**Syllabus GEO 320: Urban Geography, Fall 2017**

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and by appointment.

**Course Website**: http://fujita.valpo.edu/geo/courses/geo320/

# About Urban Geography

This course explores the setting in which most of the U.S. population and more than half of the world's people live--the city. Throughout history, cities have been the centers of economic, political, and cultural life. Further, many of the critical issues of our time--social polarization, economic restructuring, environmental degradation, and poverty--are concentrated in urban areas. This course explores the relationships among cities in a global urban system as well as the internal spatial arrangement of cities. It asks questions about how people structure the spaces of cities as well as about how people’s lives are affected by the ways cities are structured.

Urban geography is an exciting and vibrant sub-field of human geography and there are many possible approaches to its study. While the course will address these approaches, our primary emphasis will be upon urban social geography. We will be asking questions about why different people live in various parts of the city, about how people use and perceive urban space, about how communities and neighborhoods form, about who is responsible for creating the built environment of cities, and about how cities are changing in response to globalization and information and communications technologies. We will be concerned with issues of social justice and the city. Cities are not constructed randomly but rather people make choices in the construction of cities that may either increase or decrease inequalities. Are the cities we are building today ones we want to live in? Will they be cities in which everyone has a chance at living a fulfilling life? In short, are our cities socially just? Throughout the semester we will use reading, discussion, and fieldwork to explore these questions.

# Course Goals

After this course is over, students will…

* Understand and be able to explain major concepts and theories from urban geography (urbanization, central place theory, gentrification, segregation, etc.)
* Understand and be able to explain major approaches to and perspectives on urban geography (Chicago and L.A. Schools, spatial analysis, political economy, behavioral, urban economic, urban historic, urban social, postmodern, environmental, etc.)
* Be able to recognize and critically analyze the geographical dimensions of urban issues they encounter in the media, in their future studies, or in their future vocations.
* Be able to interpret everyday urban landscapes and understand some of the spatial processes that help to structure them.
* Be able to integrate geographical, economic, political, cultural, historical and social knowledge in order to analyze urban issues.
* Be prepared to identify the interaction between urban geography and other subfields of human geography (including economic geography, cultural geography, population geography, environmental geography, etc.) or their own majors and vocational aspirations.
* Use the knowledge about cities gained in class to enhance their own visits to cities or lives in cities and gain confidence in their ability to successfully navigate a city via public transportation or on foot.
* Have a greater appreciation for cultural diversity within cities as well as a better understanding of how discrimination on the basis of race, ethnicity, religion, gender, sexuality, and disability structure cities and affect people's lives.
* Have a greater appreciation for cities as well as the diversity of different urban places in the world.
* Be prepared to participate in the political life of one's own city or town (as a voter, an active citizen, a letter to the editor writer, an appointed board member, an activist, an employee, or an elected official.)

# Assignments

## Reading Required Texts

* Pacione, Michael. 2009. Urban *Geography A Global Perspective* Third Edition. London: Routledge. ISBN 978-0-415-46202-0 Used or New ~$60-$80 Paperback.
* O’Hara, Paul S. 2011. *Gary: The Most American of All American Cities*. Bloomington: University of Indiana Press.
* Additional readings will be made available online and are listed at the end of this syllabus.

You should do the assigned readings *before coming to class* as indicated on the course schedule below. *Urban Geography: A Global Perspective* by Michael Pacione is a comprehensive text on urban geography that will serve as the basis for lectures and discussions. Pay special attention to the overall framework used to organize the book (pp 3-4). The book should serve as a helpful resource in subsequent courses in planning or regional geography. *Gary: The Most American of All American Cities* will offer an opportunity to explore the themes we discuss in class in a specific context. The book explores the history, economy, politics, and culture of our neighbor to the west and offers a compelling case study.

