

GEOG 24300 Urban Geography
Fall 2024 in person
Monday/Thursday 1:00-2:15 North Building 717

This semester we will examine the historical and contemporary geographies of cities. We will examine urban form, urban functions, and social geographies of developed and developing cities. We will spend several weeks looking at housing and how that has affected geographies of segregation and formation of immigrant communities. Each week, in addition to lecture content and occasional supplemental documentaries, you will read a book chapter and additional posted readings, participate in discussions, and write critical essays in response to key themes for that week. There will be a final.

Instructor: Rose Moulton

Office: Hunter North 1025A

Office Hours: On Zoom via appointment or in person in HN1025A on Thursdays from 11 am- 1 pm

Best contact: by email: **Rose.Moulton@hunter.cuny.edu**

For appointments, please email me so that we can arrange a Zoom meeting at a mutually agreeable time.

Learning Outcomes:

By the end of the semester, you will be able to:

- Describe the historical geographies of cities globally and in the U.S.
- Explain the impacts of changing economies and dominant forms of transportation on the geographies of cities
- Explain the role of urban form on geographies of housing, and the subsequent impacts on perpetuating geographies of poverty and segregation
- Discuss developed and developing world urban models and the dynamics of urban planning
- Write critically about multiple themes in urban geography

Required Textbook:

David Kaplan, et al. 2014. *Urban Geography* 3rd edition. John Wiley Publishers.

ISBN: 9781118573853

ISBN10: 1118573854

Several folders include additional required readings.

Grading:

Writing Projects	40%
Quizzes	20%
Discussion Boards	10%
Class Participation	15%
Final:	15%

I do not give incompletes except in cases of legitimate documentable emergencies communicated in advance. If an emergency does arise, please inform me and your other professors ASAP. A grade of WU will be given to students who stop attending and neglect to withdraw from the course. A grade of WU will also be given to students who fail to complete sufficient work to justify awarding an earned grade. WU may affect your financial aid status.

Grading and Other Essential Information:

- All written assignments will be submitted on Blackboard/Brightspace
- All written assignments will go through SafeAssign for plagiarism review
- Assignments submitted in any other way will not be graded
- Please use the posted grading rubric for guidance.
- There will be significant deductions in points given for late assignments. No points will be given for an assignment submitted more than a week late unless you have given me an **excellent** excuse.
- ***I do not give incompletes except in cases of legitimate documentable emergencies.*** Your grade at the end of the semester is your final grade
- If a documentable emergency situation arises that may result in the late submission of an assignment, please let me know as soon as possible via email and note it in the comments box on Blackboard when you do submit.
- Email Policy: I do check my email regularly and will respond promptly during business hours (8 am-5 pm). I expect professional respectful communication via email.

Hunter College Policy on Academic Integrity:

Hunter College regards acts of academic dishonesty (e.g. plagiarism, cheating on examinations, obtaining unfair advantage, and falsification of records and official documents) as serious offenses against the values of intellectual honesty. The College is committed to enforcing the CUNY Policy on Academic Integrity and will pursue cases of academic dishonesty according to the Hunter College Academic Integrity Procedures.

Hunter College's Policy on Students with Disabilities:

In compliance with the American Disability Act of 1990 (ADA) and with Section 504 of the Rehabilitation Act of 1973, Hunter College is committed to ensuring educational parity and accommodations for all students with documented disabilities and/or medical conditions. It is recommended that all students with documented disabilities (Emotional, Medical, Physical and/ or Learning) consult the Office of AccessABILITY located in Room E1124 to secure necessary academic

accommodations. For further information and assistance please call (212- 772- 4857)/TTY (212- 650- 3230).

