

GEO 260 Urban Geography

Housing and Home



New York City
(1920)

DETAILS

Spring 2017
Mondays & Wednesdays 10:30 - 11:45
Building D Room 206

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DESCRIPTION

Cities arise from, give shape to, and reinforce many manifestations of social (in)justice. Housing and public space are the lenses this course utilizes to bring these processes into sharper focus. Using theories of territory, place, and movement students will gain insight into the uneven geographical development of cities and regions. Integrating theories of public space into this matrix allows students to become familiar with the many relationships between the private spaces of residences and the public spaces within and surrounding residential districts. Carefully considering the social production of spaces wherein racial and ethnic groups live, work, and recreate offers urban scholars critical insight into how economic logic and cultural biases work to produce and reproduce racism, ethnic discrimination, and socioeconomic inequality. Examining housing policies, relocation phenomena, and behavior in public space helps us understand how these inequities become set in the concrete, steel, and glass of a city's built environment. This course utilizes two pedagogical tools: lectures and seminars. Using perspectives offered by cultural and economic geography, lectures help students construct a theoretical vocabulary. Weekly

seminars emerge directly from the required texts and give students the opportunity to use this vocabulary while unpacking inequities in housing markets and cultural biases manifest in real estate transactions. These readings focus on uneven access to housing in two cities in the United States—Milwaukee and New York City.

OBJECTIVES

Upon completion of this course students will:

1. Have learned fundamental geographical concepts and theories.
2. Have improved their reading comprehension skills.
3. Be comfortable using geographical terminology in written and verbal discourse.
4. Be able to think, write, and argue critically about housing and home.
5. Have learned to recognize relationships between urban planning, economics, and human geography.
6. Have learned to recognize longstanding socio-spatial impacts housing policy.
7. Have gained insight into how homes are coproduced by political systems, economic systems, and cultural complexes.

READING

Required Books

Mathew Desmond (2016) *Evicted*

Audrey Petty (ed.) (2013) *High Rise Stories: Voices from Chicago Public Housing*

Suggested Books

Robert Folgelson (2013) *The Great Rent Wars*

Isabel Wilkerson (2010) *The Warmth of Other Suns: The Epic Story of America's Great Migration*

Additional Readings

Readings selected from my library are posted on AIMS under the appropriate week.

MULTIMEDIA

Suggest Viewing

Show Me a Hero (HBO Miniseries)

ASSESSMENT

Seminar Papers	40
Seminar Participation	15
Midterm Exam	20
<u>Final Exam</u>	<u>25</u>
Total Points Possible	100

Seminar Papers

The presentation of seminar papers will form the basis of each week's seminar discussions. I expect to read well organized papers that include the following: an introduction, a body comprised of a logical argument, and a conclusion. Scholarship of others, if included, must

be adequately cited. The citation style is at the authors' discretion. Papers must be double spaced. Seminar papers should be between 750 and 1250 words.

Seminar papers must accomplish four tasks. First, they must be well written. That is, they must lack distracting grammatical, syntactical, semantical, and spelling errors. And they must be written in such a way that engages the reader. Second, authors must then select **one** compelling aspect/event/outcome/etc. from the reading and briefly summarize it. Third, each paper's argument must be based in a geographic theory. Finally, the paper must synthesize the compelling aspect/event/outcome/etc. of the reading within this theoretical argument. This fourth component is essentially a processes of assembly and critique, whereby authors insert examples drawn from the reading into the theoretical construct they chose to work with and then argue why the theory facilitates a fuller understanding of the summarized compelling aspect/event/outcome/etc.

Midterm Exam

The midterm will cover material presented in lectures and in the reading assignments. It will cover *terms, concepts, and theories* as well as *regional specifics* presented during the first part of the semester. It will comprise multiple-choice, short answer, true/false and essay questions. Aside from an exceptional situation as outlined in the Student Handbook, There will be no chance to make up the midterm exam.

Final Exam

The final will cover material presented in lectures and in the reading assignments during the entire semester. It will cover *terms, concepts and theories* covered during the entire semester and *regional specifics* presented during the second part of the semester. It will comprise multiple-choice, short answer, true/false and essay questions. Aside from an exceptional situation as outlined in the Student Handbook, There will be no chance to make up the final exam.

ASSESSMENT POLICIES

Format Requirements

All written assignments must include the following in the upper left corner of the first page: Student's name, student ID number, assignment name, and due date. All assignments must be formatted in the following manner: double spaced, font size of 11 or 12 point, standard margins, and an indented first line for each paragraph.

