

City life
Segregation, Integration, and Gentrification
Geography 341 & American Studies 341
Macalester College

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Description

City life offers students a course of in-depth study in the subfield of urban social geography. In this course, we will explore some of the ways in which forces of social exclusion and efforts to promote social inclusion contribute to the geographical organization of cities. Our exploration focuses on several issues of contemporary significance in the American context: (1) residential segregation and integration; (2) gentrification; and (3) social well-being and the urban built environment. Race, class, and gender relationships are at the heart of these issues. This course therefore also considers how the intersectionality of race, class and gender affect and are affected by urban landscapes.

Learning Goals

Satisfactory work in this course will help you:

- (1) enhance your knowledge of American city life through the critical examination of socio-spatial processes and relationships that animate geographical patterns of household settlement, capital investment, and social welfare.
- (2) use urban social theory to explain the social justice implications of urban socio-spatial processes and relationships for democratic society.
- (3) learn about the ability of community groups to effect change in the city landscape.
- (4) sharpen your critical thinking skills and add to your geographical analysis techniques.

Format

Our twice-weekly meetings will be discussion-oriented. In addition to small-and large-group discussions, sessions will include lectures, group, and individual activities, including media viewing, writing, and analysis exercises. I will do my best to make each meeting dynamic, enjoyable and engaging to foster an optimal environment for learning. The effectiveness of this format depends on your regular attendance, preparation, and full participation. Students are expected to have completed any assignments, including the required reading, before coming to class and be prepared to discuss it.

Policies

Academic honesty is expected at all times. All work for this course must be your own. You must properly cite any work on which you draw in your written assignments. Plagiarism or cheating will not be tolerated and will result in a failing grade for the course. Furthermore, such behavior will be reported to the Dean and may result in suspension or even dismissal from the college. Please see me if you have questions about what counts as plagiarism.

Changes. As the semester unfolds, there may be reason to make changes to the course. I will announce any changes to readings, topics, or the schedule in class and via Moodle. It is your responsibility to keep up with any changes.

Deadlines. Deadlines for assignments are firm. Penalties for missed deadlines are noted in the assignment descriptions below. Note: in a couple of cases, assignments will not be accepted past their deadlines. If you have obligations that conflict with this class' scheduled assignments, you must see me no later than Thursday, February 2nd so that we can discuss appropriate accommodations.

Disabilities. If you have a documented disability or any other problem that you think may affect your ability to perform well in this course please see me as soon as possible so that we can discuss appropriate accommodations.

Moodle. A fair amount of course information will be disseminated via Moodle. I will post pertinent documents, notices, and announcements on the class Moodle page. If you are looking for a handout, for instance, you will likely find it there.

No extra credit. The number of assignments on which grades in this course are based is non-negotiable.

Respect for learning. Respect for your peers and professor are absolutely essential to create and sustain a supportive learning environment. As we engage in critical discussion and debate, keep your critiques focused on ideas (and not the person voicing the idea). Our goal is to create a positive classroom environment in which you and your classmates feel comfortable having bold conversations and taking risks in the learning process.

Do not hesitate to talk with me if you have any questions or concerns regarding this class. Open communication is key to successful learning. The sooner you voice your concerns, the more opportunity I will have to respond.

Required Text

- Klinenberg, Eric (2002) *Heat wave: a social autopsy of disaster in Chicago*. University of Chicago Press, Chicago.

* This book is on reserve and is supplemented by required readings that are available on the course Moodle page. Recommended readings are also available through Moodle.

Assignments (1000 points total)

Reading: This course is relatively demanding in terms of reading. It is imperative that you stay on top of the reading and finish all assigned reading as indicated in the schedule below.

Attendance: attendance is required. Your attendance will not count explicitly toward your grade; however, I take good and poor attendance records into consideration when I assign final grades. Students on the threshold between a C+ and B-, for instance, may be assigned the higher grade in the case of consistent attendance.