Hunter College Policy on Sexual Misconduct

In compliance with the CUNY Policy on Sexual Misconduct, Hunter College affirms the prohibition of any sexual misconduct, which includes sexual violence, sexual harassment, and gender-based harassment retaliation against students, employees, or visitors, as well as certain intimate relationship. Students who have experienced any form of sexual violence on or off campus (including CUNY-sponsored trips and events) are entitled to the rights outlined in the Bill of Rights for Hunter College. Sexual Violence: Students are strongly encouraged to immediately report the incident by calling 911, contacting NYPD Special Victims Division Hotline (646-610-7272) or their local police precinct, on contacting the College's Public Safety Office (212-772-4444)

All Other Forms of Sexual Misconduct: Students are also encouraged to contact the College's Title IX Campus Coordinator, Dean John Rose (jtrose@hunter.cuny.edu or 212-650-3262) or Colleen Barry 5 (colleen.barr7@hunter.cuny.edu or 212-772-4534) and seek complimentary services through the Counseling and Wellness Services Office, Hunter East 1123. Policy on Sexual Misconduct can be found at <http://www.hunter.cuny.edu/diversityandcompliance/title-ix>

Preferred Gender Pronoun

All people have the right to be addressed and referred to in accordance with their personal identity. In this class, we will have the chance to indicate the name that we prefer to be called and, if we choose, to identify pronouns with which we would like to be addressed. I will do my best to address and refer to all students accordingly and support classmates in doing so as well.

Syllabus Change Policy

- Except for changes that substantially affect implementation of the evaluation (grading) statement, this syllabus is a guide for the course and is subject to change with advance notice.
- If changes are made to the syllabus, I will notify you via email through Blackboard. It is essential that you have your correct email linked to your Blackboard account and that you check your Hunter or other Blackboard-linked email regularly. Bounced emails will not be an acceptable excuse for not being aware of changes or any other communications to the class.

Schedule of Topics, readings, and assignments:

8/29 First day. Expectations for reading and contributions to class.

Activity: Drawing a mental map of your daily routes (where do you get food, go to school, work, home, etc.)

9/2 Hunter closed (Labor Day)

9/5 Doreen Massey. *A Global Sense of Place*. Kate D. Derickson. *Urban geography I: Locating urban theory in the 'urban age'*. Introduction to cities and urban geography. **Read Chapter 1 of the textbook.**

Assignment: Take photos around your neighborhood. Get photos that capture what you think makes your neighborhood. Think about restaurants, bus stops, key buildings, etc. Where do you walk past? What makes you get that sense of "home" when you get back to your neighborhood after a busy day?

Notice what languages the signs are in. English only? English and Arabic? English and Chinese? NYC has one of the most diverse linguistic populations in the US, so there's plenty of interesting signs to look for. And if the signs are just in English, that is an interesting geographical fact, too, so you don't have to leave your neighborhood to look for other languages.

Have a series of 10 photos. Write captions of your photos. These do not need to be paragraphs. Just a caption.

In class on Monday, we will be using the US Census and ACS data to look at the communities of people who live in your neighborhood. If you live outside of NYC, you can still do your neighborhood. There's a different website for your data, but I will give you all the links in class on Monday.

Submit your document as a pdf. I will project some of the photos on the screen for us to discuss in class on Monday.

9/9 Ancient through Medieval Cities. **Read Chapter 2 of the textbook.**

Discussion about Neighborhood Photo project. Students then spent a few minutes comparing that to the NYC census data about the census tract(s) represented in those neighborhoods. What discrepancies did they see? Was there a correlation between high population of a linguistic community that was reflected in the languages on the signs they saw?

Lecture about Ancient through Medieval Cities. (1st half of lecture)

9/12 Ancient through Medieval Cities. **Read Chapter 2 of the textbook.**

9/16 Highway Development and Railroad Development in the United States. Chapter by Jane Jacobs from *Death and Life of Great American Cities*. Introduction and Chapter 2: Sidewalks.

9/19 Historical Urban Geography of the US. Watch documentaries about Jane Jacobs and Robert Moses (link on Blackboard). **Read Chapter 3 of the textbook.**

Assignment: Zine activity.

9/23 Globalization and Urbanization in the Global South. **Read Chapter 4 of the textbook.**

9/26 Globalization and Urbanization in the Global South. **Read Chapter 4 of the textbook.** Urbanization in Latin America, comparing a few major cities.

9/30 Urbanization in Africa. Housing and rail infrastructure in Chinese infrastructure in Africa, Alan Wiig. Abdoumalig Simone: urbanization in Africa. Urban development and women in Africa: Amber Murrey

10/3 No class

10/7 Economic Landscape of the City. **Read Chapter 5 of the textbook.** Ann Bonds: urban economics. Kasey Henricks: financialization of the city (ticketing?)

