



## Geography 3400: Urban Landscapes

Autumn 2015

4 Credit Hours

Boettcher Center West room 124, Tues. & Thurs. 12p – 1:50p

Instructor: Dr. E. Eric Boschmann  
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Office: Boettcher Center West, #112  
Office Hours: W 12p - 1p, Th. 2p - 3p, or by appointment

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Course materials: [canvas.du.edu](http://canvas.du.edu)

### **Course overview:**

**Description:** Cities are at the center of most human activity, including: economic, social/cultural, political, environmental, transportation, development, and population growth. This course explores: (1) **urban change** and how U.S. cities evolved from the industrial city, through deindustrialization, and the rise of the post-industrial city; (2) the **metropolitan area** as a core unit of analysis in the U.S.; (3) **inter-urban comparisons**: how are two or more cities similar/different?; (4) **intra-urban comparisons**: how are places within one city similar/different? The primary emphasis will be on U.S. cities, but some time will be spent discussing cities in the global economy, and cities in less developed countries. Core topics will be examined through readings, discussion, first-hand observation, and our own analyses.

**Expectations:** This is an upper-level course with both undergraduate and graduate students. There is a high expectation for students to read a significant amount, come to class prepared to discuss the readings, and to write well on any course assignment. Class participation is essential; students cannot be passive in this course.

**Objectives:** At the end of this course you should be able to:

[1] Articulate in writing and conversation the foundational concepts of cities from a geographical perspective, including:

- The patterns and underlying processes of **urban change**
- Urban perspectives at various scales (global, national, regional, neighborhood, individual)
- Core urban problems and contemporary issues
- How cities form, function, and are interconnected

[2] Practice ‘doing’ urban geographic analysis through observational field trips, and written analytical assignments.

[3] **Graduate students:** speak and write knowledgeably on key urban geographic concepts from the academic literature, as well as explore urban literature relevant to your research interests.

## **Readings:**

The course textbook is:

**Andrew Jonas, Eugene McCann, and Mary Thomas. 2015. *Urban Geography: A Critical Introduction*. West Sussex, UK: Wiley Blackwell.**

One hard copy is available on reserve at Anderson Academic Commons, as well as an e-book. Please be sure you have reliable access to this book. There are many other course readings beyond the textbook; they will be available via the course Canvas page. See the calendar for the approximate reading schedule. A bibliography of readings is provided below.

## **Course grading components:**

(graduate students have different criteria)

- Reading & Participation 20%
- Cities Profile Project 30%
- Exam (exam 1 = 25%; exam 2 = 25%) 50%

<i>Final course grading scale:</i>	
94 – 100% = A	73 – 76% = C
90 – 93% = A-	70 – 72% = C-
87 – 89% = B+	67 – 69% = D+
83 – 86% = B	63 – 66% = D
80 – 82% = B-	60 – 62% = D-
77 – 79% = C+	below 60% = F

## **Reading & Participation**

Effective learning in this course is contingent upon your active participation in class. The classroom will be an open and non-intimidating setting in which to express your thoughts and ideas with others. While some material must be conveyed via traditional lecture, full-class student engagement through a variety of activities will be the norm. Part of your participation includes: coming to class prepared, engaging the readings (but not memorizing them), and pursuing topics that especially interest you. Much of your weekly work will be reading. Carve out dedicated and consistent periods of time each week to actively read the assignments. Take effective notes, and record important discussion points.

- Participation is worth 10%, and will be assessed based upon your class attendance and contribution in discussions and group presentations.
- Reading is worth 10% and will be assessed based upon evidence you provide me of your reading engagement. For each reading assignment, on Canvas there is a ‘quiz’ where you can upload your notes, outlines, or images / videos of your notes. If discussion questions are provided, you can base your notes upon these if desired. Your notes are due before the beginning of each class period.
  - My primary concern: *have you read the material? Have you formed an opinion?* When you read, read for learning, not in preparation for an exam.

## **City Profile Project**

Throughout this quarter you will be developing a written project that analyzes a selected city, roughly following the model of the City Profiles published in the journal *Cities*. More explicit details will be provided. Tasks along the way include:

- Describing your city, before conducting any research (Sept. 22)
- Critiquing and analyzing 2 examples of City Profiles from the journal called *Cities* (Oct 1)
- Finding data and information about your city, within the context of the course daily topics (Oct 1)
- Developing a list of resources specific to your city (Oct 19)
- Submit a *draft* for feedback from your peers, and providing feedback to others (Week 9)
- Producing a final, professional-looking document (Nov 21)

## **Exams**

There will be two in class exams each worth 25% of your overall grade. The exams are not cumulative. They will be a mix of multiple choice, matching, fill in the blank, short answer, and short essay.