Participation and Discussion (50 points): our meetings will regularly involve in-class discussion of assigned readings. The discussions are an opportunity for you to clarify uncertainties and synthesize your understanding of concepts and ideas presented in the lectures and readings. The discussions also provide a forum in which to examine critically concepts and issues that are relevant to urban social geography. Discussions thus present important learning opportunities in the class. You will of course need to be present to participate in discussion, but beyond this you will be evaluated for your ability to: (a) add content and insight into the discussion, and (b) pose relevant questions that contribute to the discussion. In order to earn credit for discussion, make sure you participate in the class discussions or online in Moodle. Please feel free to see me if you are reluctant to speak in class – I am happy to work with you to find ways that facilitate your participation.

Your active participation in this class is key to making it interesting and relevant to your own experiences. I have observed that students who fail to attend regularly also struggle with relating the conceptual and theoretical content of urban social geography to their experiences and interests.

Critical reading and reflection (200 points total)

You will practice critical reading and reflection skills in this course in two ways:

1) *Share reading reactions to two or more readings*, responding to instructor-provided prompts. The prompts are available via Moodle. Students must complete at least five reading reaction essays and there are nine opportunities in which to do so. These opportunities are time-sensitive as they are aligned with planned in-class discussions. The essays are **due by midnight** preceding the class meeting to which the essays will contribute. This will allow me to read the essays and prepare for the class meeting. Reading reactions must be submitted via Moodle. *Reaction essays submitted late will receive no credit.*

Each reaction should exhibit a line of reflective thought in which you explain the logic and rationale that supports your reaction to the readings. Your essay should be 400-500 words and must include at least one question, relevant to the readings, which you would like to ask of your classmates. Thus, the reading reaction essays should help you prepare for participation in class discussion. These reactions are not graded and are marked in a credit or no-credit fashion. (150 points)

2) *Share reactions to two public media pieces.* I want you to take notice of how news media, filmmakers, and the like frame and explain issues that are relevant to our course. Post your reactions to media on Moodle in the forum entitled “Reactions to public media.” In your contribution, share a link to a piece you select, and reflect briefly on why you selected it and what it adds to your thinking on urban social geography. These entries are not graded and you will receive credit upon completing this assignment in full. (50 points)

Organization report (50 points): Students will write one short (2-3 pages) report that describes the work of an organization to address one of the issues we explore in the course, such as access to housing, gentrification, and sprawling land-use, and so on. Students are welcome to collaborate on research for the report. However, each student should write their report individually.

The report should frame the problematic nature of the issue, explain one or two specific ways in which an organization attempts to address the problem, and discuss the organization’s results and the remaining challenges. Your report may describe a local organization or one from a different city, anywhere in the world. The primary requirement is that your report focuses on how an organization tries to affect an issue that is relevant to our class. I encourage you to meet with me if you encounter any difficulties or have questions about the assignment. Reports will be submitted to a public forum on Moodle, which allows you to share your findings with your classmates. Due dates are as follows:

- January 31: racial discrimination
- February 9: residential segregation
- February 16: race and social justice initiatives
- February 28: sprawling land-use
- March 7: the New Urbanism
- April 4: gentrification
- April 20: urban design and public space
- April 25: neighborhood health

Late organization reports will be penalized 10% per calendar day.

In addition to sharing the report, students will give a brief in-class presentation describing the organization they examine in the report. The presentation is due the same day as the deadline for each topic.

Debate position statements and reflection (250 points total, 125 points each): Our class will engage in two debates about controversial issues. In preparation for the debate, you will need to write a 5–6-page position statement in which you outline and explain a particular standpoint on the issue at hand. You must also write a 1–2-page reflection on the in-class debate experience. The position statement is due the day of the in-class debate and the reflection is due the day after. These due-dates are:

- February 21: position statement on segregation & Feb 22 post-debate reflection
- April 13: position statement on gentrification & April 14 post-debate reflection
- You must attend the debate in order to receive credit for the post-debate reflection

New Urbanism Site Assessment (100 points): You will work with a group to visit a New Urbanist project in the Twin Cities and conduct an assessment of the project's built environment. You will work with a group, but each person will write a report independently. The report is due Mar 23.

