

*** Notice: The contents of Syllabus are subject to change as necessary.**

UST 800: Urban Theory

Maxine Goodman Levin School of Urban Affairs
Levin College of Public Affairs and Education
Cleveland State University, Cleveland Ohio
Fall 2023

Instructor: B.J. Fletcher, Ph.D.
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Pronouns: He/Him/His

Class Hours and Classrooms:

Tuesday – 6:00PM – 9:50PM; UR 0326.

Office Hours:

Tuesday & Thursday: 12pm – 4pm
By Appointment: Please contact me in advance (at least 48 hours before) via email providing when you would like to set the meeting.

Course Format:

This course is offered as an in-person format. Course content will be delivered via the Blackboard course management system. The instructor will communicate with students outside of class using a variety of interactive tools including discussions, announcements, and email. A computer and access to the internet are required.

Course Description:

This is a doctoral-level reading seminar on urban theory, designed to introduce students to fundamental theories, history, principles, and analysis, of urban studies. The seminar takes a multidisciplinary approach to exploring how urban studies has and does analyze urban problems, with an emphasis on the intellectual history and critical social theory of urban studies, this will allow students to acquire knowledge of urban theories and concepts. The seminar is intended to develop students theoretical understanding of cities, urbanization, and the connections of the built environment, human community, and natural systems. Readings will cover class texts in urban theory (i.e., German, Chicago, Los Angeles, New York schools), important theorists (i.e., Marx, Engels, Tönnies, Durkheim, Simmel, Weber, Park, Wirth, Gans, Fischer, Harvey, Benjamin, Lefebvre, Foucault), and contemporary urban theory (urban policy and political ecology, new urbanism, global cities, smart and sustainable cities, etc.). Primary goals of this seminar are to develop a critical understanding of the substance of the readings, as well as the structure and development of the arguments and perspectives of the theories, and theorists. The breadth and depth of urban theories in this seminar are necessary for students to share and advance knowledge of urban studies. Mastery of these theories and principles lays the foundation for developing and sharing insights that can improve urban studies, helping students strengthen their abilities to critically evaluate the history and development of urban theory, and debates within the field of urban studies, and apply these contemporary urban issues and context. Moreover, this will help students identify areas in which they can uniquely contribute to theory-building and knowledge advancement in urban studies and develop

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students' intellectual identities as they become independent scholars.

This seminar will achieve its objectives by engaging students in developing a rich understanding of urban theory. This course will utilize in class, full-class and small-group discussion, Blackboard posts based on readings, writing assignments, presentations, and a final exam as the primary means of learning. Students are required to complete weekly reading to gain insights into urban theories. Active participation in the class discussions is a key component of this course and will enhance the students' learning and peer-to-peer interactions. Together, these readings and assignments engage students in understanding, reviewing, synthesizing, and applying various urban theories.

Prerequisites: None.

Required Textbook:

Parker, S. (2015). *Urban Theory and the Urban Experience: Encountering the City*, 2nd edition. Routledge. ISBN: 9780415520706

Course Objectives:

This course builds student knowledge in urban theories, capacity for communicating theoretical arguments, and skills in analytical and critical thinking. Students demonstrate their knowledge of urban theories via class discussions and papers and are expected to comprehend and discuss the main theoretical arguments covered in the course. Students cultivate their oral communication skills via review and research design presentations in addition to seminar participation. Student performance in written communication will be gauged via various assigned writing projects, including a review, a response essay, a research proposal, and an exam. For all communication, students are expected to provide direct answers to each question posed and make coherent and substantiated arguments. For analytical and critical thinking, students need to demonstrate their abilities in identifying, analyzing, and critiquing major theories and then offer their own theoretical arguments and research ideas. Such skills are demonstrated in all class activities and core assignments.

At the end of this semester, students should:

- Identify, understand, and synthesize the historical ideas, schools of thought, key theories and theorists, and debates in urban studies and related fields.
- Appreciate the major intellectual traditions in urban studies and possess a broad understanding of the theoretical approaches that have defined the field.
- Demonstrate the importance of social equity, in all aspects of urban studies.
- Challenge the way they currently think about built environment, human community, and natural systems.
- Utilize models and theories to study, research, and analyze urban studies and contemporary urban issues.
- Apply urban theory to real-life situations.
- Present ideas and arguments effectively using relevant research orally, visually, and in writing.
- Engage in discourse about urban studies and urban issues from an informed standpoint using facts as opposed to opinion.
- Be prepared for additional urban courses.

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Course Conduct:

This is an in-person course, students are expected to be respectful to one another and the opinions of their peers. This course will cover some topics which people will feel passionate about; we will not all share the same views on these topics. We want to come from a place grounded in facts to guide our understanding of the topics, being able to critically evaluate facts and positions is an important component of higher education development, we are here as a learning community. When responding to a peer's position, it is acceptable to offer questions and varying points and counter arguments on a given topic, in so doing this helps us all better understand the nuances of the topics we will cover. It is not acceptable to attack a peer because of their position or understanding of a topic.

