

URBN 202/SOC 205: Introduction to Urban Studies

Dr. Adam Arenson

Spring 2020, MR at 12:00-1:15pm in MGL 202

Office Hours: Mon and Thu 10:00-11:45 and 1:30-2:15 and Wed 10:00-11:45, and by appt.

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*** READ THIS SYLLABUS CAREFULLY.**

*** THE INSTRUCTOR RESERVES THE RIGHT TO ALTER THIS SYLLABUS IF NECESSARY.**

Course Description

This course is an introduction to the field of urban studies. We will approach the question of what cities are and how they function from many disciplinary lenses, including history, sociology, political science, environmental science, economics, the history of art and architecture, and ethnic studies. A city only exists through its massive web of networks and relationships, and the physical artifacts those relationships create. We will get out into New York City to explore those networks, those artifacts, and those relationships.

Learning Objectives

At the completion of this course, students will show improvement in:

- Effective communication - oral and written, including:
 - Analyzing, evaluating, and synthesizing information and arguments and making sound judgments about their use and application.
 - Locating relevant information in printed and electronic form and credit it properly.
- Critical thinking
- Information and Technological Literacy, including:
 - Use information technology to function effectively and responsibly in society.
 - Understand, interpret and apply numerical data.
- Independent and collaborative work, including functioning as independent thinkers and as members of collaborative groups.
- Global awareness - Understand and appreciate cultural diversity through the study of a variety of social and global cultures and issues.
- Demonstrate knowledge of how different disciplines approach urban issues
- Ability to locate and integrate information from primary and secondary sources

Required Materials (4):

- 1) Mitchell Duneier, *Sidewalk* (New York: Farrar, Straus and Giroux, 1999). Any full-length print edition is acceptable.
- 2) Kevin Archer, *The City: The Basics* (New York: Routledge, 2013). Any full-length print edition is acceptable.
- 3) Rebecca Solnit and Joshua Jelly-Schapiro, *Nonstop Metropolis: A New York City Atlas* (Oakland, California: University of California Press, 2016).
- 4) Metrocard.

Always bring to class the texts to be discussed that day.

In addition, we will be drawing on insights from articles I will post on Moodle, and up-to-the-minute urban analysis from a number of sources, including <http://www.gothamist.com>, CityLab from *The Atlantic* <http://www.citylab.com/>, <https://www.thenatureofcities.com/>, <https://www.atlasobscura.com/>, the “Big City” column in the *New York Times* <http://www.nytimes.com/column/big-city> and links I post on the Manhattan College Urban Studies twitter account, http://twitter.com/MC_urbanNYC

Statement on Technology in the Classroom

Our world is being transformed by a digital revolution, and computers and smartphones offer unprecedented power for research, connectivity, and connection. However, they also offer far too many distractions. In line with the latest education research (see for example <https://medium.com/@cshirky/why-i-just-asked-my-students-to-put-their-laptops-away-7f5f7c50f368> and <http://www.scientificamerican.com/article/a-learning-secret-don-t-take-notes-with-a-laptop/>), laptops and/or other digital equipment may not be used in this class unless you have made special arrangements with the professor.

While we may, as a class, utilize our devices in some sessions, **in general all phones, laptops, etc. must be placed inside backpacks and out of view during class.** When we go on site visits, photography and even audio and video recording, where permitted, will be encouraged—but each student must still keep their technology use focused on the class.

Tardiness and Missing Classes

College policy dictates that ***all*** students attend ***all*** scheduled classes. Any absences will hurt your participation grade. Please show respect to your peers and to our learning environment by arriving to class on time and remaining engaged for the entire scheduled time. Lateness and leaving the classroom before the end of class (even if you return) will be considered absences. If you miss four classes, you will be reported to the Dean’s office.