## Field Work

There will be at least two required field assignments this semester including a walking trip through a neighborhood in Valparaiso and a field excursion to Chicago. Because notice of the field trips was included in the catalog and schedule of courses and is being provided to you now, to receive credit for these assignments you must go on the field trips. The first field work assignment will be an examination of the urban landscape of Valparaiso (on foot) and will take place during the course period. The second field work assignment will be based upon a field excursion to Chicago via the South Shore and the CTA. The trip is planned for Sunday October 22 leaving on the South Shore around 9:00 a.m. and returning by 7:30 p.m. at the latest, though depending on train schedules we may leave on a later train and/or come back on an earlier train. We will explore the Loop and Millennium Park area and one or more neighborhoods depending upon the time available. You should be prepared to do quite a bit of walking. Bring a camera, water, sunscreen, a hat, spending money, and good walking shoes. You will be responsible for your own transportation and food. Total cost including transportation and meals is estimated to range from $35-$45 depending upon your spending preferences. You can save money by bringing along your Ventra card for the CTA if you have one. For reasons that you will understand after the trip, this is the only possible day for the Chicago Trip.

For many students, these field excursions are the highlight of the course because they offer an opportunity to observe and experience what they have learned in the classroom in real urban environments. We take public transportation and walk around the city because it will allow you to see the city in a way that you might not have seen it before. At the same time, please do not expect that these trips will be like tours that you take on vacation. Instead of having someone else point things out to you, it will be your job to apply the knowledge that you have gained to interpret what you see. For example, should we experience a delay in the public transportation system, your first reaction should not be to claim that the field trip was badly planned. In fact, it was planned precisely so that you are likely to experience such inconveniences. Instead, you should think about how such delays might affect someone living in the city. What does the flaw that you’ve experienced in the transportation say about the city itself? If you don’t like what you see or you felt that the experience was miserable, boring, or otherwise disagreeable then think about what caused this reaction. Is it a quality of the city itself? Is it because of your own pre-existing assumptions about the city? Is it because you weren’t actively observing and thinking about what you were seeing?

## Analytical Essays

Students will write two 7-10 page analytical essays during the semester.

Analytical Essay 1

Purpose: The first essay will review and synthesize a series of readings in our unit on residential segregation and civil rights in the city, discussed from October 20-November 1.

Question to be Answered: For this essay, you should focus upon how taking a geographical approach can help us to learn about issues of residential segregation and civil rights in contemporary American cities. How does taking a geographical approach alter or inform our understanding of the issues of residential segregation and civil rights? Your essay will help your reader understand the ways that geographers think about these issues. Make sure that you answer this question with a thesis statement and that you support your arguments with evidence from the texts and your textbook.

Audience: Your audience is the average American who is not familiar with geography, nor with the history and geography of segregation and civil rights in this country, but who is concerned and perhaps confused by the conflicts over these issues they hear about in the news. Because the public has little knowledge of geography, we as geographers are often called upon to explain the relevance of our discipline and this essay will give you practice doing so.

Genre: The genre is a review essay. Two of the articles you’ll read for this section are in fact review essays (the ones by Brown and Dunkleman), but they are aimed at an audience of academic geographers. A review essay assesses the contributions of a series of works to our understanding of a topic and attempts a summary or synthesis concerning what we can learn about that topic by reading them.

Additional Advice and Requirements: You should write a draft of your paper, review it, and rewrite any sections that need work before turning in a final draft. You will need to address all five articles at some point in your essay and apply concepts and theories you have learned about so far in the course. Make sure you have done so in your draft, and if not revise it before turning it in. This means also that you’ll need to properly cite the articles and your textbook using the Chicago Author-Date System. You may also use other sources if you wish but your essay will primarily respond to the five articles and your textbook readings. As with all work you hand in it conform to the standards for written work (below). A draft of your essay is due Friday November 3, and you’ll hand in the final essay on Monday, November 13.

Analytical Essay 2

Purpose and Question: This assignment is designed to give you an opportunity to practice linking theories from urban geography to aspects of a specific case. For the second analytical essay you are asked to answer the question: What can we learn from Gary, Indiana about the urban geography of American Cities? Your essay should make use of the book: Gary: The Most American of American Cities. Your essay should answer the question with a thesis statement and support its arguments with evidence from the book and your class texts. You may also use other sources if you wish but your essay will primarily make use of Gary: The Most American of American Cities and the textbook.

Genre: This essay fits into the genre of a case study. Here you are using a particular case, Gary, to say something about urban geography in the United States. An important task in any case study is to link concepts and theories to the specific case. To do this you should apply what you have learned throughout the semester in writing this essay. Make use of concepts and theories from your textbook, from readings, and that you have learned in class.

