**ANSO 262 | Material and Ideal Cities: An Introduction to Urban Geography | Fall 2017**

Tuesdays and Thursdays | 2:10 – 4:00 pm | Dewing 300

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Office hours: Tuesdays 4:00-6:00 pm | Thursdays 12:00-2:00 pm

**Overview**

This course explores the city as an idea, as material reality and the interconnections between the two. By this I mean, we not only develop theories but also actual plans for cities—both of which often exist in the realm of ideas. Yet, cities exist as sites unfolding their own everyday histories which may or may not correspond to the theories and plans. As an interdisciplinary field, urban geography draws from theories and frameworks in urban planning, anthropology, sociology and economics. This course introduces students to that field. Because the field is broad, the course has been structured into themes that we will explore each week. These themes range from ‘the right to the city’, gentrification, suburbanization, infrastructures and informality in the city, and urban natures. The course ends by bringing things closer to home with a discussion of the roots of the urban crisis in Detroit.

**Course Objectives**

By the end of this course, students should be able to:

* Understand cities as primarily social entities and problems of organized complexity;
* Identify/explain the factors influencing where, when and how cities develop;
* Understand historical and contemporary patterns of social inclusion and exclusion in cities and be able to identify and explain their underlying causes and effects;
* Frame social science research questions about contemporary cities;
* Gain critical thinking skills i.e. not just take a text as given but understand it, argue with it, and contextualize it; and
* Learn research and writing skills.

**Assignment and Evaluation Criteria**

The following table provides an overview of the grading components of this course. Following the table is a description of each individual component.

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| --- | --- | --- |
| **Grading Component** | **Instances** | **Points** |
| Attendance and participation | 20 | 20 |
| Questions | 10 | 20 |
| Discussion facilitation | 2 | 30 |
| Course project | TBD | 30 |
| **Total** |  | **100** |

***Attendance and participation:*** Attendanceis mandatory and will count as part of your overall grade. You are permitted a total of 2 excused absences. Any additional absences will lower your grade for this portion of your overall course grade. Participation will also be graded for each class meeting.

***Questions:*** Each student will submit a question based on the readings for 15 class meetings. These questions should be thoughtful, not factual. By factual, I mean questions that could be answered easily by a quick Google search. Think of these questions as thoughts that emerged from your reading that you would like to explore further with your classmates. For instance, “Author X says that A is a necessary condition for B. But Author Y has already shown us that B can exist without A. Is Author X wrong? Do X and Y have different and conflicting definitions of conditions?” In essence, these questions are meant to demonstrate that you are actively engaged with the texts that you are reading. An additional benefit is that these will provide us additional fodder for discussion of the texts in class. The questions must be submitted on moodle. As you will note on the moodle site for this course, you have a total of 18 chances to submit a question on the readings but you only need to submit questions for 10 classes. You will be graded on the quality of the question submitted. For this assignment, for each submission, you get a minimum of one point. If your question meets the requirements stated above, then you get full credit. As long as you submit a question, you get half of the credit for this assignment. Your must submit your questions no later than 6 pm on the day before the class meeting. Late submissions will not receive credit.

***Discussion facilitation:*** This course will mostly work as a seminar which means that your participation is crucial. In addition to your active participation in the class, each of you will be responsible for co-leading two discussions on the readings for that class meeting. Each class meeting will have two discussion leaders. In preparation for leading the discussion, you should review the questions submitted by your classmates for those readings and incorporate them into your facilitation. Facilitating a discussion is different than presenting on the readings. The goal is not for you to tell the class what the readings said but engage your classmates in a deeper understanding of the text. Should you wish, you could prepare a summary of the main points of the readings so that everyone is on the same page but this should not be the main focus of the discussion. Discussions should last approximately 45 minutes to an hour. This doesn’t mean that you have to talk the entire time. What it means is that you need to find ways to engage your classmates with the text for that time. It might be worthwhile for you to plan the discussion facilitation with your co-facilitator ahead of class.

***Project:*** As you may be aware, Kalamazoo has just released a draft version of its master plan *Imagine Kalamazoo 2025.* We will be working with urban planners in the city of Kalamazoo to help them with the next steps of this plan. Details on this project will be provided as they become available.