This course will consist in-class sessions as well as asynchronous readings, and activities via Blackboard.

We will hold in-class session every Tuesday from 6:00pm to 9:50pm EST. These sessions will include discussions, which, will include both full-class conversations and small-group working groups.

In order to complete the course successfully, you will need a computer or smart device with access to the internet and Blackboard. If you have any questions about accessibility, or if these requirements are going to be problematic, please let me know. *I do not want technology to be the reason why anyone is not able to complete the course.*

The asynchronous readings, and activities will be on Blackboard under a folder for each week. **A week is 12:01 am Tuesday through 11:59 pm on Monday.** Assignments for that week must be completed by the date outlined in the semester schedule.

Contact Rules:

As a general rule I can be reached by email; I will do my best to respond to emails no later than 24 hours after they are sent. In extreme cases no later than 48 hours, in the event I am away for a conference, or it is over the weekend.

Grading Criteria:

This is a seminar course where students are responsible for significant reading and classroom participation. For this course, there will be **800 total possible points**. Students are expected to complete all reading, written assignments, in-class individual and group assignments, and on-line activities. Students are expected to have all reading completed prior to the start of class on Monday.

In-class preparation and participation	150 points
Review Papers (2 papers, 100 points each)	200 points
Presentation	50 points
Essay Paper	200 points
Final Exam	200 points
Total:	800 points

Each week, students will prepare reading notes, these notes will be shared on Blackboard. Unless stated otherwise, these activities are **due by 6:00pm on Tuesday.**

All activities should be submitted via Blackboard. Keep your submission receipts in case of technical error. If you do not receive a submission receipt, the work was not submitted, and you should re-submit it or contact the Center for eLearning for technical assistance. Assignments are due by 11:59pm the day

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listed on the syllabus.

Final grades will be determined based upon the total points accumulated:

A: 94 – 100	B: 83 – 86.9	F: <70*
A-: 90 – 93.9	B-: 80 – 82.9	
B+: 87 – 89.9	C: 70 – 79.9	

*A failing course grade also will be assigned to students who:

- Fail to receive grade points in three or more weekly discussion sessions without arranging for the absence with the professor in advance.
- Fail to complete either of the projects according to the syllabus schedule or receive a grade of F on any project.

CSU policy regarding grades of “I” and “X” dictates the following conditions:

“I” – An incomplete (“I”) grade may be given when the work in a course has been generally passing, but some specifically required task has not been completed through no fault of the student. An “I” grade can be assigned by the instructor when all three of the following conditions are met:

1. Student is regularly attending/participating in the class and has the potential to pass the course,
2. Student has not completed all assignments and has stopped attending/participating for reasons deemed justified by the instructor, and
3. Student notified the instructor prior to the end of grading period.

“X” – The grade of “X” can be assigned by the instructor when an attending/participating student has stopped attending /participating without notification and has not completed all assignments for reasons that cannot be determined by the end of the grading period. An “X” automatically becomes an “F” if not resolved by the last day of instruction of the following semester. An “X” grade will be assigned by the University Registrar when no grade is submitted by an instructor.

Students may drop or withdraw from the class by the dates stipulated in the CSU Academic Calendar. Additional information on adding, dropping, withdrawal, and incomplete grades can be found on-line at: <http://www.csuohio.edu/enrollmentservices/registrar>

Course Assignments:

Course assignments are designed as specific activities that support the proposed student learning strategies and help students achieve the objectives of this seminar. A brief description of each assignment is provided below. More information will be available on the course Blackboard site.

****Assignments must be submitted in a Word format, do not submit PDF files****

Seminar Preparation and Participation (150 points)

To maximize both individual and class learning outcomes, students are expected to finish all required readings before class. Students should come with a summary and a critique of main arguments for each reading and be ready to engage in discussion. The instructor will call upon individual students to provide summaries of readings and to respond to questions and issues. Attendance at each seminar is required, and lateness and/or absence will result in grade point reduction. A consistent and quality performance over the course of semester is needed for earning an A. The quality of students’ participation matters more than the quantity. Solely attending the in-class sessions is not enough to receive full credit for participation.

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Students may miss two in-class sessions without explanation or penalty to their in-class participation grade.

Students are expected to post their reading notes (450-500 words) directly into weekly discussion forums. The reading notes should provide a synopsis of 1 selected required reading and at least 1 other reading (for a total of 2 of the assigned readings for the week – excluding chapter readings from Parker (2015) and Macionis and Parrillo (2017)). Your readings notes should constructive criticism of the readings, and relevance to the student.