## **Field Trips**

There are typically two field trips in this class. However, due to scheduling issues, we will only have one fieldtrip. The “LoDo to Five Points” field trip is best experienced if we have more time than our normal 2 hour class period. We will discuss options for having an extended class period.

**Policies**

**Late assignments:** Any late assignment will automatically receive a 10% grade reduction; for every additional day it is late, an addition 2% will be deducted.

**Technology:** I prefer that students do not use technology during class time, as it distracting to everyone in the room. Please hold your smartphone usage until breaks or after class. *If you take notes on your laptop, or only read the assignments digitally, please consult with me first.*

**All students and faculty are expected to adhere to the *University of Denver Honor Code***

<http://www.du.edu/studentlife/studentconduct/index.html>. This includes issues related to academic integrity. In short, do your own work, cite your sources, and do not cheat on exams or quizzes. To uphold the Honor Code, any suspected incidents of Academic Misconduct must be reported Office of Student Conduct.

**Technology** is a powerful and useful resource in our lives. I also respect the need for each individual to stay in contact with family and friends. **However, in the classroom personal technology is a major distraction to you, the people around you, and for me as well.** My policy is simple: no computers, tablets, and mobile phones during class time. *If you must take notes on your laptop, please get special permission from me.*

**Special accommodations can be made for students with learning differences or disabilities.** Any student who feels s/he may need an accommodation based on the impact of a disability or medical condition should contact the **Disability Services Program** to coordinate reasonable accommodations. They are located on the 4<sup>th</sup> floor of Ruffatto Hall; 1999 E. Evans Ave.303.871. / 2372 / 2278/ 7432. Information is also available on line at <http://www.du.edu/disability/dsp>; see the *Handbook for Students with Disabilities*.

**Get to know your fellow students. Someone you can rely upon if you miss class:**

Name:

e-mail:

Phone:

Name:

e-mail:

Phone:

## **BIBLIOGRAPHY of COURSE READINGS**

- Charter of The New Urbanism <http://www.cnu.org/charter>
- Docherty, Iain, Genevieve Giuliano, and Donald Houston. 2008. "Connected Cities", in Richard Knowles, Jon Shaw, Iain Docherty, eds. *Transport geographies: Mobilities, flows, and spaces*. Malden, MA : Blackwell Publishers.
- Downs, Anthony. 1998. The Big picture: How America's cities are growing. *The Brookings Review* Vol. 16, No. 4 pp. 8-11
- Engels, Friedrich, 1845. "The Great Towns" from *The conditions of the working class in England*. Excerpt from: *The City Reader*, R. LeGates and F. Stout, eds. London: Routledge, p. 46-55
- Fishman, Robert, 2005. The fifth migration. *Journal of the American Planning Association* 71(4):357-366.
- Ford, Larry. 2009. "The city as a ride" *FOCUS on Geography*. 52(4): 39-47.
- Garreau, J. 1991. *Edge City: Life on the New Frontier*. New York: Doubleday, pp. 3-15.
- Goetz, A. and E. Boschmann. 2015. *Metropolitan Denver*. University of Penn Press, manuscript in preparation.
- Greene, R. and J. Pick, 2012. "Defining the metropolis". Chapter 2 in: *Exploring the urban community: A GIS approach 2<sup>nd</sup>* edition. Upper Saddle River, NJ: Pearson Prentice Hall.
- Jackson, Kenneth. 1985. "The baby boom and the age of the subdivision", Ch. 13 in: *Crabgrass Frontier: The Suburbanization of the United States*. New York and London: Oxford University Press.
- Jacobs, Allan. 1985. "Seeing Change", excerpt from: *Looking at cities*. Cambridge: Harvard University Press.
- Jacobs, Jane 1961. "The uses of sidewalks: safety". excerpt from: *The Death and Life of Great American Cities*. New York: Vintage Books, pp. 29-40.
- Katz, Bruce, and Jennifer Bradley. 1999. Divided we sprawl. *The Atlantic*. December. pp 26-42 (skips pages with advertisements!)
- Knox, Paul and Linda McCarthy. 2005. *Urbanization: An Introduction to Urban Geography*. 2<sup>nd</sup> edition. New Jersey: Pearson Prentice Hall. (select chapters)
- McClintock, Nathan. 2011. "From industrial garden to food desert: Demarcated devaluation in the flatlands of Oakland, California." In *Cultivating food justice: Race, class and sustainability*, edited by Alison Hope Alkon and Julian Agyeman. MIT Press: Cambridge, MA. pg 89-120
- Pacione, Michael. 2009. *Urban Geography: A Global Perspective*. 3<sup>rd</sup> edition. Oxon: Routledge. (Select chapters)
- Potter, Robert and Sally Lloyd-Evans. 1998. The Nature and Scale of Urbanisation in the Developing World in *The City in the Developing World*, 2<sup>nd</sup> ed. Essex: Longman. pp. 3-26.
- powell, j. 1998. Race and space: What really drives metropolitan growth. *The Brookings Review* Vol. 16, No. 4 pp. 20-22.
- Short et al. 2000. "From world cities to gateway cities: Extending the boundaries of globalization theory" *City* 4(3):317-340
- UN-HABITAT 2013. "Urban and Regional Trends", in *State of the World's Cities 2012/2013: Prosperity of Cities*. Earthscan: London, pp. 25-39 (lots of charts and images!)

