**Geography 103 – 201**

**Urbanization**

**Liberal Studies Domain:** Social, Cultural and Behavioral Inquiry (SCBI)

**Classes**: MW 11.20am-12.50pm **Location**: Levan, 304

**Professor**: Dr. Euan Hague **Email**: [ehague@depaul.edu](mailto:ehague@depaul.edu)

**Main Office**: 4305, 990 W. Fullerton (Dietzgen) **Main** **Phone**: (773) 325 7890

**Office Hours Lincoln Park**: Monday, 9.45am-10.45am, or by appointment

**Geography Dept. web-site**: <http://las.depaul.edu/academics/geography/Pages/default.aspx>

**Course readings, exercises and other notices**: Available through D2L

**Required TEXT**

Raymond Chandler – *The Big Sleep* (Available at the bookstore, but any edition will be fine. **Read by 25 January**)

All other required and optional readings are available through D2L or can be found at DePaul University’s Lincoln Park Library. It is your responsibility to make copies of the readings, read them **and bring them to class** on the date that we will be discussing them.

**Course Description**

The course explores the evolution of urban forms and structures in the United States from the perspective of geography. In addition to studying the historic emergence of the American urban system, the course covers processes and phenomena associated with the spatial organization of housing, transportation, commercial and industrial land-use planning, as well as urban poverty, local governance, and issues of race, gender and sexuality.

Urban areas are tremendously diverse and so the course will explore many aspects of city life from a range of geographical perspectives: social, economic, political, feminist, historical, etc. Important models and geographical conceptualizations of urban space will be introduced, as will critical issues of urban geography such as gentrification, housing projects, zoning laws, urban homelessness, suburban growth and land use conflicts. The class is designed to give you knowledge of key areas of public debate and academic urban geography.

**Requirements and Grading**

Attendance and participation 10%

3-4 page Chandler review and quotations 10%

One 7-8 page Research Paper 25%  
 Mid-Term 20%

Final Exam 20%

3 in-class pop quizzes 15%

**Course Structure**

The course meets twice a week. Classes will involve a lecture, during which you will be expected to take your own notes. There will also be a discussion of the readings required for that class. It is critical that you complete the required readings and bring copies of them to class. You are also required to complete one 7-8 page research paper (due on **19 October**). There will be pop-class quizzes, a mid-term and a final exam.

**Attendance Policy**

Consistent with DePaul University policy, you are expected to attend class meetings. Through attendance checks and my knowledge of your participation, absences will be noted. Unless absence is explained on medical or compassionate grounds (documentation is required), absence from more than 3 classes is grounds for a grade adjustment.

**In Class Pop Quizzes**

During the quarter there will be four pop quizzes. Your lowest score will be erased and your three best scores will count towards 15% of your final grade. Each quiz will be based on the required reading for that day’s class. Come prepared to take an in-class pop quiz each class – the pop quiz schedule will not be announced!

**Learning Outcomes and Writing Expectations**  
Every course at DePaul must meet standards outlined by the Liberal Studies Council. A Social, Cultural and Behavioral Inquiry (SCBI) learning domain course focuses on the mutual impact of society and culture on individuals, and of individuals on society and culture. Particular attention is given to human relationships and behavior as they are influenced by social, economic and political institutions, spatial and geographical factors, and the events and social and cultural forces at play in the contemporary world. The domain emphasizes the pursuit of knowledge through the development of theory and empirical investigation of the contemporary world. Courses in the domain explore such particular issues as poverty and economic opportunity, the environment, nationalism, racism, individual alienation, gender differences, and the bases of conflict and consensus in complex, urban societies and in global relations. ​Students will be able to:

* Analyze and reflect upon arguments about the contemporary world using relevant theory, methods, and/or empirical evidence.
* Analyze interdependent relationships between contemporary society and individuals.