10/10 Landscapes of Production. Issues of Labor. **Read Chapter 6 of the textbook.** *Workplace, emotional bonds and agency: Everyday gendered experiences of work in an export processing zone in Tamil Nadu, India* by Madhumita Dutta

10/14 No class

10/17 Foundations of Urban Social Landscapes. **Read Chapter 7 of the textbook.**

10/21 Urban Housing Markets: Sprawl, Blight and Regeneration. **Chapter 8 of the textbook.**

The Pruitt-Igoe Myth on Kanopy.

10/24 Urban Social Geography and Social, Racial, and Environmental Justice in the City. **Read Chapter 9.**

"We gon be alright:" containment, creativity, and the birth of hip-hop by Rashad Shabazz

Traversing the Urban Soundscape: Black Sonic Geographies within The Minneapolis Sound by Zuhri James

10/28 Race in the City. *No name in the street: Unknowability, Black women, and missing geographies* by Aaron Mallory.

Mother Country Radicals podcast about the Weathermen:

https://www.democracynow.org/2022/8/1/bernardine_dohrn_bill_ayers_weather_underground

10/31 Disability in the Urban Environment. Read *Mapping Access: Digital Humanities, Disability Justice, and Sociospatial Practice* by Aimi Hamraie. + "The Black Panther Party's 504 Activism as a Genealogical Precursor to Disability Justice Today" by Sami Schalk (chapter in *Crip Genealogies*) +

11/4 Disability in the Urban Environment. The Normality of Doing Things Differently; Bodies, Spaces, and Disability Geography by Nancy Hansen and Chris Philo. Watch Crip Camp

11/7 Urban Foodscapes and Urban Agriculture. Articles by Ashante Reece, Carrie Freshour, and Julie Guthman. Dorcetta Taylor.

11/11 Green and Sustainable Cities. Article and documentary about the agriculture in Havana, Cuba. Julian Agyeman

11/14 Green and Sustainable Cities. *Green urban political ecologies: toward a better understanding of inner-city environmental change*. By Nik Heynen. *From landscapes of utopia to the margins of the green urban life: For whom is the new green city?* By Isabelle Anguelovski, James Connolly and Anna Livia Brand.

11/18 Queering the City. *Urban political ecology III: The feminist and queer century* by Nik Heynen. *Queering Growth in Mid-20th Century Philadelphia* by J.T. Roane

11/19 Extra Credit Opportunity. Mapping Local and Commuter Rail Transit in NYC. November 19, 2024, 5-6 pm. Online. <https://www.nypl.org/events/programs/2024/11/19/mapping-local-and-commuter-rail-transit-nyc> Register ahead of the event for access to the Zoom link.

11/21 Gender in the City. Doreen Massey. *Space, place, and gender*. Doreen Massey *A Global Sense of Place*.

11/25 Cities and Disaster. *The sedimentation of whiteness as landscape* by AL Brand. *Mapping Black Ecologies*. <https://crdh.rrchnm.org/essays/v02-05-mapping-black-ecologies/> by J.T. Roane and Justin Hosby. Clyde Woods: *Life after Death*.

12/2 Class on Zoom or a recording. Immigration. Read Ch. 10. Listen to “The Geography of Everything: Episode 9. The Geography of Migration” podcast. Camila Hawthorne: European/Mediterranean migration.

12/5 Class is a recording on Brightspace/Blackboard. Safety, carcerality, and abolition in the city. Read *Beyond Racialized Carceral Safety: Toward a Conceptualization of Black Safety* by Enkeshi Thom El-Amin, Shaneda Destine & Michelle Brown. Listen to [On Being with Krista Tippett Ruth Wilson Gilmore](https://onbeing.org/programs/ruth-wilson-gilmore-where-life-is-precious-life-is-precious/) “Where life is precious, life is precious.” <https://onbeing.org/programs/ruth-wilson-gilmore-where-life-is-precious-life-is-precious/> Chapter from *Golden Gulag* by Ruth Wilson Gilmore.

12/9 Class is a recording on Brightspace/Blackboard. TBA

12/12 Class is a recording on Brightspace/Blackboard. TBA

12/15 – 12/21 Final exam week. Exam will be on Blackboard.