**Weekly Schedule**

**Week 1 | Defining/studying cities**

*Class 1*

* No assigned readings

*Class 2*

* City of Kalamazoo. (2017). *Imagine Kalamazoo 2025: Draft Master Plan.*  [http://www.kalamazoocity.org/kalamazoo-blog/imagine-kalamazoo-2025/](http://www.kalamazoocity.org/kalamazoo-blog/imagine-kalamazoo-2025/%22%20%5Ct%20%22_blank)
* City of Portland. (2012). *The Portland Plan.* <http://www.portlandonline.com/portlandplan/index.cfm?c=58776&a=398384>
* Rafter, D. (2017). Building the 20-minute neighborhood in Detroit. *REJournals.* <http://www.rejournals.com/Articles/2017/01/building-the-20-minute-neighborh>
* Senville, W. (2017). Distance, destinations, density. International Making Cities Livable LLC. <http://www.livablecities.org/articles/distance-destinations-density>
* U.S. Green Building Council. (n.d.). *A Citizen’s Guide to LEED for Neighborhood Development.* <https://www.nrdc.org/sites/default/files/citizens_guide_LEED-ND.pdf>

**Week 2 | Cities in history**

*Class 3*

* Jacobs, J. (1961). *The Death and Life of Great American Cities.* New York: Vintage Books, pp. 240-317. [Chapters 13-16].

*Class 4*

* Mumford, L. (1961). *The City in History: Its Origins, Its Transformations, and Its Prospects*. Orlando: Harcourt, pp. 482-578. [Chapters 16-18].

**Week 3 | Theorizing the city: readings in critical urban theory**

*Class 5*

* Lefebvre, H. (1974). *The Production of Space.* Malden: Blackwell, pp. 1-67 and 401-23. [Chapters 1 and 7].

*Class 6*

* Roy, A. (2016). What is Urban About Critical Urban Theory? *Urban Geography 27*(6): 810-23.
* Brenner, N. (2000). The Urban Question: Reflections on Henri Lefebvre, Urban Theory and the Politics of Scale. *International Journal of Urban and Regional Research 24*(2): 361-78.
* Brenner, N., D. Madden and D. Wachsmuth. (2011). Assemblage Urbanism and the Challenges of Critical Urban Theory. *City 15*(2): 225-40.

**Week 4 | Political economy of cities and the right to the city**

*Class 7*

* Molotch, H. (1976). The City as Growth Machine: Towards a Political Economy of Place. *American Journal of Sociology* 82(2): 309-32. <http://0-www.jstor.org.ariadne.kzoo.edu/stable/2777096>
* Schoenberger, E. and R. Walker. (2016).  Beyond Exchange and Agglomeration: Resource Flows and City Environments as Wellsprings of Urban Growth.  *Journal of Economic Geography*. 16: 1-24. <https://doi.org/10.1093/jeg/lbw012>
* Sassen, S. (2002). Locating cities on global circuits. *Environment and Urbanization 14*(1): 13-30.

*Class 8*

* Harvey, D. (2008). The Right to the City. *New Left Review 53*: 23-40. <https://0-newleftreview-org.ariadne.kzoo.edu/II/53/david-harvey-the-right-to-the-city>
* Marcuse, P. (2009). From critical urban theory to the right to the city. *City 13*(2-3): 185-97.
* Mitchell, D. (2011). Homelessness, American Style. *Urban Geography 32*(7): 933-56.

**Week 5 | Gentrification, segregation and exclusion**

*Class 9*

* Smith, N. (2002). New Globalism, New Urbanism: Gentrification as Global Urban Strategy. *Antipode 34*(3): 427-50.
* Baviskar, A. (2003). Between violence and desire: Space, power and identity in the making of metropolitan Delhi. *International Social Science Journal 55*(175): 89-98. <http://0-onlinelibrary.wiley.com.ariadne.kzoo.edu/doi/10.1111/1468-2451.5501009/epdf>
* Harms, E. (2016). Urban space and exclusion in Asia. *Annual Review of Anthropology 45*: 45-61. <http://0-www.annualreviews.org.ariadne.kzoo.edu/doi/abs/10.1146/annurev-anthro-102215-100208>

*Class 10*

* Massey, D. & N. Denton. (1993). *American apartheid: Segregation and the making of the underclass*. Cambridge: Harvard University Press, pp. 1-59 and 83-114. [Chapters 1, 2 and 4]

**Week 6 | Sprawl, suburbs and suburbanization**

*Class 11*

* Jackson, K. (1985). *Crabgrass Frontier: The Suburbanization of the United States.* New York: Oxford University Press, pp. 3-44 and 190-230. [Introduction, Chapters 1, 2, 11 and 12]

*Class 12*

* Batty, M. (2008). The Size, Scale and Shape of Cities. *Science 319*(8 Feb 2008): 769-71. <http://0-www.jstor.org.ariadne.kzoo.edu/stable/20053314>
* Geertz, C. (1989). Toutes Directions: Reading the Signs in an Urban Sprawl.*International Journal of Middle East Studies 21*(3): 291-306. <http://0-www.jstor.org.ariadne.kzoo.edu/stable/163446>
* Davis, M. (2004). The Urbanization of Empire: Megacities and the Laws of Chaos. *Social Text 22*(4): 9-15. <http://0-muse.jhu.edu.ariadne.kzoo.edu/article/177068>

