

GEO 260 Urban Geography

Urban Land Use in Global Perspective



DETAILS

Spring 2015
Mondays & Wednesdays 10:30 - 11:45
Building D Room 206

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DESCRIPTION

The rural-urban divide, one of the oldest and most powerful ideas in geography, is deeply ingrained in contemporary culture. Gaining insight into the fundamentals of legal and cultural geography, we will explore patterns of formal and informal urbanization, the causes and effects of real estate speculation, urban decay and regeneration, as well as the social and physical shapes of racial segregation. Ours is a paradoxically urban world; though urbanized areas take up a mere three percent of the earth's landmass, they are home to over fifty percent of humanity. Cities have always been wrought with contradictions. They are creators of epic amounts of solid and human waste, and sources of air and water pollutants. Nonetheless they remain mankind's most effective tool in constructing a sustainable future. Cities can be warrens of crime, social discord and despair. And they can be wombs of

welfare, social accord, and hope. Cities are marked by confusing cultural, social and economic diversity. Meeting in urban public space, these stark differences may implode into brutal violence or engage in civil, conciliatory, and collaborative dialogues. In the dawning urban millennium, disentangling these urban complexities and ambiguities will become increasingly vital for success. This course prepares you for the challenge and complements my Rural Geography course taught in the Fall semester.

OBJECTIVES

Upon completion of this course students will:

1. Be conversant with the five themes of geography.
2. Understand urban history, urban culture, and urban development in spatial terms.
3. Be comfortable using geographical terminology in written and verbal communication.
4. Be able to identify and critically analyze relationships between physical and human environments in urban places.
5. Have gained a geographic perspective on development, modernization, urbanization, migration, conflict, and cooperation in urbanized places on Earth.
6. Be able to think, write, and argue critically about specific urban geographical problems.
7. Have developed a skill-set enabling them to critically think about how human and physical geographies interact with political systems, religious systems, and systems of *commonsense*.

READING

Each week's required reading—listed in course schedule below—is available in PDF format on AIMS.

ASSESSMENT

Gazetteer Components	25
Gazetteer Research Proposal	20
- Area of Interest	1
- Research Question	2
- Manuscript	17
Midterm Exam	20
Final Exam	25
Participation	10
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Total Points Possible	100

Gazetteer Components

Something akin to the modern day professional geographer likely emerged often in human history, particularly when someone wanted to know what a certain place was like, who lived there, how they adapted to the environment, which gods they prayed to, and so forth. During the European Age of Discovery, a time when colonial powers were very interested in learning about the many scattered places they controlled, they would send learned men out into the colonial empire's hinterland to prepare gazetteers. This highly descriptive work is a geographical dictionary used in conjunction with an atlas and contains information about physical geography (land forms, geology, rivers, and weather patterns) and human geography (language, culture, religion, and politics) of a region. Gazetteers help answer the most basic geographical question: What is there?

Geographical inquiry orbits five themes: location, place, region, movement, and human-environment interaction. In the course of the semester—please refer to the course schedule below—students will prepare a gazetteer in those same five geographical parts. The region for which students prepare gazetteer will also be the subject of their term paper. Detailed instructions for preparing Gazetteers are posted on AIMS.

Gazetteer Research Proposal

Knowing “what is there” is important. It is however not the engine that drives geographical research. Geographers dig deeper asking explanatory questions: “Why is something (environmental degradation, sustainable agricultural practices, racism, economic vitality, social problems, political efficacy, etc.) there?” A capstone to the semester-long gazetteer project, the research proposal extends the descriptive work produced in the gazetteer components. In order to effectively write a research proposal, one must first ask a compelling question to ground it. Students have 11 weeks to mull over the “why is it there?” question about the region as they prepare the separate gazetteer components. A research question is the fundamental core of a research project, study, or review of literature. It focuses the study, determines the methodology, and guides all stages of inquiry, analysis, and reporting. A research question is nothing more than a carefully posed question. Research questions are normally followed by hypotheses, educated guesses of plausible answers. In the end, research questions need to be interesting enough to require research. The research question and an outline of a proposed research project are due the 12th week of class. The research proposal is due the last day of class. Detailed instructions for writing the research proposal are posted on AIMS.

