Geography 417: Urban Geography
Fall 2019

Prof. Benjamin Forest
Department of Geography
McGill University
Office Hours: Thursdays, 12:30 p.m. – 1:30 p.m. and by appointment

Course Calendar Description: Classic and contemporary perspectives in urban geography. Range of topics including effects of capitalism, gender, suburbanism, segregation and inequality, property, urban landscapes, and urban space. Emphasizes theoretical issues but includes empirical and/or case studies.

The course includes classic and contemporary works in urban geography, and both covers topics addressed in undergraduate Urban Studies courses in greater depth and to introduce new subjects and perspectives. The class includes both theoretical and empirical works on urbanism, the effects of capitalism, gender, suburbanism, segregation and inequality, property urban landscapes, and urban space. The class is open to students with prior coursework in urban geography: GEOG 217; and one or more of the following: GEOG 315, GEOG 325, GEOG 331, and GEOG 525.

Note: GEOG 617 and GEOG 417 are taught simultaneously and meet together as a single seminar. Graduate students enrol in GEOG 617 and undergraduates enrol in GEOG 417; each group follows the requirements of their respective syllabus.

Course Requirements: Students must prepare responses to the readings each week (which serve as a basis for discussion) and must present these to the class on a rotating basis. In addition, students must submit 3 analytic essays based on the assigned readings. Finally, students may be required to periodically attend talks in the department’s Geospectives lecture series or other venues.

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Information on university and department policies concerning student assessment can be found at the following website: [www.mcgill.ca/geography/studentassessment](http://www.mcgill.ca/geography/studentassessment)

Reading responses: See the response assignment for my expectations and an example. Typically you will need to prepare a ½ to 1 page response for each article or book chapter assigned. These responses should identify the major claims or findings of each work, summarize the essential
points, and offer an insightful critique. Your written responses will be collected at the end of each class and will be returned with brief comments.

**Due Dates:** All papers are due by email as properly formatted Word documents by 11 PM on the dates listed on the first page.

**Expectations:** This class is a *seminar*. This means that in addition to the usual standards regarding academic integrity (listed below), students have responsibilities and freedoms different from a typical undergraduate class. In particular, all students are expected to take considerable responsibility for understanding, digesting, and synthesizing the material. Taking the class is not a passive activity! You are expected to complete all readings and assignments on time, to actively participate in class discussions, and to generally take the initiative in engaging the material.

**Analytic Essays.** Your analytic essay should address material that we have read for class but may also include any of the recommended readings. Please do not use texts that I have not assigned for the class. In your essay, you should offer a *detailed analysis and critique* (typically of two or more readings), rather than broad summaries and general arguments. I am interested more in depth than in breadth; this is your opportunity to explore the nuances and subtle details of the arguments beyond what we can do during class discussions.

There are several models for successful essays, but the most common is to explore a particular idea, concept, or theory that is used in several readings. Do the authors mean two different things but use the same term? Do they use different terms for the same concept? What are the (theoretical) consequences of these differences?

Similarly, you can offer a critique of the assumptions that underlie a set of readings. The focus here may not be on the explicit disagreements between the texts, but on the (unacknowledged) assumptions that they share.

For questions about formatting, advice about writing papers, and for writing tips, please see my [Research Paper Guide](http://www.geog.mcgill.ca/faculty/forest/teaching.html) on the teaching page of my website:


*McGill University policy requires the inclusion and wording of the following sections on Academic Integrity and Language Policy on all syllabi.*

**Academic Integrity:** McGill University values academic integrity. Therefore all students must understand the meaning and consequences of cheating, plagiarism and other academic offences under the Code of Student Conduct and Disciplinary Procedures (see [www.mcgill.ca/integrity](http://www.mcgill.ca/integrity) for more information).

L'université McGill attache une haute importance à l'honnêteté académique. Il incombe par conséquent à tous les étudiants de comprendre ce que l'on entend par tricherie, plagiat et autres infractions académiques, ainsi que les conséquences que peuvent avoir de telles actions, selon le Code de conduite de l'étudiant et des procédures disciplinaires (pour de plus amples renseignements, veuillez consulter le site [www.mcgill.ca/integrity](http://www.mcgill.ca/integrity)).
Language Policy: In accord with McGill University’s Charter of Students’ Rights, students in this course have the right to submit in English or in French any written work that is to be graded.

Readings: If you would like to order one or more of the books, I suggest you do so online, or through Paragraphe Bookstore (2220 McGill College Avenue, across from the main gates). Note that many texts are available for purchase as less costly ebooks.

