

Fall 2019
Urban and Public Affairs CO 117
Tues: 1-3:45
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URBAN THEORY AND PUBLIC AFFAIRS (UPA 610-01)

This course is an overview of the application of theory to illuminate the fundamental nature of contemporary cities. We will study the nature of theory and theorizing, as well as the various traditions of urban theory, considered both empirically and conceptually. The course encourages *critical thinking* about the origin of cities, urban development and change, the social structure of cities, and urban spaces and their value. UPA 610 is a foundation course for the Ph.D in Urban and Public Affairs.

COURSE OBJECTIVES

To provide students with an:

1. introduction to key paradigms, debates and trends within urban studies;
2. illustration of the importance of temporal and spatial context in the emergence of key ideas in the field;
3. opportunity to read and write critically and to engage in a productive exchange of ideas with peers.

STUDENT LEARNING OUTCOMES

Students will demonstrate mastery of material covered in this class by participating in class discussions and conducting writing assignments. Via these papers, they will:

1. Explain theoretical perspectives and concepts associated with urban development and change
2. Associate theoretical perspectives and concepts with their respective authors
3. Compare, contrast, integrate, and critique theoretical perspectives and concepts
4. Apply theoretical perspectives and concepts to the changing urban form

REQUIRED COURSE READINGS

*Jayne, Ward (Eds) 2016. *Urban Theory: New Critical Perspectives*, 1st Edition. Routledge. **UT in syllabus**

*Greenberg, Lewis (Eds) 2017. *The City Is the Factory: New Solidarities and Spatial Strategies in an Urban Age*. Cornell. **City in syllabus**

*Class Handouts, Blackboard Readings, Downloaded articles

Recommended: Graff and Birkenstein (2014). *They Say, I Say: The Moves that Matter in Academic Writing*. 3rd Edition. Norton.

COURSE REQUIREMENTS AND GRADING POLICIES

Class participation: In a seminar-style course such as this, reading the materials is a minimum requirement. There will be occasional short, in-class writing exercises based on the readings. Always bring your readings to class (readings may be in electronic form, such as on laptop or iPad).

Some exercises will require their use. Each week each student must develop 2 discussion questions, based on the readings. I will not review these questions but may call on you at any time to discuss them. The discussion questions are meant to draw out class discussion. They should relate to the themes of the readings but be broad enough to elicit conversation. In other words, there are no wrong discussion questions since the answers are not definitive nor can they be answered with 'yes' or 'no' simply.

*** If you miss a class you must show that you have a command of the material in the form of a five page memo on the readings. We will also have group assignments that we work on in class**

Discussion leader: Each student will act as presenter and discussion leader for one week during the semester. You will lead discussion for the first 20 to 30 (max) minutes of class. As a discussion leader you will be responsible for outlining the key themes for the week and what role they play(ed) in the development of thought in Urban and Public Affairs. You will choose readings/topics in the first weeks of class.

Annotated bibliography: Students will be asked to prepare an annotated bibliography for four urban studies journals. This entails following the citation of the journal with a brief descriptive/evaluative paragraph. The purpose of the annotation is to inform the reader of the relevance, accuracy and contents of the source. You will need to browse through several decades of journal articles for an adequate evaluation. After browsing through the various journals, you should be able to assess the type of journal it is (i.e. the sub-discipline), whom the audience is (Urban economists? Sociologists?), and the subjects covered. Following are two examples. The annotations themselves are fairly short, but remember that you must browse through several decades of journal articles before you write a comprehensive annotation. Annotated bibliographies are due on October 22. Here are some examples for journals outside of urban studies.

Bulletin of Latin American Research F1401.B84 (web link)

This is a scholarly journal published quarterly by Blackwell, accessible via Ebscohost from 1993 until present. Editors are Nicola Miller, Ronaldo Munck and Sarah Radcliffe, a well-known Latin Americanist who has done extensive research on: indigenous peoples in Peru, the informal economy, and the effects of structural adjustments on women. Much of the material focuses on current original research, i.e. this is a good journal for those interested in contemporary political and economic issues (although there are historical pieces). There is a heavy emphasis on neo-liberalism, 'the third-wave' of modernization and state-business relationships with few articles devoted to the realm of the cultural.

Peasant Studies HD101.P43 (web link)

The Journal of Peasant Studies focuses on the political economy of agrarian change, specifically, the role of peasants in political, economic, and social transformation. While it is multi-disciplinary, it caters to economists. Articles include discussions of the impact of the Black Death on peasant economies, and transitions to capitalism in various peasant-dominated societies. Very good for those looking for case studies on the experience and discourse of development. Particularly interesting is an article in the current issue entitled "From Rice to Prawns: Economic Transformation and Agrarian Structure in Rural Bangladesh". Available through Ingenta (1988-2018).

