

URBDP 200: INTRODUCTION TO URBANIZATION

Spring 2021

Professor:

Mark Purcell: mpurcell@uw.edu

Office Hours:

just email me with any questions/issues!

Class meeting time and place:

MWF 10:30-11:20

These will be online asynchronous lectures

Teaching Assistants:

Ana Costa: anacosta@uw.edu

Pranjali Rai: prai88@uw.edu

Sections are scheduled on Thursdays:

either 10:30-11:20 or 11:30-12:20,

These will also be online, mostly asynchronous



Course Website:

<https://canvas.uw.edu/courses/1451055>

“...I am a prisoner of a gaudy and unlivable present, where all forms of human society have reached an extreme of their cycle, and there is no imagining what new forms they may assume. And I hear, from your voice, the invisible reasons that make cities live, through which perhaps, once dead, they will come to life again.”

--Italo Calvino, *Invisible Cities*

Introduction

This course introduces you to cities. What are cities? Where do they come from? How do they work? In Calvino's words, what are the “invisible reasons that make cities live”? And, crucially, how can cities be *better* than they are today? In investigating these questions, we will explore the spatial, economic, cultural, political, and social aspects of cities, as well as the relations among those aspects. We will also examine case studies drawn from both the global North and South that will help us see how the ideas we explore are being worked out in actual practice in cities.

As you are well aware, this quarter will not be a typical quarter. The course has been designed to be, and is typically run as, an in-person class, with a lecture component and a section component. But of course we will not be able to meet in person this quarter. Therefore, we have worked hard to adapt the course as much as possible to work as an online experience. The course will have three main components: lecture, section, and exams.

- For the **lecture** component of the course, we will usually have three sessions a week, and each session will usually have three elements:
 1. a reading in the course reader
 2. a written assignment on that reading that you will upload to the course canvas site
 3. an online lecture that builds on and extends the material in the reading and in your assignment.
- In the **section** component of the course, you will explore course ideas through a variety of online activities. Your TA – Pranjali or Ana – will lead this element of the course. For more details, see the section of the syllabus called “Section,” below.
- Lastly, to assess your learning in the course overall, you will complete two at-home short-essay **exams**, a midterm and a final.

Course Learning Goals

1. Develop an introductory understanding of how cities work and how they change, including economic, political, cultural, and social processes
2. Develop critical literacy in key debates about the city and its future
3. Explore and evaluate possible alternatives to the current city
4. Understand global similarities and differences in how cities work

Student Responsibilities

1. Complete each reading on time
2. Complete each reading assignment on time and ensure that your work meets a high standard (no late work will be accepted)
3. View and actively engage with the recorded lecture (i.e. listen closely, think about the material in the lecture, and take good notes)
4. Participate actively in section activities
5. Show what you have learned on the at-home exams

Readings

- Course Reader, available on the course canvas site
- We will likely need to distribute other reading/viewing/listening materials during the quarter. This is especially true of section, so be on the lookout for those

Assessment

Your final grade will be based on your performance on the following:

<i>Item</i>	<i>Percent</i>	<i>Date Due</i>
Reading Assignments	30	Most lecture sessions
Midterm Exam	25	April 30
Final Exam	25	June 7
Section	20	Thursdays

Academic Misconduct

The University takes academic misconduct – cheating and plagiarism – very seriously. So do we. Both are violations of UW’s Student Conduct Code, and so we are required to report them immediately to the university’s office of Community Standards & Student Conduct.

Cheating is using the work or ideas of others to write your assignments instead of doing the work yourself. Plagiarism is representing the work of others as your own without giving appropriate credit. Both are pretty easy for us to discover and report, so it is really important that you *don’t do either*. If you are unsure what is OK or not OK, or if you have any questions at all, don’t hesitate to ask!