**DEPARTMENT OF GEOGRAPHY LEARNING GOALS**

Courses in the Department of Geography teach students to:

1. Understand spatial patterns and processes of modification of the Earth’s physical and cultural landscapes

(a) as social constructions,

(b) as systems that link the Earth with human society in interdependent, dialectical relationships, and

(c) through mapping and visualization:

2. Understand the concept of scale as a spatial phenomenon that ties the local, the regional, the national, the transnational, and the global in a system of interaction.

3. Understand the phenomenology of the discipline of Geography—most importantly, “space”, "place", "landscape," "region," and "location".

4. Distinguish that spaces, places, and so on, may have both objective and subjective/symbolic dimensions.

5. Develop research and writing competences that would allow you to…

(a) formulate a cogent research question about the spatial character of a physical, socio-cultural, or environment-societal phenomenon,

(b) write about it in ways that reflect analytical and critical thinking, and

(c) ethical concern over social and environmental justice, consistent with the University’s social mission.

6. Engage competently in qualitative and quantitative spatial analysis, and with exercises that are concerned with explaining spatial regularities (for example, the spatial calculus behind the location of retail commerce in Chicago, or transnational flows of capital).

7. Learn the basic utility and use competently one or more of the information technologies that are now redefining the logistical limits of spatial analysis: geographic information systems (GIS) and remote sensing.

8. Achieve greater general knowledge of the world, its regions, its physical systems, its cultures, and political-territorial divisions.

GEO103: Urbanization is designed to engage Department of Geography learning goals 1, 2, 4, 5 and 8.

**Course Assignments and Grading methods**

There will be one 7-8 page research paper, worth 25% of your grade. This assignment will be based on the required reading and your own independent research. Information, instructions and requirements about this course assignment will be provided on an individual handout, available through D2L. All of your written work **must** be submitted type-written in 12pt Times Roman font, double-spaced with 1-inch margins. Please remember to number your pages (in Microsoft Word: Insert then Page Number) and also put your name as the “header” on each page (in Microsoft Word: Insert then Header). You **must** include a full and accurate reference list for every piece of work you submit – failure to do so is grounds for a grade adjustment. Please use the reference style outlined in this syllabus.

**Grading Scale**

Your 7-8 page research paper is due on **19 October** will be graded out of 100. I prefer to keep “raw numbers” rather than letter grades for each piece of work, but the grading scheme roughly equates to the following letter grades:

A = 94-100 A- = 90-93 B+ = 87-89 B = 84-86 B- = 80-83   
C+ = 77-79 C = 74-76 C- = 70-73 D+ = 60-69 D = 50-59 F = 0-49

**Late work will be penalized ten points per day**. The weekend counts as two days and runs from 4pm on Friday until 9am on Monday. For example, a piece of work that would have gained an ‘A’ (94/100) if it were handed in on time (11.20am Monday) but was handed in late (11.20am on Wednesday) will lose 20pts and drop to a ‘C-’ (74/100) as it is two days late.Extensions will only be granted in exceptional circumstances – such as personal or medical emergency **and must be requested before the date that work is due**. Documentation of these is required for an extension to be granted. Please see me if you require clarification of these grading and extension policies.

**Deadlines will be enforced**. They are listed in the syllabus so that you can plan your time and work schedules for the quarter. Please note that this late policy **includes** computer problems. Protect yourself by: a) completing assignments ahead of time, not at the last minute, b) having enough money on your printer card and giving yourself time to print out and check over your essay, and c) backing up your files. Be especially careful of viruses in computers that are used by many different users, such as student computer labs and the library. To be fair to every member of the class, due dates will be observed. Work must be printed out and then handed in **during the class** scheduled on the deadline day and **can only be emailed with permission** of the instructor. If you do get permission to email me your work and do not receive a reply from me confirming that I have received your attachment, assume that I have not received your work and send it again. **Do not** use D2L’s Digital Drop Box feature, as I do not use it, so your essay will remain undelivered. You should keep a copy of every piece of work that you submit for your own records. Always bring a hard copy (printed out) to our next class, even if you have emailed me your paper. If my records indicate that you have not submitted a piece of work, then you have not submitted it. It is your responsibility to make sure that I receive a copy of any written work that you submit.