## Autumn 2015 Calendar

### Week 1

- Sept 15 (T) **Course Introduction**  
Sept 17 (R) a) **Urban Origins** (Knox and McCarthy pp 23-27)  
b) **Industrial City** (Engles; Warner)

### Week 2

- Sept 22 (T) **Approaching the city** (Jonas et al. Chapter 1) “Describe your city” is due  
Urban form and Urban thought | Define small groups for Sept. 29<sup>th</sup>  
Sept 24 (R) **World Urbanization** (Potter and Lloyd-Evans; UN HABITAT 2013)  
Small group preparation time for Sept 29<sup>th</sup>

### Week 3

- Sept 29 (T) **Urban form in the global South** [Small groups present on different regions]  
Resource readings: Pacione Ch. 2; Knox and McCarthy Ch. 8  
Oct 1 (R) **City Profile day**  
a) Read two *City Profile* examples, discuss  
b) Finding data for your city: **Bring laptops**

### Week 4

- Oct 6 (T) **Defining the U.S. metropolitan area** (Greene and Pick; Jonas et al. 7.4, 7.5)  
Oct 8 (R) **20<sup>th</sup> century U.S. cities ... the rise of suburbia**  
(Jackson *Crabgrass Frontier*; Garreau; Lang, LeFurgy, and Nelson)

### Week 5

- Oct 13 (T) **20<sup>th</sup> century U.S. cities ... the decline of the central city**  
(*Reading option 1*: Downs; Katz and Bradley; j. powell – *Reading option 2*: McClintock)  
Oct 15 (R) **Exam 1** (Undergraduate students only)

### Week 6

- Oct 20 (T) **Economic Functions of Cities** (Jonas et al. Ch. 3, and 5.1-5.5)  
Oct 22 (R) **Images of the city** (Jonas et al., Ch.11) *Bring in examples of urban representation / urban images*  
Define groups for November 5.

### Week 7

- Oct 27 (T) **Field Trip**: LoDo to Five Points on foot. (Jonas et al. Ch. 2.2 and 3.1; J. Jacobs; A. Jacobs “Seeing Change”; a homelessness reading TBA; optional: Goetz & Boschmann excerpt) *Note: this field trip will last until 4pm. If you cannot attend the field trip, a separate assignment will be given.*  
Oct 29 (R) a) **post field trip discussion**; b) **Prep time for Nov. 5** (no readings; work on your City Profile)

### Week 8

- Nov 3 (T) **Globalization and World Cities** (Jonas et al. Chs. 4 and 2.4; Short et al., *we will parcel this out*)  
Nov 5 (R) **Themes of Postmodern and Critical Urban Geographies** (Group Presentations)  
Gendered City; Erotic City; City and Disorder; City and Culture; Experiencing the City

