

URSC 632 Structure and Function of Cities
Department of Landscape Architecture & Urban Planning
Texas A&M University
Fall 2019

Class Meetings

Mondays, 1:50-4:20 pm, Langford A 303

Instructor

Dr. Tara Goddard, Assistant Professor

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Office: Langford A345B

Office hours: M/W by appointment

Credits: 3 graduate hours. This is a core course for URSC.

Prerequisite: There is no prerequisite for this class.

Course Website: This class uses eCampus (<http://eCampus.tamu.edu/>). You can log on the site with your TAMU NetID and password.

Class objective

This course introduces students to theories about the origins and forces that shape urban areas. It helps students explore what a city is, how cities work and for whom (or not), why and how cities evolve. Students will employ race, gender, and class frameworks to analyze transportation and urban form, housing and development, sprawl, urban economies, arts and culture, socio-technical systems, innovation, well-being, civic participation, and governance.

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

- Demonstrate knowledge of processes of urban evolution and forces that shape urban areas;
- Exhibit an understanding of the relationships between cities and citizens;
- Examine cities through a critical lens on issues of race, gender, class, and power;
- Know how to conduct and write a literature review;
- Utilize urban theory in their own research.

The overarching goal of this course is to help you continue to develop as critical urban scholars. Regardless of whether your path is more theoretical or applied, an understanding of major theories about cities will help enrich and embolden your scholarship. This class will use a combination of lecture, discussion, in-class activities, readings, and reflections to help you explore key urban theories and topics, and develop your ability to engage with and utilize the literature in your own work.

tl;dr

- Class will be a mix of lecture, readings, discussion, and reflective writing
- The readings will cover a wide variety of issues, primarily with a critical theory approach
- Everyone will use a journal to collect all notes, assignments, in-class activities, etc
- The final output of the class will be the class journals and a literature review of urban theory, related to your own area of interest
- Everyone will lead a discussion in the latter half of the semester
- Journal reflections will be a key part of demonstrating engagement with the literature and making connections to current events

COURSE WORK

The main class format is based on lecture, readings, discussion, and reflective writing. Participation and involvement is crucial for the success of the course. Work will be due nearly every week to help ensure everyone is keeping up with the readings and is prepared for discussion.

COURSE ASSIGNMENTS

Class journal (semester-long)

Throughout the semester, you will be using a single journal to take class notes, complete in-class exercises, annotate class readings, plan your literature review, and anything else related to class. Using the journal is multi-purpose. It will help both you and me keep everything related to class in one place, which may help with your organization and will help me with monitoring your process and guiding you as needed on developing your approach to engaging with literature. Second, the goal is that the journal will encourage you to approach the class like a semester-long ethnography, where you are constantly observing and reflecting on daily life in the city from both a literal and figurative “street-level” perspective. Finally, my hope is that using a journal can tap into your creative side, which can help open up new ways of thinking about cities. You are encouraged to collect images, memes, graphics, and or other ephemera of cities to illustrate the changes in urban structures and functions, accompanied by captions to explain what these images convey about course topics.

IMPORTANT: I will NOT be grading you on the quality of your notes, handwriting, grammar, sketches, etc. I will be grading your participation and completion of in-class exercises, annotating the readings, etc. If I feel like you are not using the journal very effectively, we will chat about whether there is something I can do that will help you get more out of the exercise.

Format: My first preference is for you to select a notebook or journal to use for the semester journal. Please select one that is 5” x 8.5” (a common notebook size) or similar. Please feel free to pick something as decorative or plain as you like. You will be using (and ideally, carrying

with you) this journal all semester, so pick something that gives you pleasure to use. There is ample evidence that handwriting has significant benefits for learning and memory, but if handwriting is prohibitively difficult for you, you may type your notes, reflections, etc, print them out, three-hole punch them, and collect them in a binder or put them in a journal with a glue stick. Please set your page size to 5" x 8 ½" and choose a binder that size. I can assist you if any of this is confusing.