All required readings are available through myCourses (in compliance with copyright regulations). Note, however, that some readings are ebooks accessible via the McGill library, and that only a limited number of people can reach them at the same time.

In many cases, I have set one or more chapters from a book. In all cases, I recommend reading the entire work, time permitting. For your papers, I expect you to address relevant sections of these books even if they are not required for discussion.

Similarly, some weeks I provide a list of recommended readings as a resource if you want to address the topic further, e.g., for a research paper, or comprehensive examinations.

N.B. I will not respect Law 62 or Law 21 in my classroom and will do my utmost to prevent anyone else from enforcing them. All who have come to learn and teach are welcome.

Topics

Week 1: Introduction
Week 2: Urban in Theory: Thinking about Space and Power
Week 3: The Roots of Modern Urban Studies: Liberalism and Pragmatism
Week 4: Capitalism and Urbanism
Week 5: Modernity and Urbanism
Week 6: Gender, Work, and the City
Week 7: World Cities/Global Cities
Week 8: Re-thinking Urban Modernity: Post-colonialism
Week 9: Colonialism and the Roots of Urban Segregation
Week 10: Scholarly Writing (Workshop)
Week 11: Segregation and Inequality
Week 12: Race, Time, and Space
Week 13: Cities, Rights, and Power
Schedule of Classes

Week 1: Introduction
September 3

Week 2:
Urban in Theory: Thinking about Space and Power
September 10

We start the course by considering the relationship between space and power, as discussed by French historian and social theorist Michel Foucault. While these works are not explicitly urban, they provide an important foundation for thinking about the connections among urbanism, modernity, power that are central in subsequent readings. Foucault's Discipline and Punish is a seminal book on the study of power and space. In particular, he is interested in how states exercise and apply power using space, but with strategies that are not necessarily territorial. Part III of the book includes the section with his highly influential discussion of the Panopticon and panopiconic strategies of power. In addition, we will examine his concept of governmentality, described by Foucault as “the art of government.” As with the Panopticon, Foucault explores the ways that power is exerted in non-territorial fashions by states, in part by defining the problems that governments must solve, and thereby expanding the reach of state power.


Recommended:
Rose and Miller (1992) develop the concept of governmentality in a widely cited article, illustrating the impact that such “translations” can have on the subsequent application of an idea. The other recommended readings provide examples of how Foucault’s ideas have been used in various geographic studies. Graduate students should consider reading Discipline and Punish in its entirety.


**Week 3: The Roots of Modern Urban Studies: Liberalism and Pragmatism**

September 17

*These works helped constitute modern urban studies in the 20th century and tend toward a mechanistic and individualistic approach to the analysis of urban social life. Simmel (1903) is a seminal essay on urban culture, postulating differences between the rapid, rational, modern city and the slow, non-rational/romantic, traditional rural lifestyle. Wirth (1938) offers a synthesis of this approach, postulating the effects of population size, density, and heterogeneity, and the contradictory social and political consequences that these things produce. As you read these works, think specifically about how these authors treat the effects of space compared to Foucault.*

*Jane Jacobs is among the best-known urban commentators of the 20th century, particularly for her 1961 book The death and life of great American cities, an influential critique of modernist urban planning and urban-renewal common in the mid-20th century. Her views have now become the “common sense” that animate discussions of contemporary urban planning.*


Recommended
The so-called “Chicago School” of urban studies adopted the spirit - and (largely) the theoretical perspectives - laid out by Simmel and Wirth. The City (1967) by Park, Burgess, and McKenzie is a collection of classic essays in this tradition. If you read this material, please read carefully because the language is archaic, but the analyses are often more subtle than they first appear. Entrikin (1980) lays out the complicated relationship between Park’s thought and contemporary urban geography. Dear and Flusty (1998) offer a critique (and in some ways, and update) of the Chicago School, grounded in the urban patterns of late-20th century Los Angeles.

Finally, there is Jane Addams. She won a Nobel Peace Prize, is considered the founder of modern social work, made important contributions to pragmatist philosophy, and worked closely with members of the Chicago School of urban studies. In modern terms, her approach could be described as “action research” focusing on the grounded concerns of urban inhabitants. Nonetheless, she is rarely mentioned in the conventional canon of urban geography, even by modern scholars who use this approach. The autobiographical Twenty Years at Hull House is probably her best-known work while Deegan (1988) discusses her relationship to the scholars at Chicago. If you are interested, I would recommend several contemporary articles discussing her legacy and influence (e.g., Olund 2010, Hirschmann 2015).


