



Upper left: Costanera, Rio Paraguay, Asunción, Paraguay. *Upper right:* Puerto Madero buildings in downtown Buenos Aires, from nearby ecological preserve vantage point. *Bottom:* Villa El Salvador, Lima, Peru.

GEOG 3940 Urban Geography Seminar

Winter 2015 | Tuesday 2p – 5:30p

Boettcher West 123 | Department of Geography and the Environment

Instructor: Prof. E. Eric Boschmann, eric.boschmann@du.edu

Office hours: Monday 12p – 1p & Tuesday 1p – 2p | Boettcher West 112 | tel: 303.871.4387

Course materials available at canvas.du.edu

Course Description “International comparison of economic and social, positive and negative aspects of urban systems” (Course Catalog)

Winter 2015 special topic: *Exploring the intersections of cities and urbanization, global climate change, and social inequalities.*

Course goals and outcomes

“...students in geography should read widely, and read their heads off!”
- Peter R. Gould (1932 – 2000)

Why a seminar? Adequate space and time for reading extensively can get lost in our contemporary society. Thus, a weekly seminar is a helpful platform to establish a set of reading goals, construct knowledge and learning in discussion, and otherwise keep us accountable. By the end of the quarter, all students will:

- Be knowledgeable (through reading and discussion) about the current themes of cities and urbanization, climate change, and social justice/equity.
- Learn and practice to effectively critique readings and evaluate the usefulness of resources.
- Learn skills for active participation in a seminar style course.
- Become an expert (through final term paper) about a student-selected topic of interest.

Learning expectations:

This is seminar-style course that meets once weekly. We will focus on reading, reflective-critical writing, and discussion participation/leading. Attendance and participation is essential. Your grade will be determined by the following learning expectations. The course grading scale is noted below.

Reading (25%) Given the nature of a seminar, students are required to complete all the readings, on time. For each class period students will submit an annotated bibliography or reading journal. This can include a summary of the article and its key points, as well as questions you have, or connections made to other readings. The point of an annotation/journal is to give you good reference to your thoughts from when you originally read the article. Undergraduates, annotations / journal entries for each article should be a minimum of 175 words; for graduates, annotations / journal entries for each article should be a minimum of 350 words. Each weekly annotation will receive a grade on a five point grading scale.

Active participation (25%) Students are required to actively participate and constructively contribute to each class discussion. Even if you are not leading discussion, you are expected to come prepared to fully engage. Assessment of participation will be self and instructor.

Course grading scale:	
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

Discussion leadership (25%) Each student is required to lead two class discussions. Depending on class size, this will be done in pairs or triads. Discussion leadership involves two parts: First, you must decide on a theme or topic, and select pertinent readings for the class to engage with. This selection should be done in consultation with me, and the list of readings should be ready at the class session one week prior. Please try to mix-up who you work with for each session you lead.

Second, you will take charge of leading a discussion of your selected readings. It is useful to prepare a list of discussion questions in advance. Discussion questions can take on many forms; please have a variety of questions. For each reading it is best to have at least 5 discussion questions. Initial questions can be factual and understanding type questions (*what are the different forces of urbanization the author discusses? What are their differences?*), or questions of clarification or uncertainty (*what does the author mean by _____... I didn't understand _____. What does it mean?*). More in-depth questions could be about personal opinions and experiences, making relations or transferring across readings and ideas, or synthesizing (*from your personal experience and observation, do you agree more with what the author is saying? Why?... What is your opinion of the research methods used in this article?... How does the issue of climate change and urban design in this paper relate to how it was addressed in last week's reading?...*)

Final paper (25%) Students are required to write a final term paper. The topic can be tailored to your personal interest, but should be focused and specific, and ideally within the framework of this seminar's core themes. Undergraduate students might write a research paper based on ideas generated from any study abroad experience. Grad students should use this opportunity to explore a topic of interest beyond their thesis. Specific criteria are forthcoming, but should be ~ 20 pages in length, with 15 additional outside academic sources. For undergraduates the requirement is ~12 pages with a minimum of 8 additional outside academic sources. There might be an opportunity at the end of the quarter for students to discuss their papers. Most additional outside articles should come from academic journals.

Graduate vs. undergraduate expectations

As an upper-level seminar, all students are expected to participate and engage in class in a manner that is different than a lecture-based course. Particularly in this context active engagement and thoughtful contribution is expected, over passive absorption. Since the engagement of ideas during class time is dependent upon our mutual exposure to reading materials, it would be difficult to assign different amounts of reading for graduate and undergraduate students; we all need to come to the table with the same set of knowledge. Thus, to create the most active and engaging seminar discussions involving all students, there will not be separate reading assignments based on student level. However, given that graduate and undergraduates arrive with different academic backgrounds or experiences, and carry different workloads during this quarter, there are some varied expectations:

1. The weekly reading annotations for undergraduates will be shorter.
2. Depending on class size, graduate students might be expected to lead a weekly discussion *independently*, while undergraduates will do so in *pairs* or *triads*.
3. The final term paper will have different expectations.