Submission: On the weeks that they are due (see schedule below), journals will be due on Wednesdays by 3 pm in a dropbox by my office. This gives you two days after class to add or refine anything in your notes or exercises, to do any translation if you took notes in your native language, etc. My goal for this delayed submission is to remove any potential stress about “keeping up” during class (and remember, class notes aren’t graded on quantity or quality). The most important part of your journal will be the journal article annotations, discussed next.

Journal article annotations (in your class journals)

The purpose of the annotations is to help you engage with assigned readings (and other readings you may find relevant) to understand major topics and theories about cities. You will do the readings on each topic after the intro to that topic in class, and reading and annotations should be done before the next lecture. I will collect the journals roughly every other week. For each reading summary, you should annotate articles with consideration for the following questions:

1. What is urban spatial structure? How does the article operationalize/measure urban spatial structure?
2. What theory(ies) does the article apply to urban issues?
3. What forces influence the evolution of urban spatial structure and function?
4. What research methods have been used to study urban spatial structure and function?
5. How do the authors consider race, gender, class, etc in their theory and application?

While the readings in this class cover a wide range of issues, you should add to and build upon the earlier reading summaries as you progress through the semester. As you read each additional article, consider the connecting threads or the ways that a theory or approach may “problematize”, expand on, or update a previous one you’ve read about. You will each use your journal for these annotations so that I can track your progress (do not worry if your process or drafts are messy, that is how writing works). We will discuss this assignment and I will provide examples in class.

Lead Class Discussion

In the latter part of the semester, each student will lead discussions on an article related to the topic and readings for that week. You should create a presentation that includes at least one slide on each point and/or major topic with the key takeaways. You should tie in readings we have done in class, or other journal/academic articles that you are reading for your own work or other classes. The use of pictures and graphics or even short video clips is welcome. Think about how to engage us in the reading – can you come up with an activity that helps convey the topic?

Literature Review on a Major Topic(s) in Urban Structure and Function

You will produce a literature review paper on a topic (or closely related topics) from the semester readings and discussion on urban structure and function. The majority of the paper will be based on the papers assigned and the readings you selected each week to supplement the course readings. You should synthesize the information from your journal annotations to produce the literature review. More information on this assignment will be provided in class and via eCampus.

<u>Month</u>	<u>Date</u>	<u>Topic</u>	<u>Readings (do readings after this week's class)</u>	<u>Due</u>
Aug	26	Introductions; syllabus; journals/ Intro to critical urban theory	Roy, A., 2016. What is urban about critical urban theory? <i>Urban Geography</i> 37, 810–823. https://doi.org/10.1080/02723638.2015.1105485 Marcuse, P. (2009) From critical urban theory to the right to the city: analysis of urban trends, culture, theory, policy, action, <i>13</i> (2), 185-197 Swyngedouw, E. And Heynen, N. (2003) Urban Political Ecology, Justice and the Politics of Scale, <i>Antipode</i> , 35(5), 898-918	
Sept	2	Intro to critical urban theory/ Social justice and the city	Applebaum, B. (2004) Social Justice Education, Moral Agency, and the Subject of Resistance, <i>Educational Theory</i> , 54(1), 59-72 Harloe M. (2001) Social justice and the city: The new 'liberal formulation', <i>International Journal of Urban and Regional Research</i> , 25(4), 889-897 Valentine, G. (2003) Geography and ethics: in pursuit of social justice – ethics and emotions in geographies of health and disability research, <i>Progress in Human Geography</i> , 27(3), 375-380	Journal due Sept 4 by 3 pm
	9	Social justice/housing and poverty	Douglas S. Massey, 1996. The Age of Extremes: Concentrated Affluence and Poverty in the Twenty-First Century. <i>Demography</i> 33, 395. Rice, J.L., Cohen, D.A., Long, J., Jurjevich, J.R., n.d. Contradictions of the Climate-Friendly City: New Perspectives on Eco-Gentrification and Housing Justice. <i>International Journal of Urban and Regional Research</i> 0. https://doi.org/10.1111/1468-2427.12740 Wacquant, L. (2008) The Militarization of Urban Marginality: Lessons from the Brazilian Metropolis, <i>International Political Sociology</i> 1-2 (Winter), 56-74	