Cheating, Plagiarism, Scholastic Dishonesty, and Student Discipline

All typewritten assignments will be submitted to Turnitin, an international plagiarism-detection database, via your Moodle submission. Students who engage in academic dishonesty will be subject to disciplinary action as stated in the College’s Academic Integrity policy: <https://manhattan.edu/community-standards-and-student-code-conduct#32>. Academic Integrity

You must cite, reference, or quote information obtained from other sources so you give credit where credit is due. Do NOT copy any material regardless of where you obtained it into your own work. Do NOT submit work under your name if you did not complete it entirely yourself. In accordance with College policy, we will report instances of plagiarism and dishonesty to the Dean’s office.

If you have questions about understanding and preventing plagiarism, please contact your instructor or the Manhattan College Writing Center <http://www.manhattan.edu/services/writing-center/>

Accessibility:

Manhattan College seeks to provide reasonable accommodations for all qualified individuals with disabilities, including learning disabilities. This College will adhere to all applicable federal, state, and local laws, regulations and guidelines with respect to providing reasonable accommodations as required affording equal educational opportunity. It is the student's responsibility to register with Specialized Resource Center in Miguel 301B <http://manhattan.edu/academics/specialized-resource-center> within the first two weeks of classes, and inform the faculty member to arrange for appropriate accommodations.

Title IX and Non-Discrimination Notice

Manhattan College is committed to ensuring equal access to its educational programs and employment opportunities without regard to sex, gender, race, color, national origin, religion, age, disability, pregnancy, gender identity, sexual orientation, predisposing genetic characteristics, marital status, veteran status, military status, domestic violence victim status, or ex-offender status. The College will not tolerate harassing, violent, intimidating or discriminatory conduct by its students, employees or any other member of or visitor to the College community, which includes, without limitation, sexual harassment, sexual assault, domestic violence, dating violence, and stalking.

The College encourages individuals to report all gender-based misconduct immediately to the Title IX coordinator, one of the deputy coordinators or another College staff member. The College will fully and promptly investigate all allegations of gender-based misconduct and will impose disciplinary measures, or take similar actions, as may be appropriate. Title IX and the College strictly prohibits retaliation.

It is estimated that 20-25% of college women and 6% of college men will be the victims of sexual assault during their college careers. If you or someone you know has experienced sex- or gender-based violence or harassment, here are some important resources. You can use any or all of these resources, at your discretion. Contact campus Title IX Coordinator: Vicki Cowan, Mem 305, 718.862.7392, vicki.cowan@manhattan.edu or others listed here: <https://manhattan.edu/about/human-resources/title-ix/who-to-contact-on-campus>

Learn more via Not Alone <https://www.notalone.gov/> EROC: End Rape On Campus (<http://endrapeoncampus.org>) and others.

Academic Support

The Center for Academic Success (CAS) has two locations — the Learning Commons (Thomas Hall 3.10) & the Leo Learning Center (LEO 117/118). These centers, conveniently spread across campus, provide students with a quiet space to study with a peer tutor, or engage in small group study sessions.

The services offered, all free of charge, include:

- Individual peer tutoring in most 100-200 level and select 300-600 level courses
- Individual peer academic coaching
- Writing Center services (in-person and online)
- English language instruction

Appointments are strongly recommended but walk-ins are welcome. To make an appointment contact the CAS at 718.862.7414, email success@manhattan.edu or visit them in Thomas Hall, 3rd Fl. For more

information please visit their website <https://inside.manhattan.edu/academic-resources/center-for-academic-success/index.php>

Written Assignments:

- Your papers should have your name, and a title that reflect their arguments.
- **They must be turned in as attachments on Moodle.**
- Historians prefer Chicago Style footnotes; for a guide, see http://www.chicagomanualofstyle.org/tools_citationguide.html
- Individual paper instructions will be posted on Moodle.

Grading

Participation

250 points

Individual participation in class discussion will constitute this score. Absences subtract from this score. Participation will be graded after every class session.

