhood and Neighborhood Unit” in *Urban Prospect*, pp. 56-78 (*WebCT*)
 - Duneier pp. 3-14 (*WebCT*)
- T 9/21 Jacobs, followers and critics (continued)
- Jacobs chs. 16,21,22
 - Mumford pp. 182-207 (*WebCT*)
- R 9/23 New Urbanism
- Kelbaugh, “The New Urbanism” in RUT
 - Burns et al., “Urban or Suburban” in RUT
 - Calthorpe or Duany Plater-Zyberk (*WebCT*)
- *T 9/28 Presentation on Urban Planning by Jim Wood, Director of Planning for the City of North Myrtle Beach.

Part IIIa: Postmodernism ~ Economy

- R 9/30 The Political Economy of Place
- Logan and Molotch “City as Growth Machine” in RUT)
 - Smith, “After Tompkins Square Park” (*WebCT*)
- *F 10/1 Field trip to I’ona village, Daniel Island, and other new communities in the Lowcountry
- T 10/5 Disney, Consumerism and Exclusion
- Sorkin, Intro and “See you in Disneyland,” pp. xi-xv, 205-232
 - Davis, “Fortress LA,” pp. 154-80 in Sorkin
 - Benton, 1995, “Real/Reel Los Angeles” (*WebCT*)
- R 10/7 Economic Implications
- Fogleson “Planning the Capitalist City” in RPT
 - Krumholz “Equitable Approaches to Local Economic Development” in RPT
- *R
10/14 Presentation on the South Carolina Ports Authority by Byron Miller, Director of Public Relations

Part IIIb: Postmodernism – Recognition of Difference

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| T 10/19 | Postmodernism and Difference | <ul style="list-style-type: none">• Pratt, “Grids of Difference: Place and Identity Formation” (<i>WebCT</i>)• Davidoff, “Advocacy and Pluralism in Planning” in RPT |
| R 10/21 | Gentrification, Exclusion, and contemporary city making | <ul style="list-style-type: none">• Boyer “Cities for Sale” in Sorkin• Sorkin “Inside Expolis” in Sorkin |
| T 10/26 | Gender | <ul style="list-style-type: none">• Kern, “Gendering Reurbanization” (<i>WebCT</i>)• Hayden, “Nurturing: Home, Mom, and Apple Pie” in RPT |
| R 10/28 | Queer cities; Queer geographies | <ul style="list-style-type: none">• Chauncey, “Building Gay Neighborhoods” (<i>WebCT</i>)• Brown “Sites of Public (Homo)Sex” in Lees |
| *F
10/29 | Field trip to the South Carolina Ports Authority | |
| *S
10/30 | Submit the paper topic and research question for your final term paper to me for approval <u>by noon</u> . | |
| T 11/2 | Race | <ul style="list-style-type: none">• Fainstein, “Discourses about African Americans” in RUT• Massey and Denton, “The Continuing Causes of Segregation” (<i>WebCT</i>) |
| *R 11/4 | The role of the law | <ul style="list-style-type: none">• Martin et al., “Making Law, Making Place” (<i>WebCT</i>) |
| *R 11/4 | Extra credit opportunity: Geography and Law Lecture by Deborah Martin. 3:30 p.m. in the Stern Center Ballroom. | |
| T 11/9 | Emancipation and for Whom? | <ul style="list-style-type: none">• Gleeson “Justice and the Disabling City” (<i>WebCT</i>)• Urry, “Connections” (<i>WebCT</i>)• Robinson, pp. 161-77 in Lees |

Part IV – The Future

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| R 11/11 | Environment 1 | <ul style="list-style-type: none">• Cronon, “Nature’s Metropolis”• Gandy, “Water, Modernity, and Emancipatory Urbanism” in Lees |
| T 11/16 | Environment 2 | <ul style="list-style-type: none">• Sachs, “Virtual Ecology” in RUT• Williamson et al., “The Challenge of Sprawl” (<i>WebCT</i>) |
| T 11/18 | Remembering the past | <ul style="list-style-type: none">• Mabin, “Varied legacies of Modernism in Urban Planning” (<i>WebCT</i>)• Pile, “Ghosts and the City of Hope” |
| R 11/23 | Utopia vs. Rights and Struggle | <ul style="list-style-type: none">• Amin and Thrift, “The ‘Emancipatory’ City?” in Lees• Harvey, “The Right to the City” in Lees |
| T 11/30 | Open | |
| R 12/2 | Conclusion & evaluations | |