----- 1912. Twenty years at Hull House. Champaign, Ill.: Project Gutenberg.


Week 4: Capitalism and Urbanism
September 24

This week’s readings address many the same themes that we discussed in the last class – the effects of urbanization and industrialization – but where scholars like Simmel and Park thought about economic forces primarily in terms of the division of labour, Harvey focuses squarely on capitalism and class conflict. He is asking both different questions than someone like Park, as well as offering different answers. More generally, this perspective asserts that urban development can only be understood as a result of the dynamics of capitalism, particularly the conflict between labour and capital, and the need of capital to manage periodic crises of (over)accumulation. Castells (1977) makes a similar, powerful critique and is worth reading as well.

Start with Harvey (2001/1978), where he offers an explicit critique of the “Chicago School” of urban sociology and what he terms “bourgeois social science.” Next read chapters from his 1985 Consciousness and the Urban Experience, which offers his take on some of the same questions that we saw in Park and Simmel (money, time, and space in cities) and then more general arguments about the urban effects of the conflict between labour and capital. Finally, read his arguments about how changes in capitalism influence urban governance (Harvey 1989). You should attend to the ways in which his arguments evolve (and how they remain consistent) over the course of these selections.


Recommended:
Harvey is one of the most influential and widely cited living geographers, so this perspective is evident in a lot of contemporary urban studies. (This is not to say that the liberal perspective isn’t there too. Pragmatic approaches generally find their home in urban planning and social work.) Castells (1977) is a second widely influential voice in the Marxian approach to urban studies that emphasizes capitalism as the fundamental force shaping (modern) cities. The other recommended works offer empirically grounded analyses that reflect a similar set of concerns and perspectives, although they embrace a more diverse theoretical approach to capitalist urbanization.


**Week 5: Modernity and Urbanism**

October 1

*Despite the sharp disagreements between the liberal-pragmatic/bourgeois approach of the Chicago School and the Marxian perspective of scholars like Harvey, there is at least one important area of overlap: the treatment of cities, and industrial/capitalist cities in Europe and North America in particular, as embodying fundamentally new and dynamic economic, social, and political relationships. These fundamental changes are grouped under the umbrella of modernity.*

Start by reading Berman (1982) who offers a succinct summary and description of modernity. He was principally a philosopher, and the book draws on several sources, including literature and poetry, to characterize modernity, and to discuss major differences in modernist thought between the 19th and 20th centuries. Then tackle the essay by Benjamin (1969), a piece originally written in the 1930s. Benjamin’s writing is notorious difficult to decipher, but please do your best. Finally, the chapters from Harvey (2006), takes inspiration from Benjamin, and highlight how modernity both fundamentally shapes contemporary cities and how urbanism is an essential ingredient of modernity.


Recommended:
There many books on modernity and urbanism, so the list below is just a small sample. Many of these only examine European cases, but Domosh (1996) focuses specifically on the U.S. Schorske (1981) classic book on Vienna makes for an interesting comparison with Harvey (2006) on Paris. It is also worth looking at all of Berman (1982).


Week 6: Gender, Work, and the City
October 8
This week we focus directly on the question of gender and urbanism, a topic that appears only sporadically in the liberal and Marxian works we have read so far. Like some prior readings, Massey (1994) examines the capitalist industrialization in the 19th century and how patterns established then affect employment in the late 20th century. She argues, however, that patriarchy—the structural oppression of women—is as powerful and durable as class conflict. Hence capitalist development, and how it varies from place to place, cannot be adequately understood without considering the interaction between capitalism and patriarchy. McDowell (1997) extends this kind of analysis to examine the gendered dimension of contemporary labour relations and working conditions, and their implication for modernity and urbanism. We will also consider how such works, particularly Massey, may have influenced Harvey’s (2006) analysis by reading chapter 10 of his Paris book.


Recommended:
The books and articles below are just a sample of feminist approaches to (urban) geography and analyses of gender and urbanism. They include England’s (1993) influential study and overviews (e.g., Jarvis, et al 2009; McDowell 1999). McDowell (1997) draws on Harvey (1990) in her discussion of post-modernism (chapter 2) so you may want to consult that book although it is not primarily concerned with gender nor does it use a feminist framework. Harvey (1990) should be read in conjunction with Massey (1991) which offers a complex, feminist critique of that work.