### Week 9

- Nov 10 (T) \*\*\* **Nov 9 (M) City Profile draft due for peer review \*\*\***  
a) **The Competitive and Entrepreneurial City** (Jonas et al. Ch. 9, 7.1 and 7.3)  
b) The resurrection of downtown, and new forms of redevelopment (Fishman; Charter of New Urbanism)  
Nov 12 (R) **Transportation and Mobility** (Docherty et al.; Ford)

### Week 10

- Nov 17 (T) \*\*\* **Nov 16 (M) Peer reviews of City Profile drafts due\*\*\***  
**The City and Sustainability** (Jonas et al. Ch. 10; Koch 2014)  
Nov 19 (R) **Exam 2** (Undergraduate students only)  
Final Exam slot: Saturday, November 21 – 12p – 1:50p *We will not be meeting. Final City Profile papers are due*

**GEOG 3400 Urban Landscapes  
GRADUATE STUDENTS  
Autumn 2015  
Professor E. Eric Boschmann**

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*Graduate students should read widely, and read their heads off!*<sup>1</sup> As graduate students, the expectations in Urban Landscapes are different. Primarily you will be immersing yourself in a wide range of urban-related readings, some of which are aligned with your graduate research interests. The graduate student requirements for *Urban Landscapes* are as follows:

**1. Regular class participation and foundational content: (Total: 35%)**

Much of the foundational knowledge of urban geography will come from the readings assigned for the regular class sessions that include undergraduate students. You are expected to keep up with the readings in the main syllabus calendar, and participate in class discussions. Please follow the main syllabus for these readings.

- a. Read the assigned class materials and participate in all regular class sessions including small group tasks (unless otherwise noted) 15%
- b. Peer review feedback of \_\_\_ undergraduate *City Profile* papers during week 9 5%
- c. Take home exam (end of quarter) 15%

**2. Graduate seminar in urban geography (Total: 30%)**

I have selected 15+ additional graduate level urban readings; see the reading list appended below. We will engage these during a separate seminar-style discussion. The readings should provide a good snapshot of some breadth of thinking within the sub-discipline. Some readings will be tough or displeasing. But exposure and engagement is key.

- a. There are 3 sets of 5 or 6 readings, organized along some common theme.
- b. For each set of readings, you are expected to:
  - i. Find the literature on your own (part of the academic life)
  - ii. Read the articles/chapters
  - iii. Submit to me a 2-3 page critical engagement with the articles you read – not just a summary, but also, what do you think about them? What were common themes?
  - iv. Participate in 3 seminar discussion sessions... dates are TBD.

**3. Three graduate-level assignments (Total: 35%)**

- a. **Assessing the urban journals** 5%

The purpose of this assignment is for you to become familiar with different urban-related scholarly journals. Take some time to look at the websites (some, not all) of the following journals:

<i>Urban Geography</i>	<i>International Journal of Urban and Regional Research</i>
<i>Urban Studies</i>	<i>City &amp; Community</i>
<i>City, Culture, and Society</i>	<i>Journal of Urbanism</i>
<i>Cities</i>	<i>City</i>
<i>Journal of Urban Affairs</i>	<i>Computers, Environment and Urban Systems (CEUS)</i>
<i>Housing Policy Debate</i>	<i>Journal of the American Planning Association</i>
<i>Environment and Urbanization</i>	<i>Landscape and Urban Planning</i>
<i>Journal of Urban Economics</i>	<i>European Urban &amp; Regional Studies</i>

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<sup>1</sup> Peter Gould, 1999. *Becoming a geographer*. Syracuse: Syracuse University Press.

What is their stated Aims and Scope? How is the journal generally described? What type of articles do they seek to publish? (Reading between any lines, are there types of articles they are not looking for? Are these journals discipline specific? Look at the table of contents across several issues. Can you get a sense of the type of articles that are typically published, based on topics, methodology, or theoretical perspective? How would you characterize the types of articles in one journal versus another? Which ones look interesting to you? Why are they interesting? Which ones do not grab your attention? Why not? Describe the language and lingo/ academic jargon that is used. Is it useful? Is it exclusionary? As you look through these ToCs, keep your eye out for an article you might use for the journal article critique assignment. Write no more than a one-page summary of your findings and **come prepared to discuss in our first seminar.**