Review Papers (200 points; 2 papers 100 points each)

The review papers will be due Monday by midnight prior to the two weeks each student has individually selected. The review is a summary and critical review of 2-4 required readings for the two selected weeks. In addition, this review needs to point out opportunities for future research. The length is 3-4 pages (1.5 line-spacing and regular margins). Your review papers must be posted directly into the discussion forum as well as submitted through the assignment page in Blackboard. Sharing your review papers with the entire class provides practice collaborating with knowledge-building in urban theories.

Presentations (50 points)

You are expected to give a 10-15 minute presentation on one of your two review papers on your assigned week. You are expected to take a leadership role in posing discussion questions and engaging in the seminar.

Essay Paper (200 points)

This essay further advances your skills in critiquing and synthesizing readings as part of developing your own coherent argument. You will be responding to an essay question that requires you to draw from at least two theoretical perspectives as you analyze a main issue/challenge in urban studies.

Final Exam (200 points)

This take-home exam assesses your comprehensive knowledge about theories of urban studies and your ability to apply these theories. The exam will challenge you to master various theories covered in class, apply these theories to generate insights into urban studies and contemporary urban issues, and offer recommendations for advancing theory and practice.

Lecture notes may be provided by the instructor for the assigned chapter(s) in the Course Materials section. The note will be a way to review the highlights of the chapter, outlining the key components from the assigned readings.

There are no extra credit assignments. Student grades will be based on the credit you earn for each assignment. All written work must be submitted in APA style. Students must include citations for all sources, including page numbers with direct quotes. A useful source for APA formatting is [Purdue OWL](#). Grading will be based not only on content, but also spelling and grammar. You are in graduate school and the expectation is that you will submit first-class, error-free work each time an assignment is due. Grading rubrics will be posted on Blackboard.

Course Evaluation:

1. Qualtrics Evaluation

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A short Qualtrics evaluation will be administered mid-semester as a means to check-in with students to see how things are going.

2. Student Course Evaluation

End of Semester Student Evaluations.

Current grades will be provided periodically throughout the semester or upon request.

Only in cases of extreme hardship will an incomplete be given. Please see the Student Handbook for qualifying circumstances.

Course Access and Content:

This course will utilize CSU Blackboard. Use your current CSU username and password to access the course. Blackboard may be accessed at:

<https://www.csuohio.edu/center-for-elearning/academic-integrity-statement>

All course information, announcements, and content will be posted on this site. It is important that you access the site regularly for updates. Correspondence will be sent through your CSU email account, please be sure to check your email to stay up to date on any course announcements or personal correspondence. The following sections will be used the most frequently for this course:

Announcements: Important notices, reminders, and/or updates may be found here.

Syllabus: A copy of the syllabus for this course will be available here.

Course Materials: Chapter notes, and any additional course readings/material will be posted here.

Assignments: The weekly reading assignments and Journals will be available here.

Discussion Board: This link will take you to the discussion board for this course. All weekly reading assignments and related discussion should be posted in the designated forums.

Email: Emails can be sent from here to the instructor and/or other students in the course.

Additional Study Materials on Blackboard: Lecture PPTs: Lecture PPTs will be provided each week as PowerPoint slides. They are the summary of each week's readings and will be useful guidelines for students to learn key learning points and to prepare course requirements.

Other Supplement Study Materials: Supplemental readings, videos, or audio sources will be provided.

Class Policies:

All assignments are due on the specified dates. Any late assignments will be penalized one letter grade per day. For example, an A paper will be deducted to an A- if submitted one day after the due date and so forth.

Please check Blackboard and your school email regularly as all correspondence will be sent to students via these sources. Please make sure that the email address listed for you through CSU is correct, active, and the email you prefer to use for this course. Unless otherwise noted, students are expected to submit individual assignments, and papers.

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Plagiarism Statement:

In this course, you will submit written work in which you make use of information and ideas found in print or online sources. Whenever you use material from another writer, it is important that you quote or paraphrase appropriately and cite the source.

Never let it appear that ideas and information gleaned from other sources are your own. The CSU Academic Integrity policy defines plagiarism as "stealing and/or using the ideas or writings of another in a paper or report and claiming them as your own. This includes but is not limited to the use, by paraphrase or direct quotation, or the work of another person without full and clear acknowledgment." See full link below in the academic integrity section in university policies.

Failure to cite sources appropriately is plagiarism, a serious academic offense. Plagiarized work will not be accepted. Consequences for plagiarism are up to the discretion of the instructor; they may range, for example, from rewriting all or part of a paper to a grade of F for the course. Students who plagiarize more than once are subject to disciplinary action, which may include expulsion from the university.

If you have a question about using or citing another writer's work, **DO NOT GUESS**. Check with your instructor or a consultant at the CSU Writing Center. Bring a printout of the original source and your paper to the consultation.