Class Schedule

Week 1	
Monday March 29	<u>Topic</u> : Orientation, overview of class, introductions, syllabus <u>Readings</u> : None <u>Assignments Due</u> : none
Wednesday March 31	<u>Topic</u> : Two experiences of urbanization—North and South <u>Readings</u> : none <u>Assignments Due</u> : none
Thursday April 1	Section: Introduction to Section

Friday April 2	<u>Topic:</u> What is a city? <u>Readings:</u> Mumford, "What is a city?" <u>Assignments Due:</u> Reading assignment #1
Week 2	
Monday April 5	<u>Topic:</u> What does it mean to be urban? <u>Readings:</u> Wirth, "Urbanism as a way of life" <u>Assignments Due:</u> Reading assignment #2
Wednesday April 7	<u>Topic:</u> What is urbanization? <u>Readings:</u> Davis, "The urbanization of the human population" <u>Assignments Due:</u> Reading assignment #3
Thursday April 8	Section: Origins of Cities, North/South
Friday April 9	<u>Topic:</u> Recap of the classic readings/take a breath <u>Readings:</u> none <u>Assignments Due:</u> none
Week 3	
Monday April 12	<u>Topic:</u> Origins of cities – why do humans cluster? <u>Readings:</u> Kaplan, <i>Urban Geography</i> , 26-46 <u>Assignments Due:</u> Reading assignment #4
Wednesday April 14	<u>Topic:</u> Origins of cities – why do humans cluster? <u>Readings:</u> none <u>Assignments Due:</u> none
Thursday April 15	Section: City Development over Time
Friday April 16	<u>Topic:</u> North – How have cities developed over time? Ancient, Medieval, Commercial, and Industrial Cities <u>Readings:</u> Kaplan, <i>Urban Geography</i> , pp. 46-60 <u>Assignments Due:</u> Reading assignment #5

Week 4	
Monday April 19	<p><u>Topic:</u> North – How have cities developed over time? Ancient, Medieval, Commercial, and Industrial Cities</p> <p><u>Readings:</u> Engels, “The great towns”</p> <p><u>Assignments Due:</u> Reading assignment #6</p>
Wednesday April 21	<p><u>Topic:</u> North – How have cities developed over time? Suburbanization, Sprawl</p> <p><u>Readings:</u> Knox, <i>Urbanization</i>, Chapter 6</p> <p><u>Assignments Due:</u> Reading assignment #7</p>
Thursday April 22	Section: Segregation
Friday April 23	<p><u>Topic:</u> North – How have cities developed over time? Suburbanization, Sprawl</p> <p><u>Readings:</u> None</p> <p><u>Assignments Due:</u> None</p>
Week 5	
Monday April 26	<p><u>Topic:</u> North – How do cities grow? Economic Agglomeration, De-industrialization, Globalization</p> <p><u>Readings:</u> Archer, Chapter 5</p> <p><u>Assignments Due:</u> Reading assignment #8</p>
Wednesday April 28	<p><u>Topic:</u> North – How do cities grow? Economic Agglomeration, De-industrialization, Globalization</p> <p><u>Readings:</u> None</p> <p><u>Assignments Due:</u> None</p>
Thursday April 29	Section: Review for Midterm Exam
Friday April 30	<i>Midterm Exam due at 11:59pm</i>

Week 6	
Monday May 3	<p><u>Topic:</u> North – How do cities sort out their population? Gentrification</p> <p><u>Readings:</u> Lees, Slater, and Wylie, <i>Gentrification</i>, Chapter 1</p> <p><u>Assignments Due:</u> Reading assignment #9</p>
Wednesday May 5	<p><u>Topic:</u> North – How do cities sort out their population? Housing and homelessness</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Kaplan, <i>Urban Geography</i>, Chapter 9 • Knox and McCarthy, <i>Urbanization</i>, pp. 392-397 <p><u>Assignments Due:</u> Reading assignment #10</p>
Thursday May 6	Section: Gentrification
Friday May 7	<p><u>Topic:</u> North – How do cities sort out their population? Segregation</p> <p><u>Readings:</u> Massey and Denton, “The continuing causes of segregation”</p> <p style="padding-left: 40px;">Optional: Kaplan, <i>Urban Geography</i>, Chapter 10</p> <p><u>Assignments Due:</u> Reading assignment #11</p>
Week 7	
Monday May 10	<p><u>Topic:</u> North – Planning and Visions of the Good City: Howard, Le Corbusier</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Howard, “Author’s introduction” and “The town-country magnet” • Le Corbusier, “A contemporary city” • Optional: Kaplan, <i>Urban Geography</i>, selection from Chapter 13 <p><u>Assignments Due:</u> Reading assignment #12</p>
Wednesday May 12	<p><u>Topic:</u> North – Planning and Visions of the Good City: New Urbanism</p> <p><u>Readings:</u></p> <ul style="list-style-type: none"> • Jacobs, “The uses of sidewalks: safety” • “Charter of the New Urbanism” <p><u>Assignments Due:</u> Reading assignment #13</p>
Thursday May 13	Section: New Urbanism in Planning

