

Fall 2024

GEO 6938 (Special Topics): Cities: Past, Present, and Future

Syllabus Version 2.0, August 16, 2024

NOTE: THE SYLLABUS MAY CHANGE OVER THE COURSE OF THE SEMESTER. IF SO, AN UPDATED VERSION WILL BE ANNOUNCED IN CLASS AND VIA EMAIL, AND POSTED TO THE COURSE CANVAS SITE.

Semester: Fall 2024 Mondays 10:40am - 1:40pm

Location: Turlington Hall Room 3012

Course Description: It is routinely claimed that we live in an ‘urban age,’ with over half the world’s population residing in cities, and with our political and economic systems organized within and between urban regions. With a focus on the process of urbanization, global economic change, infrastructure development, and socio-economic inequality, this seminar will unpack the histories, present-day realities, and near-future concerns of cities and urban dwellers. Readings will emphasize key texts in urban geography and urban studies and range from case studies of the industrial-era cities of North America and Europe into the emergent mega-cities of Asia and Africa. Students will place these scholarly readings in a broader historical and conceptual sweep of urban geographical scholarship as well as situating the specific work in critical conversation with the goals, methods, and intellectual contributions of the subfield to Geography more generally. In this seminar, we will consider both foundational texts in the subfield and fundamental contemporary scholarship and debates. Previous knowledge of or coursework in urban geography is not required.

General Information:

Instructor: Alan Wiig, Ph.D.

Office: Turlington Hall 3124

Office Hours: Mondays 2:00-3:00pm, or by appointment

Email: alanwiig@ufl.edu

Phone: 352-294-0784

Grading Scheme: Letter Grade

Required Readings: All readings and works will be available in Canvas.

Graded Work:

Grading Scale: For information on how UF assigns grade points, visit:

<https://catalog.ufl.edu/UGRD/academic-regulations/grades-grading-policies/>

A	94 – 100%	C	74 – 76%
A-	90 – 93%	C-	70 – 73%
B+	87 – 89%	D+	67 – 69%
B	84 – 86%	D	64 – 66%
B-	80 – 83%	D-	60 – 63%
C+	77 – 79%	E	<60

Description of Graded Work

Assignment	Description	Requirements	Points (Percent)
Class Participation	As with all graduate seminars, participation is necessary to demonstrate reading, engagement, and understanding of the course material. You will be evaluated based on the relevance and quality of your comments and questions to the reading material.	Students are expected to attend and participate in every class meeting.	300 (30%)
In-class Facilitation	<p>Facilitation on the reading material and leading of that week's discussion of reading material. You and one or two other classmates will team-lead discussion (no more than 10 minutes at the beginning of each section of the class meeting) during two of our seminar meetings. Your goal is to situate the week's readings into the arc of the semester, laying the foundation for in-depth discussion via identifying key points the authors raise and how they connect into (or diverge from) the big picture concepts of urban geography/urban studies. You may approach this presentation in any manner you see fit. <u>Do not regurgitate what the authors say in their paper or chapter!</u></p> <p><u>Look over the syllabus; we will sort out who wants to present in what week at our first class meeting.</u></p> <p><u>With your partner(s), you are required to meet with me no later than the Friday before our Monday class meeting to go over your presentation.</u></p>	2 total (100 points each)	200 (20%)
5 Response Papers (1,500-2,000 words per response paper)	Over the course of the semester, you will write five reaction or response papers that synthesize and interconnect key themes of your choice between various authors and the variety of foci for the different weeks of the seminar. The goal of the response papers is to react to and/or critique some of the core issues of the class, and, if relevant, tie these issues/themes into your own interests in Geography. There are no formal guidelines regarding the approach you take only that you have a clear introduction to the paper, a brief	5 total (100 points each)	500 (50%)

	summary (i.e., your evidence) of the content, topic, approach, or author your comments are addressing/critiquing, and that there is a conclusion (of sorts) that ties the key points of your discussion together in a coherent and concise manner. <u>Response Paper #5 (the final one) should be a summary of your thoughts from the class readings as a whole.</u>		
Total			1000 pts

Evaluation & Grading: Response papers will be evaluated based on the following three criteria:

1. Content – accuracy, sourcing, rigor 40%
2. Clarity of argument – organization, writing or presentation quality 30%
3. Creativity – sophistication of argument, writing or presentation style 30%

Participation: Participation and attendance are critical to the successful completion of this course. Attendance will be taken during each class meeting. Consistent informed, thoughtful, and considerate class participation is expected and will be evaluated using the rubric below. I will inform you of your participation grade to date when mid-term exams are returned.

