

Department of Geography
University of Oregon
Geog. 442/542: *Urban Geography*
(CRNs: 442 - 22442; 542 - 22457)



Winter term, 2015

MW 4-5:20 pm in Condon 106

Instructor: Professor Susan W. Hardwick, Dept. of Geography

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Office hours in Condon 107: 10-11 am and by appointment

Required Readings: *The Walkable City* by Jeff Speck (2012) - available in the Duck Store; other weekly assigned readings will be posted on Blackboard.

Topics and issues to be discussed: Introducing/situating the field of Urban Geography; historical evolution of cities; urban hierarchies, global cities; urban land use patterns; urban renewal; residential segregation, race, and immigration; urban poverty and homelessness; challenges and opportunities of urban planning.

Grading: In addition to taking a midterm exam during Week 8, you'll be responsible for participating regularly in class discussions of assigned readings; five unannounced quizzes on reading assignments; and three field-based assignments (with a partner if you wish). Graduate students also will be responsible leading 2-3 small group discussions on selected topics during of the term.

Grading breakdown:

	<u>Undergrads</u>	<u>Grads</u>
Midterm exam (Note that a list of essay questions based on readings and class discussions will be posted regularly throughout the term. Four of these questions will be selected for your in-class midterm exam.	100 pts	100 pts
Field Exercises (3 X 50 pts each = 150)	150 pts	150 pts
Reading quizzes (5 X 10 pts each = 50)	50 pts	50 pts
Regular well informed class participation	50 pts	50 pts
Facilitating small group discussions (25 pts X 2 = 50)		50 pts

A few assignment guidelines and other clarifications:

Midterm exam: A list of essay questions based on readings and class discussions will be distributed regularly during Weeks 1 through 7 of the term to help you prepare for our midterm exam. You will then be asked to answer four of the questions on these lists on the midterm during Week. 8. Each answer is worth 25 pts for a grand total of 100 pts. on this exam.

Class discussions and in-class reading quizzes: It is critically important for you to attend *all* classes and participate fully to do well in this class. Please let the instructor know if an emergency arises forcing you to miss our MW afternoon class. More than two unexcused absences will result in lowering your final grade in the course by one letter grade.

Active participation in this course means engaging with assigned readings and other class materials; asking well informed questions; responding to questions posed by the professor and/or other students; contributing to class discussions; and showing committed and active progress on your research project *throughout the term*.

Five times during the quarter, I will pose a couple of broad question at the beginning of class about the assigned readings and then give you about 10-15 minutes to write a one paragraph response to the question (I'll provide you with at least two questions for each quiz - choose one). Each of these quizzes will be worth 10 points each.

Field exercises: A handout that provides detailed guidelines and a grading rubric for each of the three urban Field Exercises required for the course will be distributed on the second day of class. These exercises will include on-site observation, data collection, data analysis, and a 4-6 pp. write-up about an issue related to the urban geography of our local community. Each exercise is worth up to 50 pts.

Ethics of our learning environment: The use of tablets and laptops is discouraged in this class (unless you have prior permission to use one for note-taking). Please also plan to turn off your cell phones before entering the classroom each MW afternoon. In addition, it's important for everyone to respect our class discussion as a place for learning – for all of us individually and for everyone else enrolled in class. Maintaining a respectful, supportive learning process will be a top priority while we work through challenging ideas and different viewpoints. Showing respect for your peers, especially during our discussion of sensitive topics, is absolutely essential for a positive group learning process. This includes tolerance of differing opinions, using your listening skills (in addition to your talking skills), and refraining from personal attacks. Please value and respect the ways in which people in our class come from diverse backgrounds, experiences, and identities.

Academic Misconduct: The University Student Conduct Code (available at conduct.uoregon.edu) defines academic misconduct at the University of Oregon. Students are prohibited from committing or attempting to commit any act that constitutes academic misconduct. If there is any question about whether an act constitutes misconduct, it is the students' obligation to clarify the question with the instructor before committing or attempting to commit the act. Additional information about a common form of academic misconduct, plagiarism, is available at www.libweb.uoregon.edu/guides/plagiarism/students. Suspected violations will be reported to the UO Director of Student Conduct and Community Standards. If that office finds the student to be guilty of a violation, it may result in a grade of F for the course.

Weekly discussion topics and assigned readings:

Week 1: Getting started

- 1/5/15** Discussion topics: (a) “Prologue” and pp. 1-16 of *Walkable City*; and (b) selected pages from the book, *6000 Years of Housing*, posted on Blackboard.
- 1/7/15** Discussion of pp. 17- 63 of *The Walkable City*; clarification of plans for completion of the Field Exercises required for this class.

Week 2: History of cities

- 1/12/15** Discussion of pp. 446-449, 455-465, and 482-511 of Mumford's *The City in History, its Origins, its Transformations, and its Prospects* (NY: Harcourt, Brace, and World, 1961) - posted on Blackboard.
- 1/14/15** Discussion of (a) Engels, *The Condition of the Working Class in England* (London: George Allen and Unwin Ltd, 1892): pp 23-26, 45-46, 63, 73-74; and (b) W. Cronin's *Nature's Metropolis: Chicago and the Great West* (NY: W.W. Norton and Company, 1991), pp. 55-93 – on Blackboard.