	16	Housing and poverty/Governance	<p>Russell, B., 2019. Beyond the Local Trap: New Municipalism and the Rise of the Fearless Cities. <i>Antipode</i> 51, 989–1010. https://doi.org/10.1111/anti.12520</p> <p>Proudfoot, J. And McCann, E. (2008) At Street Level: Bureaucratic Practice in the Management of Urban Neighborhood Change, <i>Urban Geography</i>, 29(4), 348-370</p> <p>Reading of your choice on governance</p>	Journal due Sept 18 by 3 pm
	23	Governance/Protest	<p>Boje, D. 2001. Carnavalesque resistance to global spectacle: a critical postmodern theory of public administration, <i>Administrative Theory & Praxis</i>, 23(3) 431–458</p> <p>Mitchell, D. And Staeheli, L. 2005. Permitting Protest: Parsing the Fine Geography of Dissent in America, <i>International Journal of Urban and Regional Research</i>, 29(4), 796-813</p> <p>Reading of your choice on protest/resistance</p>	Journal due Sept 25 by 3 pm
	30	Protest/Public(?) space	<p>Atkinson, R. (2003) Domestication by cappuccino or a revenge on urban space? Control and empowerment in the management of public spaces, <i>Urban Studies</i>, 40(9), 1829–1843</p> <p>Freeman, J. (2008) Great, Good, and Divided: The Politics of Public Space in Rio de Janeiro, <i>Journal of Urban Affairs</i>, 30(5), 529-556</p> <p>Reading of your choice on public(?) space</p>	Journal due Oct 2 by 3 pm
Oct	7	Public(?) space/Surveillance and “smart” cities	<p>Koskela, H. (2000) ‘The gaze without eyes’: video-surveillance and the changing nature of urban space, <i>Progress in Human Geography</i>, 24(2), 243–265</p> <p>[TBD reading on smart cities]</p> <p>Reading of your choice on smart cities</p>	
	14	Surveillance and “smart” cities/citizenship	<p>Arampatzi, A. (2017). The spatiality of counter-austerity politics in Athens, Greece: Emergent ‘urban solidarity spaces.’ <i>Urban Studies</i>, 54(9), 2155–2171</p> <p>Larkin, Brian. “The Politics and Poetics of Infrastructure,” <i>Annual Review of Anthropology</i>, Vol 32 (2013)</p> <p>Reading of your choice on citizenship</p>	Journal due Oct 16 by 3 pm

	21	Citizenship/the future city	<p>Purcell M (2003) Citizenship and the right to the global city: Reimagining the capitalist world order, <i>International Journal of Urban and Regional Research</i>, 27(3), 564-</p> <p>Parnell, S., Robinson, J., 2012. (Re)theorizing Cities from the Global South: Looking Beyond Neoliberalism. <i>Urban Geography</i> 33, 593–617. https://doi.org/10.2747/0272-3638.33.4.593</p> <p>Reading of your choice on new theory of the city</p>	
	28	The future city/research and theory in the city	<p>Slater, D. (2002) Other domains of democratic theory: space, power, and the politics of democratization, <i>Environment and Planning D: Society and Space</i>, 20(3), 255-276</p> <p>Samers M (2002) Immigration and the global city hypothesis: Towards an alternative research agenda, <i>International Journal of Urban and Regional Research</i>, 26(2), 389</p> <p>Fainstein, S. (2005) Cities and Diversity: Should We Want It? Can We Plan For It? <i>Urban Affairs Review</i>, 41(1), 3-19</p>	<p>Journal due Oct 30 by 3 pm;</p> <p>Lit review draft due Oct 30 3 pm;</p> <p>Article due Nov 1 by 6 pm</p>
Nov	4	TBD	TBD (class-led readings and discussion)	Article due Nov 8 by 6 pm
	11	TBD	TBD (class-led readings and discussion)	Article due Nov 15 by 6 pm
	18	TBD	TBD (class-led readings and discussion)	Article due Nov 22 by 6 pm
	25	TBD	TBD (class-led readings and discussion)	
Dec	2	No class	Redefined day (attend Friday classes)	<p>Final lit review due Dec 9;</p> <p>Final journal due Dec 10.</p>

