

# GEO 260 Urban Geography

## Housing & Home



New York City  
(1920)

### DETAILS

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Spring 2024

Tuesday & Thursday | On-demand learning between 8:30 & 20:30

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Zoom Room (ZR)

A Zoom Room is a customizable zoom meeting. Individual students or groups of students need only contact me to arrange one. I am generally available seven days a week between 10:00am and 6:00pm California time.

The best way to contact me is to email me.

Title your email GEO 260

### DESCRIPTION

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Cities arise from, give shape to, and reinforce many manifestations of social (in)justice. Housing and public space are the lenses this course utilizes to bring these processes into sharper focus. Using theories of territory, place, and movement students will gain insight into the uneven geographical development of cities. Integrating theories of public space into this matrix allows students to become familiar with the many relationships between the private spaces of residences and the public spaces within and surrounding residential districts. Carefully considering the social production of spaces wherein racial and ethnic groups live, work, and recreate offers urban scholars critical insight into how economic logic and cultural biases work to produce and reproduce racism, ethnic discrimination, and

socioeconomic inequality. Examining housing policies, relocation phenomena, and behavior in public space helps us understand how these inequities inform the form of a city's built environment. This course utilizes two pedagogical tools: lectures and webinars. Using perspectives offered by cultural and economic geography, lectures help students construct a theoretical vocabulary. Weekly webinars emerge directly from the required texts; they give students the opportunity to use theoretical vocabulary while unpacking inequities in housing markets. These readings focus on uneven access to housing in two cities in the United States, Milwaukee and Chicago.

I rely on two pedagogical tools: the lecture and the webinar. Using perspectives offered by cultural, economic, and urban geography, lectures help students construct a theoretical vocabulary. Webinars emerge directly from readings and give students the opportunity to analyze the housing crisis as it plays out in the United States.

This class is only accessible through time-independent modules on AIMS. Each module will require approximately one hour and fifteen minutes of student engagement through recorded lectures, quizzes, and lecture forums. This course is uncoupled from the space of a classroom, and it is uncoupled from the time of a class period. Quizzes and exams must be taken during a 12 hour window (8:30am to 8:30pm) of each class day. However lecture slides and recorded lectures will be made available to students one week before the day of each class. Lecture forum posts and homework assignments may be completed in advance; however they must be submitted before the due date/time. Because they are propelled by prime mover executive summaries, webinars must be engaged with and posted to between 8:30am and 8:30pm the day of the webinar.

## OBJECTIVES

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Upon completion of this course students will:

1. Have learned fundamental geographical concepts and theories.
2. Have improved their reading comprehension skills.
3. Be comfortable using geographical terminology in written discourse.
4. Be able to think and write critically about housing and home.
5. Have learned to recognize relationships between urban planning, economics, and human geography.
6. Have learned to recognize longstanding socio-spatial impacts housing policy.
7. Have gained insight into how homes are coproduced by political systems, economic systems, and cultural complexes.

## AILA ELEMENTS

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Like applied international liberal arts, the academic field of geography pivots on interconnectivity. Geography foregrounds spatial specificity within a wider understanding of physical, biological, cultural, and economic connectivity. My geography courses emerge from my anthropological research methods, my sociological reasoning, the pragmatism I gained in studying urban planning, in operating an award winning restaurant, and in real estate development.

This course roots in the geographical term teleconnection. In physical geography teleconnection refers to the complex relationships between oceanic and atmospheric anomalies over great distances. In human geography teleconnection is about complex relationships between time, space, people, and events.

Finally, I foreground a pedagogy called *writing to learn*. This is a reading and writing rich course. Therefore, it will aid and abet students in developing the core communication skills necessary to prepare for and produce their capstone research project.

## AILA ACTIVITIES & PROJECTS

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This is an intellectually challenging course. Unlike in-person classes that occur in lecture halls and during class periods, this course places multiple time-management and self-motivational demands on students. The high levels of self-reliance and self-efficacy required to succeed in this course will stand students in good stead as their academic and professional careers unfold and consequently the guiding hands of mentors and peers lose their reassuring presence.