Week 3: Analyzing urban space, place, and process

- 1/19/15 No class - Martin Luther King holiday
- 1/21/15 Discussion of K. Salter's article on doing urban field work - "Reading the Urban Landscape," *Magazine of History* Vol. 5 (2): 68-71 - on Blackboard.

Field Exercise # 1 due

Week 4: The North American Metropolis of the mid-20th Century

- 1/26/15 Discussion of pp. 17-56 of J. Gottmann's *Megalopolis: The Urbanized Northeastern Seaboard of the U.S.* (Cambridge: MIT Press, 1961) - on Blackboard.
- 1/28/15 Discussion of (a) J. Jacobs, *The Death and Life of Great American Cities* (NY: Vintage Books, 1961), pp. 3-25; and (b) A. Flint, *Wrestling with Moses: How Jane Jacobs took on New York's Master Builder and Transformed the American City* (NY: Random House, 2009): pp. xi-xvii; 181-195 – on Blackboard.

Week 5: Early 21st Century Cities

- 2/2/15 Discussion of downtown issues and urban renewal: Please read: (a) pp. 192-201 of D. Ley, and H. Frost, "The Inner City," (in) *Canadian Cities in Transition: Local through Global Perspectives*, T. Bunting and P. Filion, eds, (Don Mills, Ont: Oxford University Press, 2006); and (b) Wiki site on urban renewal (<http://en.wikipedia.org/wiki/Urban.renewal>) – and posted on Blackboard.

Field exercise # 2 due

- 2/4/15 Discussion of M. Davis's *City of Quartz: Excavating the Future of Los Angeles* (NY: Vintage Books, 1992): pp. 223-260 – on Blackboard. This reading will provide background for viewing, critiquing, (and updating?), a video documentary on urban renewal in three West Coast cities to be shown in class today.

Week 6: Planning 21st Century Cities

- 2/9/15 Urban design from a planner's perspective: P. Calthorpe's "The Next American Metropolis" – on Blackboard.

- 2/11/15 Please read: “Eugene’s Great Streets”; and N. Chapman’s “Portland: The Most Livable City” (in) *Portland’s Changing Landscape*, L. Price, ed. (Portland: Portland State University), pp. 191-209 to prepare for a guest speaker in class today.

Week 7: Urban Social Geography: Segregation, Race, Poverty, and Homelessness

- 2/16 Discussion of various social and economic issues in U.S. cities based on a (a) Zillow Report, *A House Divided: How Race Colors the Path to Home Ownership* (Executive Summary, 2014); and (b) S. Roberts, “Segregation Curtailed in U.S. City, Study Finds, *The New York Times*, Jan. 30, 2012: 1-3 (see <http://www.nytimes.com/2012/01/31/us.Segregation-Curtailed-in-US-Cities-Study-Finds.html> - also available on Blackboard.
- 2/18 Discussion of homelessness and poverty in North American cities: Please read: (a) M. Gladwell’s “Million-Dollar Murray,” *The New Yorker*, Feb. 13, 2006: pp. 1-11; and (b) T. Price, “Portland’s Response to the Homeless Issue and the ‘Broken Windows’ Theory,” (in) *The Portland Edge: Challenges and Successes in Growing Communities*, ed. by C. Ozawa, (Washington, DC: Island Press, 2004): 280-301 - on Blackboard.

Week 8: Midterm and post-1990s Immigration to North American Cities and Suburbs

- 2/23/15 **Midterm Exam**
- 2/25/15: Discussion of A. Singer, S. Hardwick, and C. Brettell’s article, “Twenty-first Century Gateways: Immigrants in Suburban America,” *Poverty and Race*, Vol.17 (4), 2008: see pp. 1-2; 11-12; 15 – on Blackboard.

Week 9: Immigrants and Refugees in Urban Oregon

- 3/2/15 Discussion of immigrants in urban Oregon: Please read the “Executive Summary” and S. Hardwick and J. Govorovska’s “Urban Immigration in Oregon: The City as Context,” (in) B. Bussel, ed. *Understanding the Immigrant Experience in Oregon* (University of Oregon, 2009) – on Blackboard.
- 3/4/15 Video documentary on immigrant and refugee settlement and survival in U.S. cities .

Week 10

3/9/15 Discussion of Part II of J. Speck's *The Walkable City* in the context of final Field Exercise.

Field Exercise # 3 due

3/11/15 Future challenges and opportunities in North American cities and beyond: Please read: A.C. Nelson and R.E. Lang, *Megalopolitan America: A New Vision for Understanding America's Metropolitan Geography* (Washington, DC: Planners Press, 2011): pp. xxix-11; 22-23.

About the Instructor: Susan W. Hardwick is an urban social geographer interested in the evolution of North American cities and their role within local, regional, and global cultural, economic, and political systems. Her research program focuses on the ways new immigrants and racial and ethnic groups interact and shape urban social and cultural space. Her most recent books include *Transnational Borders, Transnational Lives* (University of Quebec Press, 2014), *Geography of North America: Environment, Political Economy, and Culture* (Prentice Hall, 2012), and *Twenty-First Century Immigrant Gateways* published by the Brookings Institution in 2008. Professor Hardwick is currently working on a new book project on race, immigration, and the Ku Klux Klan in the Pacific Northwest.