

GEOGRAPHY 4731: Urban Geography
Lakehead University CEDL
Winter 2014

Instructor: Dr. Amy Siciliano
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Course Description

In this course we will build on your existing knowledge of urban geography to explore key processes behind urbanization, taking a critical look at important issues such as growth and decline, polarization, and social difference. This lens will enable a better understanding of the uneven development of and between cities, and why cities can be places of emancipation and liberty for some; exclusion and oppression for others.

Course Objectives

- To advance understandings of key theoretical perspectives shaping the field of urban geography.
- To apply key concepts from urban geography to an understanding of contemporary urban social issues in both Canadian and international contexts.
- To advance understanding of the ways in which social relations, identities and inequalities shape, and are shaped by, the urban environment.
- To advance general critical analysis and written communication skills necessary in a graduate academic or other work setting.

In this course we broach a number of topics of a political, personal and sometimes contentious nature. Accordingly, please bring respect, tolerance and sensitivity to your readings, lecture material, the classroom discussion, and any interactions with your peers. You need not agree with all of the material presented in the course, but you are expected to engage all materials with an open and analytical mind. I will do my best to ensure our online classroom will be a safe space to explore the many issues we raise, but responsibility also rests with you.

Contacting the Instructor

For this course, we will use our @lakeheadu.ca for correspondence. Accordingly, please email me at asicilia@lakeheadu.ca. I will use your @lakeheadu.ca account to contact you. You **MUST INCLUDE** the course name in the subject of your email. To ensure I receive your email, please use your @lakeheadu.ca account.

I will check my e-mail and the discussion board once a day, between the hours of 9am-10pm (with the exception of weekends and holidays), and will endeavour to respond to your questions within 24 hours. Please do not email me and expect an immediate response. Please do not email me exam or essay related questions the night before the exam or due date of an assignment. If I am unable to access my email or the Desire2learn (D2L) course website for

more than 24 hours, I will advise you in advance.

Learning Accommodations

Students with diverse learning styles and needs are welcome in this course. If you have special needs regarding the format or the due dates for the assignments, you **must** inform me at the beginning of the term. Guidance and appropriate forms can be obtained from the Student Accessibility Services: <http://learningassistance.lakeheadu.ca>

Evaluation Overview

Guidelines for the preparation of the assignments and for my assessment of your work are discussed in detail following the **Course Outline** section of the syllabus. Below is a breakdown of the grading scheme and due dates.

Participation	20%	
Research proposal:	20%	Due Week 4: Jan 27
Mid term test	25%	Week 6: Feb 10
Research paper	35%	Due Week 12: Mar 31

Instructions for Submitting Assignments:

All assignments will be submitted through the D2L course website. You may submit your assignments in doc, docx, or rtf format. Please do not submit pdfs.

PLEASE NOTE: Assignments are due on the MONDAY of the week they are due. They must be submitted by 4pm EASTERN STANDARD TIME or they will be considered late, and penalized. A late penalty of 5% per day will be applied. Papers more than one week late will not be accepted without legitimate documentation.

I will return all graded material to you within one week of its receipt, with the exception of the mid-term test, which I will return to you prior to the final course drop date of Feb 14.

Academic Dishonesty:

Plagiarism is a *serious* offence and will be treated as such. Plagiarism includes improper acknowledgement or citation of the work of others, the inclusion of false or misleading references, and the resubmission of work that has already been evaluated at the university. Prevent inadvertent academic dishonesty by carefully referencing and citing the sources you use in your work. Please consult the library website's guide on 'Citing your sources' if you are unsure of how to properly make a citation:
<http://library.lakeheadu.ca/?pg=350>

If you are unsure as to whether or not you are plagiarising, check the scope of plagiarism as defined below, and/or contact the Writing Centre at the University:

As noted in the University Calendar (University Regulation IX Academic Misconduct), 'plagiarism' shall be deemed to include:

1. Plagiarism of ideas as where an idea of an author or speaker is incorporated into the body of an assignment as though it were the writer's idea, i.e. no credit is given the person through referencing or footnoting or endnoting.
2. Plagiarism of words occurs when phrases, sentences, tables or illustrations of an author or speaker are incorporated into the body of a writer's own, i.e. no quotations or indentations (depending on the format followed) are present but referencing or footnoting or endnoting is given. **[Please note that this also includes 'cutting and pasting' images, illustrations, etc from the web without citing the source in full].**
3. Plagiarism of ideas and words as where words and an idea(s) of an author or speaker are incorporated into the body of a written assignment as though they were the writer's own words and ideas, i.e. no quotations or indentations (depending on format followed) are present and no referencing or footnoting or endnoting is given.

University Regulation XII Timely Feedback

Lakehead University recognizes that it is important to provide timely and constructive feedback on all academic work. For all courses, at least 25% (for one term courses) and 30% (for two term courses) of the final grade shall be provided to students prior to the last day to withdraw without academic penalty for the course. Exceptions to the graded feedback include theses, dissertations, pass/fail courses, directed reading courses, seminar courses, independent research study courses, and performance courses. All other exceptions must be approved by the Dean. Exceptions granted should be included on the course outline.

Course Material

The course material is divided into two sections: **Urban Processes** and **Social Difference and the City**. All readings are available from the D2L course website, either in pdf, or as a link to an online document on the Internet. Accompanying lecture material (PowerPoint slides) will be posted on the course website at the beginning of each week (if not before). I expect that you will have read the course material prior to reviewing my slides.

SECTION I: Urban Processes

Week 1: Urban Origins

Engels, F. (1892). The Great Towns, in *The Condition of the Working Class in England* (New York) <http://www.marxists.org/archive/marx/works/1845/condition-working-class/ch04.htm>

Film: Steiner R. & W. Van Dyke (1939). The City, available at:
<http://www.youtube.com/watch?v=cag7q8QIHY4>

Beauregard R. (2003). 'Foundational Urban Debates', in *Voices of Decline: The post-war fate of US cities*. (Routledge: New York). pp 2-26.

Week 2: Global Contexts

Pacione, M. (2009). The global contexts of urbanization and urban change, in *Urban Geography* (Routledge: New York) pp. 68-93. ebook available through Lakehead University Library:
<http://inukshuk.lakeheadu.ca:7008/vwebv/holdingsInfo?bibId=764313>

Massey, D. (1994). A global sense of place, in *Space, place and gender*, (University of Minnesota Press: Minneapolis) pp. 146-156.

Walks, A. (2009). The urban in fragile, uncertain, neoliberal times: towards new geographies of social justice?, *Canadian Geographer* 53. (3), pp. 345-356.

Film: Azem, I. (2011). Ekümenopolis: City without limits, available at
<https://www.youtube.com/watch?v=maEcPKBXV0M#t=1576>

Week 3: The City as Growth Machine

Molotch, H. (1976). The city as a growth machine: Toward a political economy of place. *The American Journal of Sociology*, 82 (2), pp. 309-332.

Theodore, N. J. Peck, & N. Brenner (2009). Neoliberal Urbanism: Models, Moments, Mutations. *SAIS Review*, XXIX (1). pp. 49-66.

Slater, T. (2011). Gentrification of the City, in G. Bridge and S. Watson (eds) *The New Companion to the City* (Oxford: Blackwell) pp. 571-585.

Allahwalla, A. J. Boudreau, & R. Keil (2010) Neoliberal Governance: Entrepreneurial municipal regimes in Canada, In: *Canadian Cities in Transition: New Directions in the Twenty-First Century*

. 4th edition. Trudi Bunting, Pierre Filion, and Ryan Walker (eds.) Oxford University Press: Don Mills, ON), pp. 210-224.