Research Project (300 points): You are required to complete a research project and it is a major part of this course. There are two options for completing this requirement:

- (1) *Independent research* – students may choose to do a research project on a topic of their choosing that is relevant to city life. You may approach this through writing an argumentative paper or through creating a visual or audio document, such as a documentary, podcast, digital story, and the like. Students who choose this option must meet with the instructor to discuss their interests, submit a project proposal and reading list by February 15th, submit an outline by March 24th, turn in a rough “draft” by April 17th, and turn in their final product on May 4th. Additional details for this option are listed in the appendix.
- (2) *Community-based learning* – students may choose to volunteer their services at a local community organization. Specific organizations that match the major themes addressed in the course have been identified as candidates and are listed in a separate document. Paul Schadewald of Macalester's Civic Engagement Center can assist you with learning more about them and contacting specific organizations. Students may choose to work with an organization outside of the identified organizations provided their selection and rationale supports the foci of this course. Students must plan to spend 3 hours per week at the organization for a total of at least 36 hours over the course of the semester. Students who pursue this option must submit a supplementary reading list and a background and profile report of their chosen organization via Moodle by February 17th. Students are required to submit three journal entries in which they reflect on their service experiences, connecting them with themes explored in relevant academic and/or policy literature. Lastly, students must submit a final thought piece, approximately 8 pages in length, in which examine a particular issue of interest from their service learning experience. It is expected that students completing this option meet with the instructor to work out an appropriate approach. This paper is due on May 4th. Additional details for this option are listed in the appendix.

* *Note* * students should be aware of the opportunity for enhancing their learning experience through Macalester's Internship Office. Students who pursue either option for the research project should consider a structured internship with an organization. The internship would demand more of students' time for which they can earn additional credit (1-4 credits). Students interested in exploring this opportunity should plan to meet with the professor and Michael Porter of the College's Internship Office by the second week of the semester.

*****Students must indicate on Moodle which option they will pursue by February 3rd.*****

Presentation (50 points): Students will give a short presentation, 5 minutes in length, in which they provide a *succinct* distillation of their independent project or community based learning experience. The presentations are an opportunity for your classmates to learn more about your project in a formal and structured setting. You should therefore be prepared to answer questions from your peers. Presentations will vary according to the type of project. Specific instructions for each of the project options are therefore listed in the appendix. Presentations will occur April 27th and May 6th.

- Students who miss their assigned presentation time will receive no credit for this assignment.

Grade distribution:

Your final grade will be based on performance in all parts of the course. Letter grades will be assigned according to the following distribution:

<u>Excellent</u>	<u>Good</u>	<u>Fair</u>	<u>Unsatisfactory</u>	<u>Failing</u>
A (1000-930)	B+ (899-880)	C+ (799-780)	D+ (699-680)	NC (< 600)
A- (929-900)	B (879-830)	C (779-730)	D (679-630)	
	B- (829-800)	C- (729-700)	D- (629-600)	

Bibliography of Required & Recommended Readings

Blakely, E., and Sanchez, T. (2007). “Walling in or walling out: gated communities.” In Bullard, R. (ed.) *The black metropolis in the twenty-first century: race, power, and the politics of place*, pp. 111-126, Rowman & Littlefield: Lanham, MD.

Brain, D. (2005). From good neighborhoods to sustainable cities: Social science and the social agenda of the New Urbanism. *International Regional Science Review* 28(2): 217-238.

Byrne, J. (2003). Two cheers for gentrification.” *Howard Law Review* 46(3): 405 – 432.

Chaskin, R., and Joseph, M. (2013). ‘Positive’ gentrification, social control and the ‘Right to the City’ in mixed-income communities: uses and expectations of space and place. *International Journal of Urban and Regional Research* 37(2): 480 – 502.