Journals:

The following is a list of relevant academic journal publications that deal with current topics in urban studies, which may be used to find reference material for the writing assignments.

American Journal of Sociology
American Sociological Review
Cities
Community Development: Journal of the Community Development Society
Demography
International Journal of Urban and Regional Research
Journal of the American Planning Association
Journal of Planning Education and Research
Journal of Housing and Community Development
Journal of Public Management and Social Policy
Journal of Social Development
Journal of Urban Affairs
Journal of Urban Design
Journal of Urban Economics
Journal of Urban History
Journal of Urban Planning and Development
Journal of Urban Technology
Planning Perspectives
Planning Theory
Planning Theory & Practice
Social Science Quarterly
Urban Affairs Quarterly
Urban Affairs Review
Urban Education

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Urban Policy & Research
Urban Review
Urban Studies
Urban Systems

University Policies:

Academic Integrity: Under no circumstances should a student copy, quote, misrepresent, or use the ideas or writing of another person without crediting the source. Plagiarism and/or academic dishonesty can result in a failing grade for the course and could result in the student being removed from the class and/or the university. Please see the CSU catalog for the university's rules regarding academic integrity.

<https://www.csuohio.edu/academic-integrity/academic-integrity>

<https://www.csuohio.edu/writing-center/plagiarism>

CSU Writing Center: Students needing assistance with writing assignments may utilize the Writing Center located in Tower 124. The Writing Center is free for CSU students, and their website provides several helpful resources for writing assignments:

<https://www.csuohio.edu/writing-center/writing-center>

CSU Michael Schwartz Library: The CSU Library provides an array of comprehensive resources for research, including access to academic journals, periodical publications, and the university-system card catalog, which may be useful when searching for references for the writing assignments:

<https://library.csuohio.edu/>

Disabilities: Accommodations are provided for students with disabilities. If you need accommodations because of a disability, if you have emergency medical information to share with me, or if you need special arrangements in case the building must be evacuated, please inform me immediately. Please see me privately after class, or at my office. To request academic accommodations (for example, a note taker), students must also register with the Office of Disability Services it is the campus office responsible for reviewing documentation provided by students requesting academic accommodations, and for accommodations planning in cooperation with students and instructors, as needed and consistent with course requirements. For more information, contact the Office of Disability Services in Rhodes Tower West 210 or 687.2015, or visit their website at <https://www.csuohio.edu/disability/disability>

Lift Up Vikes! Food Pantry: The Lift Up Vikes Food Pantry provides support to students, faculty, and staff at CSU who need access to dietary and personal hygiene resources. Requests for food packages can be submitted at

https://docs.google.com/forms/d/e/1FAIpQLSePG9jKwnJy_I1p14efrydfEB639FmPXPm_kuK-bywU1_E_A/viewform.

Inclement Weather Procedure – no class activities: If campus is closed for inclement weather, we will NOT have class at the regularly scheduled class time. Please check your email for further instructions.

Diversity Statement:

There must be a clear respect for diversity maintained in the class. This includes respect for people related to gender, sexual orientation, religious identity, disability, age, socio-economic status, ethnicity, race, culture, and other differences. All of us have something to offer, and together, we can cultivate a classroom environment where individuals of varying opinions, experiences, and backgrounds are able to learn in a supportive and inclusive setting.

The School of Urban Affairs believes that we all must work hard to communicate the fact that everybody belongs in public service regardless of race, color, religion, ability, gender, sexual orientation, indigeneity, immigration status or other identities that have historically been denied equal access to education and public space. Those who have traditionally been welcomed in race, gender, and class segregated universities have the greatest responsibility to our peers to make this belief real. We call on all

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students and faculty to create a space where everyone is valued for the unique experiences they bring to urban studies.

Brave Space: There will be difficult conversations about sensitive subjects around social equity, diversity, and inclusion in urban spaces settings in this course. These moments can be scary and upsetting and will require a certain amount of bravery. All students are expected to treat others with respect and civility. In addition, realize that everyone in this class might be in a position someday to recommend you professionally. Do all you can to earn and keep their positive opinions of you. When your feelings are hurt or you feel attacked, that moment is when the greatest amount of civility for others is expected. Students may not attempt to silence other students. Using slurs or profanity is never acceptable. Please email me immediately if you feel that anyone is in violation of this policy.

Name & Gender Pronouns:

Professional courtesy and sensitivity are especially important with respect to individuals and topics dealing with differences of race, culture, religion, politics, sexual orientation, gender, gender variance, and nationalities. Class rosters are provided to the instructor with the student's legal name. I will gladly honor your request to address you by your name or gender pronoun. Please advise me of this early in the semester so that I may make appropriate changes to my records.