Required Policies:

Statement on use of Artificial Intelligence in this course

I recognize the power and potential of Artificial Intelligence (AI) tools in shaping the educational landscape and even our lives in general. However, I want to make it clear that we will not be integrating the use of AI tools in this course ([source](#) for this statement's language, fyi). Given the subject matter and assignments for this course, it is feasible that you could use an AI tool to assist providing a foundation for a written assignment, however, writing assistants and other AI should not be used to write, paraphrase, or change the style and composition of your writing. Additionally, never enter any personally identifiable information or other relevant information into AI tools. We will discuss AI literacy, and digital literacy more generally, throughout the course and I welcome your questions and concerns.

Attendance Policy, Class Expectations, and Make-Up Policy

- Attendance is required - you are responsible for the announcements made in class.
- Class Rules: Cell Phones MUST be turned off or placed on a silent mode. Texting during class time is not permitted nor condoned. It is expected that students will avoid surfing the internet, using phone apps, and checking e-mail during class to prevent distracting others.
- Please turn all work in on-time. Contact me immediately if any problems arise or you know something will be late. If you fail to complete the assignment by the assigned day and do not have a valid excuse, there will be no make-up and you will be given a zero (0) on the assignment

Students Requiring Accommodation

Students with disabilities who experience learning barriers and would like to request academic accommodations should connect with the disability Resource Center by visiting <https://disability.ufl.edu/students/get-started/>. It is important for students to share their accommodation letter with their instructor and discuss their access needs, as early as possible in the semester.

UF Evaluations Process

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at <https://gatorevals.aa.ufl.edu/students/>. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via <https://ufl.bluera.com/ufl/>. Summaries of course evaluation results are available to students at <https://gatorevals.aa.ufl.edu/public-results/>.

University Honesty Policy

UF students are bound by The Honor Pledge which states, “We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: “On my honor, I have neither given nor received unauthorized aid in doing this assignment.” The Honor Code (<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor or TAs in this class.

Counseling and Wellness Center

Contact information for the Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 352-392-1575; and the University Police Department: 352-392-1111 or 9-1-1 for emergencies.

The Writing Studio

The writing studio is committed to helping University of Florida students meet their academic and professional goals by becoming better writers. Visit the writing studio online at <http://writing.ufl.edu/writing-studio/> or in 2215 Turlington Hall for one-on-one consultations and workshops.

In-Class Recordings

Students are allowed to record video or audio of class lectures. However, the purposes for which these recordings may be used are strictly controlled. The only allowable purposes are (1) for personal educational use, (2) in connection with a complaint to the university, or (3) as evidence in, or in preparation for, a criminal or civil proceeding. All other purposes are prohibited. Specifically, students may not publish recorded lectures without the written consent of the instructor.

A “class lecture” is an educational presentation intended to inform or teach enrolled students about a particular subject, including any instructor-led discussions that form part of the presentation, and delivered by any instructor hired or appointed by the University, or by a guest instructor, as part of a University of Florida course. A class lecture does not include lab sessions, student presentations, clinical presentations such as patient history, academic exercises involving solely student participation, assessments (quizzes, tests, exams), field trips, private conversations between students in the class or between a student and the faculty or lecturer during a class session.

Publication without permission of the instructor is prohibited. To “publish” means to share, transmit, circulate, distribute, or provide access to a recording, regardless of format or medium, to another person (or persons), including but not limited to another student within the same class section. Additionally, a recording, or transcript of a recording, is considered published if it is posted on or uploaded to, in whole

or in part, any media platform, including but not limited to social media, book, magazine, newspaper, leaflet, or third party note/tutoring services. A student who publishes a recording without written consent may be subject to a civil cause of action instituted by a person injured by the publication and/or discipline under UF Regulation 4.040 Student Honor Code and Student Conduct Code.