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- Cosgrove, D. (1989). Geography is everywhere: culture and symbolism in human landscapes. In *Horizons in Human Geography*, eds. D. Gregory and Walford, 118-135. Totowa, NJ: Barnes and Noble Books.
- Darden, J. (2007). "Residential Apartheid American Style." In Bullard, R. (ed.) *The black metropolis in the twenty-first century: race, power, and the politics of place*, pp. 67-85, Rowman & Littlefield: Lanham, MD.
- Ellen, I. (2008). Continuing isolation: segregation in America today. In *Segregation: the rising costs for America*, eds. J. Carr and N. Kutty, 261-278, Routledge: New York.
- Fainstein, S. (2011). "Planning and the just city." In Marcuse, P., Connolly, J., Novy, J., Olivo, I., Potter, C., and Steil, J., (eds.), *Searching for the just city*, pp. 19-39, Routledge: London.
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- Housel, J. (2009). Geographies of whiteness: the active construction of racialized privilege in Buffalo, New York. *Social & Cultural Geography* 10(2): 131-151.
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- Jonas, A. (1998). Busing, 'white flight', and the role of developers in the continuous suburbanization of Franklin County, Ohio. *Urban Affairs Review* 34 (2):340-358.
- Keels, M., G. Duncan, S. Deluca, R. Mendenhall, and J. Rosenbaum (2005). Fifteen Years Later: Can Residential Mobility Programs Provide A Long-Term Escape from Neighborhood Segregation, Crime, and Poverty? *Demography* 42(1): 51-73.

- Klinenberg, Eric (2002). *Heat wave: a social autopsy of disaster in Chicago*. University of Chicago Press, Chicago.
- Kotkin, J. (2010). The war against suburbia. *The American* January 21, 2010.
- Lake, R., and K. Newman (2002). Differential citizenship in the shadow state. *GeoJournal* 58 (2-3):109-120.
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- Lees, L. (2008). Gentrification and Social Mixing: Towards an Inclusive Urban Renaissance? *Urban Studies* 45(12): 2449-2470
- Lees, L., Wyly, E., and Slater, T. (2008). *Gentrification*. Routledge: New York.
- Lupton, B. (2005). “Gentrification with justice” In *Renewing the city*. InterVarsity Press, Downers Grove, IL.
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- Massey, D., and Denton, N. (2005). “Segregation and the making of the underclass.” In Lin, J., and Mele, C., (eds.), *The urban sociology reader*, pp. 134-143, Routledge: London.
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- Talen, E. (2010). Affordability in New Urbanist Development: Principle, Practice, and Strategy. *Journal of Urban Affairs* 32(4): 489-510.
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Schedule

This schedule is duplicated on the course Moodle page, which also includes a good number of additional online resources not represented below.

<u>Date</u>	<u>Topic</u>	<u>Activities</u>	<u>Assignments</u>	<u>Readings</u>
Jan 19	Introduction	Introduction of key concepts		Wirth Fainstein Optional: Cosgrove
Jan 24	Theoretical Framework: the link between society and space	Discussion of theoretical framework	Reading Reaction 1	Soja McCann
Jan 26	Theoretical Framework: geographies of race and racism	Social construction of race Space and race		Omi and Winant Housel McIntosh
I. The Segregated City				
Jan 31	Racial segregation in America	A critical discussion of <i>American Apartheid</i>	Reading Reaction 2	Coates Massey and Denton Darden
Feb 2	Measuring Segregation	Calculating Dissimilarity and Isolation indices	Meet in Neil Hall room 302	Glaeser and Vigdor
Feb 7	Contemplating the causes of segregation	Discussion: what causes segregation? Case study: segregation in Buffalo, NY	Reading Reaction 3	Ellen Squires et al. (2005) Optional: Trudeau (2006)
Feb 9	Segregation and Diversity in the 21 st century	Report on segregation levels Share your research with class	Report segregation indices for assigned cities	Nyden et al. Holloway et al Optional: Turner and Rawlings