Week 4: The Urban Spectacle

Olds, K. (1997) 'Globalizing Shanghai: the 'global intelligence corps' and the building of Pudong', *Cities* 14(2): 109-123.

Swyndegow, E & M. Kaika (2003) 'The Making of 'Glocal' Urban Modernities: Exploring the Cracks in the Mirror', *City*. 7(1):5-21.

Shin, H. & B. Li (2013). 'Whose games? The costs of being "Olympic citizens" in Beijing' *Environment & Urbanization*, 25 (2), pp. 559-576

Film: Silva L.F & S. Lira (2013) Rio's Red Card, available at <http://www.aljazeera.com/programmes/viewfinder/2013/01/2013181253860560.html>

Week 5: Mobility

Smith, N. P. Caris, & E. Wyly (2001). The "Camden Syndrome" and the Menace of Suburban Decline: Residential Disinvestment and its Discontents in Camden County, New Jersey, *Urban Affairs Review* , 36 (4), pp. 497-531

Film: Brown, J. & G. Burns (2006) Radiant City, available at <http://topdocumentaryfilms.com/radiant-city/>

Bourne, L.& D. Rose. (2001). The Changing Face of Canada: The Uneven Geographies of Population and Social Change, *The Canadian Geographer*, 45: 105-119.

Peters, E.J. (2010). Aboriginal People in Canadian Cities. In: *Canadian Cities in Transition: New Directions in the Twenty-First Century* . 4th edition. Trudi Bunting, Pierre Filion, and Ryan Walker (eds.) Oxford University Press: Don Mills, ON). pp 375-390.

Week 6: Shrinking Cities

Mayer, H. & Greenberg, M. (2001) Coming back from economic despair: Case studies of small- and medium-sized American cities. *Economic Development Quarterly*, 15(3), pp. 203-216.

Martinez-Fernandez, C., I. Audirac, S. Fol, & E. Cunningham-Sabot (2012). Shrinking Cities: Urban Challenges of Globalization, *International Journal of Urban and Regional Research*. 26 (2). pp 213-225.

Beauregard, R. (2009). Urban population loss in historical perspective: United States,

1820-2000. *Environment and Planning A*, 41, pp. 514-528.

Hall, M. (2009). Slow growth and decline in Greater Sudbury: Challenges, opportunities, and foundations for a new planning agenda. *Canadian Journal of Urban Research*, 18(1), pp. 1-26.

SECTION II: Social Difference and the City

Week 7: Polarization

Bunting, T. & P. Fillion (2001). Uneven Cities: Addressing Rising Inequality in the Twenty-First Century, *The Canadian Geographer*, 45: 126-131.

Walks, A. (2010). Social Polarization and Neighbourhood Inequality in the Canadian City, In: *Canadian Cities in Transition: New Directions in the Twenty-First Century*. 4th edition. Trudi Bunting, Pierre Fillion, and Ryan Walker (eds.) Oxford University Press: Don Mills, ON) pp. 170-190.

Hulchanski, D. (2010). The Three Cities within Toronto: Income Polarization among Toronto's Neighbourhoods, 1970 — 2000, Centre for Urban and Community Studies, University of Toronto.

Film: Anaheim, A Tale of Two Cities (2012), available at <http://www.aljazeera.com/programmes/faultlines/2012/12/20121211112848544968.html>

Week 8: Race, Housing, and Segregation

Marcuse, P. (1997). The enclave, the citadel and the ghetto: What has changed in the post-fordist, US city?, *Urban Affairs Review* 33 (2). pp 228-264.

Walks, A. & L. Bourne, (2006). Are there Ghettos in Canadian Cities? Racial Segregation, Ethnic Enclaves and Poverty Concentration in Canadian Urban Areas, *Canadian Geographer*, 50.26, pp. 273-297.