Submission Requirements

Unless otherwise instructed, students are expected to submit written assignments on the AIMS platform. I will only accept Word (.doc or .docx) or PDF (.pdf) formats. All files submitted must be saved in the following manner: Student Name_Assignment Name.docx. I expect assignments to be submitted on time. Assignments due in class must be turned in at the beginning of class. I reserve the right to deduct points for late submissions and I reserve the right to determine the percentage to be deducted.

Makeup Work

Aside from exceptional situations, there will be no chance to make up missed exams or quizzes or turn assignments in past their due day/time. Proof of an exceptional situation must be submitted to me in writing and signed by the appropriate authority within 24 hours of the beginning of the missed exam. I reserve the right to define an exceptional situation and furthermore to make all final decisions relating to amending, redoing, or making up late or incomplete work.

GENERAL POLICIES

Academic Honesty

Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in the academic dishonesty of others. Academic dishonesty will not be tolerated; the consequences of academic dishonesty include but are not limited to failing an assignment, failing the class, and possibly dismissal from the university. Students are responsible for being observant of and attentive to Akita International University's policies about academic honesty.

Attendance

Learning is an ongoing process; one that builds upon previously acquired insights and skills. Consistent and engaged attendance is vital for success in this course. I reserve the right to deal with or exceptional or extended absences, on a case-by-case basis.

Special Needs

If you require accommodations, please alert me of your needs on the first day of class so that I can work with the administration to meet them.

Civility & Classroom Decorum

Silence all cell phones, beepers, etc. during class. Speaking on cell phones, texting, or using electronic equipment in any way that is not directly related to class is strictly prohibited.

Participation

Because this course is based in large measure on discussion, the consistent attendance and engaged participation of each registered student is essential. Collaboratively and critically engaging with ideas may lead to disagreement. Colleagues can disagree *and* maintain respect for each other and one another's views. I feel that students strive to learn from the differences that manifest while debating the merit of theoretical and empirical evidence by maintaining an atmosphere of civility during discussions.

SCHEDULE

Week 1	Foundations
April 10	Lecture - What is Geography?
April 12	Lecture - Public Space
Reading	Love and Black Lives. Here's the link: New York Times Article
Week 2	Homemaking
April 17	Lecture - The Social Production of Space
April 19	Lecture - Housing, Place, and Home
Reading	Evicted
Week 3	City Planning
April 24	Lecture - A History of City Planning
April 26	Lecture - Modern City Planning
Reading	Evicted
Week 4	Golden Week
May 1	NO CLASS
May 3	NO CLASS

Week 5	Residential Relocation
May 8	Lecture - Relocation, Residential Preference & Racism
May 9	Lecture - The Great Migration and the Deferment of the American Dream (Make Up Lecture 12:00 - 13:15)
May 10	Seminar
Reading	Evicted
Week 6	Housing
May 15	Lecture - Housing & Housing Policy in the United States
May 17	Seminar
Reading	Evicted
Week 7	Housing
May 22	NO CLASS
May 24	Seminar
Reading	Evicted
Week 8	Housing
May 29	Lecture - The Social Production of Ghettos
May 31	Seminar
Reading	Evicted
Week 9	Housing
June 5	Lecture - From Housing Projects to HOPE VI
June 7	MIDTERM EXAM
Week 10	Housing
June 12	Lecture - Vouchers & Inclusionary Zoning
June 14	Seminar
Reading	High Rise Stories
Week 11	Public Space - Street Systems
June 19	Lecture - Manhattan's Grid, Levittown, Harlem & All That Jazz!
June 21	Seminar
Reading	High Rise Stories
Week 12	The Gentrification of Public Space
June 26	Lecture - Curbing Cruising & the Domestication of the Northside
June 28	Seminar
Reading	High Rise Stories
Week 13	Polycentric City
July 3	Lecture - Los Angeles' Multiple Centers & Cool Jazz
July 5	Seminar
Reading	High Rise Stories
Week 14	Splintered City
July 10	Lecture - St. Louis' Many Cities & the Ferguson Unrest
July 12	Seminar
Reading	High Rise Stories

Week 15

July 17

July 19

Reading

Urban Renewal

Lecture - Blighting the Bronx & The Geographies of Hip Hop

Seminar

High Rise Stories

Week 16

July 24

Finals Week

FINAL EXAM (Room D206 10:30-11:45)