

**GEOGRAPHY FINAL COURSE OUTLINE: WINTER 2019**  
**GEOGRAPHY 351**  
**H(3-0)**

**Urban Social Geography**

<b>Section</b>	<b>Days</b>	<b>Times</b>	<b>Location</b>
LEC 01	MoWeFr	13:00 - 13:50	AD 142

<b>Instructor:</b> Eliot Tretter	<b>Office:</b> ES 406, Office Hours: TU: 11-12; W: 11-12
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**Please note: The emergency evacuation assembly point for all classes taught in Administration Building is Social Sciences Food Court.**

**Official Course Description:** Concepts of urban geography with particular reference to intra-urban social issues.

**Course content**

This course explores the place of the 'social' in urban geography. Emphasis is put on the ways that social relations, identities and inequalities are shaped, their spatial variation, and the unique role that space plays in their production and reproduction. Examples are primarily drawn from Canada, the United States, and Europe, although illustrations from other parts of the world, such as China, will also be used. Course topics will include the development of social groups in industrial and post-industrial cities; the morphology of contemporary cities in highly industrialized countries; the relationship between environment and behavior in urban settings; structuralist and post-structuralist approaches to the social; the social construction of place and community; the role of the culture industry in urban planning; housing policy; residential segregation; neighborhood change; and urban conflict. Additional related topics may be added.

**Course Objectives:**

Students will be introduced to a number of key themes in contemporary urban social geography.

**Course Learning Outcomes:**

The Department of Geography is committed to student knowledge and skill development. The table below lists the key learning outcomes for this course, the program-learning outcomes they facilitate and the expected level of achievement.

<b>Course Learning Outcomes</b>	<b>PLO(s)</b>	<b>Level(s)</b>
Describe and explain some of the main concepts in contemporary in urban social geography.	2	1, 2, 3
Analyze the effect of urban and regional processes and structures for contemporary urbanism.	2	2, 3

Identify relationships that exist between urban forms and urban processes in a field report.	3, 4, 5	2
Express their opinion about changes in the urban landscape in an Op-Ed format.	7, 8	2
Provide effective peer feedback.	7	2
Research a real-life issue and provide recommendations to potential stakeholders using appropriate communication strategies	5	2

**PLOs = Program Learning Outcomes:** 1 = reflect and communicate diverse human-environment perspectives, 2 = identify and explain human-environment processes, 3 = implement sampling, data collection, analyses and communication methods, 4 = analyze spatial and temporal aspects of human-environment systems, 5 = employ knowledge, arguments, and methodologies for solving human-environment problems, 6 = evaluate geospatial data and manipulate it to create cartographic products, 7 = communicate geographic concepts using oral, written, graphic, and cartographic modes, and 8 = demonstrate literacy skills. **Levels:** (1) Introductory, (2) Intermediate, (3) Advanced.

**Prerequisite:**

One of Geography 251, 253, Urban Studies 253

**Learning Resources:**

There is no required textbook for this course. All the required readings for the in-class assessments are available of D2L. Students may have to do additional readings and research for their written assignments.

**Grading (Weighting)**

Grades will be based on:

- Three Quizzes – 30% (10% each)
- Online Quizzes – 10% (Must complete 10 of 15 for full credit)
- Op-Ed Essay (30%)
  - 2% for bringing an Op-Ed you find to class
  - 8% for the reflection paper on peer evaluation of your draft Op-Ed
  - 20% for your final Op-Ed
- Calgary Lab Project (30%)
  - 5% for peer-review of another lab
  - 25% for final report

There is no final examination for this course.

Passing grade on any particular component of a course is not essential if the student is to pass the course as a whole.

**Exemptions to the Examination and Tests Regulations**

Instructors are required to follow university regulations regarding Examinations and Tests, which are specified in the University Calendar at: [www.ucalgary.ca/pubs/calendar/current/g.html](http://www.ucalgary.ca/pubs/calendar/current/g.html).

**Grading System**

98 – 100	A+	83 – 86	B	63 – 68	C-
94 – 97	A	78 – 82	B-	56 – 62	D+
90 – 93	A-	74 – 78	C+	51 – 55	D
87 – 89	B+	69 – 73	C	0 – 49	F

**Human subjects**

Students in the course are not expected to participate as subjects or researchers when research on human subjects may take place.

**Supplementary Fees**

No supplementary fees will be assessed.