Audience Your audience should be people who have not necessarily read the book and who do not necessarily know anything about Gary Indiana or urban geography. It should help a reader who is interested in Gary Indiana learn more about both Gary and about urban geography. At the same time, the paper should contribute to discourses in urban geography by showing how the book, written by a historian, may be of use to urban geographers, a task that geographers often find themselves doing. Because the public has little knowledge of geography, we as geographers are often called upon to explain the relevance of our discipline and this essay will give you practice doing so.

Additional Advice and Requirements: You should write a draft of your paper, review it, and rewrite any sections that need work before turning in a final draft. As with all work you hand in you should cite your sources using the Chicago Author Date System and conform to the standards for written work for this class (below). It should be from five to seven pages in length. A draft of your essay is due on November 29th. The final essay is due on the last day of class, December 8.

## Reflection Papers

Conscious reflection on what you are learning helps you to make sense of what you are learning as well as to become more aware of what you already know. These papers should be at least two double spaced pages in length if not longer. The goal is not to just summarize the reading you are reflecting upon, though some summary is permissible, but rather to tease out your response to it, to ask questions that the reading prompts, and to offer initial answers to those questions. You are encouraged to engage in reflective writing on your own throughout the semester. Four reflection papers will be assigned:

* + - 1. At the beginning of the semester you will be asked to write an urban autobiography exploring your previous experiences with different kinds of cities as well your pre-existing ideas about how cities are structured and how they work.
      2. A second reflection paper will be on one of the articles that we read during the residential and civil rights section of the course. Share your responses to the article as well as questions that you would like to ask in class (along with possible answers). This reflection will serve to get your mind prepared to write your analytical essay.
      3. The Third reflection paper will be on one of the three sections of Gary: The Most American of American Cities. In this paper, you should ask questions about unfamiliar terms, make connections with previous course content, and offer your response to what you have read. You will be assigned one of the sections to write your reflection on.
      4. At the end of the semester you will be asked to write a paper reflecting upon what you have learned about cities during the course of the semester and to speculate about how you might use what you have learned in future courses and in your life.

## Short Out of Class and In Class Assignments

These assignments are designed to help prepare you for in class activities, to collect data to be used in class, or to enhance our discussions in the classroom. They will usually be assigned verbally in class and due the next class period, or they will be completed during the class period. That means that if you miss class for any reason, you need to contact me or a classmate to find out about what you missed, before you come to the next class. I will not accept late assignments because you missed class. If they are graded, these assignments will be graded on a pass/fail basis and will count toward your participation grade.

## Participation

I will be assessing participation during the semester by taking notes on our formal discussions. The course will involve a combination of both lecture and discussion and you should have plenty of opportunities to participate. I will also count as participation out of class office visits and e-mail or other online exchanges, where discussion of the course material takes place. Short in-class and out of class assignments will count toward your participation grade. If you have difficulty speaking up in class, come see me and we can work on that. I will do my best to provide a comfortable and welcoming environment for discussion.

## Exams

There will be two midterms and a final. They will consist of a combination of short answer questions, definitions, and longer essay questions, as well as questions that ask you to draw diagrams or maps. The first exam covers the first three weeks of the course and gives you an idea of what the exams for the course will be like. The second exam covers the next seven weeks. The final exam will focus primarily upon the last four weeks of the class, but will also ask you to synthesize what you have learned throughout the course. Exams should be taken at the scheduled time except in the case of an illness, emergency, or school event or where arrangements have been made in advance to take the exam at another time. Students having more than two final exams in one day should arrange to take one of the examinations at another time.

