In this course, we will discuss the foundations of American urban life and metropolitan development today, and examine how and why urban housing markets operate as they do within American metropolitan regions. The course is particularly relevant for students interested in the fields of urban planning and policy. The course is organized by seven major themes:

1. **The Metropolitan Economy**: How do we study metropolitan economies? How can we tell when an urban economy is healthy?

2. **Land Use and Population Patterns within the Metropolis**: How do we identify, describe, and explain geographical patterns of land use and populations within cities?

3. **Geography of Urban Housing Supply**: How did the American housing inventory evolve under the influence of economic, social, and technological constraints? What is the geography of the Twin Cities' housing supply, and why?

4. **Urban Housing Demand**: What social, cultural, and economic forces support housing demand? Why do Americans like to buy more housing than they need?

5. **Geography of Urban Housing Markets**: How do urban housing markets and submarkets operate? Why do identical houses sell for vastly different prices at different locations in the metropolitan area? How does the Twin Cities market operate?
6. **Suburbanization and Land Use**: What are the causes and consequences of suburban growth? What are some design responses to “sprawl,” and how effective are they?

7. **Policy Debates**: What are some policy responses to metropolitan development? What land use controls are available, and how are they used?

By the end of the course, you should be able to analyze how changes in the economy and society relate to metropolitan land use. Additionally, this course fulfills Macalester’s quantitative thinking graduation requirement (Q2) because of its focus on quantitative methods used to examine metropolitan organization and change. By the end of the course, you will have mastered application of these methods as well as recognize their limitations. You will also become familiar with important data sources used in urban research, and engage specifically with our Twin Cities metropolitan area.

### II. READING MATERIALS

There is one required text for the course:


A renowned urbanist and author, Jacobs ponders large ideas about metropolitan economies in her writings. Various paperback editions of this classic book exist; any are fine.

All other required readings will be posted on our Moodle site.

### III. EXPECTATIONS AND GRADING

**Attendance**

Class attendance and participation are expected; many course topics and ideas will be covered only in class. If there are topics or issues that are of special interest, please let me know and we will try to work them into class discussions.

The class will consist of lectures and in-class discussions and activities. You are expected to have done all required reading before coming to class and be prepared to discuss it. A productive discussion is one in which participants listen and learn from one another, that focuses on understanding an issue and making connections (to other readings, to real life events, etc.), and that advances our collective knowledge of a topic.

**Grading**

Your grade will be based on three exams, three short papers, an in-class oral presentation, and participation and discussion:

- Exams (3 @ 100 pts. each) = 45%
- Papers (3 @ 100 pts. each) = 45%
- Policy presentation (55 pts.) = 8%
- Class participation and discussion (12 pts.) = 2%
Exams will consist of short essay questions, and are based on class lectures and discussions, readings, and the assignments. The assignments will be explained on detailed handouts distributed in class. Assignments are graded for content as well as for effectiveness of writing. Assignments must be turned in during class (not later in the day) to be considered on time; late assignments will be penalized 10% per day.

**Make-up exams, extensions**

Make-up exams are given only for excused absences. In such cases, notify me as soon as possible before the exam. Extensions on assignments or course incompletes will not be granted unless exceptional circumstances require it and prior arrangements have been made.

**Technology use**

Within the classroom, students are welcome to use laptops for academic purposes; technology use that is disruptive to an academic space is not welcome. When communicating with me via email, I strive to answer messages within 24 hours.

The course syllabus, assignments, readings, and other information and announcements will be posted to our Moodle site.

**Academic resources**

The Macalester Academic Excellence (MAX) Center (http://www.macalester.edu/max/), located on the first floor of Kagin Commons, provides numerous academic resources from time management and study strategy workshops to quantitative material and writing assistance.

**Academic accommodations**

In some circumstances, course design may pose barriers to a student’s ability to access or demonstrate mastery of course content. Academic accommodations can be implemented in such circumstances. If you think you need an accommodation for a disability, please contact the Disability Services Office (http://www.macalester.edu/studentaffairs/disabilityservices/) at your earliest convenience. You may schedule an appointment by emailing disabilityservices@macalester.edu, or calling the Disability Services Office at 651-696-6974.

**Academic honesty**

Academic honesty and integrity are expected at all times. You are responsible for knowing what constitutes plagiarism. If you have questions about Macalester’s academic integrity policy, please refer to the Student Handbook (http://www.macalester.edu/studentaffairs/studenthandbook/).