**Academic Honesty and Plagiarism**

Academic honesty and integrity are expected at all times. Academic dishonesty, such as cheating or copying during exams, will be punished severely. Plagiarism – using someone else’s work without acknowledgment and, therefore, presenting their ideas or quotations as your own work – is strictly forbidden. DePaul University officials will be informed of any instance of academic dishonesty and notification will be placed in your file. If you have any questions about this, please arrange to meet with me – I will be happy to answer them. Please read the DePaul Code of Student Responsibility at: <http://www.depaul.edu/university-catalog/academic-handbooks/code-of-student-responsibility/general-information/pages/default.aspx> and see also:

* <http://offices.depaul.edu/oaa/faculty-resources/teaching/academic-integrity/for-students/Pages/default.aspx>
* <http://www.depaul.edu/university-catalog/academic-handbooks/undergraduate/undergraduate-academic-policies/Pages/academic-integrity.aspx>

**Cutting and pasting text taken directly from a web-site without appropriate referencing and quotation marks is plagiarism and is forbidden**. **Submitting work that has any part cut and pasted directly from the internet without appropriate referencing is grounds for an automatic grade of zero**.I want to know what you are thinking and what you have learned, not that you can cut and paste!

## References and Reference Lists

Constructing full and accurate references is a critical part of writing at university level. The basic rule is, if in doubt – give a reference. Rather than footnotes or endnotes, the American Association of Geographers uses an in-text reference style (often called the Harvard system, see <http://libweb.anglia.ac.uk/referencing/harvard.htm>) and so this is the style that we will use. All work to be graded **must** be accompanied by a list of references (this is not included as part of the page limit). **Failure to provide a full and accurate list of references is grounds for a grade adjustment**. Failure to provide in-text references and a final list of source materials could be considered plagiarism, academic dishonesty and result in an automatic grade of ‘Fail’ in the course. You **must** demonstrate the sources of your information. Also, you **cannot** cut-and-paste directly from a web-site or copy whole sections of a newspaper or other published article. The vast majority of words in any essay **must be your own**. The idea of providing reference lists and in-text references is that:

1. You acknowledge your source materials
2. Another student could access the same source materials and write the same essay
3. You demonstrate your skills in accessing and evaluating source materials

Websites are not as reliable as newspapers, books and journals. There is no way to assess the accuracy of any website other than through reputation or cross-checking information with published sources such as an encyclopedia.Websites often do not have fact-checkers and editors monitoring their content. I understand that people want to use the internet to get information, but **due to abuse of internet materials by DePaul University students in the past year, I no longer allow students to use unassigned internet sources in their essays**. I do allow you to use the internet to examine databases and e-journals through DePaul University Library web-site (<http://library.depaul.edu/>). You can ask a librarian to help you utilize these searches. You may also use other libraries to find non-internet resources. A librarian can help you find sources for your research paper.

## An Illustration of How To Reference Source Material

Paul Knox’s book *Urbanization* contains the following sentence about Chicago:

Ports and lakeside cities such as Chicago, Cincinnati, Memphis, and Nashville prospered because they were able to operate as interfaces between established trading routes and the budding railroad network.

A student essay contains the following passage:

Cities such as Chicago, Cincinnati, Memphis, and Nashville, were lakeside ports that prospered because they were able to operate as intersections between existing trading routes and the budding railroad network.

To submit this is **unacceptable**. All that this student has done is moved the first sentence around a little and changed “interfaces” to “intersections” and “established” to “existing.” No in-text reference is provided. It does not demonstrate to the instructor that the student understands either the material or has referencing and writing skills. All it shows is that a student can look up a book and copy from that source. It could be considered plagiarism. Even though it is not exactly word-for-word, changing one or two words per sentence is inadequate. You must rephrase and discuss the source in **your own words**. Even if this student listed the title of the book at the end of their essay, there is still no in-text reference. This means that another person would have difficulty reconstructing the essay as it would be unclear which reference in the final list relates to which material in the text. So, what would be acceptable?