Short Analysis Papers

160 points

Almost every class session, students will be required to write a short analysis on the reading due that day, the most recent site visit, or other materials. ***Papers are generally due at 8pm the night before class.*** Using the centrifuge method explained in class, quickly identify what detail caught your eye, and then explain its significance—to the reading/experience you had, and to the larger goals of our course. Then identify what argument you could make from it, and then what remains unknown or contradictory about that detail or your reaction to it, suggesting a remaining tension, avenues for further investigation, and perhaps a paper topic. They each will be graded on a 8-point scale, and comments from the rubric will be provided. Late papers will be accepted but penalized. *An extra-credit point will be given to all pre-class responses submitted at least 36 hours before class.*

Ideas for Final Paper

50 points

Proposal for Final Paper

100 points

Peer Draft Section

50 points

Final Paper Draft

150 points

Comments on Peer Drafts

50 points

Final Paper

250 points

All of these assignments are designed to bring you from your first idea about an urban-studies paper through the process of turning a topic into a question, finding material for an argument, and using class readings, neighborhood visits, and primary and secondary sources to advance your argument. The final paper will be roughly ten pages and at least 3,500 words.

All assignments should be turned in online, at the course Moodle site, on the date and at the time due. Late is better than never, but there will be a penalty, a full letter grade per week. If you find you need more time to complete the work, consult with the instructor ***before*** the assignment is due to avoid more points off.

Schedule of Meetings

Week 1	Jan. 16	Introductions What is a City? How Do We Study One? Examples from my Block <i>Lovable Lyle</i> and “West Covina” (in class) Course Orientation and How to Succeed in this Class
Week 2	Tuesday, Jan. 21	MONDAY SCHEDULE Approaches to Urban Studies: Scale, People, Disciplines, Theory Comparing Environments: School and Home
	Jan. 23	This class does not meet. <i>(I am away giving a public lecture)</i> Start Reading: Duneier, <i>Sidewalk</i>, Part One, pp. 17-80
Week 3	Jan. 27	DUE: Readings Analysis Reading DUE: Duneier, <i>Sidewalk</i>, Part One, pp. 17-80; and <i>Nonstop Metropolis</i>, pp. 1-13 Who Are the People in your Neighborhood? Questions in the Landscape
	Jan. 30	DUE: Reading Analysis Reading DUE: Duneier, <i>Sidewalk</i>, Introduction; and Archer, <i>The City</i>, Chapters 1 and 2; and <i>Nonstop Metropolis</i>, 134- 139. Moses and Jacobs
Week 4	Feb. 3	Reading DUE: <i>Nonstop Metropolis</i>, pp. 69-77. Field Trip #1: 235th btw. Oxford and Thompson DUE AFTER: Site Visit Analysis

Week 4 (cont.)	Feb. 6	Reading DUE: <i>Nonstop Metropolis</i>, pp. 94-103; and http://www.bisnow.com/new-york/news/neighborhood/The-Bronxs-Big-Surprise-40405 and http://riverdalepress.com/stories/Hilltoppers-appear-cool-to-new-shopping-centers,55035 and https://www.dnainfo.com/new-york/20161221/kingsbridge/streeteasy-2017-real-estate-predictions-nyc Field Trip #2: Kingsbridge DUE AFTER: Site Visit Analysis
Week 5	Feb. 10	DUE: Readings Analysis Reading DUE: Duneier, <i>Sidewalk</i>, Part One, pp. 81-114; Archer, <i>The City</i>, Chapter 7; <i>Nonstop Metropolis</i>, pp. 207-216. Introduction to Ethnography Reading and Urban Studies Theory
	Feb. 13	Reading DUE: http://www.cjr.org/the_second_opinion/hiking_americas_food_deserts.php and http://www.nytimes.com/2015/08/04/nyregion/bodegas-declining-in-manhattan-as-rents-rise-and-chains-grow.html and <i>Nonstop Metropolis</i>, pp. 77-84, 111-118, 194-198. Field Trip #3: Food in Washington Heights Start Reading: Duneier, <i>Sidewalk</i>, Part Two, pp.115-156 and Archer, <i>The City</i>, Chapter 8 DUE AFTER: Field Trip Analysis
Week 6	Feb. 17	DUE: Reading Analysis Reading DUE: Duneier, <i>Sidewalk</i>, Part Two, pp.115-156 and Archer, <i>The City</i>, Chapter 8; and <i>Nonstop Metropolis</i>, pp. 142-147 Food, Trash, and Networks From Sidewalk Observation to System Data
	Feb. 20	Reading DUE: Archer, Chapter 8; and <i>Nonstop Metropolis</i>, pp. 47-54, 55-62, 104-111; and https://www.dnainfo.com/new-york/20161021/corona/parks-department-wildlife-unit New York Flora and Fauna Guest Speaker: Alex Byrne, Van Cortlandt Park Alliance DUE AFTER: Visitor Analysis