Nelson, J. (2000). Space of Africville: Creating, Regulating and Remembering the Urban Slum, *Canadian Journal of Law & Society*, 15. pp. 163-186

Week 9: Public Space and Everyday life

Madanipour, A. (1999). Why are the design and development of public spaces significant for cities?, *Environment and Planning D: Planning and Design* 26(6) pp. 879 – 891.

Film: Whyte, W. H. (1989). Social Life of Small Urban Spaces, available at:

<http://vimeo.com/6821934>

Mitchell, D. (1995). The End of Public Space? People's Park, Definitions of the Public, and Democracy, *Annals of the Association of American Geographers*, 85(1) pp. 108-133.

Week 10: Sex and the City

Hayden, D. (1980). What Would A Non-Sexist City Be Like - Speculations On Housing, Urban Design, And Human Work, *Signs*, 5(3); pp. S170-S187.

Forsyth, A. (2001). Sexuality and space: Nonconformist populations and planning practice, *Journal of Planning Literature*, 15(3); pp 339-358.

Gurnstein, P. & S. Vilches (2010). The just city for whom? Re-conceiving active citizenship for lone mothers in Canada, *Gender, Place and Culture*, 17(4) 421-436.

Foran, C. (2013). How to design a city for women, *Atlantic Cities*, Sept. 16.
<http://www.theatlanticcities.com/commute/2013/09/how-design-city-women/6739>

Week 11: Fear and the City

Davis, M. (1990). Fortress LA, in *City of Quartz: Excavating the Future of Los Angeles* (Verso Books: New York).

Day, K. (2006). Being feared: masculinity and race in public space, *Environment and Planning A* 38(3) pp. 569 – 586.

Brown, E. (2007). It's Urban Living, Not Ethnicity Itself: Race, Crime and the Urban Geography of High-Risk Youth, *Geography Compass* 1(2) pp. 222–245.

Cope, M. & F. Latchman, (2009). Narratives of Decline: Race, Poverty, and Youth in the Context of Post-Industrial Urban Angst, *Professional Geographer*, 61.2 (2009) 150-63.

Week 12: Cities and Environmental Disasters

Pulido, L. (2000). Rethinking Environmental Racism: White Privilege and Urban Development in Southern California. *Annals of the Association of American Geographers*. 90 (1), pp. 12-40.

Kleinburg, E. (1999) Denaturalizing Disaster: A Social Autopsy of the 1995 Chicago Heat Wave, *Theory and Society* 28, pp. 239-295.

Smith, N. (2006). There is no Such Thing as a Natural Disaster, (Social Science Research Council, June 11)

EVALUATION

Participation: 20%

I will include key questions from the course material on the last slide of each week's powerpoint and post these questions on the discussion board. Your participation mark will be based primarily on the *quality*, not *quantity* of your engagement in course material through the online discussion board. It is *not mandatory* that you answer each question, each week. Do not respond to a question just for the sake of responding for 'participation marks'. Try to reserve your responses to when you feel you are able to say something meaningful. To achieve a *passing grade*, you must address at least one question from at least 3 separate weeks of course material (ie a question posed in week 1, 4, 8). In evaluating your response, I will pay particular attention to how the answers engage the course material (rather than rely solely on your opinions). In other words, quality answers will use evidence from the course material (and elsewhere if you chose) to substantiate your claims. Your answers should be concise, clear, and based on the course material. The best answers typically draw relations between the readings and real world experiences and events. One or two paragraphs for each answer (200-300 words) are usually sufficient.

Just as in face-to-face learning environment, you will not receive a grade for each response to a discussion question, but a cumulative grade at the end of the semester based on your level of engagement with the course material.

Mid term test: 25%

This test will focus on all course material (including readings, films, lecture slides) and may ask you to relate course material to real world events. It will be a combination of short answer and multiple choice. The test will be available on the D2L platform (the course website) and will be available to write from 9am Eastern Standard Time on Monday February 10 until 4pm Eastern Standard Time on Tuesday February 11. Once you log in and begin to write the test, you will have 90 minutes to complete it. You cannot log off and later restart the test. In other words, once you log on and begin writing, you must complete the test within 90 minutes.