<u>Date</u>	<u>Topic</u>	<u>Activities</u>	<u>Assignments</u>	<u>Readings</u>
Feb 14	Policy Responses to segregation	Inventorying policy responses Critiquing integration Alternatives to integration	Reading Reaction 4	Young Keels et al. Squires (2008)
Feb 16	Differentiated Solidarity in focus	A conversation about social equity and planning		
Feb 21	Taking a stand on segregation and desegregation	In-class debate and reflection	Position statement and post debate reflection #1	
II. The Sprawling City – Another side of segregation				
Feb 23	The Causes of suburbanization: economic and political structures	A political history of suburbanization Defining sprawl		Duany et al. Hanlon et al
Feb 28	The Causes of suburbanization: personal perceptions and choices	Discuss implications of suburban sprawl for urban social geography	Reading Reaction 5	Jonas Nocera Kotkin
Mar 2	Suburbs, segregation, and the New Urbanism			Marcuse Brain Optional: Blakely and Sanchez
Mar 7	Towards a New Urbanism		Reading Reaction 6	CNU Charter Clarke Optional: Trudeau & Kaplan
Mar 9	<i>No class</i>	Visit New Urbanist settlement with group	Prepare site report	
Mar 14	Spring break			
Mar 16	Spring break			

<u>Date</u>	<u>Topic</u>	<u>Activities</u>	<u>Assignments</u>	<u>Readings</u>
Mar 21	Appraising the New Urbanism	Report on site findings Discussion of urbanism and diversity	Site Report due Mar 23	Talen Mayo and Ellis Optional: Jacobs (“Myths”), Trudeau (2017)
Mar 23	No Class/Dan @ UMD			Start reading <i>Heat Wave</i>
Mar 28	Gentrification: toward an urban renaissance?	Defining gentrification Theories of gentrification		Lees et al. Fig & York Optional: Shaw
Mar 30	The problem of gentrification	Case study of urban redevelopment and gentrification		Chaskin and Joseph
Apr 4	Debates about Gentrification	Gentrification: positive or negative?	Reading Reaction 7	Byrne powell and Spencer
Apr 6	No Class/Dan @AAG	Uncovering the experience of gentrification		Flag Wars Personal narratives (online)
Apr 11	Can gentrification be managed?	Discussing the potential to limit the ‘bads’ of gentrification		Lupton How not to be a gentrifier There’s no way not to be a gentrifier Optional: Meehan
Apr 13	Taking a stand on gentrification	In-class debate and reflection	Position statement and post-debate reflection #2	

III. Cities and Well-being

Apr 18	Urban Design and Well-being	It all comes together in Chicago: discussion of <i>Heat Wave</i>	Reading Reaction 8	Jacobs (“Orthodox planning”) Klinenberg, prologue-chapter 1, pp. 1-78
Apr 20	Urban Design and Well-being, continued	discussion of <i>Heat Wave</i>		Klinenberg, chapter 2, pp. 79 – 128
Apr 25	City governance and service delivery	The empowerment era and access to services Discussing the effect of the shadow state on cities	Reading Reaction 9	Trudeau (2012) Klinenberg chapter 3 & 4, pp. 129-184
Apr 27	Coda: Toward a just city	Student Presentations		Klinenberg Chapter 5 - Epilogue, pp. 185 – 242. Optional: Lebowitz & Trudeau
May 6	Final exam meeting, **8 – 10 am**	Student Presentations	Final Project due May 4 by 9 pm	

Appendix: Research Project Information

(1) Independent research project

Purpose:

To learn about a specific issue relevant to city life through critical examination of pertinent academic and/or policy literature.