*For additional detailed course information posted by the instructor, visit the course Desire2Learn page online at <https://d2l.ucalgary.ca/d2l/home>.*

**SUPPLEMENTAL INFORMATION****Writing across the Curriculum**

Writing skills are not exclusive to English courses and, in fact, should cross all disciplines. The university supports the belief that throughout their university careers students should be taught how to write well, so that when they graduate their writing abilities will be far above the minimal standards required at entrance. Consistent with this belief, students are expected to do a substantial amount of writing in their university courses and, where appropriate, faculty members can and should consider quality of writing as a factor in the evaluation of student work. The services provided by Writing Support Services can be utilized by all undergraduate and graduate students who feel they require further assistance: [www.ucalgary.ca/ssc/writing\\_support/overview](http://www.ucalgary.ca/ssc/writing_support/overview).

**Academic Accommodations**

It is the student's responsibility to request academic accommodations, according to the university policies and procedures listed in the University Calendar.

The student accommodation policy can be found at: [www.ucalgary.ca/access/accommodations/policy](http://www.ucalgary.ca/access/accommodations/policy). Students needing an accommodation because of a disability or medical condition should communicate this need to Student Accessibility Services in accordance with the Procedure for Accommodations for Students with Disabilities: [www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf](http://www.ucalgary.ca/policies/files/policies/student-accommodation-policy.pdf).

Students needing an accommodation based on a protected ground other than disability should communicate this need, preferably in writing, to the Department Head (email: [geograph@ucalgary.ca](mailto:geograph@ucalgary.ca)).

**Principles of Conduct**

The University Calendar includes a statement on the principles of conduct expected of all members of the university community (including students, faculty, administrators, any category of staff, practicum supervisors, and volunteers), whether on or off university property. This statement applies in all situations where members of the university community are acting in their university capacities. All members of the university community have a responsibility to familiarize themselves with the principles of conduct statement, which is available at: [www.ucalgary.ca/pubs/calendar/current/k.html](http://www.ucalgary.ca/pubs/calendar/current/k.html).

### **Plagiarism, Cheating, and Student Misconduct**

The University of Calgary is committed to the highest standards of academic integrity and honesty. Students are expected to be familiar with these standards regarding academic honesty and to uphold the policies of the University in this respect.

Academic dishonesty is not an acceptable activity at the University of Calgary, and students are **strongly advised** to read the Student Misconduct section in the University Calendar at: [www.ucalgary.ca/pubs/calendar/current/k-3.html](http://www.ucalgary.ca/pubs/calendar/current/k-3.html). Often, students are unaware of what constitutes academic dishonesty or plagiarism. The most common are (1) presenting another student's work as your own, (2) presenting an author's work or ideas as your own without adequate citation, and (3) using work completed for another course. Such activities will not be tolerated in this course, and students suspected of academic misconduct will be dealt with according to the procedures outlined in the calendar at: [www.ucalgary.ca/pubs/calendar/current/k-5.html](http://www.ucalgary.ca/pubs/calendar/current/k-5.html).

### **Internet and electronic communication device information:**

There is no restriction on the use of laptops and tablets in class if they are used to take notes or find information relevant to the class, and if there is no disturbance or distraction of other students or the instructor. Phones must be turned off during class, unless you have previously identified yourself to the instructor as a health care or law enforcement professional. The use of any calculators and/or devices during examinations will not be allowed.

### **Freedom of Information and Protection of Privacy**

Freedom of Information and Protection of Privacy (FOIP) legislation in Alberta disallows the practice of having students retrieve assignments from a public place, such as outside an instructor's office, the department office, etc. Term assignments will be returned to students individually, during class or during the instructor's office hours; if students are unable to pick up their assignments from the instructor, they must provide the instructor with a stamped, self-addressed envelope to be used for the return of the assignment.

### **Posting of Grades and Picking-up of Assignments**

Graded assignments will be returned by the instructor or teaching assistant personally during schedule lecture or laboratory periods, unless they are made available electronically through the course D2L webpage. Grades and assignments will not be available at the Department of Geography's main office.

### **Faculty of Arts Program Advising and Student Information Resources**

Have a question, but not sure where to start? The Faculty of Arts Students Centre is your information resource for everything in Arts! Drop in at SS 102, call us at 403-220-3580, or email us at [ascarts@ucalgary.ca](mailto:ascarts@ucalgary.ca). You can also visit the Faculty of Arts website at <http://arts.ucalgary.ca/undergraduate>, which provides detailed information about common academic concerns.

For guidance on course registration (add, drop, swap), information about paying fees, and assistance with your Student Centre, contact Enrolment Services at 403-210-7625 or visit them at the MacKimmie Block.