Grading	Type	Percentage of class grade
Reading annotations	J	20
In-class activities	J	10
Additional readings	J	10
Paper outline	E	10
Lit review draft	P	20
Final review paper	E	20
Journal	J	20
TOTAL		100

J=journal; P=paper copy; E=electronic on campus

Milestone	Submission location	Due date (by 3 pm unless noted)
Journal check in	Langford A345B drop box	4 September
Journal check in	Langford A345B drop box	18 September
Journal check in	Langford A345B drop box	25 September
Journal check in	Langford A345B drop box	2 October
Journal check in	Langford A345B drop box	16 October
Literature review draft	Langford A345B drop box	30 October
Reading for class discussion	eCampus	1, 8, 15, 22 November
Lead class discussion	In class	4, 11, 18, 25 November
Final paper	eCampus	9 December
Journal w/ final reflection	Langford A345B drop box	10 December

Course grades will be assigned on a criterion-reference scale as follows:

A: 90%-100% B: 80%- 89% C: 70%-79% D: 60%-69% F: <60%

In case that a grade is on the borderline, I will use classroom participation to determine the final grade.

COURSE POLICIES

Attendance

Attendance at all classes is highly recommended. Unexcused tardiness or early departure from class is disruptive to your classmates, and me, and you will miss things. Because you are graduate students, I am not going to take attendance, but the class is small enough that I do notice when people are gone. An excessive number of unexcused absences will adversely affect your attendance and participation grade. The following absences are always eligible to be excused: documented illness, deaths in the immediate family and other documented crisis, call to active military duty or jury duty, religious holy days, and official University activities. Consideration will also be given to students whose dependent children experience serious illness. Regardless of the nature of the absence, you will be responsible for catching up on all materials missed, including lectures and assignments.

Classroom participation and behavior

Students are encouraged to come to class prepared, make thoughtful contributions to class discussions, respect others' views, and help each other out in collaborative learning groups.

Texas A&M fosters a culture of professionalism and formality that may be different from the institution(s) that you attended previously. It is true that there is no expectation for business or even business casual attire, and I care more than you show up rested, healthy, and having done the readings than dressed any certain way. However, keep in mind that our guest speakers and even people you pass in the hallways here may be your future potential employer, so dress and act accordingly.

You may call me Dr. Goddard, Professor Goddard, or Professor. I will also answer to Professor G, or our Benevolent Classroom Leader if you aren't into the brevity thing. I will NOT answer to "Hey you" or similar, and I prefer not to be called "Ma'am" (I know it is a hard habit for Texans/Southerners to break). I use she/her/hers pronouns. Please tell me how you like to be addressed. We will also share this the first day of class.

Safe Learning Environment and Anti-Harassment Policy

As an instructor, one of my responsibilities is to help create a safe learning environment for my students and for the campus as a whole. We expect a culture of professionalism and mutual respect in our department and class. You may report any incident of discrimination or discriminatory harassment, including sexual harassment, to the Office of the Dean of Student Life. Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, please contact the Office of the Dean of Student Life.

Cell Phones and Laptop Use in Class

Please keep the use of phones/email/Facebook/etc. to class breaks (we will take one or two breaks during lecture, and of course you are welcome to step out at any time if you need to). Please avoid texting or other phone use during class; it is distracting to your classmates and me. I would prefer not to institute a full ban on cell phones. Computers can be used for note taking.