Week 7: World Cities/Global Cities
October 15

The readings this week come from the “World Cities” or “Global Cities” perspective, which sees urban development as consequence of large-scale, global economic forces. This approach emphasizes systematic comparisons of cities to each other, particularly in terms of relative inequality. It is framed (at least was originally) in terms of Immanuel Wallerstein’s World-Systems theory, a macro-scale theory of history that identifies large-scale, structural economic relationships as the driving force of social change and attempts to displace territorial states as the basic unit of analysis. In geography, Taylor and Knox are perhaps most identified with this approach. Sassen, a sociologist, is now arguably the leading scholar in this tradition of urban studies.


*Recommended*

The required readings are only excerpts, and it is worth looking at the rest of the material in these books. His four-volume set, starting with Wallerstein (1974), forms the basis of this perspective and it has been adopted on an industrial scale in geography, political science, sociology, and related disciplines, so articles like Scott (2001) should be considered jumping off points, not definitive summaries. Friedmann and Wolff’s (1982) programmatic statement was influential in framing research on cities using the global framework.


**Week 8: Re-thinking Urban Modernity: Post-colonialism**

October 22

Robinson (2006) challenges conventional urban theory which has, she argues, emphasized cities in advanced, industrialized regions at the expense of the Global South. In particular, cities in the Global North characterized as embodying modernity, while the latter are discussed as outcomes of development. In doing so, she critiques many of the works that we have read earlier this semester and argues for attention to the particularities of individual cities. Scott and Storper (2015) critique Robinson’s argument (among others), and more broadly offer a positive argument for generalizable urban theory (or theories) vis-à-vis a focus on differences among cities.

Recommended:


Gurel, M. O. 2009. Defining and living out the interior: the 'modern' apartment and the 'urban' housewife in Turkey during the 1950s and 1960s. Gender Place and Culture 16 (6): 703-722.


Week 9: Colonialism and the Roots of Urban Segregation
October 29
This week we begin our examination of segregation, or the separation of social groups and/or economic classes in urban space. While cities have been segregated in some fashion since they were first built, Nightingale (2012) focuses specifically on segregation by race and colour, rooting its origins in European colonialism. It is a work of history, rather than geography, so it offers less explicit theorization, but ironically, his approach could be described as “post-colonial.” Among other things, he avoids the radical separation of global north and global south cities and argues that segregation must be understood as part of the relationship between colonial cities in “the south/periphery” and metropoles in “the north/centre.”


Recommended:


Week 10: Workshop: Scholarly Writing
November 5

This week we will depart from our usual format to address scholarly writing. We will discuss a brief reading, but most of class will be devoted to peer review of your draft Essay #2. Orwell’s piece is a classic discussion of the political implications of writing, and not as you may have thought, a discussion of Quebec politics! Orwell was an essayist, a form of writing that lies somewhere between political journalism and scholarship. He focuses on the distortions produced by lazy and imprecise prose in political essays, but his comments are directly relevant to scholarly writing as well.

The four recommended works are also worth reading, although Miller (2004) will be of use mostly to those of you working with quantitative data. Anyone who works with visual information
(images, graphs, charts, maps, and the like) should read something by Edward Tufte. His book listed below is a good place to start. For writing, there are many style guides, including the perennial favourite The Elements of Style, but Williams (2005) is an outstanding modern guide and well worth buying. Finally, Biling (2013) is a delightfully acerbic commentary on contemporary writing in the social sciences.


Recommended


Week 11: Segregation and Inequality
November 12

The readings for this week continue our consideration of segregation, but focus on the United States, and examine the relationship between racial and economic segregation, and their relative roles in creating and intensifying inequality. Massey and Denton (1993) is the definitive study of racial segregation in the late 20th century United States, while Reardon and Bischoff (2011) focuses on income segregation and inequality. The latter is more technical and quantitative than other texts this semester but do you best to understand the nature of their claims and conclusions even if you cannot follow their statistical analysis in detail.


Week 12: Race, Time, and Space

November 19

We will step away from the strictly “urban” by reading several works that look at the relationships among race, time, and space in a more theoretical manner than the prior two weeks. These should help bring together the material on modernity and the more recent readings on segregation.