### **Contact Information for Student and Faculty Representation**

- SU VP Academic Phone: 220-3911 and e-mail: [suvpaca@ucalgary.ca](mailto:suvpaca@ucalgary.ca)
- SU Faculty Rep. Phone: 220-3913 and e-mail: [arts1@ucalgary.ca](mailto:arts1@ucalgary.ca)
- The students ombudsman office information can be found at: [www.ucalgary.ca/ombuds/](http://www.ucalgary.ca/ombuds/)

### **Wellness and Mental Health Resources**

The University of Calgary recognizes the pivotal role that student mental health plays in physical health, social connectedness, and academic success and aspires to create a caring and supportive campus community where individuals can freely talk about mental health and receive supports when needed. We encourage you to explore the mental health resources available throughout the university community, such as counselling, self-help resources, peer support, or skills-building available through the SU Wellness Centre (Room 370, MacEwan Student Centre, <https://www.ucalgary.ca/wellnesscentre/services/mental-health-services>) and the Campus Mental Health Strategy website (<http://www.ucalgary.ca/mentalhealth/>).

### **Documentation for absences or missed course assessments**

Students who are absent from class assessments (tests, participation activities, or other assignments) should inform the instructor as soon as possible. Instructors may request that evidence in the form of documentation be provided. If the reason provided for the absence is acceptable, instructors may decide that any arrangements made can take forms other than make-up tests or assignments. For example, the weight of a missed grade may be added to another assignment or test. For information on possible forms of documentation, including statutory declarations, please see <https://www.ucalgary.ca/pubs/calendar/current/n-1.html>.

### **Campus Safewalk**

Campus Security, in partnership with the Students' Union, provides the Safewalk service, 24 hours a day, to any location on Campus, including the LRT station, parking lots, bus zones, and university residences. Contact Campus Security at 220-5333 or use a help phone, and Safewalkers or a Campus Security officer will accompany you to your campus destination.

### **USRI Surveys**

At the University of Calgary, feedback provided by students through the Universal Student Ratings of Instruction (USRI) survey provides valuable information to help with evaluating instruction, enhancing learning and teaching, and selecting courses ([www.ucalgary.ca/usri](http://www.ucalgary.ca/usri)). Your responses make a difference, so please participate in USRI surveys.

#### IV. Tentative Class Schedule

(This syllabus represents my current plans and objectives. As we go through the semester, those plans may need to change to enhance the class learning opportunities. Such changes, communicated clearly, are not unusual and should be expected.)

Date	Main Topic(s)	Readings and other work – to be completed before class	Evaluation
1/11	Introduction  Introduction to Urban Social Geography, Different Approaches	Elvin Wyly, How Geographers Approach the City. Link: <a href="http://ibis.geog.ubc.ca/~ewyly/g350/approach">http://ibis.geog.ubc.ca/~ewyly/g350/approach</a>	
1/14	Socio-spatial Dialectic	David Harvey (2006), Space as a Keyword  TedED Urbanization and Evolution of cities across 10,000 years <a href="http://www.youtube.com/watch?v=fKnAJCSGSdk">http://www.youtube.com/watch?v=fKnAJCSGSdk</a>	Online Quiz by 8:30am before class
1/16	Space-Time Compression	William Cronin (1991), Nature's Metropolis  Cities: How they Grow 1952 <a href="https://www.youtube.com/watch?v=_Nb2klBUmiw">https://www.youtube.com/watch?v=_Nb2klBUmiw</a>	Online Quiz by 8:30am before class
1/18	Op-Ed Discussion  Bring Example Op-Ed to Class for Discussion 2% of Grade.	<b>Bring Two Examples of an Op-Ed to Class for Discussion</b>  <b>No electronic copies! No exceptions! You must bring a paper copy for credit!</b>	
1/21	Changing Economic Context of Urban Life	Gideon Sjoberg, The Preindustrial City, American Journal of Sociology, Vol. 60, No. 5, World Urbanism (Mar., 1955) , pp. 438-445 URL: <a href="http://www.jstor.org/stable/2772531">http://www.jstor.org/stable/2772531</a> (whole article)  John P. Radford Testing the Model of the Pre-Industrial City: The Case of Ante-Bellum Charleston, South Carolina, Transactions of the Institute of British Geographers Vol. 4, No. 3 (1979) , pp. 392-410 URL: <a href="http://www.jstor.org/stable/622059">http://www.jstor.org/stable/622059</a> (Only read pages 392-395)  James E. Vance, Jr., Land Assignment in the Precapitalist, Capitalist, and Postcapitalist City. Economic Geography Vol. 47, No. 2	Online Quiz by 8:30am before class