Research Proposal and Paper: 20% and 35%

For these assignments, you will write a research proposal and paper on the topic of your choice. You are not limited to any specific topic, though it must related to the themes we have/will cover(ed) in class, and you must approach your topic from a geographic perspective.

For ideas about possible paper topics, I recommend that you refer to your readings, think about the lecture and discussion content, brainstorm, and ponder current affairs debates. The **important thing** is to write about something that you find intriguing! If you are unsure about the relevance of your topic, please email me to discuss well in advance of the research proposal

due date. While the specifics of your topic are up to you to decide upon, your paper must broach the relationship urban and social processes.

Remember: the objective of this assignment is to show you can identify an appropriate topic and research question that is focused in scope and is clearly geographic, and then effectively communicate your arguments in writing. Keep this in mind when you are researching potential topics and throughout the writing process.

Primary data and fieldwork: The use of primary data sources, including fieldwork-based studies are welcome. For instance, you may wish to write a paper on public space, using a specific park or square in your town as a case study, or examine the gendered nature of a retail or residential environment. However, please do not interview or survey anyone to gather data, even informally, as it would require ethics approval from the University, a process that is beyond the scope of this course.

Requirements for research proposal: You are required to hand in a proposal detailing the nature and direction of your research topic. It will draw on at least eight potential sources, six of which should be academic. Your proposal should be no more than two pages (double spaced), *excluding* the bibliography.

A research proposal should explain the topic you have chosen for your research paper, the time period(s) and place(s) you will cover, and provide a rationale for why this is an important topic. It should include a tentative overview of the structure of your paper and a bibliography of potential sources. In order to produce a strong research proposal, you must spend time thinking about your topic and doing some preliminary investigation.

A proposal must be analytic not descriptive; it should raise critical questions about an issue and not simply describe it. This means you will need to explore 'how' and 'why' questions. A research proposal that is thrown together at the last minute will not earn a strong grade and in all likelihood will result in a weak research paper. The proposal provides you with an opportunity to get feedback on your paper topic and is therefore a crucial step in the larger assignment.

Your proposal should include the following sections:

1. Your research question or problem. What will your paper explore or explain?
2. A brief review of relevant literature. What has already been written about the issue?
3. A discussion of how you intend to approach the topic and how your analysis relates to or differs from existing arguments.
4. A preliminary overview of the paper structure; the different sections you expect to develop in the final paper.
5. A bibliography.

Requirements for research paper:

Your research paper is based on your research proposal (you cannot change topics once your

research proposal has been graded and returned, unless I ask you to do so). The paper should be 8-10 pages in length *excluding* your bibliography (no more than ten double-spaced type-written pages, 2500 words) with one-inch margins and standard word processing font style, size and margins.

You are welcome to include a modest number of graphics or maps if they help to communicate your ideas. Use these only if they help build/illustrate your argument. All images **must be cited, and be directly referred to in your text** (you will lose marks if your paper does not EXPLICITLY refer to the images, graphs contained within--see notes on plagiarism above). Images do not count toward the minimum number of pages.

You may use a variety of sources for this assignment (e.g. newspapers, articles, books, films, blogs). **However, your essay must include at least 10 sources, at least 6 of which must be articles or chapters drawn from scholarly peer-reviewed journals or books.**

Research and Writing Goals:

- Demonstrate critical engagement with topics of urban social processes in relation to their geographic and spatial dimensions.
- Demonstrate independent thinking and sound logic by developing a persuasive line of argument related to your chosen topic.
- Demonstrate ability to communicate your ideas with coherence, clarity and style.

A strong paper will have a focused argument, and will develop its thesis through a number of examples and references to source material. You should consider each step of the research and writing process as important stages in getting you to *refine your topic and arguments* as well as to improve your writing style.