COVID-19 Statement:

The COVID-19 pandemic is still present and serious, especially with the Delta the new Omicron variants. While you are in class on campus, you are required to have a properly worn mask regardless of vaccination status, always cough or sneeze into your elbow or tissue, and adhere to other public safety protocols and directives for your specific classroom/lab/studio. Students who do not follow these health and safety requirements will be instructed to leave class immediately. If you violate this protocol, you will need to leave the classroom and MAY be marked absent. Repeated violations of these health-saving protocols may lead to sanctions under the Student Code of Conduct (3344-83-04 [E] and [Z]) up to and including suspension or expulsion. Students with medical conditions that prevent them from wearing a mask should register with the Office of Disability Services to explore reasonable accommodation options as soon as possible. To register with the office, please visit their webpage at:

<https://www.csuohio.edu/disability/register>. The CSU community thanks you for your cooperation!

Any additional readings, outside of the textbook for this course, will be made available on Blackboard under the files tab in the course readings folder.

***Anything labeled “recommended readings” are not required; they are offered to provide more information of key concepts in Urban Studies.**

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Semester Schedule
(Subject to change as necessary)

Week	Topic, Readings, and Assignment
<i>Part 1 – Foundation of Urban Theory</i>	
Week 1 Aug. 29	<p>Introduction:</p> <ul style="list-style-type: none"> • Overview • Syllabus Review • Scott, A., and Storper, M. (2015). The Nature of Cities: The Scope and Limits of Urban Theory. <i>International Journal of Urban and Regional Research</i>, 39(1), 1-15.
Week 2 Sept. 05	<p>History and Evolution of Urban Environments:</p> <ul style="list-style-type: none"> • Parker, S. (2015). Chapter 1. • Macionis, J., and Parillo, V. (2017). Chapters 1-3. • Storper, M., and Scott, A. (2016). Current Debates in Urban Theory. <i>Urban Studies</i>, 53(6), 1114 - 1136. • Mumford, L. (1938). What is a City? [from LeGates, R., and Stout, F., (2011) The City Reader]. • Cowgill, G.L. (2004). Origins and Development of Urbanism: Archaeological Perspectives. <i>Annual Review of Anthropology</i>, 33, 525-549. • Judd, D., Simpson, D., and Abu-Lughod, J. (2011). Chapter 1: Theorizing the City [from The City Revisited: Urban Theory from Chicago, Los Angeles, and New York].
Week 3 Sept. 12	<p>Schools of Thought: The European Tradition (the German School and other Foundational works):</p> <ul style="list-style-type: none"> • Parker, S. (2015). Chapter 2 (Sections: Intro, Max Weber, Georg Simmel, Walter Benjamin). • Macionis, J. and Parillo, V. (2017). Chapter 5 (pp. 117 - 128). • Engels, F. (1845). The Great Town [from Condition of the Working Class in England]. • Tönnies, F. (1963). Community and Society [from Lin and Mele (2013) The Urban Sociology Reader]. • Simmel, G. (1950). The Metropolis and Mental Life [from Lin and Mele (2013) The Urban Sociology Reader]. • Weber, M. (1921). Chapter 1 The Nature of the City [from The City]. • Benjamin, W. (1935). The Work of Art in the Age of Mechanical Reproduction [from Illuminations].
Week 4 Sept. 19	<p>Schools of Thought: The Urban Sociology in North America (the Chicago School and other Foundational works):</p> <ul style="list-style-type: none"> • Parker, S. (2015). Chapter 3. • Macionis, J. and Parillo, V. (2017). Chapter 5 (pp. 129 - 138). • Fischer, C. (1976). Theories of Urbanism (from The Urban Sociology Reader 1st ed.). • Park, R. (1936). Human Ecology [from Lin and Mele (2013) The Urban Sociology Reader]. • Burgess, E. (1925). The Growth of the City An Introduction to a Research Project [from Lin and Mele (2013) The Urban Sociology Reader]. • Wirth, L. (1938). Urbanism as a Way of Life [from Lin and Mele (2013) The Urban Sociology Reader]. • Gans, H., (1962). Urbanism and Suburbanism as Ways of Life: A Re-evaluation of Definitions. [from Lin and Mele (2005) The Urban Sociology Reader]. • Saunders, P. (1986). Chapter 2: The Urban as an Ecological Community [from Social Theory and the Urban Question].