		<p>(Apr., 1971) , pp. 101-120. Stable URL: <a href="http://www.jstor.org/stable/143040">http://www.jstor.org/stable/143040</a> (Only read pages 101-111)</p> <p>Medieval Cities England <a href="http://www.youtube.com/watch?v=zZimXhjGshI">http://www.youtube.com/watch?v=zZimXhjGshI</a></p>	
1/23	Industrial European City	Leonard Benevolo (1993), The Industrial City	
1/25	US Industrial Cities vs. Post-Industrial	<p>Portrait of a City - Detroit (1961) <a href="http://www.youtube.com/watch?v=dUW5bqdkWew">http://www.youtube.com/watch?v=dUW5bqdkWew</a></p> <p>The abandoned skyscrapers of Detroit <a href="http://www.youtube.com/watch?v=gRwJQXCyE38">http://www.youtube.com/watch?v=gRwJQXCyE38</a></p> <p>Fordism <a href="http://www.youtube.com/watch?v=lpTecAeYvGU">http://www.youtube.com/watch?v=lpTecAeYvGU</a></p> <p>Honda Flexible Manufacturing <a href="http://www.youtube.com/watch?v=PgrvWlVajSQ">http://www.youtube.com/watch?v=PgrvWlVajSQ</a></p>	Online Quiz by 8:30am before class
1/28	<p>Global Industrial City-Region</p> <p><b>Discuss Your Draft Op-Ed Essay</b></p>	<p>Allen Scott (2012), Emerging Cities of the Third Wave. Chapter Toward a new economy</p> <p>Thomas Sugrue, The Origins of the Urban Crisis. Chapter the Meanest and Dirtiest Jobs.</p> <p><b>Bring a paper copy of a draft of your Op-Ed for Peer-Review. No electric submissions will be accepted for credit! No exceptions!</b></p>	
1/30	Sociospatial Differentiation: Morphology	<p>Paul Knox and Steven Pinch, Patterns of Social Differentiation, 59-70</p> <p>History and Morphology of Camp Washington, Cincinnati <a href="http://www.youtube.com/watch?v=1RZbVy4gg3c">http://www.youtube.com/watch?v=1RZbVy4gg3c</a></p> <p><b>Reflection Paper is Due in Class. No electric submissions will be accepted for credit! No exceptions!</b></p>	Online Quiz by 8:30am before class

2/1	Sociospatial Differentiation: Social Ecology	Mark Gottdiener (1994), Urban Ecology, Economics and Geography. Chapter from The Social Production of Urban Space.  Models of Growth US Cities <a href="http://www.youtube.com/watch?v=EjMarOuFAPS">http://www.youtube.com/watch?v=EjMarOuFAPS</a>	Online Quiz by 8:30am before class
2/4	<b>First In-Class Quiz</b>	<b>10% of Grade</b>	
2/6	Sociospatial Differentiation: Contemporary Urban Inequality	David Hulchanki (2006), The Three Cities Within Toronto  Two sides of Connecticut's economic divide reveal price of inequality <a href="http://www.globalpost.com/dispatch/news/regions/americas/united-states/121226/connecticut-economic-divide-inequality">http://www.globalpost.com/dispatch/news/regions/americas/united-states/121226/connecticut-economic-divide-inequality</a>	Online Quiz by 8:30am before class
2/8	Social Differentiation: Calgary	Paul Knox and Steven Pinch, Patterns of Social Differentiation, 70-82  Murdie and Teixeira (2000), The City as a Social Space  In-class assignment on Mapping Poverty in Calgary	Online Quiz by 8:30am before class
2/11	Cultures of Cities: Symbols and Bourdieu	Clifford Geertz (1977), Introduction, The Interpretation of Cultures  Joe Painter (2000). Pierre Bourdieu, in Thinking Space eds. Mike Crang and Nigel Thrift (You Do Not Need to Read 246-252).  <b>Final Op-Ed Due in class - No electric submissions will be accepted for credit!</b>	
2/13	Cultures of Cities: Foucault  Reflection Paper is Due in Class - 8% of final Grade	Paul Rabinow (1995), French Modern  John Ploger (2008) Foucault's Dispositif and the City. Planning Theory 7(1): 51-70.  21st century enlightenment - Video	Online Quiz by 8:30am before class
2/15	Cultures of Cities: Public Culture	Sharon Zukin (1995), Whose Culture? Whose City?	
2/18-2/22	Winter Break		