Chicago, Cincinnati, Memphis, and Nashville all thrived “because they were able to operate as interfaces between established trading routes and the budding railroad network” (Knox, 1994, p. 28). These were port cities, located on rivers and lakes, and such waterways that were vital to US urban development (Knox, 1994).  
  
References  
Knox, Paul (1994) *An Introduction to Urbanization*, Prentice-Hall, Englewood Cliffs, NJ.

Here the student has appropriately used quotation marks to indicate which words are taken directly from the source, has given in-text references for both the quotation and the other information gained from this source, and has provided a full and accurate reference at the end. This shows that the student has the skills necessary for scholarly Social Science writing, has acknowledged their sources, demonstrated their ability to interpret the source material and assess it in their own words and provided the in-text reference so that another person could go and find out which material in the essay came from which source. You should include in-text references **throughout** your writing every time you utilize information from a source. The rule is, if in doubt, give the reference both in-text and at the end. You may find yourself writing the same source as an in-text reference many times. This is normal and acceptable. When making a reference in your writing, please remember the following rules:

1. **Referencing a quotation (direct words) of any length taken from a book or article  
   Either:** “Paris experienced a vast economic boom,” argues Harvey (1979: p.366), “as the railways made it the hub of a process of national spatial integration.” **Or**: “Paris experienced a vast economic boom as the railways made it the hub of a process of national spatial integration” (Harvey, 1979: p.366).
2. **Referencing an idea or argument, but not a direct quotation of an author’s words**  
   **Either:** Harvey (1979) argues that railroads centered French economic development on Paris. **Or**: French economic development became concentrated in Paris due to the development of the railroads (Harvey, 1979).

When making a reference list, please follow this style:

1. **For books**: Knox, Paul (1994) *An Introduction to Urbanization*, Prentice-Hall, Englewood Cliffs, NJ.
2. **For book chapters in an edited collection**: French, R.A. (1984) “Moscow, the socialist metropolis” in A. Sutcliffe (ed.) *Metropolis: 1890-1940*, Chicago: The University of Chicago Press, pp.355-379.
3. **For articles in journals**: Harvey, David (1979) “Monument and Myth” *Annals of the Association of American Geographers*, vol. 69 no.3, 362-381.
4. **For newspaper articles**: Briggs, Johnathon E. (2007) “Condo Boom thunderous,” *Chicago Tribune*, 30 April.
5. Please list your sources **alphabetically by the author’s last name** in you reference list.

**Classroom Behavior**

If you must arrive late for a class or leave early, please do so without disrupting other people. While in the classroom please turn off your phone. To be courteous to other students and the professor, **do not** read a newspaper during class or have conversations with friends while the professor or other students are talking. When a video clip is shown, this is not a signal to take a break. These media are important sources of information about urban areas and city lifestyles. Take notes while watching and listening to these. Most videos that are shown in class will be held on reserve at the Lincoln Park Campus Richardson Library.

**Students in need of special considerations**

Any student requiring special considerations or has a condition recognized under the Americans with Disabilities Act must inform me as soon as possible, preferably within the first week of the course. Students who feel they may need an accommodation based on the impact of a disability should contact me privately to discuss their specific needs. I can be contacted in office hours, by email or appointment. All discussion will remain confidential.  Accommodations cannot be made retroactively; to protect your legal rights, you need to act before any course requirements are due. Also contact the Center for Students with Disabilities (CSD) for additional support and services (#370, Student Center, Lincoln Park Campus or 1420 Lewis Center, Loop campus), by phone 773.325.1677 or 312.362.8002, or email: csd@depaul.edu. See also: <http://www.depaul.edu/university-catalog/academic-handbooks/graduate/university-resources/Pages/center-for-students-with-disabilities.aspx>

**Other Information**

There are no extra credit options or make-up exams. If you miss the final examination, you will not be allowed to reschedule it. Only in exceptional circumstances, with appropriate documentation, can alterations be made and changes will be made in accordance with DePaul’s system for making up missed exams. Final grades will not be curved but will be judged on your individual performance in the course requirements. Incompletes will not be granted unless documentation of exceptional circumstances can be demonstrated. All lecture topics and reading assignments are subject to change by the instructor.