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Week 5 Sept. 26	<p>Schools of Thought: The Urban Sociology in North America (the Los Angeles School and other Foundational works):</p> <ul style="list-style-type: none"> • Macionis, J. and Parillo, V. (2017). Chapter 6 (pp. 169-171). • Dear, M. (2002). Los Angeles and the Chicago School Invitation to a Debate [from Lin and Mele (2013) The Urban Sociology Reader]. • Judd, D., Simpson, D., and Abu-Lughod, J. (2011). Chapter 4: Urban Politics and the Los Angeles School of Urbanism [from The City Revisited: Urban Theory from Chicago, Los Angeles, and New York]. • Judd, D., Simpson, D., and Abu-Lughod, J. (2011). Chapter 6: From the Chicago to the L.A. School – Whither the Local State? [from The City Revisited: Urban Theory from Chicago, Los Angeles, and New York]. • Dear, M. (2008). The Los Angeles School of Urbanism: An Intellectual History¹. <i>Urban Geography</i>, 24(6), 493-509. • Nicholls, W. (2011). The Los Angeles School - Difference, Politics, City. <i>International Journal of Urban and Regional Research</i>, 35(1), 189-206. • Dear, M., Burrige, A., Marolt, P., Peters, J., & Seymour, M. (2008). Critical Responses to the Los Angeles School of Urbanism¹. <i>Urban Geography</i>, 29(2), 101-112.
<i>Part 2 – The Built Environment</i>	
Week 6 Oct. 3	<p>Urban Geography: Space, Urbanization, and Growth:</p> <ul style="list-style-type: none"> • Macionis, J. and Parillo, V. (2017). Chapter 4&6 (pp. 147-169). • Frisby, D. (2001). Cityscapes of Modernity - Critical Explorations. • Harvey, D. (2003). The Right to the City [from Lin and Mele (2013) The Urban Sociology Reader]. • Harvey, D. (2001). Chapter 3: Population, Resources, and the Ideology of Science [from Spaces of Capital Towards a Critical Geography]. • Harvey, D. (2001). Chapter 4: On Countering the Marxian Myth – Chicago-Style [from Spaces of Capital Towards a Critical Geography]. • Harvey, D. (2001). Chapter 6: On the History and Present Condition of Geography: An Historical Materialist Manifesto [from Spaces of Capital Towards a Critical Geography]. • Harvey, D. (2001). Chapter 7: Capitalism: The Factory of Fragmentation [from Spaces of Capital Towards a Critical Geography]. • Harvey, D. (2001.) Chapter 8: A View from Federal Hill [from Spaces of Capital Towards a Critical Geography]. • Harvey, D. (2001). Chapter 9: Militant Particularism and Global Ambition: The Conceptual Politics of Place, Space, and Environment in the Work of Raymond Williams [from Spaces of Capital Towards a Critical Geography]. • Harvey, D. (2001). Chapter 1: Reinventing Geography: An Interview with the editors of New Left Review [from Spaces of Capital Towards a Critical Geography]. (Not required – background reading).
Week 7 Oct. 10	No Class – Indigenous Peoples’ Day
Week 8 Oct. 17	<p>Planning and Design: Views, Methods, and Reality:</p> <ul style="list-style-type: none"> • Parker, S. (2015). Chapter 4. • Macionis, J. and Parillo, V. (2017). Chapter 8&14. • Lefebvre, H. (1991). The Production of Space: “Plan of the Present Work”. • Lefebvre, H. (1996). Interviews: Writings on Cities. [from No Salvation away from the Centre?/The Urban in Question]. • Brenner, N. (2000). The Urban Question as a Scale Question - Reflections on Henri Lefebvre