## Grading

Your grade will be based upon the following assignments.

|  |  |  |  |
| --- | --- | --- | --- |
| Assignments | Percent | Points | Your Score |
| Exams |  |  |  |
| Midterm Exam | 10.00% | 50 |  |
| Final Exam | 10.00% | 50 |  |
| Analytical Essays |  |  |  |
| Analytical Essay I | 20.00% | 100 |  |
| Analytical Essay II | 20.00% | 100 |  |
| Field Experiences |  |  |  |
| Valpo Field Exercise | 6.00% | 30 |  |
| Chicago Field Exercise | 10.00% | 50 |  |
| Reflection Papers |  |  |  |
| Urban Biography | 5.00% | 25 |  |
| *Civil Rights* Reflection | 5.00% | 25 |  |
| *Gary* Reflection | 5.00% | 25 |  |
| End of Semester Reflect. | 5.00% | 25 |  |
| Attendance and Participation |  |  |  |
| On Time Attendance | 2.00% | 10 |  |
| Homework, in-class exercises & discussion participation | 2.00% | 10 |  |
| Total | 100.00% | 500 |  |

## Grading Scale

|  |  |  |  |
| --- | --- | --- | --- |
| A = 372--400 | B = 332-347 | C = 292-307 | D = 252-267 |
| A- = 360-371 | B- = 320-331 | C- = 280-291 | D- = 240-251 |
| B+ = 348-359 | C+ = 308-319 | D+ = 268-279 | F = 269 and below |

# Course Policies

Policy on Late Assignments   
You must hand in all of your assignments on time. If *because of circumstances beyond your control* you need more time to complete an assignment please see me ahead of time (a day in advance) to ask for an extension. Extensions may or may not be granted depending upon the circumstances. If you must turn in an assignment late and you did not ask for an extension, include a written explanation of the reason for its tardiness along with the assignment. If the explanation is judged to be inadequate the assignment will not be accepted or will be accepted for reduced credit. **Assignments** **will not be accepted via e-mail! If you must be absent the day an assignment is due, please arrange to hand in your assignment early or to have a friend turn it in for you**. Use my mailbox/shelf in the faculty suite (KCH room 201) to hand in assignments outside of class time. Reasonable exceptions to this policy may be granted depending upon individual circumstances.

## Attendance and Participation

I expect *on-time attendance* for all class sessions unless you are ill, you are required to attend a university event, you have a family emergency, or you have made prior arrangements with me. If you must miss class for these reasons please provide me with a written note or an e-mail so that I can excuse your absence in my records. If you send me e-mail please place the words “GEO320 Absence” in the subject line to help me in my record keeping. I may or may not always reply. Absences for any other reason will lower your grade. Please be on time to class. Coming in late distracts your professor and your fellow students and often some of the most important ideas are presented at the beginning of class. You will lose attendance points if you are consistently late.

I will be assessing participation during the semester by taking notes on both the quantity and quality of your contributions to our formal discussions. Because of the small size of this course all members of the class will need to participate to make the course a success. If you have difficulty speaking up in class, come see me and we can find some strategies to make you more comfortable. I will do my best to provide a comfortable and welcoming environment for discussion.

## Accommodations for students with disabilities

## The Access & Accommodations Resource Center (AARC) is the campus office that works with students to provide access and accommodations in cases of diagnosed mental or emotional health issues, attentional or learning disabilities, vision or hearing limitations, chronic diseases, or allergies. You can contact the office at aarc@valpo.edu or 219.464.5206. Students who need, or think they may need, accommodations due to a diagnosis, or who think they have a diagnosis, are invited to contact AARC to arrange a confidential discussion with the AARC office. Further, students who are registered with AARC are required to contact their professor(s) if they wish to exercise the accommodations outlined in their letter from the AARC.

## Class Cancelation Method

Classes are very rarely cancelled. Notifications of class cancellations will be sent to your Valpo e-mail address with as much advance notice as possible. If you don’t check your Valpo e-mail account regularly or have it set up to be forwarded to your preferred e-mail account, you may not get the message.

## Authorized Aid and the Honor Code

The Honor Code will be upheld in this course. Authorized aid in this class will be limited to your own personal knowledge during exams and your own work on all written exercises. You may discuss readings with classmates but your writing should be your own. You are encouraged to use the services of the writing center and you should have someone else proofread or offer suggestions on your written assignments before handing them in.