Week 7	Feb. 24	Reading DUE: Archer, <i>The City</i>, Chapter 6; and <i>Nonstop Metropolis</i>, pp. 171-178, 199-206. Start Reading Duneier, <i>Sidewalk</i>, Part Three, pp. 157-231 Field Trip #4: Neighborhood Institutions in Washington Heights DUE AFTER: Visit Analysis
	Feb. 27	DUE: Extra-Credit Reading Analysis Reading DUE: Archer, <i>The City</i>, Chapters 3 and 4; and <i>Nonstop Metropolis</i>, pp. 21-33, 42-46, 63-68, 185-193. Cities Historically and Today REQUIRED LECTURE: Annual Urban Studies Lecture, February 27, 4:30pm, Kelly 5B READING RESPONSE DUE MONDAY NIGHT
Week 8	Mar. 2	DUE: Reading Analysis Reading DUE: Duneier, <i>Sidewalk</i>, Part Three, pp. 157-231 and <i>Nonstop Metropolis</i>, pp. 85-90 Politics of the Neighborhood, Politics of Zoning Start Reading: Duneier, <i>Sidewalk</i>, Part Four, pp. 231-293
	Mar. 5	Reading DUE: Archer, <i>The City</i>, Chapter 5, review Ch. 8 Cities and Globalization: New York and the “Global South” All-Class Discussion of Final Paper Ideas DUE SATURDAY NIGHT: Final Paper Ideas DUE SATURDAY NIGHT: Mid-Course Evaluation
Week 9	Mar. 9	DUE: Reading Analysis Reading DUE: Successful Papers from URBN 202 –read at least one Meeting with Kathleen Von Euw, Coordinator of Community Partnerships & Service, LIFT and CMSA From Topic to Question to Argument Class Discussion of Final Paper Ideas

Week 9 (cont.)	Mar. 12	DUE: Reading Analysis Reading DUE: Duneier, <i>Sidewalk</i>, Part Four, pp. 231-293; and <i>Nonstop Metropolis</i>, pp. 91-93 and 179-184; https://gothamist.com/news/nypd-arrests-another-subway-churro-vendor-inflaming-outrage-over-cuomos-quality-life-crackdown and watch http://www.theguardian.com/us-news/video/2014/dec/04/i-cant-breathe-eric-garner-chokehold-death-video Investment, Incentives, and the Law From Broken Windows to Stop and Frisk
Week 10	Mar. 14-22	SPRING BREAK
Week 11	Mar. 23	Visit to Manhattan College Library – MEET IN LIBRARY Introduction to Urban Studies Scholarly Internet with librarian Laurin Paradise DUE WEDNESDAY NIGHT: Final Paper Proposal and Annotated Bibliography
	Mar. 26	DUE: Extra-Credit Reading Analysis Reading DUE: Archer, <i>The City</i>, Chapters 9 and 10; and <i>Nonstop Metropolis</i>, pp. 34-41, 85-93, 165-170; and http://www.nytimes.com/2011/04/21/nyregion/procro-sobro-fidi-bococa-a-lawmaker-says-enough.html and http://www.citylab.com/commute/2015/07/no-mass-transit-does-not-cause-gentrification/398957/ and http://www.citylab.com/commute/2015/08/where-the-new-york-city-subway-doesnt-go/400538/ and http://fivethirtyeight.com/features/uber-is-serving-new-yorks-outer-boroughs-more-than-taxis-are/ and https://www.theatlantic.com/politics/archive/2017/12/the-criminalization-of-gentrifying-neighborhoods/548837/ 21st City Building: Is It all Gentrification?
Week 12	Mar. 30	DUE: Reading Analysis Reading DUE: Duneier, <i>Sidewalk</i>, Part Five and Afterword, pp. 293-333 and 347-357 What will they think of you? Work on your Paper