**IF IN DOUBT – ASK!**

Not everyone will learn at the same way or at the same rate. Others may have personal problems or issues that are hindering their learning and work. There may be some concepts and terms that you do not understand at first. If you are experiencing difficulty with the class for any reason, please inform me as soon as possible and I will see what assistance can be provided. Please notify me immediately of any problems you are experiencing – it takes time to make adjustments or changes to the course requirements. As the teacher of this course, I want you to feel comfortable learning and ensure that you understand the materials being taught. I will be happy to speak with any student during my office hours or upon making an appointment with me. Please do not be ‘scared’ to raise questions or concerns at any time. My contact details are listed on this syllabus or can be obtained from the office of the Geography Department in Suite 4300/4500 on the 4th Floor of 990 West Fullerton. In particular, if you feel you need extra assistance in improving your writing, do not hesitate to contact the University Center for Writing-Based Learning in SAC 212, 773-325-4272; 1600 Lewis, 312-362-6726: <http://condor.depaul.edu/writing/>).

**EMAIL**

I receive over 50 emails each day, much of it spam. I also have other classes and other students. As a result, I have rules about email correspondence to ensure clarity and accuracy. Please follow these guidelines when you email me ([ehague@depaul.edu](mailto:ehague@depaul.edu)) and it will make things easier for both of us:

1) The subject line of your email must be the class number (GEO103)

2) Please end your email with you full name.

3) I only answer student emails during regular work hours (M-F, 9am-5pm)

4) I will reply to every email that I receive from a student. If you do not receive an email from me in reply,   
 your email has not been received. It is your responsibility to resend your email to ensure that I received   
 it. I am not responsible for emails that a student claims to have sent but I did not receive.

5) **Do not** add my email address to any of your “frequent users” or address books.

**GUIDELINES FOR YOUR REVIEW OF “THE BIG SLEEP” by RAYMOND CHANDLER**

You are **required** to read *The Big Sleep* by Raymond Chandler for class on **25 January**.

On 25 January you will be expected to discuss this novel and evaluate it. In addition to coming to class fully prepared to examine and explain the book, you should also produce a **3-4 page review and analysis** that quotes the book and makes connections to our other course readings and lectures. This counts as 10% of your final grade. **No late reviews will be accepted and they must be handed in on 25 January**. Please provide page numbers for your quotations and **do not** use any that I have provided below! Your review should follow this template:

|  |  |
| --- | --- |
| **Your Name** | **Chandler, Raymond (date of publication of your copy) *The Big Sleep*, publisher, place.** |
| **Descriptions of Housing**  In this section, analyze the houses described in *The Big Sleep*. Provide and briefly discuss **three** quotations that illustrate Chandler’s descriptions of housing in Los Angeles in the 1930s.  Sample quote: “The main hallway of the Sternwood place was two stories high.  Over the entrance doors, which would have let in a troop of Indian elephants, there was a broad stain glassed panel showing a knight in dark armour.” (p.1) This is a description of a mansion in Los Angeles. The Sternwood family became rich due to the oil industry and Chandler’s depiction… | |
| **Descriptions of Transportation**  In this section, write a analyze the transportation network that existed in Los Angeles at the time of *The Big Sleep*. Provide **three** quotations to illustrate your discussion.  Sample quote: “...[I] drove back towards the town along a three lane highway ...there was a lot of traffic” (p. 53). Chandler describes the early highway system in Los Angeles. In class we learned that in 1921 the Federal Highways Act… | |
| **Descriptions of People**  Chandler describes his characters well, often with a stinging one-liner! Look for quotes that describe men and women, different nationalities and ethnicities, rich and poor, and, of course, Marlowe himself. What kind of population does Los Angeles have in the 1930s?  Sample quote: “The noise swelled over at the middle table and a chiseled foreign voice rose above it saying: ‘If you will just be patient a moment, madam. The table cannot cover your bet’.” (p.137). Here Chandler notes that a person with a ‘foreign voice’ is working at the roulette table. This demonstrates that immigrants were likely part of the population in Los Angeles in the 1930s. US immigration policy after 1924 was based on quotas. Elsewhere in the book (e.g. p.) Chandler notes other nationalities… | |
| **Descriptions of Los Angeles**  Chandler is one of the best writers about Los Angeles. Summarize how he depicts the city and provide **three** quotations to illustrate your review. What image of the city is he trying to generate?  Sample quote: “I listened to the rain hitting the roof and the north windows. Beyond was no other sound, no cars, no siren, just the rain beating.” (p. 37). This sentence implies that sirens and cars were common sounds in Los Angeles as Marlowe notices their absence… | |
| ‘To write about a city you have to love it or hate it or both’ (Raymond Chandler) | |