Course Communications

I will be setting up an eCampus for the class where I will place course readings, handouts, this syllabus, and other material as needed. Check eCampus often and make sure to set notifications so it will alert you that items have been added. I will also send e-mails to the class, alerting you of any important changes in the course schedule and/or assignment deadlines.

Late Submission Policy

All assignments are due *before class* on the due date unless otherwise noted. Some assignments will be submitted electronically through eCampus. Absence from class is not an excuse for failing to turn in work. In fairness to all students, especially those who work hard to meet deadlines, late assignments and final project report will be penalized 5% per day. Assignments turned in more than a week late will not be accepted.

ADA Policy Statement

The Americans with Disabilities Act (ADA) is a federal anti-discrimination statute that provides comprehensive civil rights protection for persons with disabilities. Among other things, this legislation requires that all students with disabilities be guaranteed a learning environment that provides for reasonable accommodation of their disabilities. If you believe you have a disability

requiring an accommodation, please contact Disability Services, currently located in the Disability Services building at the Student Services at White Creek complex on west campus or call 979-845-1637. For additional information visit <http://disability.tamu.edu>.

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Please be aware that as a faculty member, I have the responsibility to report any instances of sexual harassment, sexual violence and/or other forms of prohibited discrimination. If you would rather share information about sexual harassment or sexual violence to a confidential employee who does not have this reporting responsibility, please contact the Office of the Dean of Student Life.

Mental Health and Counseling

Even in the best of circumstances, graduate school can be isolating, frustrating, or demoralizing. Depression and anxiety are a) more common than you might realize, b) not something to be ashamed of, and c) can be helped with the right tools. Please know that staff at Student Counseling Services (scs.tamu.edu/) are trained to help with any issues you may be facing. Please reach out to me and/or counseling services before you feel overwhelmed or get behind in your studies. We can work with it. We are here for your success in school, and that goes beyond grades.

Practice self-care. Get enough sleep. Caffeine in moderation. Sometimes we venerate overwork in academia, when we should be concerned about long-term health. You will be more productive and creative in the long run if you are healthy. Make sure to move frequently. Spend time with friends. Read good books (that aren't for classes). Pick up a sport or hobby. Take work breaks to watch silly videos or email/call friends and family. I am working on this, too. Let's take care of ourselves and each other.

Emergency cancelations of class:

Please check Howdy for inclement weather cancelations.

It is also possible that class could be canceled at any point in the term. Notification of cancelation will occur by email prior to 6am on the day of class; it will also be posted by that time on the front page of eCampus or via email through eCampus. *Please ensure that your contact email on eCampus/Howdy is one that you use regularly.*

How to Succeed in This Course

- Link what you learn in class to your own life experience about cities and regions. Be an active thinker in everyday life.
- I encourage you to think about how the work in this class fits into your doctoral education and your dissertation process. I want this class to help you advance your research, critical analysis, writing, and collaboration skills while moving your

dissertation forward.

- Do not skip class and come prepared. The lectures and in-class discussion help you better understand the course materials.
- Start assignment early. Assignments may not be as easy as they seem. Start working on them early allows you to have enough time to seek help from the instructor and make modifications.
- Help others to help yourself. You will find that you learn better when you have to explain what you learned to other students.

Academic integrity statement

AGGIE HONOR CODE

“An Aggie does not lie, cheat, or steal, nor tolerate those who do.”

Academic misconduct of any kind, including plagiarism, cheating, falsification, or fabrication, will NOT be tolerated. We will discuss academic misconduct on the first day of class. If you are still not 100% certain on appropriate academic conduct, please ask. If you have not done so already, be certain to review the Texas A&M honor code, available at:

<http://aggiehonor.tamu.edu/>

Please see below for details on the eight most common ethics violations. If you have any questions about what constitutes plagiarism, please see the “Student Resources on Academic Integrity and Plagiarism” section on the TAMU Library website. Note that all submitted assignments will be subject to TurnItIn plagiarism software. Assignments found to be plagiarized will receive an automatic zero grade, and will be reported to the Honor Council.