2/25	Urban Environment and Behavior: Defensible Space	Oscar Newman (1995). Defensible Space. JAPA  Jonathan Freedman (1975), Density-Intensity	
2/27	Urban Environment and Behavior: Social Control in the City	Trevor Boddy (1992), Underground and Overhead	
3/1	Urban Environment and Behavior: Perception	Peter Gould and Rodney White (1986), Mental Maps. 1-31.  This American Life: Mapping <a href="http://www.thisamericanlife.org/radio-archives/episode/110/mapping">http://www.thisamericanlife.org/radio-archives/episode/110/mapping</a> (Introduction and first segment only)	Online Quiz by 8:30am before class
3/4	Neighborhood, Place and Community: Neighborhood	Steven Herbert, Trapdoor of Community	
3/6		<b>Calgary Project Discussion</b>	
3/8	<b>Second In-Class Quiz</b>	<b>10% of Grade</b>	
3/11	Neighborhood, Place and Community: Suburbs	Robert Fishman (1987), Bourgeois Utopias.  Matt Hannah (1997), Imperfect panopticism: envisioning the construction of normal lives. In G. Benko and U. Stohmayer (eds.) Space and Social Theory: Interpreting Modernity and Postmodernity. Oxford: Blackwell, 344-359.  Levittown Integration <a href="https://archive.org/details/crisis_in_levittown_1957">https://archive.org/details/crisis_in_levittown_1957</a>	Online Quiz by 8:30am before class
3/13	Social Dimensions of Urbanism	Ivan J. Townshend (2006), From public neighbourhoods to multi-tier private neighbourhoods.	
3/15	Segregation and Congregation: Segregation	Eliot Tretter (2012), Austin Restricted.	
3/18	Segregation and Congregation: Congregation	Alejandro Portes and Alex Stepick (1994), City on the Edge	
3/20	Sexuality and the City	Manuel Castells (1983), City and the Grassroots. Chapter: Cultural Identity, Sexual Liberation, and Urban Structure  Geographies of Sexuality	Online Quiz by 8:30am before class

		<a href="http://www.youtube.com/watch?v=M55dVD7MKUk">http://www.youtube.com/watch?v=M55dVD7MKUk</a> (Entire Lecture but Not Questions)	
3/22	Environmental Justice	Eliot Tretter (2013), Contesting Sustainability	
3/25	Housing and the Social Production of the Built Environment: Rental Housing	John Gilderbloom and Richard Applebaum (1988), European Housing in the Postwar Period	
3/27	Housing and the Social Production of the Built Environment: Housing Finance	Richard Harris and Doris Forrester (2003), The Suburban Origins of Redlining.  Manuel Aalbers (2012), Subprime Cities and the Twin Crises  Remember Africville <a href="https://www.youtube.com/watch?v=28cvg6iD7IA">https://www.youtube.com/watch?v=28cvg6iD7IA</a>	Online Quiz by 8:30am before class
3/29	Housing and the Social Production of the Built Environment: Globalization of Housing	Urbanization in China <a href="http://www.youtube.com/watch?v=iUoeD8bd4n8">http://www.youtube.com/watch?v=iUoeD8bd4n8</a>  China's Real Estate Bubble <a href="http://www.cbsnews.com/videos/chinas-real-estate-bubble/">http://www.cbsnews.com/videos/chinas-real-estate-bubble/</a>  Real Estate Saves Capitalism Then Bursts - China Next? <a href="http://www.youtube.com/watch?v=Gp617eqtioQ">http://www.youtube.com/watch?v=Gp617eqtioQ</a>	Online Quiz by 8:30am before class
4/1	Housing and the Social Production of the Built Environment: Gentrification	Rowland Atkinson and Gary Bridge (2005), Gentrification in a Global Context	
4/3	Calgary Project	<b>Fieldwork During Class Time</b>	
4/5	Urban Futures	Cities on Speed: Bogota <a href="http://www.youtube.com/watch?v=33-4NRpowF8">http://www.youtube.com/watch?v=33-4NRpowF8</a> (Whole Movie)	Online Quiz by 8:30am before class
4/8	TBA		
4/10	<b>Third Quiz</b>	<b>10% of Grade</b>	
4/12	Calgary Lab Project due in class - 2 Paper Copies - See Formatting Requirements	30% of Final Grade	
4/17	Peer Evaluation Due Submitted to D2L	10% of Calgary Lab Grade	