Friday May 14	<p><u>Topic:</u> North – Planning and Visions of the Good City: Ecological Urbanism</p> <p><u>Readings:</u> Spiro, “Ecological Urbanism”</p> <p><u>Assignments Due:</u> Reading Assignment #14</p>
Week 8	
Monday May 17	<p><u>Topic:</u> South – Trading Centers and Colonialism</p> <p><u>Readings:</u> Knox, <i>Urbanization</i>, Chapter 7</p> <p><u>Assignments Due:</u> Reading assignment #15</p>
Wednesday May 19	<p><u>Topic:</u> South – Trading Centers and Colonialism</p> <p><u>Readings:</u> None</p> <p><u>Assignments Due:</u> None</p>
Thursday May 20	Section: Colonialism
Friday May 21	<p><u>Topic:</u> South – Urbanization, Migration, and Informal Settlements</p> <p><u>Readings:</u> Davis, <i>Planet of Slums</i>, Chapters 1 and 2</p> <p><u>Assignments Due:</u> Reading assignment #16</p>
Week 9	
Monday May 24	<p><u>Topic:</u> South – Urbanization, Migration, and Informal Settlements</p> <p><u>Readings:</u> None</p> <p><u>Assignments Due:</u> none</p>
Wednesday May 26	<p><u>Topic:</u> South – Indian Cities, Delhi</p> <p><u>Readings:</u> Chalana and Rishi, “Making Sense of the Order in the Disorder in Delhi’s Kathputli Colony”</p> <p><u>Assignments Due:</u> none</p>
Thursday May 27	Section : Migration and Informal Settlements
Friday May 28	<p><u>Topic:</u> South – Urbanization and Industrialization in China</p> <p><u>Readings:</u> Zhang, “Chinese Cities in a Global Society”</p> <p><u>Assignments Due:</u> Reading assignment #17</p>

Week 10	
Monday May 31	<i>No Class: Memorial Day</i>
Wednesday June 2	<u>Topic:</u> South – Yuyi Wang on Cities in China <u>Readings:</u> none <u>Assignments Due:</u> none
Thursday June 3	Section: Review for Final Exam
Friday June 4	<u>Topic:</u> South – African Cities: Lagos, Nigeria and Capetown, South Africa <u>Readings:</u> Pieterse and Parnell, “Africa’s Urban Revolution in Context” <u>Assignments Due:</u> none
Exam Week	
Monday June 7 8:30-10:20am	<i>Final Exam</i> – at-home exam, due at 10:30am

READING ASSIGNMENTS

For each lecture topic, you will read a reading that prepares you to engage more fully with the material we discuss in the lecture. For each reading you do, you will also *write* a “reading assignment.” These written assignments are an opportunity for you to review the reading, to process what it is trying to tell you, and to develop your critical understanding of it.

Here's what will happen: for most lecture classes (though not all), you will have a reading to do. We will pose a question about that reading on the course canvas site. You should:

- 1) read the question
- 2) read the reading with the question in mind
- 3) think about the question more while reviewing the reading and the notes you made
- 4) write your answer to the question
- 5) upload your answer

These assignments are not designed for you to write a lot of words. In fact, usually *no more than one or two sentences* is necessary (something like 70 words, is usually plenty). However, don't take that to mean these are unimportant assignments or that they do not require effort. They do. We don't verbose responses, but we *do* expect insightful and high-quality ones. Even if you are not writing a lot of words, *you should be doing significant thinking* before you write. You should review and reflect carefully on the reading in light of the question, and then provide a precise, clear, thoughtful—albeit short—answer to the question.