All sources used in preparing your work must be cited; this includes data sources. APA is the preferred citation style of the Geography Department; see the library’s citation guides and resources under the Research Guides menu at https://libguides.macalester.edu/citation.
Individual Health and Well-Being

Here at Macalester, you are encouraged to make your well-being a priority throughout this semester and your career here. Investing time into taking care of yourself will help you engage more fully in your academic experience. Remember that beyond being a student, you are a human being carrying your own experiences, thoughts, emotions, and identities with you. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, financial, etc., and how they can have an academic impact. In the classroom, eat when you are hungry, drink water, use the restroom, and step out if you are upset and need a break. Please do what is necessary so long as it does not impede your or others’ ability to be mentally and emotionally present in the course. Outside of the classroom, sleep, moving your body, and connecting with others can be strategies to help you be resilient at Macalester. If you are having difficulties maintaining your well-being, please reach out to one of the resources listed at http://bit.ly/2zcyuqU.

IV. SCHEDULE AND ASSIGNMENTS
(Note: Schedule and readings subject to change. *Italicized readings* are for further reference, they are not required!)

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Fri-Jan 24</td>
<td>Introductions</td>
<td></td>
</tr>
<tr>
<td>2. Mon-Jan 27</td>
<td>Study of cities; Models of the metropolitan economy</td>
<td>Jacobs chs. 2-3</td>
</tr>
<tr>
<td>3. Wed-Jan 29</td>
<td>Models of the metropolitan economy (pt. 2)</td>
<td>Jacobs chs. 4-6</td>
</tr>
<tr>
<td>4. Fri-Jan 31</td>
<td>Models of the metropolitan economy (pt. 3)</td>
<td>Jacobs chs. 7-8</td>
</tr>
<tr>
<td>5. Mon-Feb 3</td>
<td><em>No class – Laura at Valparaiso</em></td>
<td></td>
</tr>
<tr>
<td>6. Wed-Feb 5</td>
<td>How do we assess urban economic health?</td>
<td>Banerjee</td>
</tr>
<tr>
<td>7. Fri-Feb 7</td>
<td>Urban economic health (pt. 2)</td>
<td><em>(Mulligan et al.)</em></td>
</tr>
<tr>
<td>8. Mon-Feb 10</td>
<td>Urban economic health (pt. 3)</td>
<td>Jacobs ch. 12; Glaeser (pp. 41-43; 63-67)</td>
</tr>
<tr>
<td>9. Wed-Feb 12</td>
<td><em>Discussion: Cities and the creative class</em></td>
<td>Florida (2005) chs. 1-2; Zimmerman</td>
</tr>
<tr>
<td>Date</td>
<td>Topic</td>
<td>Reading/Assignment Due</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------------------------------------------------------------------</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>10. Fri-Feb 14</td>
<td>The changing urban economic scene</td>
<td>MacGillis; Florida (2017) preface, ch. 3 (Florida (2009))</td>
</tr>
<tr>
<td>11. Mon-Feb 17</td>
<td>Models of urban structure; Emerging models of urban structure</td>
<td>Clark; Davis (Dear and Flusty; Lang ch. 2)</td>
</tr>
<tr>
<td>12. Wed-Feb 19</td>
<td>Emerging models of urban structure (pt. 2); Location rent theory</td>
<td></td>
</tr>
<tr>
<td>13. Fri-Feb 21</td>
<td><em>Discussion</em>: Assignment #1</td>
<td><strong>DUE</strong>: Assignment #1</td>
</tr>
<tr>
<td>14. Mon-Feb 24</td>
<td>Definition of segregation</td>
<td></td>
</tr>
<tr>
<td>15. Wed-Feb 26</td>
<td><strong>Exam #1</strong> – covering Days 1-13 (metro economy and land use patterns)</td>
<td></td>
</tr>
<tr>
<td>16. Fri-Feb 28</td>
<td>Issues of definition and measurement of segregation</td>
<td></td>
</tr>
<tr>
<td>17. Mon-Mar 2</td>
<td>Segregation indices and results</td>
<td>Massey and Denton</td>
</tr>
</tbody>
</table>

**Land Use and Population Patterns within the Metropolis**

**Geography of Urban Housing Supply**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>18. Wed-Mar 4</td>
<td>Segregation index calculations; Evolution of metro housing stock</td>
<td></td>
</tr>
<tr>
<td>19. Fri-Mar 6</td>
<td>Evolution of metro housing stock (pt. 2)</td>
<td>Muller (Teaford chs. 2, 5)</td>
</tr>
</tbody>
</table>