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	<p>Urban Theory and the Politics of Scale.</p> <ul style="list-style-type: none"> • Brenner, N., and Elden, S. (2001). Henri Lefebvre in Contexts - An Introduction. • Elden, S. (2004). Chapter 5: Space and History [from Understanding Henri Lefebvre - Theory and the Possible]. • Elden, S. (2007). There is a Politics of Space Because Space is Political - Henri Lefebvre and the Production of Space.
<i>Part 3 – Urban Policy and the Human Community</i>	
<p>Week 9 Oct. 24</p>	<p>Urban Politics and Economics: The Politics of Allocation and Urban Needs:</p> <ul style="list-style-type: none"> • Parker, S. (2015). Chapter 7. • Macionis, J. and Parillo, V. (2017). Chapter 7&9. • Scott, J. (2020). Chapter 3: Authoritarian High Modernism. [from Seeing Like a State - How Certain Schemes to Improve the Human Condition Have Failed]. • Scott, J. (2020). Chapter 4: The High-Modernist City: An Experiment and a Critique. [from Seeing Like a State - How Certain Schemes to Improve the Human Condition Have Failed]. • Gottlieb, P. (1997). Neighborhood Development in the Metropolitan Economy: A Policy Review. <i>Journal of Urban Affairs</i>, 19(2), 163-182. • Harvey, D. (2001) Chapter 2: What kind of Geography for What Kind of Public Policy [from Spaces of Capital Towards a Critical Geography]. • Foucault, M. (1980). Chapter 8 The Eye of Power. [from <i>Power/Knowledge: Selected Interviews and Other Writings, 1972-1977</i>]. • Foucault, M. (1970). The Archaeology of Knowledge. <i>Social Science Information</i>, 9(1), 175-185. • Dreyfus, H., and Rabinow, P. (1983). Chapter 9 Power and Truth. [from <i>Michel Foucault, Beyond Structuralism and Hermeneutics</i>]. • Dreyfus, H., and Rabinow, P. (1983). Afterword: <i>The Subject and Power</i>. [from <i>Michel Foucault, Beyond Structuralism and Hermeneutics</i>].
<p>Week 10 Oct. 31</p>	<p>The Social Phenomena of Cities: Class and Urban Diversity:</p> <ul style="list-style-type: none"> • Parker, S. (2015). Chapter 8. • Macionis, J. and Parillo, V. (2017). Chapter 10&11. • Sennett, R. (1969). Introduction. <i>Classic Essays on the Culture of Cities</i>. Prentice Hall. • Chaddha, A., and Wilson, W. (2011). Way Down in the Hole - Systemic Urban Inequality and The Wire. <i>Critical Inquiry</i>, 38(1), 164-188. • Clark, J. (2003). Introduction Urban Culture Representations and Experiences in of Urban Space and Culture. <i>Agenda</i>, 17(57), 3-10. • Ihlanfeldt, K., and Scafidi, B. (2004). Whites' Neighbourhood Racial Preferences and Neighbourhood Racial Composition in the United States - Evidence from the Multi-City Study of Urban Inequality. <i>Housing Studies</i>, 19(3), 325-359. • Frey, H. (2011). Melting Pot Cities and Suburbs Racial and Ethnic Change in Metro America in the 2000s. • Harvey, D. (2001). Chapter 10: City and Justice: Social Movements in the City [from Spaces of Capital Towards a Critical Geography]. • Jindrich, J. (2012). Suburbs in the City - Reassessing the Location of Nineteenth-Century American Working-Class Suburbs. <i>Social Science History</i>, 36(2). 147-167.
<p>Week 11 Nov. 7</p>	<p>Urban Social Problems: Housing, Education, Crime, Poverty, Public Health, and Immigration:</p> <ul style="list-style-type: none"> • Parker, S. (2015). Chapter 8. • Macionis, J. and Parillo, V. (2017). Chapter 12. • Gottdiener, M., Hohle, R., and King, C. (2019). Chapter 8: Urban Social Problems – Racism, Poverty, Affordable Housing, Crime, and Public Health. [from <i>The New Urban Sociology 6th edition</i>].

	<ul style="list-style-type: none"> Goetz, E. (2004). Where Have All The Towers Gone - The Dismantling Of Public Housing In U.S. Cities. <i>Journal of Urban Affairs</i>, 33(3), 267-287. Clark, W. (2009). Changing Residential Preferences Across Income, Education, and Age Findings from the Multi-City Study of Urban Inequality. <i>Urban Affairs Review</i>, 44(3), 334-355. Schweitzer, J., Kim, J., and Mackin, J. (1999). The Impact of the Built Environment on Crime and Fear of Crime in Urban Neighborhoods. <i>Journal of Urban Technology</i>, 6(3), 59-73. Stoll, M.A., Holzer, H.J., and Ihlanfeldt, K.R. (2000). Within Cities and Suburbs - Racial Residential Concentration and the Spatial Distribution of Employment Opportunities Across Sub-Metropolitan Areas. <i>Journal of Policy Analysis and Management: The Journal of the Association for Public Policy Analysis and Management</i>, 19(2), 207-231. Growing Up American (2004), <i>The Future of Children</i>. Princeton University, 14(2). <ul style="list-style-type: none"> Editor's Introduction. <i>The Future of Children</i>, 120-121. Perez, S. (2004). Shaping New Possibilities for Latino Children and the Nation's Future. <i>The Future of Children</i>, 122-126. Yang, K. (2004). Southeast Asian American Children - Not the Model Minority. <i>The Future of Children</i>, 127-133. Edelman, M., and Jones, J. (2004). Separate and Unequal - America's Children, Race, and Poverty. <i>The Future of Children</i>, 134-137. Johnson, C. (2007). A Re-count of Poverty in US Central Cities - Just Who and Where Are the Urban Poor. <i>Urban Studies</i>, 44(12), 2283-2303. Lin, J. (1998). Globalization and the Revalorizing of Ethnic Places in Immigration Gateway Cities.
Week 12 Nov. 14	<p>Essay Paper: Due Tuesday, November 14 by 6:00pm EST.</p> <p>Urban Globalization: Global Cities:</p> <ul style="list-style-type: none"> Parker, S. (2015). Chapter 9. Macionis, J. and Parillo, V. (2017). Chapter 13. Gottdiener, M., Hohle, R., and King, C. (2019). Chapter 6: Urbanization in the Developed Nations – Europe and Japan. [from The New Urban Sociology 6th edition]. Gottdiener, M., Hohle, R., and King, C. (2019). Chapter 7: Urbanization and Mega Regions in the Developing World. [from The New Urban Sociology 6th edition]. Friedmann, J. (1986). The World City Hypothesis [from Lin and Mele (2013) The Urban Sociology Reader]. Sassen, S. (1996). Whose City is it Globalization and the Formation of New Claims [from Lin and Mele (2013) The Urban Sociology Reader]. Robinson, J. (2006). Introduction - Post-Colonialising Urban Studies [from Ordinary Cities - Between Modernity and Development]. Robinson, J. (2006). Chapter 1 Dislocating Modernity [from Ordinary Cities - Between Modernity and Development]. Robinson, J. (2006). Chapter 2 Re-imagining the City Through Comparative Urbanism on (not) Being Blasé [from Ordinary Cities - Between Modernity and Development]. Robinson, J. (2006). Chapter 4: World cities, or A World of Ordinary Cities [from Ordinary Cities - Between Modernity and Development]. Smith, M. (2002). Power in Place - Retheorizing the Local and the Global [from Lin and Mele (2005) The Urban Sociology Reader]. Roy, A. (2015). What is Urban About Critical Urban Theory? <i>Urban Geography</i>, 37(6), 810-823. Peck, J. (2015). Cities Beyond Compare? <i>Regional Studies</i>, 49(1), 160-182. Harvey, D (2001) Chapter 11: Cartographic Identities: Geographical Knowledges Under