You must use quotation marks for direct quotes, cite your sources, and include a list of works cited on your essay assignments. Failure to do so constitutes plagiarism and may be considered unauthorized aid because you are essentially representing someone else’s work as your own. Some students mistakenly believe that it is OK to cut and paste text from web sites, or other sources, into their papers without providing both quotation marks and a proper citation. Web sites are no different from any other source and need to be cited fully (including at least author, date, title, and date accessed in addition to the web address which may be shortened). If you do not know how to cite your sources or have any questions about this, please see the “Citing Sources in World Human Geography” on the course web site or talk to your professor. While paraphrasing of sources you cite is encouraged, paraphrasing the entirety of or a substantial part of a source to pass it off as your own is unauthorized aid. Finally sharing your papers written for this class with others on the Internet without notifying the professor first or downloading papers written by others to hand in (either in part or in their entirety) constitutes unauthorized aid.

## Standards for Written Work

Your written work should conform to the following standards:

* Papers should be turned in on paper. Assignments are generally not accepted via e-mail unless specific arrangements have been made in advance.
* Papers should be typed, double spaced with one-inch margins, using a Times Roman or other similar serif font. Courier style fonts or Sans Serif fonts should not be used. Your professor finds serif fonts easier to read). Papers should be stapled in the upper left-hand corner. Plastic report covers should not be used.
* Papers should cite sources and use the author date style of referencing commonly used in the discipline of geography. See a copy of the *Annals of the American Association of Geographers* for examples.
* Research papers should make use of sources from the World Wide Web only when the source is a government agency or other reliable institution, an online version of a print resource (i.e. article databases), or when it is the online source itself that is the subject of the research. See your professor concerning the appropriateness of using sources from the Web. You should not use Wikipedia or other online encyclopedic references in a college level paper.
* Papers should be free of mechanical and grammatical errors.
* Papers should conform to the requirements of the specific assignments (given above).

# Course Structure

The content of Urban Geography is organized into two short introductory and concluding sections and three longer core sections as described in the text and illustrated in the diagram below:

* **Introduction: Approaching Urban Geography—**What is a city? What is urban geography and what are some of the major approaches to it?
* **Urbanization and Urban Systems**—How do cities relate to each other as part of an urban system and how can we talk about the relative growth of cities in relation to rural areas.
* **Inside the City: Urban Structure and Neighborhood Change** — How are cities structured? What goes on in neighborhoods? Where are housing and retail located and why there? How does transportation structure cities?
* **Social Geography: People and Places** — What causes segregation and how does it help to structure the city and therefore people’s lives? How is living in the city different from living in the suburbs, exurbs, or rural areas? Do cities promote community or destroy it? What is the relationship between place and community? How does environmental quality contribute to quality of life?
* **Economic and Political Geography: Wealth and Power—**How does the economy and politics structure the built environment? What effect do cities and urban growth have on the environment? How can we plan for urban growth? What can we learn by looking at the urban landscape?
* **Conclusion: The World and The Future**— How are cities around the world structured? What will cities be like in the future? How is the Internet transforming the city? What can we do to ensure that our cities prosper into the future?

This course structure is designed to give you a solid conceptual model of the content of urban geography. It does not, however, exactly match that of your textbook. As a result, we will be reading some chapters from your text in a different order. See the schedule below.