Tips for success

- Have a weekly reading strategy. Don't plan to read everything on Monday night. Spread the work throughout the week. Find a routine spot that is dedicated to reading.
- Read interactively with the text. Highlight, make margin notes, jot your key points down on the front page, circle unfamiliar terms or idea. For this type of reading, is digital reading the best approach for interactive reading? [Suggestion: since there aren't textbooks to buy, spend some money to print out all the readings, and mark them up!]
- Don't get discouraged if you don't understand portions of a reading. What parts make sense? What parts are unclear? Also, some articles may use statistical procedures in their methods. Really good authors can make the most complex stats comprehensible to the layperson. Not all are good authors!
- When is the best time to write your annotations? Immediately after reading one article? After reading all the articles? Find out what works best for you. But do it when it's fresh in your mind.
- Before class, spend time refreshing yourself on the readings and your notes.
- When you are not leading discussion, come with your own questions and talking points prepared.

Course Policies

- Accommodations can be made for students with disabilities provided they notify the Disabilities Services Program office first.
- Please hold all texting, emailing, or web surfing until the end of class, or designated break times. Laptops should only be used for purposes of note taking.
- We only have 10 meeting times this quarter. Attendance for all seminars is required. **If you miss any seminar, for any reason**, you must complete an essay (5 pages minimum, double spaced, 1" margins, 11 pt. Times New Roman) on the readings. This is in addition to the required annotations. This essay should not be a summary (which your annotation covers); it should be a critical and substantive engagement with issues raised in the readings. The essay is due by Friday morning 9am, on the week of the seminar missed. Failure to turn in an essay will result in a 10% final grade reduction.

GEOG 3940: Course Calendar

Week 1 January 6

- Introductions
- Brainstorming: cities and urbanization, climate change, social equity/justice
- Read and discuss “The Seminar”
- Video

Week 2 January 13

- Kingsley Davis. 1965. The urbanization of the human population. In *The City Reader*, LeGates and Stout (eds.), 5th ed., (2011). pp. 20-30.
- Robert Potter and Sally Lloyd-Evans. 1998. The Nature and Scale of Urbanisation in the Developing World in *The City in the Developing World*, 2nd ed. Essex: Longman. pp. 3-26.
- Jonas Rabinovich and Joseph Leitmann. 1996. Urban Planning in Curitiba. (from *Scientific American*)
- David Satterthwaite, 2009. The implications of population growth and urbanization for climate change. *Environment & Urbanization* 21(2):545-567.
- In Class → Film: *Urbanized*, 2011. A documentary film by Gary Hustwit, 85 min. (Swiss Dots Ltd.)

Week 3 January 20

- Harriet Bulkeley, 2013. “Climate Change: An Urban Problem?” Ch. 1, *Cities and Climate Change*.
- World Bank 2010. *Cities and Climate Change: An Urgent Agenda*.
- David Owen, 2004. “Green Manhattan: Why New York is the greenest city in the US” *The New Yorker*.
- In Class → Film: *Island President*

Week 4 January 27 Monica & Paulina

- <http://www.theguardian.com/cities/2014/jan/27/christchurch-after-earthquake-rebuild-image-new-zealand>
- <http://www.theguardian.com/cities/2014/jan/27/port-au-prince-collision-progress-haiti-earthquake>
- M. Cavallaro, D. Asprone, V. Latora, G. Manfredi, V. Nicosia, 2014. Assessment of Urban Ecosystem Resilience through Hybrid Social–Physical Complex Networks. *Computer-Aided Civil and Infrastructure Engineering*, 29:608–625.
- M. Hajibabae, K. Amini-Hosseini, M. R. Ghayamghamian. 2014. Earthquake risk assessment in urban fabrics based on physical, socioeconomic and response capacity parameters (a case study: Tehran city). *Natural Hazards*, 74:2229–2250.
- Lilianne Fan. 2012. Shelter strategies, humanitarian praxis and critical urban theory in post-crisis reconstruction. *Disasters*, 36(S1): S64–S86.
- Joanne R. Stevenson, Hlekiwe Kachali, Zachary Whitman, Erica Seville, John Vargo, Thomas Wilson. 2011. Preliminary observations of the impacts the 22 February Christchurch earthquake had on organisations and the economy: a report from the field (22 February – 22 March 2011). *Bulletin of the New Zealand Society for Earthquake Engineering*, 44(2):65-76.

Week 5 February 3 Joe, Corinne, Josh

Global Climate Change, Flooding, and Urban Vulnerability/Resilience in Less Developed Countries

- Bulkeley, Harriet and Rafael Tuts. 2013. Understanding Urban Vulnerability, Adaptation and Resilience in the Context of Climate Change. *Local Environment* 18 (6): 646-662.
- de Sherbinin, Alex, Andrew Schiller, and Alex Pulsipher. 2007. The Vulnerability of Global Cities to Climate Hazards. *Environment and Urbanization* 19 (1): 39-64.
- Ajibade, Idowu and Gordon McBean. 2014. Climate Extremes and Housing Rights: A Political Ecology of Impacts, Early Warning and Adaptation Constraints in Lagos Slum Communities. *Geoforum* 55: 76-86.
- Stein, Alfredo and Caroline Moser. 2014. Asset Planning for Climate Change Adaptation: Lessons from Cartagena, Colombia. *Environment and Urbanization* 26 (1): 166-183.