**b. Journal article critique**

10%

The purpose of this is to practice critiquing a scholarly article. Pick one article that interests you from the first exercise (must be a research article, not a book review, editorial, or some special piece). Begin with a ~250-word summary of the article, then a ~500-word critique. As a critique, what did you think about the article? This includes your thoughts and reactions based upon your own experiences in life (work, home, family, travel), and comparisons with other sources from this or other classes. Also consider critiquing the scholarly elements of the article. Was it effective writing? Are the arguments sound? Was there a tight literature review and a concise methodology and findings? Was there a discussion where the author(s) connected their findings back to the literature reviewed at the beginning? Overall, what did you like/dislike? Was it well written or not? Did it use jargon? Was it accessible? **Due at the second seminar.**

**c. Research agenda**

20%

Find a 7 -10 *academic* urban-oriented articles that focus on some research idea that interests you. This can either be your thesis topic, or another idea you wish to explore. The articles should have some common thread among them. Write up a *Research Agenda*: At a minimum, it must lay out a research agenda of your topic of interest: [1] discover what is already known – write a literature review of your articles; then, [2] discuss what is not known – critique the literature and limitations, and raise new questions; and briefly [3] propose a path to conduct some new research – how might you answer your questions? What data is needed? What would you expect to find? **Due at the end of the quarter.**

**Seminar Discussion Reading List**  
**GEOG 3400 Urban Landscapes**

**Session 1:**

**Broad Foundations**

- Mayer, Harold M. 1954. Urban Geography. In P.E. James and C. F. Jones (eds.) *American Geography: Inventory and Prospect*. Syracuse: Syracuse University Press, 142-66.
- Stuart Aitkin, Don Mitchell, and Lynn Staeheli. 2004. Urban Geography. In G. Gaile and C. Willmott (eds.) *Geography in America at the Dawn of the 21<sup>st</sup> Century*. Oxford: Oxford University Press.
- “Urban Geography”, in Gregory et al. 2009. *Dictionary of Human Geography* Wiley-Blackwell. 5<sup>th</sup> edition. p. 784ff.
- Hanson, Susan, 2003. The weight of the tradition, the springboard of tradition: Let’s move beyond the 1990’s. *Urban Geography* 24(6): 465-478.
- Leitner, Helga and Eric Sheppard 2003. Unbounding critical geographic research on cities: The 1990’s and beyond. *Urban Geography* 24(6):510-528.
- McLafferty, Sara, 2002. Mapping women’s worlds: Knowledge, power, and the bounds of GIS. *Gender, Place and Culture* 9(3):263-269.

**Session 2:**

**Who is David Harvey? And, point-counterpoint of the “creative class” and “postmodern urbanism”**

- Harvey, David. 1972. Revolutionary and counter revolutionary theory in geography and the problem of ghetto formation. *Antipode* 4(2):1-13. (also appears as chapter 4 in *Social Justice and the City*, by David Harvey, 1973 Johns Hopkins University Press.
- Harvey, David. 1989. From managerialism to entrepreneurialism: The transformation in urban governance in late capitalism. *Geografiska Annaler. Series B, Human Geography* 71(1):3-17.
- Florida, Richard. 2003. Cities and the creative class. *City & Community*. 2(1):3-17.
- Peck, Jamie. 2005. Struggling with the creative class. *International Journal of Urban and Regional Research* 29(4):740-770.
- Dear, Michael and Stephen Flusty. 1998. Postmodern Urbanism. *Annals of the Association of American Geographers* 88(1):50-72.
- Sui, Daniel. 1999. Postmodern urbanism disrobed: Or why postmodern urbanism is a dead end for urban geography. *Urban Geography* 20(5):403-411.



**Session 3:**

**Recent debates in urban geography: *Logics and Legacies of Positivist Urban Geography***

David Wilson. 2014. Logics and legacies of positivist urban geography. *Urban Geography* 35(5): 633-635.

Eric Sheppard. 2014. We have never been positivist. *Urban Geography* 35(5): 636-644.

Robert W. Lake. 2014. Methods and moral inquiry. *Urban Geography* 35(5): 657-668.

Audrey Kobayashi. 2014. Neoclassical urban theory and the study of racism in geography *Urban Geography* 35(5): 645-656.

Elvin Wyly. 2014. Automated (post)positivism *Urban Geography* 35(5): 669-690.

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Allen J. Scott and Michael Storper. 2015. The nature of cities: The scope and limits of urban theory. *International Journal of Urban and Regional Research* 39(1): 1-15.