**Urban Housing Demand**

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. Mon-Mar 9</td>
<td><em>Discussion</em>: The meaning of housing; Social demand for housing</td>
<td>Jackson ch. 3 (pp. 45-52); Buchta; Deane; Rozhon</td>
</tr>
<tr>
<td></td>
<td></td>
<td><strong>DUE</strong>: Housing image</td>
</tr>
<tr>
<td>21. Wed-Mar 11</td>
<td>Operation of housing submarkets; Twin Cities housing submarkets</td>
<td>Hansen (pp. 13-23)</td>
</tr>
<tr>
<td>22. Fri-Mar 13</td>
<td>Demographic basis for changes in demand</td>
<td></td>
</tr>
</tbody>
</table>

*(Spring Break – March 14-22)*
<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Reading/Assignment Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>23. Mon-Mar 23</td>
<td>The housing bundle; Vacancy chains</td>
<td></td>
</tr>
<tr>
<td>24. Wed-Mar 25</td>
<td>Federal housing policy</td>
<td>Jackson ch. 11</td>
</tr>
<tr>
<td>25. Fri-Mar 27</td>
<td>Federal housing policy (pt. 2); Housing appreciation rates</td>
<td>Desmond; Wieffering; Galler</td>
</tr>
<tr>
<td>26. Mon-Mar 30</td>
<td>Field Trip (2:20 – 5:30 p.m.) South Mpls-Burnsville housing submarket</td>
<td></td>
</tr>
<tr>
<td>27. Wed-Apr 1</td>
<td>Discussion: Assignment #2</td>
<td><strong>DUE:</strong> Assignment #2</td>
</tr>
<tr>
<td>28. Fri-Apr 3</td>
<td>Calculation of house price ratios; Definition and measures of &quot;sprawl&quot;</td>
<td>Glaeser pp. 264-267 (Lang ch. 7)</td>
</tr>
<tr>
<td>29. Mon-Apr 6</td>
<td><strong>No class</strong> – American Association of Geographers (AAG) conference</td>
<td></td>
</tr>
<tr>
<td>30. Wed-Apr 8</td>
<td><strong>No class</strong> – AAG conference</td>
<td></td>
</tr>
<tr>
<td>31. Fri-Apr 10</td>
<td><strong>Exam #2</strong> – covering Days 14-27 (housing supply, demand, and operation of housing markets)</td>
<td></td>
</tr>
<tr>
<td>32. Mon-Apr 13</td>
<td>The Sprawling of America</td>
<td><em>(Brooks)</em></td>
</tr>
<tr>
<td>33. Wed-Apr 15</td>
<td><strong>No class</strong> – Geography Honors Day</td>
<td></td>
</tr>
<tr>
<td>34. Fri-Apr 17</td>
<td>Causes and consequences of suburban growth</td>
<td>Glaeser (pp. 165-167; 183-197) (Jackson ch. 16)</td>
</tr>
<tr>
<td>35. Mon-Apr 20</td>
<td>Current growth trends</td>
<td>Jacobs (1961) ch. 9; Southworth and Ben-Joseph <em>(Kunstler 1996)</em></td>
</tr>
<tr>
<td></td>
<td><strong>Policy Debates</strong></td>
<td></td>
</tr>
<tr>
<td>36. Wed-Apr 22</td>
<td>Legal basis for land use controls; Collective rights vs. individual enjoyment of property</td>
<td>Salkin (pp. 213-216); Platt; Greenhouse; Yardley</td>
</tr>
<tr>
<td>37. Fri-Apr 24</td>
<td><strong>Guest speaker:</strong> Urban planning</td>
<td><strong>DUE:</strong> Assignment #3</td>
</tr>
</tbody>
</table>
V. READING LIST

Required:


Ch. 3: “Home, Sweet Home: The House and the Yard”
Ch. 11: “Federal Subsidy and the Suburban Dream: How Washington Changed the American Housing Market”
Ch. 16: “Retrospect and Prospect”


Ch. 9: “The Need for Small Blocks”


Further Reference:
Brookings Institution, Metropolitan Policy Program. Various reports. Available at: http://www.brookings.edu/metro


Ch. 2: “The Century Begins, 1900-1919”

Ch. 5: “Suburbia Triumphant, 1945-1964”