The specific questions for the reading assignments are available on the course website on the “Assignments” tab (<https://canvas.uw.edu/courses/1451055/assignments>).

There are reading assignments for most of the lecture classes. See the “Class Schedule,” above, for the specifics. Collectively the reading assignments are worth 30 percent of your grade. Each reading assignment will be scored on a scale of 0 to 10. The three lowest scores you receive will be dropped from your overall score.

The assignments should be *entirely your own work*. This is not a collaborative assignment.

Format

- Each reading assignment must be uploaded (in .docx, .doc, .odt, .rtf, or .txt format) to the course website.
- Make sure your name and the assignment number are on the page.
- The assignment for a particular reading is due *before* the start of lecture on the day we first discuss the reading in lecture. Again, see the “Class Schedule” for specific dates.

LECTURE

The recorded lectures will not be as interactive as they could have been in person. Nevertheless, I promise that they will still be engaging, and they will still extend and deepen your thinking in valuable ways. I hope you will *enjoy* them. The lectures will be absolutely central to your learning in the class, and they will be critical to your ability to thrive on the midterm and the final.

The lecture for a given class session will be uploaded and be available for viewing at 10:30am on the day that lecture is scheduled (again, see the “Class Schedule,” above). Links to the lectures are here:

<https://canvas.uw.edu/courses/1451055/pages/lectures-links-to-the-video-files-for-recorded-lectures>

Each lecture will last pretty close to 50 minutes, just like our scheduled class session. Because the lectures are designed to draw from and extend the readings and reading assignments, think of these three activities as part of an interconnected unit. For our examination of gentrification in Week 6, for example, the Lees reading, reading assignment #9, and the lecture on gentrification all go together as one unit on gentrification. As a result, we recommend doing all this work together, as close as possible to the scheduled lecture. So, here is the rhythm we recommend getting into:

- a day or two before a given lecture: read the question for the reading assignment on the canvas site, then read the reading with the question in mind, then think carefully about your answer to the question, then write your reading assignment and upload it on time
- on the day of the lecture: to the extent life allows, view the lecture that day, so the reading and the reading assignment are fresh in your mind. Because you will not be in class, it is going to be tempting to be distracted here, but it is really important to give your full attention to these. Listen closely, take good notes, and think through the ideas and arguments being presented in the lecture. There are some clear advantages to having a recorded lecture: you can rewind and listen/view something again, and you can slow down or speed up the playback speed, depending on your preference. We encourage you to take advantage of that. One downside, of course, is that you will not be able to ask questions in real time, and so don't hesitate to email me with those – I am very happy to respond!

If you do get into this rhythm, and do the work steadily and attentively, things will go well for you in this class. You will learn a lot, and you will enjoy yourself.

EXAMS

Exams will consist of short essays. The exam questions will draw on the reading, lectures, and, to a lesser extent, section. The exams will be at-home exams. They are not about memorizing and regurgitating facts. To answer the questions well, you will need to formulate a *rich understanding* of how cities work, and then, in the exam, to skillfully *articulate* in writing your understanding of how cities work. Your answers will be graded on how completely and cogently they analyze the relevant urban processes.

SECTION

Teaching Assistants

Ana Costa: anacosta@uw.edu

Pranjali Rai: prai88@uw.edu

Office Hours by Appointment

All sections meet Thursday

Section	Time	TA
AA	10:30-11:20	Ana
AB	10:30-11:20	Ana
AD	11:30-12:20	Pranjali
AF	11:30-12:20	Pranjali

Preparing for Section

Every Thursday at 2:00 PM, materials (short articles, videos, and writing assignments) for the following week will be published on Canvas for students to view. Section assignments are due every Thursday at 1:00PM.

Most sections are asynchronous. For these sections, TAs will be available during section hours to take questions.