* Notice: The contents of Syllabus are subject to change as necessary.

	Globalization [from Spaces of Capital Towards a Critical Geography]. (Optional).
<i>Part 4 – Natural Systems</i>	
Week 13 Nov. 21	<p>Natural Environment: Environmental Policy and Sustainability:</p> <ul style="list-style-type: none"> • Parker, S. (2015). Chapter 10. • Vig, N., Kraft, M., and Rabe, B. (2021). Chapters 1: U.S. Environmental Policy – A Half-Century Assessment. <i>Environmental Policy: New Directions for the Twenty-First Century</i>. 11th edition. Sage. • Vig, N., Kraft, M., and Rabe, B. (2021). Chapters 2: Racing To The Top, The Bottom, or The Middle of The Pack? The Evolving State Government Role in Environmental Protection. <i>Environmental Policy: New Directions for the Twenty-First Century</i>. 11th edition. Sage. • Vig, N., Kraft, M., and Rabe, B. (2021). Chapters 11: Sustainability and Resilience in Cities – What Cities Are Doing. <i>Environmental Policy: New Directions for the Twenty-First Century</i>. 11th edition. Sage. • Ferreira, C., Kalantari, Z, and Pereira, P. (2021). Liveable Cities Current Environmental Challenges and Paths to Urban Sustainability. <i>Journal of Environmental Management</i>, 277, 111458. • Loftus, A. (2012). Introduction: Emerging Moments in an Urban Political Ecology. [from Everyday Environmentalism: Creating an Urban Political Ecology]. • Ilieva, R. T. (2017). Urban Food Systems Strategies: A Promising Tool For Implementing the SDGs in Practice. <i>Sustainability</i>, 9(10), 1707.
Week 14 Nov. 28	<p>Urban Futures: Smart and Sustainable Cities of the Future:</p> <ul style="list-style-type: none"> • Parker, S. (2015). Chapter 9. • Sadowski, J. and Levenda, A. M., (2020). The Anti-Politics of Smart Energy Regimes. <i>Political Geography</i>, 81, 102202. • Sadowski, J. (2020). The Internet of Landlords Digital Platforms and New Mechanisms of Rentier Capitalism. <i>Antipode</i>, 52(2), 562-580. • Green, B. (2019). Chapter 1: The Smart City: A New Era on the Horizon. <i>The Smart Enough City: Putting Technology in its Place to Reclaim Our Urban Future</i>. MIT Press. • Green, B. (2019). Chapter 7: The Smart Enough City: Lessons from the Past and a Framework for the Future. <i>The Smart Enough City: Putting Technology in its Place to Reclaim Our Urban Future</i>. MIT Press. • Mattern, S. (2017). A City Is Not a Computer. <i>Places</i>. February. • Mattern, S. (2013). Methodolatry and the Art of Measure. The New Wave of Urban Data Science. <i>Places</i>. November. • McFarlane, C., & Söderström, O. (2017). On Alternative Smart Cities: From a Technology-Intensive to a Knowledge-Intensive Smart Urbanism. <i>City</i>, 21(3-4), 312-328. • Lung-Amam, W. et al., (2021). Toward Engaged, Equitable, and Smart Communities Lessons from West Baltimore. <i>Housing Policy Debate</i>, 31(1), 93-111.
Week 15 Dec. 05	No Class: Work Week For Final Exam.
<i>Finials Week</i>	
Week 16 Dec. 12	Final Exam: Due Tuesday, December 12 by 6:00pm EST.