Academic Integrity and Citations

TAMU library: <http://library.tamu.edu/help/help-yourself/using-materials-services/online-tutorials/page4.html>

The TAMU library page contains material on academic integrity and plagiarism, how to cite various sources, and how to use citation managers such as RefWorks and EndNote. You are highly recommended to go through these documents.

APA Citation Guide: <http://owl.english.purdue.edu/owl/resource/560/01/>

The Purdue Online Writing Lab provides information on the American Psychological Association (APA) style citation, which is the most widely used citation style in social sciences.

Turnitin: <http://turnitin.com/>

Use this web tool to check whether you have correctly cited works of others.

Many students who are found responsible for violations of the honor code do not even realize they are committing a violation. I urge you to visit the website below (specifically the Rules and Procedures sections) to educate yourself on what constitutes an honor code violation. If you have any inkling that you or another may be engaging in academic misconduct, please feel free to clarify and/or discuss the issue with me.

Specific definitions of academic misconduct are provided below:

1) Cheating: Intentionally using or attempting to use unauthorized materials, information, notes, study aids, or other devices or materials in any academic exercise. Unauthorized materials may include anything or anyone that gives a student assistance and has not been specifically approved in advance by the instructor. All freely available, legally acquired published and online materials are considered authorized for use on problem sets, projects, and assignments so long as sources are properly attributed to their original author. **ALL MATERIALS ARE CONSIDERED UNAUTHORIZED FOR EXAMINATIONS** unless specific prior approval is given by the instructor.

2) Fabrication: Making up data or results, and recording or reporting them; submitting fabricated documents. Altering or inventing data of any kind on any assignment or exam will be considered fabrication. Moreover, fabrication of oral or written excuses for absences or late work is considered academic misconduct.

3) Falsification: Manipulating research materials, equipment, or processes, or changing or omitting data or results such that the research is not accurately represented in the research record. Manipulating any data or “fudging numbers”, especially simulations results and/or observations such that it is not an accurate or truthful representation of the results.

4) Multiple Submissions: Submitting substantial portions of the same work (including oral reports) for credit more than once without authorization from the instructor of the class for which the student submits the work. You cannot re-use any work created by yourself or another student that was previously or concurrently submitted for credit in another course, without authorization from the instructor of that course and me.

5) Plagiarism: The appropriation of another person’s ideas, processes, results, or words without giving appropriate credit. In all assignments and examinations, work must be your own unless it is properly attributed to the original source. This includes group work on assignments and projects. I encourage you to work together; however, overly similar or duplicated responses that do not reflect original thought and/or independent knowledge will be considered plagiarism. This includes copying computer code. As a general rule, it’s best to discuss problems with each other and take notes or work issues out on a white board, but you should sit down to write up the assignment on your own, reflecting your own interpretation and understanding of the answer, not someone else’s.

6) Complicity: Intentionally or knowingly helping, or attempting to help, another to commit an act of academic dishonesty. Do not give people answers to problem sets or write code for them. Only help them to understand how to arrive at the correct

answers on their own. Do not help them cheat or lie on their behalf.

7) Abuse and Misuse of Access and Unauthorized Access: Students may not abuse or misuse computer access or gain unauthorized access to information in any academic exercise. Do not share passwords or use another's computer account. Do not steal answer keys or course notes.

8) Violation of College, Program, Departmental or Course Rules: Students may not violate any announced college, program, departmental, or course rules that comply with other student rules relating to academic matters. Follow rules stated in the syllabus, assignments, and examinations including specific interpretations of academic misconduct listed here.

9) University Rules on Research: Students involved in conducting research and/or scholarly activities at Texas A&M University must also adhere to standards set forth in University Rule 15.99.03.M1 – Responsible Conduct in Research and Scholarship.

For additional information, please visit: <http://aggiehonor.tamu.edu>.