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 via AIMS 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, incomplete, or not-completed work.

GENERAL POLICIES

Academic Honesty

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

Attendance

This course is not an online or distance course—being in class matters! Learning is an ongoing process; one that builds upon previously acquired insights and skills. Consistent and engaged attendance is vital for success in this and all college courses. I will sanction attendance by tracking assignments and random roll calls. 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 within Akita International University policies to adequately provide 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 (i.e. taking notes, using a translation program during lectures, etc.) is strictly prohibited.

Student Participation

Learning is a participatory process; therefore student contribution to class is important. This course is based in large measure on critical thinking and class discussion. Disagreement is part of these processes. Colleagues can disagree *and* maintain respect for each other and one another's views. I insist that we strive to learn from the differences that manifest while debating the merit of theoretical and empirical evidence by maintaining an atmosphere of civility during discussion. I will sanction participation by tracking of individual student contribution to the in-class learning environment.

SCHEDULE

Week 1 Matriculation Ceremony

April 8 NO CLASS

Week 2 Cultural Geographies

April 13 Lecture

April 15 Lecture

Reading Magic Urbanism: Latinos and the Crossover Aesthetic:
pages (*forward* xii-xviii)

Week 3 AAG Conference

April 20 **DISTANCE LEARNING**

April 22 NO CLASS

Readings Viva la Raza: A park, a riot and neighborhood change in
North Denver: pages 1-18
We found Jane Jacobs and Robert Moses' love child:
pages 1-6

Week 4	Geographies of Place
April 27	Lecture/Due – Area of Interest
April 29	NO CLASS
Reading	The Power of Place: Urban Landscapes and Public History: pages 3-43
Week 5	Urban Design & Public Space
May 4	NO CLASS
May 6	Lecture/Due – Gazetteer (Location)
Reading	The Urban Revolution: pages (<i>forward</i> vii-xxiii and 1-23)
Week 6	Property & Planning
May 11	Lecture
May 13	Lecture/Due – Gazetteer (Place)
Reading	Goodbye to the Public Private Divide: pages 101-118
Week 7	Race & Real Estate
May 18	Lecture
May 20	Lecture/Due – Gazetteer (Region)
Reading	Segregation: A Global History of Divided Cities: pages 1-44
Week 8	Ghettoization
May 25	Lecture
May 27	Lecture/Due – Gazetteer Entry (Movement)
Reading	Segregation: A Global History of Divided Cities: pages 193-224
Week 9	Organic Urbanization
June 1	MIDTERM
June 3	Lecture
Reading	The Death and Life of Great American Cities: pages 5-34
Week 10	Modern & Postmodern Urbanization
June 8	Lecture
June 10	Lecture/Due – Gazetteer (Human-Environment Interaction)
Reading	Original Copies: Architectural Mimicry in Contemporary China: pages (<i>forward</i> vii-ix and 1-19)
Week 11	Suburbanization
June 15	Lecture
June 17	Lecture/Due – Gazetteer (Research Question)
Reading	Sprawl: A Compact History: pages 1-20 and 96-112
Week 12	Gentrification
June 22	Lecture
June 24	Lecture
Reading	Gentrification: pages (<i>preface</i> xv-xxv and <i>chapter one</i> 3-36)

Week 13	Fragmented Cities
June 29	Lecture
July 1	Lecture
Reading	Splintering Urbanism: pages 1-59
Week 14	Informal Urbanization
July 6	Lecture
July 8	Lecture
Reading	Shadow Cities: A Billion Squatters, a New Urban World: pages 1-22
Week 15	Informal Urbanization
July 13	Lecture
July 15	Lecture
Reading	Shadow Cities: A Billion Squatters, a New Urban World: pages 251-306
Week 16	Homelessness
July 20	Lecture
July 22	Lecture/Due – Gazetteer (Research Proposal)
Reading	The Right to the City: Social justice and the Fight for Public Space: pages 161-194
Week 17	Finals Week
July 27	SEMESTER REVIEW
July 29	FINAL EXAM (Room D206 10:30-11:45)