# Urban Geography Fall 2017 Course Schedule

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Week** | **Date** | **Class Session Mon** | **Between Classes Tuesday** | **Date** | **Class Session Wed** | **Between Classes Thursday** | **Date** | **Class Session Fri** | **Between Classes Weekend** |
| 1 |  | Dang summer is over but at least I’m taking a cool urban geography course. | First day of classes is done! Can’t wait for urban geography. | **Aug 23** | **Approaching the City**  What is Urban Geography? | Read Syllabus Pacione Chap. 1, examine figure 1.1b  Write Urban Autobiography | **Aug 25** | A conceptual Framework; Socio-spatial dialectic **Urban Autobiography Due** | Pacione Chapter 2 pp. 18-24 |
| 2 | **Aug 28** | What is a City? Discussion and Census/Map NWI exercise. SCH 34 | Pacione Chapter 2 pp. 24-34 | **Aug 30** | Approaches to Urban Geography (Urban Theory Gone to the Dogs) | Pacione Chapter 3, pp. 37-49 | **Sept 1** | **Urbanization & Urban Systems**  City origins and The Pre-Industrial City | Pacione Chapter 3 pp. 49-67 |
| 3 | **Sept 4** | The Development of the Contemporary City | Pacione Chapter 4 (Optional Read Chapter 5) | **Sept 6** | Urbanization | Pacione Chapter 6 | **Sept 8** | Urban Systems Central Places | Pacione Chapter 7 pp.137-150 |
| 4 | **Sept 11** | **Inside the City: Urban Structure and Neighborhood Change**  Models of Urban Form | Pacione Chapter 7 pp. 151-163 | **Sept 13** | Actors in the production of the urban landscape, Field Study I assigned | Read [Bloom and Old](https://scholarworks.iu.edu/journals/index.php/ssj/article/view/13397) | **Sept 15** | Field Study I: City Structure and Reading the Urban Landscape (meet at 7/11) | Review [Bloom and Old](https://scholarworks.iu.edu/journals/index.php/ssj/article/view/13397) |
| 5 | **Sept 18** | Urban Structure of Valparaiso. Discussion of Bloom and Old. | Read Pacione Chapter 8 | **Sept 20** | Urban Planning  **Field Study 1 Due** | Pacione Chapter 9 | **Sept 22** | New Towns, Case Study of Jonathan, MN, Celebration | Read Pacione Chapter 13 |
| 6 | **Sept 25** | Transportation: How Transportation alters urban form. | Pacione Chapter 12 pp. 240-262, | **Sept 27** | The Mall and the City Urban Retailing | Pacione Chapter 26 pp. 544-558 | **Sept 29** | Urban Environment and Parks | Study for Exam |
| 7 | **Oct 2** | **Exam 1** | Pacione Chapter 10 pp. 202-17 | **Oct 4** | **Social Geography I: Neighborhoods and Community**  Neighborhood Change and Gentrification | Relax or Read ahead | **Oct 6** | Gentrification and Neighborhood Change Case Studies | Read Pacione Chapter 11, pp. 218-239 |
| 8 | **Oct 9** | Housing and Homelessness | Read [Urbanism as a Way of Life](http://www.jstor.org.ezproxy.valpo.edu/stable/2768119?pq-origsite=summon&seq=1#page_scan_tab_contents) | **Oct 11** | Social Dimensions of Urbanism I: Urbanism as a way of life | Fall Break begins! Relax or read [Dunkelman](http://www.iasc-culture.org/THR/THR_article_2017_Summer_Dunkelman.php),  Do Social Networks Mapping Assignment.  so you don’t have to this weekend. | **Oct 13** | No Class Fall Break  Go See Blade Runner 2049 and marvel at its future urban geography | Read [Dunkelman](http://www.iasc-culture.org/THR/THR_article_2017_Summer_Dunkelman.php),  Do Social Networks Mapping Assignment. |
| 9 | **Oct 16** | Social Dimensions of Urbanism II: Community without Propinquity? **Social Networks Mapping Assign Due** | Read Pacione Chapter 19 pp. 396-417 | **Oct 18** | Social Dimensions of Urbanism III: Neighborhoods and Community | Read Pacione Chapter 18 pp. 368-395 | **Oct 20** | **Social Geography II: Segregation & Civil Rights**  Residential Segregation I | **Sun Oct 22, Chicago Field Study** |