**Week 7 | Nature and the city**

*Class 13*

* Cronon, W. (1991). *Nature’s Metropolis: Chicago and the West.* New York: W.W. Norton & Company, pp. 23-54 and 148-206. [Chapters 1 and 4]

*Class 14*

* Swyngeduow, E. (1996). The city as a hybrid: on nature, society and cyborg urbanization. *Capitalism Nature Socialism 7*(2): 65-80.
* Olson, S. (2007). Downwind, downstream, downtown: The environmental legacy in Baltimore and Montreal. *Environmental History 12*: 845-66. <http://0-www.jstor.org.ariadne.kzoo.edu/stable/25473164>
* Keil, R. and J. Graham. (1998). Reasserting Nature: Constructing Urban Environments after Fordism. In B. Braun and N. Castree (Eds.). *Remaking Reality: Nature at the Millenium.* New York: Routledge, pp. 100-25. <http://0-ebookcentral.proquest.com.ariadne.kzoo.edu/lib/kzoo-ebooks/reader.action?ppg=111&docID=235337&tm=1498512148950>

**Week 8 | Urban infrastructures**

*Class 15*

* Kaika, Maria, and Swyngeduow, Erik. 2000. “Fetishizing the modern city: the phantasmagoria of urban technological networks.” *International Journal of Urban and Regional Research* 24 (1): 120-138.
* McFarlane, C. (2008). Governing the contaminated city: Infrastructure and sanitation in colonial and post-colonial Bombay. *International Journal of Urban and Regional Research* 32 (2): 415-35.
* Anand, N. (2011). PRESSURE: The PoliTechnics of Water Supply in Mumbai. *Cultural Anthropology 26*(4): 542-64. <http://0-search.ebscohost.com.ariadne.kzoo.edu/login.aspx?direct=true&db=ofs&AN=525522902&site=ehost-live&scope=site>

*Class 16*

* Schwenkel, Kristina. 2015. “Spectacular infrastructure and its breakdown in socialist Vietnam.” *American Ethnologist*, 42 (3): 520-534. <http://0-onlinelibrary.wiley.com.ariadne.kzoo.edu/doi/10.1111/amet.12145/full>
* Larkin, Brian. 2013. “The Politics and Poetics of Infrastructure.” *Annual Review of Anthropology* 42 (1): 327–43. <http://0-www.annualreviews.org.ariadne.kzoo.edu/doi/abs/10.1146/annurev-anthro-092412-155522>
* Berlant, L. (2016). The commons: Infrastructures for troubling times. *Environment and Planning D 34*(3): 393-419.

**Week 9 | Urban informality**

*Class 17*

* Roy, A. (2005). Urban Informality: Toward an Epistemology of Planning. *Journal of the American Planning Association 71*(2): 147-58. <http://0-search.proquest.com.ariadne.kzoo.edu/docview/229629505?accountid=11782>
* Kudva, N. (2009). The everyday and the episodic: the spatial and political impacts of urban informality. *Environment and Planning A 41*(7): 1614-28.
* Hansen, T. and O. Verkaaik. (2009). Introduction—Urban Charisma: On Everyday Mythologies in the City. *Critique of Anthropology 29*(1): 5-26.

*Class 18*

* Anderson, E. (1999). *Code of the Street: Decency, Violence, and the Moral Life of the Inner City.* New York: W.W. Norton and Company, pp. 35-141 [Chapters 1-3].

**Week 10 | Urban crisis in Michigan and course summary**

*Class 19*

* Sugrue, T. (1996). *The Origins of the Urban Crisis: Race and Inequality in Postwar Detroit.* Princeton: Princeton University Press, pp. 3-32, 125-177, 259-271. [Introduction, Chapters 1, 5, 6, Conclusion]

*Class 20*

* Jonas, A., E. McCann, & M. Thomas. (2015). *Urban Geography: A Critical Introduction*. New York: John Wiley & Sons, pp. 1-52. [Chapters 1 and 2]. <http://0-ebookcentral.proquest.com.ariadne.kzoo.edu/lib/kzoo-ebooks/reader.action?ppg=22&docID=1895507&tm=1496414092879>
* Low, S. (2014). Spatialities: The Rebirth of Urban Anthropology through Studies of Urban Space. In D. Nonini (Ed.), *A Companion to Urban Anthropology.* Malden, MA: Wiley Blackwell, pp. 15-27. <http://0-ebookcentral.proquest.com.ariadne.kzoo.edu/lib/kzoo-ebooks/reader.action?ppg=33&docID=1656357&tm=1498225722391>