**CITIES 185 ASSIGNMENTS**

**ASSIGNMENT 1: ANALYZING URBAN PLACES IN THEIR SOCIAL AND CULTURAL CONTETS**

Assignments 1.1-1.5 ill help you get used to writing for college and the class/department and to get to know each other as well as thinking about your hometown for the final paper. You should work on the same place from Assignment 1.2 onwards and should certainly develop a consistent analysis for 1.5, which will receive a grade that encompasses the entire process. Please read through all assignments first since the final paper may guide you in your choice of site. The grade for Assignment 1.1-1.5 will count for 25% of your final grade.

**ASSIGNMENT 1.1: INTRODUCTIONUNGRADED 1-2 paragraphs. PUBLIC, UNGRADED**

**Due Friday September 11 by midnight on Moodle to be shared.**

Introduce yourself and meet your community! Write a 1-2 paragraph about who you are and what you like and dislike about your place of origin (city, town, suburb, etc). If desired, you are welcome to include a photo (either of yourself or of an image that represents your city) in your post. This should be posted on Friday so you can read those that your classmates write. The exercise ends with dialogue: reply to at least two other posts by Tuesday with a question or comment; we hope these are conversations you can pursue through the term. And we would like you to try to engage at least one other person in the class personally, via zoom or safely distanced meetings outside, for a conversation.

**ASSIGNMENT 1.2 DRAWING A MAP OF AN URBAN PLACE Map + 1-2 pages of your comments. PRIVATE, UNGRADED BUT WITH GUIDING COMMENTS**

**Due FRIDAY 9/18 by 5PM**

Draw a map about an interesting space you have spent a great deal of time in. It may be private – a room, a house floor or a yard, or a public space. Provide rough scale and clear details, including keys for any symbols (trees, chairs, etc) . You may use Gehl or Hayden as examples. What takes place in this space to make it interesting? What changed in this space with Covid? (map plus one-page explanation). This will be read only by teachers and TAs; you will reuse this space in later graded exercises. THINK AHEAD TO EXERCISE 1.5 –while your kitchen may seem familiar, does it give you room to grow? Also, we know that some of you may draw all of the time, and some of you may not have drawn anything since 2nd grade – that’s ok! The most important thing is to make your map clear, informative and easy to understand.

**ASSIGNMENT1.3 PUTTING A MAP IN CONTEXT Map + 1-3 pages. PUBLIC BUT GRADED (PRIVATELY) AS AN INTERMEDIARY STAGE Due Friday 10/2 by 5PM**

Take the map you produced in #2 and put it in a neighborhood context, including streets, public spaces and monuments, commercial areas and major streets and edges. What do you notice now in relation to readings about urban divisions we have had so far? If you chose a private space how does it relate to the neighborhood around you? If a public space is it at the edge of a neighborhood or the center? Is it difficult to get to or is it a node? B e specific in your references.

This will also be posted as a public document on Moodle but you will receive comments and tentative grades privately; these grades may be revised with the submission of Assignment 1.5, which reworks these materials.

PLEASE READ AND COMMENT ON AT LEAST TWO OTHER POSTINGS. You may continue with your earlier contacts or branch out to new areas. You may ask questions to clarify a presentation or share related experiences, even readings.

**ASSIGNMENT 1.4 ADDING DATA TO YOUR MAP : Map + 1-2 pages**

**PRIVATE, UNGRADED WITH COMMENTS Due Friday 10/14 5 PM**

Use the new tools you are learning, including the census and ARC GIS to reframe your 3rd paper. Using ArcGIS Online, create 2-4 maps showing the larger area around your neighborhood (the whole city or region). Develop at least 1 map showing physical features and 1 map showing socio-economic data. What surprises you about divisions and connections you now see in the city?We will post workshop modules for these tools and devote a day in class to it.