Week 6 February 10 Emily and Mackenzie

- Stephan Barthel, Christian Isendahl. 2013. Urban gardens, agriculture and water management: Sources of resilience for long-term food security in cities. *Ecological Economics* 86:224-234.
- CJ Lim. 2014. "Food+Energy: Five A Day", in *Food City* Taylor and Francis: Hoboken, NJ. pp. 102ff.
- Sharanbir S. Grewal, Parwinder S. Grewal. 2013. Can cities become self-reliant in food? *Cities* 29:1-11.
- Heynen, Nik; Kurtz, Hilda E; Trauger, Amy. 2012. Food Justice, Hunger and the City. *Geography Compass*, 6(5):304-311.
- Chapter 5: Nathan McClintock. 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.
- Cohen, Nevin; Reynolds, Kristin. 2014. Urban Agriculture Policy Making in New York's "New Political Spaces": Strategizing for a Participatory and Representative System. *Journal of Planning Education and Research*, 34(2):221-234.

Week 7 February 17 Corinne and Paulina

- David Harvey. 1989. From Managerialism to Entrepreneurialism: The Transformation in Urban Governance in Late Capitalism. *Geografiska Annaler. Series B, Human Geography*, 71(1):3-17.
- Andrew Jonas and Aidan While. 2007. "Greening the Entrepreneurial City? Looking for Spaces of Sustainability Politics in the Competitive City", in *The Sustainable Development Paradox* (p 123-159).
- Rosenzweig, Cynthia, William Solecki, Stephen A. Hammer and Shagun Mehrotra. 2010. Cities lead the way in climate change action *Nature* 467: 909-911.
- Green, Emma. 2013. Can mayors really save the world? *The Atlantic Cities*
<http://www.citylab.com/politics/2013/09/can-mayors-really-save-world/6968/>
- Fallows, James. 2014. Why cities work even when Washington doesn't: The case for strong mayors. *The Atlantic* April, 66-72. <http://www.theatlantic.com/magazine/archive/2014/04/the-case-for-strong-mayors/358642/>
- The United States Conference of Mayors. 2009. "The Impact of Gas Prices, Economic Conditions, and Resource Constraints on Climate Protection Strategies in U.S. Cities: Results of a 132-City Survey."

Week 8 February 24 Field Trip Denver Office of Sustainability

- Examine Office of Sustainability website, particularly:
 - 2020 Sustainability Goals
 - Operation Principles
 - Sustainability Vision
- Executive Order 123 and Memoranda

Week 9 March 3 Monica, Emily, Josh

- Banister, David. 2008. The sustainable mobility paradigm. *Transport Policy* 15:73-80.
- Pucher, John, Jennifer Dill, and Susan Handy. 2010. Infrastructure, programs, and policies to increase bicycling: An international review. *Preventative Medicine* 50:S106-S125.
- Wahlgren, Lina, and Peter Schantz. 2012. Exploring bikeability in a metropolitan setting: Stimulating and hindering factors in commuting route environments. *BMC Public Health* 12(168):1-16.
- Duarte, Fábio, Mario Procopiuck, and Kelli Fujioka. 2010. 'No bicycle lanes!' Shouted the cyclists. A controversial bicycle project in Curitiba, Brazil. *Transport Policy* 32:180-185
- **Special Tuesday Colloquium, 4pm:** Dr. Kevin Krizek, Professor of Environmental Design and Transport, University of Colorado Boulder, "The END of Traffic; the FUTURE of Transport; the ROLE of Cycling" [*enter notes/reflections of this talk as a 5th annotation entry*]

Week 10 March 10 Mackenzie and Joe

- Kent E. Portney & Zachary Cuttler. 2010. The local nonprofit sector and the pursuit of sustainability in American cities: a preliminary exploration. *Local Environment: The International Journal of Justice and Sustainability* 15(4): 323-339.
- Richard C. Feiock and Simon A. Andrew. 2006. Introduction: Understanding the Relationships Between Nonprofit Organizations and Local Governments. *International Journal of Public Administration*. 29:759-767.
- John Milliman and John Grosskopf. 2013. Regional Sustainability Partnerships: The Leadership Needed to Make Them Work Effectively. *Environmental Quality Management*. Summer. 45-59.
- Agnieszka Makarewicz-Marcinkiewicz & Dorota Moroń. 2014. The activity of Polish non-governmental organisations regarding the implementation of the environmental dimension of sustainable development, *International Journal of Sustainable Development & World Ecology*, 21(4):322-331.
- See assignment for examining local non-profit organizations.

(Final exam slot: March 13 2-3:50p)