Annotated Weekly Schedule:

* Students should note that the syllabus is a guideline and that there may be changes to the class schedule. Please refer to our Canvas page for official weekly readings, assignments, and due dates.

Week	Topics, Homework, and Assignments
Week 1: N/A	No class meeting because semester does not start until Wednesday, 8/22
Week 2: 8/26	<p>Topic: Why, Where, and How We Study Cities and Urbanization</p> <p>Harvey, D. (1996) "Cities or urbanization?," <i>City</i> 1, 1-2: 38-61. Easterling, K. (2014). <i>Extrastatecraft: The power of infrastructure space</i>. Verso Books. Introduction and c. 1. McFarlane, C. 2021. <i>Fragments of the city: making and remaking urban worlds</i>. Oakland, California: University of California Press. Read c. 1. "Pursuing Fragments", p. 1-20. Keshav, S. (2007). How to read a paper. <i>ACM SIGCOMM Computer Communication Review</i>. 37(3). p. 1-2.</p>
Week 3: 9/2	<p>No class meeting: Labor Day</p> <p>Required Reading: No readings assigned.</p>
Week 4: 9/9	<p>Topic: Overview of Urbanization in the United States</p> <p>Required Reading: Abu-Lughod, J. L. (1999). <i>New York, Chicago, Los Angeles: America's Global Cities</i>. U of Minnesota Press. Read entire book.</p>
Week 5: 9/16	<p>Topic: Early Studies of Cities and Urbanization</p> <p>Required Reading: Engels, F. (1845). Selection from <i>The Condition of the Working Class in England in 1844: The Great Towns</i>. <i>The City Reader</i>, p. 58-66 Du Bois, W.E.B. (1899). Selections from <i>The Philadelphia Negro: The Negro Problem of Philadelphia, The Question of Earning a Living, and Color Prejudice</i>. <i>The City Reader</i>, p. 119-125. Wirth, L. (1938). <i>Urbanism as a Way of Life</i>. <i>American Journal of Sociology</i>, 44(1), 1–24. Mumford, L. 1937. <i>What is a City</i>. in: R. LeGates and F. Stout, eds. <i>The City Reader</i>. London: Routledge, p.183-188. Simmel, G. 1903. <i>The Metropolis and Mental Life</i>. p.30-45. Burgess, E. 1923. <i>The Growth of the City: an Introduction to a Research Project</i>. <i>Publications of the American Sociological Society</i> 18: 86-97.</p> <p>Response Paper #1 Due 9/20/24</p>
Week 6: 9/23	<p>Topic: From Quantifying the City to Critical Urban Political Economy</p> <p>Required Reading: Sinclair, R. (1967). <i>Von Thünen and urban sprawl</i>. <i>Annals of the Association of American geographers</i>, 57(1), 72-87. Castells, M. 1977. <i>The Urban Question: A Marxist Approach</i>. Cambridge, MA: The MIT Press, "Part 1" (Chapters 1-2), p.1-37. Harvey, D. 1973. <i>Social Justice and the City</i>. Athens: The University of Georgia Press. Chapters 2 and 3, p. 50-119.</p> <p>See also (reviews of Harvey and Castells' books): Massey, D. (1974). <i>Social justice and the city: A review</i>. <i>Environment and Planning A</i>, 6(2), 229-235.</p>