Week 12 (cont.)	Apr. 2	Reading DUE: <i>Nonstop Metropolis</i> , pp. 119-133. Field Trip #5: Community and Housing in the Bronx Work on your Paper DUE AFTER: Extra-Credit Trip Analysis
Week 13	Apr. 6	DUE SUNDAY: Section/First Draft of Paper All-Class Discussion of Paper Section
	Apr. 9-13	EASTER BREAK LAST DAY TO WITHDRAW FROM CLASS IS APRIL 14
Week 14	Wednesday Apr. 15	MONDAY SCHEDULE This class does not meet due to Passover.
	Apr. 16	This class does not meet due to Passover.
	Sunday Apr. 19	Field Trip #6: Meeting with real-estate developer Joseph Farkas – vans to go to Nanuet, NY (to be discussed)

Week 15	Apr. 20	Watch <i>Sidewalk</i> , the Film, and Panel Discussion, 8 parts starting with https://www.youtube.com/watch?v=Bv4civR8mSI DUE: Extra-Credit Reading Analysis Work on your Paper DUE TUESDAY: Final Paper Draft
	Apr. 23	DUE IN CLASS: Comments on Peer Drafts Class Discussion of Paper Progress
Week 16	Apr. 27	DUE: Extra-Credit Reading Analysis Reading DUE: Archer, <i>The City</i> , Chapter 7; and <i>Nonstop Metropolis</i> , pp. 16-20, 147-157, 158-164 Children's Literature and the City: <i>Eloise</i> , <i>Corduroy</i> , <i>How Little Lori Visited Times Square</i> (in class) The City Imagined: <i>In the Heights</i> ; <i>Rent</i> ; <i>Sesame Street</i> (in class)

	Apr. 30	ATTENDANCE MANDATORY Presentation of your Research DUE in class: Question for a fellow student Work on your Paper
Week 17	May 8 Finals	DUE: Final Paper

Grading Rubric for Centrifuge Writing Assignments				
Detail 25% Here's What: (data, specific factual statements)	Poor (0) • No clear detail from the reading	Fair (1) • Detail from the reading, but unclear exactly what is being referenced	Good (1.5) • Clear, distinct detail with vague citation	Excellent (2) • Clear, distinct detail with proper citation
Significance 25% So What: (Interpretation of data, what patterns/insights do we perceive, what does the data say to us?) How does it reveal something greater for our class discussion this session?	Poor (0) • Argument for the significance for its place in the reading as well as for our class discussion are both missing	Fair (1) • Clear argument for the significance either for its place in the reading as well as for our class discussion—but not both, or both are unclear	Good (1.5) • Argument for the significance for its place in the reading as well as for our class discussion, but one is not clear	Excellent (2) • Clear argument for the significance for its place in the reading as well as for our class discussion
Implications 25% Now What: (Plan of action, including new questions, next steps) How could you research this further? What would/did you find? How would this new information or new question change our understanding of the reading?	Poor (0) • Argument does not go beyond the reading and arguments presented so far in class	Fair (1) • Unclear and/or incomplete argument that goes beyond the reading, proposing or demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach	Good (1.5) • Argument that goes beyond the reading, proposing or demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach; may be unclear	Excellent (2) • Clear argument that goes beyond the reading, demonstrating outside research that adds to our understanding of the class material for this session and to the reading's reach
Remaining Tensions 25% Self-Critique: Even after those questions are asked, what remains unresolved, or unknowable? What alternative explanations exist, and in what ways are they compelling?	Poor (0) • No self-critique or further arguments are introduced, no further tensions described.	Fair (1) • Unclear or incomplete description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; no attempt to resolve.	Good (1.5) • Unclear description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; nature of the dilemma is vague and unsuccessful attempt to resolve.	Excellent (2) • Clear description of a tension between the centrifuge argument and other information in the reading, course materials, or outside research; nature of the dilemma is clearly explained and perhaps alternative argument is defeated