**Course Overview, reading requirements and deadlines**

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| **Date** | **Topic** | **Required reading** | **Work Due** |
| 2 Jan. | U.S.. urban history and development | Benton-Short, Lisa and Short, John (2008) “Cities of the United States and Canada,” in Stanley D. Brunn, Maureen Hays-Mitchell and Donald J. Ziegler, eds. *Cities of the World: World Regional Urban Development*, Rowman and Littlefield, Lanham, p. 52-101. |  |
| 4 Jan. | Models of Urbanization | Knox, Paul (1994) *Urbanization: An introduction to urban geography,* Prentice Hall, Englewood Cliffs, p. 33-35, 96-102, 117-118, 124-126, 211-214.  Pacione, Michael (2009 [2001]) *Urban Geography: A Global Perspective*, Routledge, New York, Third Edition, p. 145-148. |  |
| 9 Jan. | Chicago’s Urban History | Loukaitou-Sideris, Anastasia and Banerjee, Tridib (1998) “The City Beautiful model: Legacy of grand designs” in *Urban Design Downtown: Poetics and politics of form*, Univ. of California Press, Berkeley, p. 40-47.  Showalter, William Joseph (1919) “Chicago Today and Tomorrow,” *The National Geographic Magazine*, vol. 35 (1), 1-42. |  |
| 11 Jan. | Architecture - Skyscrapers | Becker, Lynn (2003) “Stop the blandness!” *The Reader*, vol. 32 (16) Jan. 17, p.1, 18, 20-25.  d’Eramo, Marco (2002) *The Pig and the Skyscraper – Chicago: A history of our future*, Verso, London and New York, p.53-58. |  |
| 16 Jan. | No class | Martin Luther King Day – DePaul University is closed. |  |
| 18 Jan. | Transportation | Lewis, Tom (1997) *Divided Highways: Building the interstate highways, transforming American life*, Penguin Books, New York, ix-xiv, 279-294.  Wisniewski, Mary (2016) “Housing near 'L' on the rise, but so is the rent,” *Chicago Tribune*, 2 May, p.1. |  |
| 23 Jan. | Zoning | Village of Euclid, OH v. Ambler Realty Co., 272 U.S. 365 (1926).  Mihalopoulos, Dan and Becker, Robert (2008) “**Who calls the shots in your backyard? Not you,” *Chicago Tribune,* 20 August, p.1.** |  |
| 25 Jan. | Los Angeles in the 1930s | *The Big Sleep* – Raymond Chandler | **3-4 page**  **notes** |
| 30 Jan.. | Public Housing 1 | Meyerson, Martin and Banfield, Edward C. (1955) *Politics, Planning and the Public Interest: The case of public housing in Chicago*, The Free Press, New York, 17-27. |  |
| 1 Feb. | Public Housing 2 | Venkatesh, Sudhir Alladi (2000) *American Project: The rise and fall of a modern ghetto*, Harvard University Press, Cambridge, 13-42.  Dukmosova, Maya (2014) “Saving Lathrop,” *Chicago Reader*, vol. 43 (38), 16-20.  Channick, Robert (2016) “Delicate mix at Lathrop Homes,” *Chicago Tribune*, 3 Feb., p.1 |  |
| 6 Feb. | **Mid-term Exam** | **Mid-term Exam** | **Mid-term Exam** |