	<p>Abu-Lughod, J. (1979). Marxist Urban Sociology [Review of <i>The Urban Question: A Marxist Approach.; Social Justice and the City.; Urban Sociology: Critical Essays.</i>, by M. Castells, A. Sheridan, D. Harvey, & C. G. Pickvance]. <i>Contemporary Sociology</i>, 8(2), 192–196.</p> <p>Optional: Harvey, D. 1978. The Urban Process Under Capitalism: A Framework for Analysis. <i>International Journal of Urban and Regional Research</i> 2(1-4): 101-131.</p>
Week 7: 9/30	<p>Topic: Urban Governance, Urban Politics</p> <p>Required Reading: Molotch, H. 1976. The City as a Growth Machine: Toward a Political Economy of Place. <i>The American Journal of Sociology</i> 82(2): 309–332. Brenner, N., and N. Theodore. 2002. Cities and the Geographies of “Actually Existing Neoliberalism.” <i>Antipode</i> 34 (3):349–379. Weber, R. (2002). Extracting value from the city: neoliberalism and urban redevelopment. <i>Antipode</i>, 34(3), 519-540. Harvey, D. (1989). From managerialism to entrepreneurialism: the transformation of urban governance in late capitalism. <i>Geografiska Annaler</i> 71, 1: 3-17. MacLeod, G. (2011). Urban Politics Reconsidered: Growth Machine to Post-democratic City? <i>Urban Studies</i>, 48(12), 2629-2660.</p>
Week 8: 10/7	<p>Topic: Gentrification</p> <p>Required Reading: Glass R. 1964. <i>London: Aspects of Change</i>. London: MacGibbon & Kee, “Introduction”, p.xiii-xlii. Smith, N. (1979). Toward a theory of gentrification a back to the city movement by capital, not people. <i>Journal of the American planning association</i>, 45(4), 538-548. Ley, D. 1986. Alternative Explanations for Inner-City Gentrification. <i>Annals of the Association of American Geographers</i> 76(4): 521–535. Hackworth, J., and N. Smith. 2001. The Changing State of Gentrification. <i>Tijdschrift voor Economische en Sociale Geografie</i> 92(4):464-477. Wright, W. J., & Herman, C. K. (2018). No “Blank Canvas”: Public Art and Gentrification in Houston’s Third Ward. <i>City & Society</i>, 30(1), 89-116.</p> <p>Optional: Aalbers M.B. (2019). Introduction to the forum: From third to fifth-wave gentrification. <i>Tijdschrift voor Economische en Sociale Geografie</i> 110(1): 1-11.</p> <p>Response Paper #2 Due 10/11/24</p>
Week 9: 10/14	<p>Topic: Urban Justice and the Right to the City</p> <p>Required Reading: Lefebvre, H. 1996. <i>Writings on Cities</i>. Malden, MA: Wiley-Blackwell, chapters 3—“Industrialization”, p.65-85; chapter 6—“Philosophy of the City and Planning Ideology”, p.97-99; chapter 14—“The Right to the City”, p.147-159. Fainstein, S. (2009). Spatial justice and planning. <i>Justice Spatiale/Spatial Justice</i>, 1(1), 1-13. Marcuse, P. 2012. Whose Right(s) to what City? In <i>Cities for People, Not for Profit</i>. Routledge: London, p. 24-41. Iveson, K. (2014). Building a city for “The People”: The politics of alliance-building in the Sydney Green Ban Movement. <i>Antipode</i>, 46(4), 992-1013.</p>

