Please direct all correspondence to me at pavement@vanderbilt.edu, but use Brighspace “assignments” to turn in all written work including exams.

Overview

The course provides an introduction to geographical perspectives on cities and connects these to broader themes in urban studies with a focus on the ways in which cities are planned, experienced and represented. The field of urban geography is broad, encompassing studies of socio-ecological systems that are shaped by political, economic, cultural and social structures and relations that span the globe. Moreover, urban planning is increasingly informed by geographical thought as, at its core, planning concerns itself with the production of urban space for a variety of intentions. Critical scholarship originating in both geography and planning typically ask questions related to social justice and the city, and throughout the semester we will focus on these topics as they relate to the morphology of cities in the U.S. from the end of the 19th century up to now. Students will have an opportunity to delve into a particular aspect of cities by using geographical and planning tools.

Course Objectives

1. Develop an understanding of multiple theoretical perspectives on the city (and some perspectives that are broader but applied to understand the urban);

2. Define, in multiple ways, the processes that constitute the city, its production, and the ways in which social (in)justices are reproduced (i.e., urban (re)development and neighborhood change in all of its complexity, contradictions, and paradoxes);

3. Understand, in detail, the actors (state, market, society sectors) and ideological/theoretical perspectives that are both driving and resisting these processes;

4. Understand the impact that urban public policy has had on cities throughout the twentieth and twenty-first centuries, and how these are connected to issues of social justice.

Attendance

This class will be conducted with a focus on in-class discussions and activities. Because of this format, you are expected to attend all classes for the full scheduled time. Excessive tardiness will be counted as an absence. You can miss up to two classes throughout the semester without penalty, but you must turn in assignments ahead of time and arrange to get notes from a colleague. Your final grade will go down by 5 points (out of 100) for each additional class missed.

Reading

Complete all readings (and other assignments) prior to the class meeting for which they are scheduled. Please note that there will be short writing assignments each week that you will complete and submit to me the night before class by 11:59PM. All writing assignments will be located under the weekly assigned readings on the syllabus, and the
point is to provide thoughtful responses. 

**Participation** Through communication, ideas are formed, revised, borrowed, and developed. It is through argument, description, explanation, and improvisation – within a community – that individual learning flourishes. This course requires full participation (including active listening, facilitating, note-taking, and question-asking) to create an environment of open and shared learning. An effective participant is not someone who simply talks frequently, but someone who reliably offers thoughtful insights that help others to learn.

**Academic Honesty** In order to avoid plagiarism, your assignments must provide full citations for all references: direct quotes, summaries, or ideas. While you are encouraged to develop your thinking with your peers, you cannot use their material without citing it. Work from other courses will not be accepted in this course. Allowing your writing to be copied by another student is also considered cheating. Please review the Honor Code for complete guidelines on academic honesty: http://studentorgs.vanderbilt.edu/HonorCouncil/.

**ESL/LD Students** Course requirements can be adjusted to serve the needs and capabilities of ESL and LD students. Please speak with the professor during the first two weeks of class to make arrangements. Students may be advised to attend additional sessions during the professor's office hours so they can draw comparable value from the course.

**Grading & Assignments**

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Weekly Writing</td>
<td>20%</td>
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<tr>
<td>Exams (2)</td>
<td>60%</td>
</tr>
<tr>
<td>Final Paper</td>
<td>20%</td>
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</tbody>
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**Final Paper** You will choose a topic related to urban geography and planning and write a 15-page paper.

Week 4 (September 19)

Writing Assignment: Complete the “Project” section on page one-hundred and eighty-eight of the book. These should be 2-3 pages in length.

Week 5 (September 26)

Writing Assignment: This one is going to be a little more complex. Based upon your reading of institutionalized discrimination related to urban development and housing, write a 2-3 page essay on how you see these prior practices still having an impact on our cities today.

Week 6 (October 3)

Exam #1

Week 7 (October 10)


Week 8 (October 17)


No writing assignment

Week 9 (October 24)


Writing Assignment: Considering the readings in 3 pages, in what ways is gentrification more than the physical displacement of lower-income, working class households?
Week 10 (October 31)
& Community, 2(1), 3-19.

Kotkin, Joel. 2013. Richard Florida Concedes the 
Limits of the Creative Class. 
http://www.thedailybeast.com/articles/2013/03/20/ 
richard-florida-concedes-the-limits-of-the-creative-
class.html

Peck, J. (2005). Struggling with the creative 
class. International journal of urban and regional 
research, 29(4), 740-770.

Are Increasing Inequality, Deepening Segregation, and Failing 
the Middle Class and What We Can Do About It. 

Adams, Austin. 2015. Nashville Must Protect Its 
Creative Class. – The 
ev/2015/01/02/nashville-must-protect-creative-
class/21071405/

Urban Land Institute. 2015. Creative Class Economy. 
http://nashville.uli.org/events/urban-magnets/

Nashville Chamber of Commerce. 2012. Nashville: A 
magnet for the creative class. 
http://www.nashvillechamber.com/Homepage/New 
sEvents/Blog/Alex_Hughes/alex-hs-chamber-
blog/2011/11/08/Nashville_A_Magnet_For_the_Cr 
reative_Class.aspx

Look as these web sites and do some searching on 
Nashville and the creative class. We have policies to 
create artist workforce housing, and we will cover that 
in class. See, http://www.rymanlofts.com/

Writing assignment: Given the readings and resources 
you have examined and in 2-3-pages, what is your 
impresion of the benefits and drawbacks of cities 
trying to attract the creative class?

Week 11 (November 7)
Read chapter fifteen in: Pacione, Michael. Urban 

Mitchell, Don. "Tent Cities: Interstitial Spaces of 
Survival1." Urban Interstices: The Aesthetics and the Politics 

Mitchell, Don. "The annihilation of space by law: the 
roots and implications of anti-homeless laws in the 

Rosenbeger, R. (2014). How to Drive the Homeless 
People Away. The Atlantic. 
06/how-cities-use-design-to-drive-homeless-people-
away/373067/.

Writing Assignment: Taking Nashville as an example 
in a 2-3-page essay, search the local media to find 
stories about homelessness and the issues that have 
arisen about encampments, as well as finding people 
homes.

Week 12 (November 14)
Swyngedouw, E. (2005). Governance innovation and 
the citizen: the Janus face of governance 
beyond the state. 
Urban studies, 42(11), 1991-2006.

Hackworth, J. (2007). The neoliberal city: Governance, 
ideology, and development in American urbanism. Cornell 
University Press. (selected chapter).

responsibility in planning theory and practice: On 
seeing the middle of the string?. Progress in Planning, 
68(2), 57-96.

No writing assignment this week.

Week 13 (November 28)
bureaucracy and difference in US community 
development politics since 1968. Progress in Human 
Geography, 30(1), 44-61.

DeFilippis, J. (2008). Paradoxes of community-
building: community control in the global 
economy. International Social Science Journal, 59(192), 
223-234.


Writing Assignment: Given the readings and your own knowledge, in 2-3 pages write an essay about the potential of community and community building to create a just city?

**Week 14 (December 5)**

During class, each person will have ten minutes to present their final paper and take questions. While this is not a graded assignment, you should be prepared to present their work with a visual component. After all of the presentations are completed we will engage in a course wrap-up session.

**Exam #2**