|  |  |  |  |
| --- | --- | --- | --- |
| 8 Feb. | The Suburbs | Loewen, James W. (2005) *Sundown Towns: A hidden dimension of American racism*, Touchstone, New York, 116-133.  Mann, Leslie (2012) “A Starter Spot for Immigrants,” *Chicago Tribune*, 27 July, Sect.6, p.4. |  |
| 13 Feb | Tax Increment Financing districts (TIFs) | Joravsky, Ben (2006) “Public Funds, Private Windfall,” *Chicago Reader*, January 26.  Ahmed, Maha (2016) “What “TIFs” Are and How They Averted the Chicago Teachers Union Strike,” *In These Times*, 11 October. Available at: <http://inthesetimes.com/working/entry/19535/what_a_tif_is_and_how_it_averted_the_chicago_teachers_strike> |  |
| 15 Feb. | DePaul’s Basketball Arena | Joravsky, Ben (2013) “Come to the South Loop and see how Mayor Rahm’s wasting your money,” Chicago Reader, 3 September.  Glockner, Andy (2013) “The ‘lunacy’ of DePaul’s new arena plan,” Sports Illustrated, 30 May. Available at: <http://www.si.com/college-basketball/one-and-one/2013/05/30/the-obvious-lunacy-of-depauls-new-arena-plan>  Bergen, Kathy and Ruthhart, Bill (2013) “Land deals at the corner of business and politics,” *Chicago Tribune*, 28 July.  Crane, Amanda; Lukacs, Anita; Pedersen, Brendan; Muisenga, Frank; Nazha, Jaen; Duarte, Jessica and Paras, Matthew (2016) “$82.5 million for new DePaul arena due next month,” *DePaulia*, 7 May. Available at: [http://depauliaonline.com/2016/05/07/new-depaul-arena-funds-due-june/](http://depauliaonline.com/2016/05/07/new-depaul-arena-funds-due-june/%20) |  |
| 20 Feb | Homelessness | Frazier, Ian (2013) “Hidden City,” *The New Yorker*, October 28. | **7-8 page**  **paper** |
| 22 Feb | Eminent Domain | Stevens, John Paul (2005) Opinion in Kelo v. New London, 545 U.S. 469. |  |
| 27 Feb | Gentrification 1: Theory and example | Smith, Neil (1979) “Toward a theory of gentrification: a back to the city movement by capital not people,” *Journal of the American Planning Association*, 45, 538-548.  Solnit, Rebecca (2016) “Coming Apart,” *Harper’s Magazine*, November. |  |
| 1 Mar | Gentrification 2: The Creative Class | Florida, Richard (2002) *The Rise of the Creative Class: And how it’s transforming work, leisure, community and everyday life*, Basic Books, New York, 1-17, 215-218.  Memphis Manifesto (2003) |  |
| 6 Mar | Gentrification 3: Pilsen case study | Betancur, John J. and Kim, Youngjun (2016) *The Trajectory and Impact of Ongoing Gentrification in Pilsen*, Nathalie P. Voorhees Center for Neighborhood and Community Improvement, University of Illinois at Chicago. Available at: <http://media.wix.com/ugd/992726_c04d492b373541cdbbec88c1223d1245.pdf> |  |
| 8 Mar | Conclusion and Exam Review | Bogira, Steve (2016) “Rahm Emanuel’s plan for a healthy, segregated Chicago,” *Chicago Reader,* 23 May. <http://www.chicagoreader.com/Bleader/archives/2016/05/23/rahms-plan-for-a-healthy-segregated-chicago> |  |
| 13 Mar | **\*Final Exam\*** | **\*\*\*\*11:30am to 1:45pm\*\*\*\* Final Exam** |  |