Grade Expectations: Since these are submitted online and graded before class, they will not be perfect most of the time, as the follow-up discussion has not yet happened. A perfect score of 8 is rare; a 6/7 is an excellent grade (B to A-, in effect); 5 is fine (a C); 4 and below are worrisome (D and F range grades. Examples of excellent 8-point papers from peers will be provided, as well as examples from earlier courses.

Grading Rubric for Writing Assignments				
Argument, Content & Development 50%	Poor - Argument is missing or unclear. - Content is incomplete. - Major points are not clear and /or persuasive. - Specific examples are not used. - Suggested questions are not used to structure assignment.	Fair - Content is not comprehensive and /or persuasive. - Major points are addressed, but not well supported. - Responses are inadequate or do not address assignment. - Specific examples do not support arguments and/or are not related to arguments.	Good - Content is accurate. - Argument is persuasive. - Major points are stated. - Responses are adequate and address assignment. - Content and purpose of the writing are clear. - Specific examples are used to support arguments.	Excellent - Content is comprehensive and accurate. - Argument is persuasive. - Major points are stated clearly and are well supported. - Responses are excellent, addressing the assignment and larger course concepts. - Content and purpose of the writing are clear. - Specific examples are used to support arguments.
Organization & Structure 20%	Poor - Organization and structure detract from the message of the writer. - Paragraphs are disjointed and lack transition of thoughts.	Fair - Structure of the paper is not easy to follow. - Paragraph transitions are awkward and need improvement. - Conclusion is missing, or if provided, does not flow from the body of the paper.	Good - Structure is mostly clear and easy to follow. - Paragraph transitions work. - Conclusion is logical.	Excellent - Structure of the paper is clear and easy to follow. - Paragraph transitions are logical and maintain the flow of thought throughout the paper. - Conclusion is logical and flows from the body of the paper.
Grammar, Punctuation & Spelling 15%	Poor - Paper contains numerous grammatical, punctuation, and spelling errors. - Language uses jargon or conversational tone.	Fair - Paper contains few grammatical, punctuation and spelling errors. - Language lacks clarity or includes the use of some jargon or conversational tone.	Good - Rules of grammar, usage, and punctuation are followed with minor errors. - Spelling is correct.	Excellent - Rules of grammar, usage, and punctuation are followed; spelling is correct. - Language is clear and precise; sentences display consistently strong, varied structure.
Citations 10%	Poor - Citations are not used at all.	Fair - Citations are used for some but not other instances.	Good - Citations are used for primary sources, but not to other readings.	Excellent - Citations are used for all instances, both to primary source and other readings as needed.
Format 5%	Poor - Paper lacks many elements of correct formatting. - Paper is inadequate/excessive in length.	Fair - Paper follows most guidelines. - Paper is over/ under word length.	Good - Paper follows designated guidelines. - Paper is the appropriate length as described for the assignment. - Format is good.	Excellent - Paper follows all designated guidelines. - Paper is the appropriate length as described for the assignment. - Format enhances readability of paper.