**ASSIGNMENT 1.5 CUMULATIVE PAPER : BRINGING PLACE TO LIFE (5-8 pages + map). PRIVATE, Graded. Due MONDAY 10/25 at 10:00 AM (note change of time)**

“Normally, }we would have asked you to observe a living space to see how people interact (Whyte, Gehl, Jacobs, etc). Instead, we have worked our way around a place you know using different tools suitable to study from a distance. In this final paper we ask you to talk about life, feelings, actions and people, informed by your new sense of space and context. Is there an event in your space that allows us to understand urban society and culture. It may well be a protest you have attended. Or a regular event like a market or chess games or children playing or people walking dogs. In a private space, we see social patterns of inclusion and exclusion in a neighborhood party in the backyard or kitchen. Try to document this using newspapers and conversations with friends from home as well as your own memories. Think about themes of the course as well –are there parts of the space that have different meanings for different populations (monuments?) Are there spaces that men and women or children and old people use differently? Has a celebration or confrontation changed this place? In what way and for whom? Does the space change when school is in session (or lets out to grab snacks)? Does climate or design change your place –the loss or addition of trees can really change a space as Whyte notes. FOCUS ON ONE CLEAR THEME but use your maps and data for supporting arguments.

**ASSIGNMENT 2: GROUP PROJECT LEARNING ABOUT URBAN INSTITUTIONS**

**12-18 pages Graded**

**Due 11/25 5PM**

“Normally” we assign each group of 4-5 students a site in Metropolitan Philadelphia that they must visit and learn about through neighborhood observations, interviews and participation (many a religious ceremony and occasional meals!) Since you will not be able to travel, each group will be assigned a project done by an earlier group of students that we have scanned from our archives. Your task will be to provide an update. This update means:

1. Provide a summary of the original site report (2-3 pages)
2. Describe what has happened to the original institution in the intervening years? (3-5 pages) Use online sources (news, photographs) as well as trying to obtain interviews with representatives of the institution.
3. What has happened to the neighborhood? (2-4 pages) This can include both searches for news AND revision of the original categories of services that were included as a list for earlier student. Google Maps is a good tool. WHAT DO THE CHANGES TELL US?
4. What has happened to the neighborhood in terms of census population (2-4 pages plus maps in appendix). Early students did their census work through bound volumes in the HC library so they may not answer the questions you find interesting. But you can use online tools to ask about the past and the present, and examine changes in population (race, class, age, education) over the last 2-3 decades. What are the trends you note here?
5. We asked the original group to speculate on the future of the site, which might involve changes as well as preservation. To what extent were their visions realized? What do you now see as potential questions and futures for the site (1-3 pages).

The final paper should be an integrated report although you may use these sections to guide organization. We suggest that each person take on one section (1-4) and another act as editor for the entire project including gathering informed opinions for section 5 and making sure the paper is turned in before Thanksgiving. All members of the group will receive the same grade.

We will use the last two weeks of the hybrid-in person class to do 10-15 minute presentations where 3-4 groups will present each day and we will be able to talk about how these sites tell us about the city –the role of churches, for example or the changes in neighborhoods over time. While you will not explore Philadelphia in this term, we want you to have a mental map of places to see and understand in the terms ahead.

Grading will be based on thoughtful and clear examination of all the questions above. We will consider the collective Zoom presentation but allow for difficulties there. Assignment 2 will count for 25% of your final grade.

**ASSIGNMENT 3: FINAL PAPER RETURNING HOME WITH NEW IDEAS**

**5-9 pages +maps, biblio. Graded**

**Due December 11 5PM**

The pandemic has forced us to make your hometown even more central to the course than in normal years, triangulating with Philadelphia and Rio. Yet, we have long asked that the final paper use the themes and skills of the course to address questions beyond that which can be found in the knowledge you bring into the course. Hence, we ask you to choose one topic from the course –public spaces, education, transportation, segregation, gentrification, environment, gender and sexuality, etc and discuss how a specific issue plays out in your hometown, drawing on materials from the course. Have recent events allowed you to rethink educational or environmental equity? Are there questions about schools, neighborhoods, connections? Are changes in population, wealth, or institutions challenging citizens. Since you will be finishing this paper at home, you will be able to talk to people and immerse yourself in news. You may also draw on materials from papers 1.2-1.5. We also ask that you indicate a choice of topic and relevant readings no later than November 9 so that we may give you feedback. Papers should include:

1. Clear definition of a problem or issue and how it plays out in your home community;
2. Identification of class themes and sources (including Pearlman) that provide tools or comparisons;
3. Identification of stakeholders and alternative perspectives in any controversies –who wants what? What has been proposed in terms of change or dialogue;
4. Your response based on these materials and your readings: this is an argument, not an opinion.

Papers will be graded on clarity and substance in the argument, use of class materials and knowledge/vision of local situations. This grade will count for 50% of you final grade but will include 10% for class participation; it may raise but should not lower the average you have developed.