**CITY 185: URBAN CULTURE AND SOCIETY**

**GROWTH AND STRUCTURE OF CITIES DEPARTMENT**

**Fall 2020**

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 **LEARNING GOALS:** This course introduces the critical study of cities and urbanization as human spatial, political, economic and socio-cultural phenomena that define the contemporary world. Introducing interdisciplinary perspectives from the social sciences, including anthropology, geography, history, political economy, communications, planning and cultural studies, we explore diverse concepts, theories, case studies, problems and voices. Over the semester, we will grapple with the basic themes of urban life over time and space – the centrality, complexity, creativity and conflicts that cities embody – and the tools through which to explain systems and processes. The class has four sections, each with its own core project. We begin with basic explorations of space and scale, learning to observe urbanism around us even in our suburban context. With these foundations, we will look at unity and division in global cities, exploring themes of race, class, gender, age and citizenship across urban spaces, asking for a more complex analysis of an urban site of your choice. From this we move to larger systems and processes including order/disorder, education, and environment as group projects situate Greater Philadelphia institutions within these frameworks. We end with action: politics, policies, and the necessities of creative responses to global urban issues, while we ask you to use your knowledge to reexamine your hometown.

While using a broad range of historical and theoretical studies, we pay special attention to ethnographic and observational tools in exploring Greater Philadelphia as a metropolitan context in which we participate, balancing it by a monograph dealing with shantytowns in Rio de Janeiro. The pandemic means that we will have less concrete access to the wonders of Greater Philadelphia, so we will incorporate student hometowns even more than usual into writing and discussion.

 Discussions, individual reflections and collaborative papers will teach you different ways to integrate your observations, concepts and readings into clear analytic presentations with implications for planning and policy as well as underscoring the values of group work and multiple perspectives; the class also has been designated as a Praxis III course in recognition of this commitment to integrated and experiential learning. This course complements City 190 (Form of the City) as a required foundation for the major in Growth and Structure of Cities; it is also cross-listed with Anthropology. The course, nevertheless, is open to any interested student who wants to think about and act upon cities, with preference for majors and 1st/2nd year students.

 **REQUIREMENTS**: All students must attend regularly, keep up with reading and participate in discussion. We also encourage you to come to our office hours and/or make appointments with TAs. These provide opportunities where you can meet to discuss any questions or comments you have about class. We will also have at least 30 minutes for regular shared discussion in small groups each week and you may use Moodle to post questions or share news items of interest.

 We realize that each of you comes to the class with differences in background and personality so we will consider all of these possibilities, from regular informed attendance and discussion to sharing materials to constitute participation, which will count for 15% of the final grade.

 **WRITTEN ASSIGNMENTS:** Three exercises explore diverse areas of urban society and analysis that define foundations of the course and major – including social/spatial analysis, ethnography of institutions and contexts, and interpretation of comparative data. All assignments should demonstrate a grasp of class readings and discussion as relevant but they *also* demand independent work and creative thought. We generally do not tolerate late papers and they will be penalized although we are willing to work with you and your dean if serious problems arise. All work should be original while thoughtful citation of published materials is important to your argument, plagiarism should not be part of academic discussion and will not be accepted. More detailed instruction will be provided separately for each assignment. The topics and goals of the exercises are:

1. **Learning How to Read Your Home Town (Papers 1.1-1.5 25%).** This involves a sequential examination of the place that you came from –urban neighborhood or suburb or rural retreat. Building on your introduction, we will ask you to create maps that grow in width and depth and then use them to talk about people and space. The final paper in this sequence will ask you to analyze a space in your hometown in terms of events and interactions, which may range from farmer’s markets to public protest. And we encourage you to share your work with parents and friends back home whose interpretation may differ from your own memories or experiences. While you will get feedback through the process, you will only receive a final grade on completion of the final longer paper.
2. **Understanding Urban Institutions and Community Contexts** (25%)**:** This entails work IN GROUPS (4-5 people) to investigate and understand specific Philadelphia sites to which each group is assigned, including built form, social services, neighborhood life, and census depictions of the neighborhood. Since field work will not be possible under current conditions, you will be assigned a project done by earlier students in the 1990s and asked to update this by use of tooks like the census, Google earth and ArcGIS, as well as telephone interviews and other searches.The collective paper should be roughly 15-20 pages (illustrations not counted in this total); everyone in the group receives the same grade. A brief, ungraded class presentation will be made in Weeks 10 and 11. The final project is **DUE WEDNESDAY, NOVEMBER , 25 PM VIA MOODLE.**
3. **Bringing Urban Issues Home: A Proposal** (35%)**:** Using articles/chapters from CR, Perlman, and other sources (including *The Just City)* as foundations, identify a specific issue that is relevant to your home town or to a city that you know well. These might include education, transport, social divisions, growth, gentrification, environmental issues or some other concern and *propose* a framework to seek solutions. To what extent does your city face issues similar to those in cities we have studied? Are there differences of population, scale, or culture that change questions and solutions? THIS IS A PAPER TO WORK ON OVER TIME. Hence, an initial statement of interest should be submitted by November 3. Some of you will have time to get comments and to gather data if you go home but you should think about it as we read about issues in class and while you work on the group project. We ask for a one-page progress report/outline before Thanksgiving so that we can give you timely feedback as well. The final should be 8-12 pages **DUE ON THE LAST DAY FOR SUBMISSION OF WRITTEN WORK:** **THURSDAY, DECEMBER 10 (5 PM) VIA MOODLE. Yes, we will take into account Haverford’s different end date.**

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| **Assignment** | **Due Date** | **% of Final Grade** |
| Class Participation |   | 15 |
| Paper 1.1-1.5 |  Sept/Oct | 25 |
| Group Paper |  November  | 25 |
| Final Paper | 1 December  | 35 |
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 **TEXTS**: These are available at the bookstore in new and used editions, and are on reserve in Carpenter Library. We will use almost all of these texts and consider them valuable as general resources; CR is also shared with Form of the City in the Spring semester so we encourage you to buy it (especially so you can take it home to finish). Readings not found in core texts are available on Moodle (**M**).

* LeGates, Richard and Frederic Stout, Eds. (2011) *The City Reader* 6th Edition. Routledge (also used in City 190). (**CR**). WE ARE USING THE 5th and 6th edition: (NOTE: EARLIER EDITIONS ARE ACCEPTABLE BUT MAY NOT HAVE ALL ARTICLES OR SAME PAGES)
* Perlman, Janice (2011) *Favela: Four Decades of Living on the Edge of Rio de Janeiro*. Oxford University Press. Also available as [E-book on Tripod](https://catalog.tricolib.brynmawr.edu/find/Record/.b4884221). (**F**)

COPIES OF ALL TEXTS ARE ON RESERVE IN CARPENTER AS ARE SUPPLEMENTARY MATERIALS, WRITTEN AND VISUAL

**ACCESSIBILITY:** Bryn Mawr College is committed to providing equal access to students with a documented disability. Students needing academic accommodations for a disability must first register with Access Services. Students can call 610-526-7516 to make an appointment with the Access Services Director, Deb Alder, or email her at *dalder@brynmawr.edu* to begin this confidential process. Once registered, students should schedule an appointment with the professor as early in the semester as possible to share the verification form and make appropriate arrangements.  Please note that accommodations are not retroactive and require advanced notice to implement. More information can be obtained at the Access Services website. (http://www.brynmawr.edu/access-services/)

Any student who has a disability-related need to tape record this class first must speak with the Access Services Director and to me, the instructor. Class members need to be aware that this class may be recorded.

**CONFIDENTIALITY:** To ensure a safe and supportive learning environment for all, please respect confidentiality and privacy with regards to social media postings pertaining to class. Also, please refrain from video or audio recording class meetings without prior permission from the instructor, including Zoom Discussions (Lecture Segments will be recorded).