Assignments:

- A) Due February 15th - Write a proposal to conduct research and represent your thinking about a topic of your choice. Your proposal must include a 2-page essay in which you identify an issue that you want to research and explain why it is a matter of significance for society. You must also provide a list of at least 15 credible and substantive sources that will help you learn more about the issue. Students should consult the instructor when generating this list.
- B) Due March 18th – an annotated bibliography for at least 12 sources. In at least a paragraph, each annotation will describe the argument in the source, note your reaction to it, and indicate how you expect to use it in your paper.
- C) Due March 24th - Prepare an outline, mock up, etc., of your project, including a statement of purpose and description of how your project will support it.
- D) Due April 17th - Prepare a rough draft of your project. A rough draft is a complete, but not yet finalized version of the paper or creative project.
- E) Due May 4th – Submit your final project to Moodle.
 - a. Papers should be 14-16 pages in length, excluding figures, tables, and bibliography. Papers should reflect primary and/or secondary research and must present a thesis, analyze evidence that supports the thesis, and end with a conclusion that considers the significance and limitations of the analysis. Papers must cite at least 15 different scholarly and/or policy sources. Authors must use a single citation style—I recommend Chicago Style—and use it consistently. Papers must be typed using 12 pt font, double-spaced, free of grammatical and spelling errors, and formatted with page numbers, 1.25” side margins and 1” margins on top and bottom.
 - b. Creative projects – e.g., documentary, podcast, digital story, etc. – must also reflect extensive research and develop a clear point and support it with evidence and communicate in a style that is appropriate to the intended audience. The details of the final product will be established through consultation with the instructor during the proposal phase. The final product should not exceed 7 minutes. Creative projects will also be accompanied by an annotated list of at least 15 references and a short reflective statement that considers lessons learned from the research and creative process.

Significant due dates:

- Feb 14 – last date to meet with instructor to discuss potential topics
- Feb 15 – research proposal due with reading list of at least 15 sources (10%)
- Mar 18 – annotated bibliography of at least 12 sources (5%)
- March 26 – project outline due (5%)

- April 17 – rough draft due (15%)
- May 4 –final product due (65%)
 - Late papers will be penalized 20% per calendar day

Presentation pointers: prepare a 5-minute presentation that details what question you researched, what you did, what you found, and why this is significant for urban social geography. These latter two issues are the most important, so plan to spend the bulk of your time addressing them.

(2) Community Based Learning

Purpose:

To learn about the ability of community organizations to shape city life and landscapes through critical reflection on service learning experiences and informed by an examination of pertinent academic and/or policy literature. Students must plan to spend 3 hours per week at the organization for a total of at least 36 hours over the course of the semester.

Assignments:

- Due Feb 17 - Write a service profile of the organization in which you provide a brief history of the organization, identify its mission, and explain how the organization attempts to achieve its mission through its distinct programs and services. Students are also encouraged to investigate the sources of the organization's funding and volunteer resources.
- Due Feb 17 - Prepare a supplementary reading list of at least 8 academic and/or policy sources relevant to the organization's activities. Students should consult the instructor when generating the reading list.
- Submit 3 journal entries that connect reflections on their service experiences with themes explored in the supplementary and/or required reading. Due dates listed below.
- Due May 4 - Write a final thought piece, approximately 8 pages in length, in which you examine a particular issue of interest from your service learning experiences. It is expected that students completing this option meet with the instructor to work out an appropriate approach to this final thought piece.

Significant due dates:

- Feb 10 – last date to establish a service-learning relationship with a community organization
- Feb 17 – profile of organization due along with a supplementary reading list of at least 8 academic and/or policy sources (15%)
- Feb Mar 3 – first journal entry due (5%)
- Mar 24 – second journal entry due (5%)
- April 7 – third journal entry due (5%)
- April 21 – (optional) turn in final essay outline for instructor's comments
- May 4 – hard copy of final paper. (70%)
 - Late papers penalized 20% per calendar day.

Presentation pointers: prepare a 5-minute presentation that details the mission and work of the organization in which you served, what you experienced, and what you learned about this work vis-à-vis the supplementary literature. Your presentation should focus primarily on what you learned. Students are encouraged to reflect on the ways in which their organization affects (or could affect) social geography of a particular city.