Literature Review I and II: Lit I is a comprehensive integration of the assigned readings and is due at the end of the semester by December 5. The other is a review of literature of a school (or schools) of thought of the student's choice related to the subject matter of this class (student choices must be approved by the instructor). The intent of the latter is a more in-depth investigation than permitted in the assigned readings. Ideally, both papers will help prepare PhD students in Urban and Public

Affairs for the comprehensive exam. Theories studied in this class may also become the foundation for the student's dissertation. The review of literature on a topic of the student's choice is due on Tuesday, December 3, at which time the student will make a 15-minute oral presentation based on the paper.

GRADING

Evaluation Criteria		Grading Policy	
Course Requirement	Total Points	Grade	Percentage of Total Points
Attendance/Class Participation	200	A	90-100
Annotated bibliography	100	B	80-89
Lit I and II	200	C	70-79
TOTAL	500	D	60-69

Plus (+) or minus (-) grades will be assigned to the upper or lower 2 percentage points of each letter grade.

University and College policies on academic integrity (cheating/plagiarism) and on incomplete work apply to all assignments in this course.

COURSE OUTLINE AND READING ASSIGNMENTS

		Reading	Notes
1	Aug 20	Brenner handout	Introductions Brenner article (handout) What is the "urban"? Pick reading week
2	Aug 27	UT Ch. 1; City Intro; Childe, Urban Revolution; Engels, Friedrich 1845 The Great Towns	
3	Sept 3	Simmel, Metropolis and Mental Life; UT Ch. 2 & 10; City Ch.1, Fresh Air with Jay Z	https://www.npr.org/2017/06/16/533216823/jay-z-the-fresh-air-interview
4	Sept 10	UT Ch. 3 & 4; City Ch. 3; Scott, The Cultural Economy of Cities	In-class writing and exercise
5	Sept 17	UT Ch. 5, 6, and 17 City Ch. 2; de Certeau, Walking in the City	
6	Sept 24	UT Ch. 21, 7, and 10 City Ch. 4;	Get Creative: Bring in something from a different genre (a poem, novel, artwork, music) that evokes the urban. Be prepared to explain your choice by providing deep context.
7	Oct 1	UT Ch. 9, 11, 18 City Ch. 6; Hubbard, Revenge and Injustice; Weaver, Opp Zones	
8	Oct 8	FALL BREAK	
9	Oct 15	Walker and Frimpong Boamah, Map the Gap; Peake, Race and	Self-Directed Seminar: How can we 'decolonize knowledge'? What are some suggestions for alternative readings?

		Sexuality; Tuck, Decolonization is not a Metaphor	Pair these with your discussion questions (that you will have brought to class) and come up with a short syllabus with at least 7 readings.
10	Oct 22	UT Ch.12, 24 City Ch. 5; Bondi, Gender and Gentrification	
11	Oct 29	UT Ch. 8 & 14; City Ch. 9; Amin and Graham, The Ordinary City	
12	Nov 5	UT Ch. 16; Harvey, The Urban Process under Capitalism; Molotch. The Political Economy of Growth Machines	
13	Nov 12	UT Ch. 23; City Ch. 8 Gibson-Graham, Feminizing the Economy; Young, The Ideal of Community pp.208-217	Iris Marion Young Reading available here: https://discuss.forumias.com/uploads/FileUpload/72/c926c350ba29099fdc4f393a7c266f.pdf#page=208 scroll down to page 208.
14	Nov 19	UT Ch. 20, 22, City Ch.7, Mitchell, SUV Citizenship	
15	Nov 26	Dear, LA to Chicago School; Ruez, There is No Political Agenda; Martinez, City as Borderland	
16	Dec 3	UT Ch. 25, 26 ,City Ch.10	Paper presentations Reflections on future 'paradigms'

Information for Students with Disabilities. The University of Louisville is committed to providing access to programs and services for qualified students with disabilities. If you are a student with a disability and require accommodation to participate and complete requirements for this class, notify me immediately and contact the Disability Resource Center (852-6938) for verification of eligibility and determination of specific accommodations.

Title IX/Clery Act Notification. Sexual misconduct (including sexual harassment, sexual assault, and any other nonconsensual behavior of a sexual nature) and sex discrimination violate University policies. Students experiencing such behavior may obtain confidential support from the PEACC Program (8522663), Counseling Center (852-6585) and Campus Health Services (852-6479). To report sexual misconduct or sex discrimination, contact the Dean of Students (852-5787) or University of Louisville Police (852-6111).

Disclosure to **University faculty or instructors** of sexual misconduct, domestic violence, dating violence, or sex discrimination occurring on campus, in a University-sponsored program, or involving a campus visitor or University student or employee (whether current or former) is not confidential under Title IX. Faculty and instructors must forward such reports, including names and circumstances, to the University's Title IX officer. For more information, see the Sexual Misconduct Resource Guide (<http://louisville.edu/hr/employeerelations/sexual-misconductbrochure>).