Synchronous Sections:

4 of 10 sections will be held synchronously:

- Midterm and final exam reviews will be held in section on April 29th and June 3rd respectively. Please come prepared having studied for the exam *before* the section. The review session will consist of us responding to your questions. We will not have any prepared material.
- The other 2 synchronous meetings are discussion sections. They will be held on April 8th and May 27th. Do your best to participate during your scheduled section time. If you are unable to attend these sections synchronously, engage using the discussion board. Discussion board posts will be due on Thursday at 1:00PM.

Introduction

This weekly discussion section is an opportunity to deepen your understanding of the course themes covered in readings and lectures. It offers a time and space to engage with the material in a setting that emphasizes learning through active online student participation.

The learning *goals* for section reflect those for the general course, to:

- Develop an understanding of how cities work and how they change
- Develop critical literacy in key debates about the city and its future
- Explore and evaluate possible alternatives to the current city
- Understand global similarities and differences in how cities work

However, the *methods* for achieving these goals will differ from lecture. You will be asked to recount urban memories, describe urban environments, or present findings from urban research and explorations. By connecting topics of urbanization to relevant, personal experiences and interests, the hope is that your understanding of the course material will become stronger and more enduring. Besides discussion-based activities, section will also utilize other ways of learning about cities; this might include visual and/or empirical modes, such as making maps and spatial diagrams or conducting research and collecting data on urbanization processes.

In other words, a section is an excellent opportunity for letting the knowledge you gain in lecture to circulate to other parts of your brain through various multimodal activities. Just as the lecture and reading material serves as an introduction to a range of issues related to urbanization, section will *introduce* a range of urban investigation methods suited to the weekly topic that students can then further develop in the future.

Student Responsibility

For asynchronous sections, it is expected that you will complete and submit your assignments by Thursday 1:00PM.

Since synchronous sections require active participation, you must arrive prepared to discuss that week's themes. This means that, on those Thursdays, you should not only be familiar with the topic—you should be prepared to articulate your *own* thoughts, as well. Students who are unable to attend live synchronous sections are expected to engage in the discussion board by Thursday at 1:00PM.

Grading

Section is 20% of your overall course grade. Built around the section format are some graded assignments and worksheets that will be used to evaluate your learning.

5 graded assignments	70 %
Participation	30 %
TOTAL	100%

Deadlines

Deadlines are crucial. If late submissions are needed for any personal reasons, please communicate with your TA before the deadline. Penalties for late submissions are listed below. It is your responsibility to check the due dates of each assignment on Canvas:

- Up to 1 day late: -10%
- 2-7 days late: -25%
- After 7 days: No credit

Participation in Synchronous Sections

Participation means that you are contributing positively as an individual and a group member by interacting with your peers and effectively utilizing both your time together and the TA's presence. TAs will be monitoring activities mostly during section time and engage in discussion boards when appropriate.

Participation credit will be based on in-class and/or discussion board engagement. Participation points will be given for responses that advance the discussion. Examples include responses that are reflective, respectful, and that build on other students' points or answer questions in thoughtful and informative ways.

Do not hesitate to share your thoughts, and do not think that you have to *know* before you say or write something down on the discussion board. Your thoughts do not have to be fully formed before you offer them, nor do they have to be brilliant or dazzling. Also, do not think you should remain quiet because you have different ideas about a topic than most others in the class.

Remember that discussions are a time for *learning*, not just sharing your own thoughts. Learning through discussion requires that *listening* be considered as equally important as talking. Asking *genuine* questions (for which you have not already decided on an answer) is a good way to listen. Remember to be *curious and courteous* about what others have to say. Respect your classmates, their willingness to learn, as well as their time.

TA Interaction

Students have **three** venues of interaction with TA's:

- i. **Office Hours:** In weeks with asynchronous sections, TA's will be available during section hours to answer any questions related to the material. We are also available by appointment.
- ii. **Discussion Board:** Throughout the quarter, students can use the pinned Q&A tab on the discussion board to ask questions about the material. Your questions and comments will be public and seen by other students as well. Hence, this is a great opportunity for peer interaction. Remember to be curious and courteous.
- iii. **Email:** Questions regarding grades and class structure must be submitted via email.