| 10 | **Oct 23** | Field Study Reflection and Discussion | Read Ta-Nehisi Coates, [The Case for Reparations](https://www.theatlantic.com/magazine/archive/2014/06/the-case-for-reparations/361631/). | **Oct 25** | Residential Segregation II: Discussion. **Reflection Paper Due if assigned** | Read [Urban Geography in the Age of Ferguson](https://ezproxy.valpo.edu/login?url=http://search.ebscohost.com/login.aspx?direct=true&db=aph&AN=121637997&site=ehost-live&scope=site) | **Oct 27** | Civil Rights I: Geography of Urban Policing and Civil Rights  **Reflection Paper Due if assigned** | Read Alderman [Civil Rights as Geospatial Work](https://docs.wixstatic.com/ugd/71abce_a9ebbf15a9574608ae8f34ba88b3ef91.pdf) |
| 11 | **Oct 30** | Civil Rights II: Geographies of Resistance  **Reflection Paper Due if assigned** | Read Brown [Gender and sexuality II: there goes the gayborhood?](http://valpo.summon.serialssolutions.com/#!/search?bookMark=ePnHCXMwdV1NC8IwDC2yg7of4HXgubj1Y03Pori7nku3pWdh_x9M1m2I4LlpoLT05aXpy1EUxFtRbC-CF07iE-exjTZgCGF2_N_HOUnIBsWS4-fx_VaZ4ZQ9iFPupVYRoa6mWX6YwtKq60rxut-e14dcmgXIgTiOkyoCQj-gQUUnaYwsU6NmfTOfWrAutm5EhDjY5A36GpxGH1Orx9SnBKhLcc5-1ys5LLs5hYZFryiSA) | **Nov 1** | Welcome to the “Gayborhood”  **Reflection Paper Due if assigned** | Pacione Chapter 14 pp. 283-307 | **Nov 3** | **Economic & POLITICAL GEOGRAPHY: Wealth, Poverty, and Power**  Economic Restructuring  **First Analytical Essay Draft Due** | Read Pacione Chapter 15, pp. 308-329 |
| 12 | **Nov 6** | Urban Poverty and Deprivation | Pacione Chapter 11 pp. 232-240, Chapter 16 pp. 330-351 | **Nov 8** | Urban Renewal and Other Responses to Uneven Development | Read Pacione Chapter 17 pp. 352-367 | **Nov 10** | Social Justice in the City | Pacione Chapter 20 pp. 418-446 Pacione |
| 14 | **Nov 13** | Political Spaces of cities/ Urban Governance and Power **First Analytical Essay Due** | Read O’Hara Part I pp. 1-53  Write reflection paper if your turn | **Nov 15** | Gary I: Origins  **Reflection Paper Due if assigned to you** | Read O’Hara Part II pp. 55-117  Write reflection paper if your turn | **Nov 17** | Gary II: Images of the city  **Reflection Paper Due if assigned to you** | Be Thankful you don’t have class for a week. |
| 13 | **Nov 20** | **Thanksgiving Break**  Rent Blade Runner Analyze in terms of LA model for parents and friends. | Explore the city where you live | **Nov 22** | **Thanksgiving Break**  Impress your relatives with your urban knowledge | Eat Turkey, Ham, Tofurkey, Turduckin or whatever you usually eat and give thanks. | **Nov 24** | **Thanksgiving Break**  Play Sim City (the older ones, not the new one) or read O’Hara | Back to Work  Read O’Hara Part III pp. 119-171 Write reflection paper if your turn |
| 15 | **Nov 27** | Gary III: Decline  **Reflection Paper Due if assigned to you** | Work on Analytical Essay | **Nov 29** | Discussion: What can we learn about urban geography from studying Gary?  **Analytical Essay Draft Due** | Pacione Chapter 21 449-465 Chapter 22 pp. 466-483 Work on Analytical Essay | **Dec 1** | **The World and The Future**  Non-Western Cities Non-Western City Structure | Pacione, Chapter 25 Revise Analytical Essay |
| 16 | **Dec 4** | Housing: Informal Settlements in Non-Western Cities | Finish revising Analytical Essay, start writing your end of class reflection paper. They’re due Friday! | **Dec 6** | Cybercities, Sci-Fi Cities and Sim Cities | Pacione pp. 605-626. Write End of Class Reflection Paper  Study for final exam! | **Dec 8** | The Future of Cities  **Revised Analytical Essay Due, End of Class Reflection Paper Due** | Study and prepare for the final exam! |
| **Finals** | **Dec 11** | **Final Exam**  **Monday, December 11, 1:00-3:00 P.M.** | Whew!! Urban Geography is done. Time to focus on other classes. |  | Look forward to taking urban planning next semester Consider yourself an Urban Geographer! | Relax, you’re almost done. |  | Get ready for the holidays! |  |

**Additional Readings (See website for links)**

Alderman, Derek, and Joshua Inwood. 2016. “Civil Rights as Geospatial Work: Rethinking African-American Resistance.” In Race, Ethnicity, and Place in a Changing America, edited by John Frazier, Eugene Tettey-Fio, and Norah Henry, 3rd Edition. New York: State Univeristy of New York Press. <https://kansasgeoalliance.wixsite.com/gaw2017/race-ethnicity-and-place>.

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