Recommended:


Week 13: The Right to the City

November 26

We end the course with a consideration of Henri Lefebvre’s essay “The Right to the City” – originally published in his 1968 book Le Droit à la ville -- is one of the most highly cited works in urban geography and planning. It is, however, very challenging to read and the concept of “the right to the city” is open to many different interpretations. Plan to spend a lot of time with Lefebvre’s (1996) original essay and do your best to work out his argument on your own. In particular, focus on the final three paragraphs of the paper, where he discusses the concept most directly. Blomley (2004) takes his inspiration from Lefebvre, but centres his analysis around the concept of property, using several case studies from contemporary Vancouver. The recommended works either respond directly to Lefebvre’s essay (Harvey 2012, Mitchell 2003, Purcell 2002), and/or examine the issue of social-spatial order in the city.


Recommended:


GEOG 417: Urban Geography

Prof. Benjamin Forest
Weekly Reading Response Assignment

For every class you should prepare a summary, critique(s), and question(s) for each reading assignment. These should be emailed to me no later than 10:00 a.m. on the day of class. Please send your responses as a nicely formatted MS Word file. These responses help demonstrate your engagement and knowledge of the readings, and will serve as a basis of discussion each week. Please note that they are worth a substantial portion of your grade.

You will need to use your judgment regarding the length of each response. The example below is one page long and addresses one article, albeit a relatively long one, but you cannot include the same level of detail for entire books. For books, you should prepare a response for each chapter, as well as one for the book as a whole (if appropriate). A book response might be two or three pages long in total (chapters plus the book as a whole), but this is not a hard and fast rule. Keep in mind, however, that more is not more. The ability to identify the essential points a long text is an absolutely critical skill for scholarship.

Your response should identify the major point(s) or claims of each article or chapter, noting the structure of the argument (how do the claims fit together?); at least one thoughtful critique or criticism of the work; and at least one question suitable for discussion.

I also expect you to take notes on the readings. These will be longer and more detailed than the summaries that you send to me. You should bring your notes as well as responses to class.

Example response
Note how the response on the following page is different than notes taken on the article, and how it makes an argument about (or offers an interpretation of) an article rather than condensing the text point by point.

You should not think of this as the one “correct” interpretation of her article. There are clearly a lot of things I have left out, and other points that I have chosen to emphasize. One could write an equally good response focusing on other points – as long as you can make a compelling argument that you have identified the most significant aspects of the article.

My summary also includes a critique at the end that incorporates some of the other reading that we did for that week. This won’t always be possible (e.g., when we are only reading from one book), but try to think of questions or critiques that can help relate the readings to each other. Finally, I have also given an example of my critique framed as a question.

Marston makes three major points in the article:

1) Scale can be conceptualized in three different ways: as size, as level, and as relation; traditionally, geography has only used the first two concepts, and have treated them more or less as natural, or objectively true. Recent work has developed the third idea, scale as relation, but this work is been incomplete because it focuses only on the “top-down” construction of scale.

2) She reviews the treatment of scale by political and economic geographers, but focuses on economic geographers Neil Brenner and Neil Smith. They both argue that scale is produced by global capitalist relations, particularly the tension between capitalism’s tendency toward equalization (uniform wages and labor conditions) and differentiation (uneven development, or the creation regions of economic growth and other of economic stagnation) (pp. 229-231). At particular historical moments, these two forces produce different scales. In the past, economies were defined at the state scale, but recent developments associated with globalization have generated important scales at both the sub-state and super-state level.

Although there are difference between Brenner and Smith, both identify forces of capitalist production as the primary driver of scalar relationships.

3) Finally, Marston turns to her own work on gender and households to argue that these theorists have ignored the role of social reproduction (as opposed to capitalist production). Social reproduction is as necessary to capitalism as production, but has not been seen as a force (re)creating scalar relationships. She argues, however, that the “bottom up” production of scale is just as important as “top down” forces of production, and illustrates this with examples from 19th and early 20th century efforts by women to extend their political influence beyond the household scale by conceptualizing the neighborhood, city, or region as a kind of “homespace.”

*Critique:* It is not always clear that Marston is talking about “scale” throughout the article. In particular, her discussion of Brenner and Smith, often seems to concern the idea of “regionalization” – the regions that provide the “best fit” for capitalist relations at particular moments in time. Although she rightly criticizes naturalistic concepts of scale, she often seems to substitute economic forces as the “true” source of scale, and downplays the discursive construction of scale (cf. Murphy 1990, and Newman and Paasi 1998). A true “relational” view of scale would acknowledge the role of discourse, language, and rhetoric in the creation of scalar relationships.

*Critique framed as a question:* Does Marston confuse the idea of “scale” with the idea of “regionalization” in her discussion of Brenner and Smith?