Week 10: 10/21	<p>Topic: Difference and the City</p> <p>Required Reading: Zukin, S. 1988. The Postmodern Debate Over Urban Form. <i>Theory, Culture, Society</i> 5: 431-446. Massey, D. (1994). <i>Space, Place, and Gender</i>. University of Minnesota Press. Read c. 6, A Global Sense of Place, p. 146-156, and c. 7, A Place Called Home?, p. 157-174. Hayden, D. 1980. What Would a Non-Sexist City be Like? Speculations on Housing, Urban Design, and Human Work. <i>Signs</i> 5(3): S170-S187. Hanson S. and G. Pratt. 1988. Reconceptualizing the Links Between Home and Work. <i>Economic Geography</i> 64(4): 299-321. Chauncey, G. (2008). <i>Gay New York: Gender, urban culture, and the making of the gay male world, 1890-1940</i>. Hachette UK. Introduction, and c. 1, p. 1-46</p>
Week 11: 10/28	<p>Topic: Nature and the City: Urban Political Ecology</p> <p>Required Reading: Davis, M. (1998). <i>Ecology of Fear</i>. Macmillan. Read c. 3, The Case for Letting Malibu Burn, 93-148. See also: https://newleftreview.org/issues/ii1/articles/doreen-massey-angeleno-anomalies See also: https://www.frieze.com/article/mike-daviss-ecology-fear-still-ticking-bomb Gandy, M. 2004. Rethinking Urban Metabolism: Water, Space and the Modern City. <i>City</i> 8(3): 363–379. Kaika, M. and E. Swyngedouw. 2000. Fetishizing the Modern City: The Phantasmagoria of Urban Technological Networks. <i>International Journal of Urban and Regional Research</i> 24(1): 120–138. Tzaninis, Y., T. Mandler, M. Kaika and R. Keil. (2020). Moving urban political ecology beyond the ‘urbanization of nature’. <i>Progress in Human Geography</i>. 45(2), 229-252.</p> <p>Response Paper #3 Due 11/1/24</p>
Week 12: 11/4	<p>Topic: Networked Urbanism and Resilient Urbanism</p> <p>Required Reading: Graham, S. (2000). Constructing premium network spaces: reflections on infrastructure networks and contemporary urban development, <i>International Journal of Urban and Regional Development</i>. 24, 1: 183-200. Hodson, M., & Marvin, S. (2014). Securitization of urban environments: Sustainable urbanism or premium ecological enclaves?. In <i>After sustainable cities?</i> (pp. 91-103). Routledge. Simone, A. (2004). People as infrastructure: Intersecting fragments in Johannesburg. <i>Public culture</i>, 16(3), 407-429. Bulkeley, H. (2010). Cities and the governing of climate change. <i>Annual Review of Environmental Resources</i>. 35, 229-253. Leitner, H., Sheppard, E., Webber, S., & Colven, E. (2018). Globalizing urban resilience. <i>Urban Geography</i>, 39(8), 1276–1284.</p>
Week 13: 11/11	<p>No class meeting: Veterans Day</p> <p>Required Readings: No readings assigned.</p>
Week 14: 11/18	<p>Topic: Postcolonial Urbanism: Cities in the Global South</p> <p>Required Reading: Roy, A. (2011) Slumdog cities: rethinking subaltern urbanism, <i>International Journal of Urban and Regional Research</i>. 35, 2: 223-238.</p>

	<p>Caldeira, T. P. (2017). Peripheral urbanization: Autoconstruction, transversal logics, and politics in cities of the global south. <i>Environment and Planning D: Society and Space</i>, 35(1), 3-20.</p> <p>Robinson, J. 2015. Thinking Cities Through Elsewhere: Comparative Tactics for a More Global Urban Studies. <i>Progress in Human Geography</i> na: 1-27.</p> <p>Bhan, G. (2019). Notes on a Southern urban practice. <i>Environment and Urbanization</i> 31 (2):639–654.</p> <p>Silver, J. (2023). <i>The Infrastructural South: Techno-Environments of the Third Wave of Urbanization</i>. MIT Press. Free to download: https://direct.mit.edu/books/oa-monograph/5669/The-Infrastructural-SouthTechno-Environments-of Chapters 1-2, p. 1-52</p> <p>Response Paper #4 Due 11/22/24</p>
Week 15: 11/25	<p>No class meeting: Thanksgiving Break</p> <p>Required Readings: No readings assigned.</p>
Week 16: 12/2	<p>Topic: The Urban Age and Planetary Urbanization</p> <p>Required Reading:</p> <p>McCann, E., and K. Ward. 2010. Relationality/Territoriality: Toward a Conceptualization of Cities in the World. <i>Geoforum</i> 41(2): 175-184.</p> <p>Brenner, N., & Schmid, C. (2015). Towards a new epistemology of the urban?. <i>City</i>, 19(2-3), 151-182.</p> <p>Katz, C. (2021). Splanetary urbanization. <i>International Journal of Urban and Regional Research</i>, 45(4), 597-611.</p> <p>Wiig, A., and J. Silver. 2019. Turbulent presents, precarious futures: urbanization and the deployment of global infrastructure. <i>Regional Studies</i> 53 (6):912–923.</p> <p>Wakefield, S. (2021). Critical urban theory in the Anthropocene. <i>Urban Studies</i>. 59(5): 917-936.</p> <p>Response Paper #5 Due 12/6/24</p> <p>No final exam, no meeting during finals week.</p>