The project upon which this course turns is the amalgamation of an academic book (in its entirety) with the sophisticated geographical theory presented my lectures. The lynchpin to this coalescence is effective communication. My underpinning pedagogy is writing-to-learn, a pedagogy that generates skills in effective communication. Writing-to-learn develops and nurtures critical reading skills and effective writing skills.

## READING

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### Required Books

Mathew Desmond (2016) *Evicted: Poverty and Profit in the American City*

### Suggested Books

Audrey Petty (ed.) (2013) *High Rise Stories: Voices from Chicago Public Housing*

Robert Folgelson (2013) *The Great Rent Wars*

Isabel Wilkerson (2010) *The Warmth of Other Suns: The Epic Story of America's Great Migration*

Students will find PDFs of any additional required readings/multimedia posted on AIMS under the corresponding lecture.

## ASSESSMENT

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Reading/Multimedia Quizzes	25
Executive Summary	15
Webinar Forum Participation	15
Lecture Forum Participation	15
Final Exam (oral)	15
 Total Points Possible	100

### Reading/Multimedia Quizzes

For each webinar I administer a quiz that will assess student comprehension of reading/multimedia assignments. Quizzes also allow students to critically engage with this material. Reading/multimedia quizzes comprise 25 percent of a student's final grade; therefore keeping current with reading/multimedia assignments is essential to earning high marks in this class.

## Executive Summary

In the realms of public policy, governance, and corporate management, executive summaries are used to quickly acquaint readers with the main points of a larger paper, proposal, or project. For the purposes of this course, executive summaries consist of a *summary* of the section of the reading assigned to a particular student, an *argument* (a thesis statement informed by the RAFT I sent do each prime mover, and a brief yet structured argument), and *discussion questions*.

All students are responsible for reading all the reading materials and engaging with other course media. Therefore, executive summaries should be written in such a way as to refresh colleagues' memories of the assigned text/media. In other words, prime movers should assume their audience is familiar with the reading/media. Executive summaries should comprise between 500 - 750 words. I expect them to be structurally sound, conceptually accurate, and logically coherent. I grade executive summaries against a rubric.

At the end of their executive summaries prime movers must pose two discussion questions. Discussion questions must relate to the executive summary's thesis, a central argument presented in the reading/media, or to larger issues related to the reading/media.

## Webinar Participation

In posting executive summaries and discussion questions, prime movers initiate, propel, and give cohesion to webinar forums. Webinar forums constitute asynchronous discussions that revolve around specific tasks given to each prime mover as part of their RAFT. Prime movers are required to post their executive summaries and discussion questions, by 8:30 on the day (Japan time) of their webinar. All other students are required to post an answer to at least one prime movers' executive summary and comment on one at least one other students' answer by 20:30 (Japan time) on the day of the webinar. Discussion question answers should comprise between 150 and 300 words. Prime movers must comment on at least two answers to their discussion questions.

I am in California, which is approximately a day and a half behind Japan. On the day of the webinar (California time) I participate in the forum. I comment on each student's answer to their discussion question of choice. I maintain a log detailing each student's engagement in each webinar forum. Webinar participation grades are based exclusively on this log.

## Lecture Participation

My recorded lectures close with a forum question, to which students are required to post an answer. Lecture forum posts should comprise between 75 and 150 words.

I am in California, which is approximately a day and a half behind Japan. On the day of the lecture (California time) I participate in the forum. I post a comment to each student's answer to my discussion question. I maintain a log detailing each student's engagement in each webinar forum. Lecture participation grades are based exclusively on this log.

## Final Exam

The final will cover material presented in lectures and in the reading assignments during the entire semester. The final exam is an oral examination, which will be conducted via a 20 minute zoom meeting with each student during finals week.

## ASSESSMENT POLICIES

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### Submission Requirements

Students are expected to submit all written assignments, including forum posts, webinar posts, and discussion questions on the AIMS platform.

### Makeup Work

Aside from exceptional situations, there will be no chance to make up missed exams or quizzes or turn assignments in past their due day/time. Proof of an exceptional situation must be submitted to me in writing and signed by the appropriate authority within 24 hours of the beginning of the missed exam. I reserve the right to define an exceptional situation and furthermore to make all final decisions relating to amending, redoing, or making up late or incomplete work.

## GENERAL POLICIES

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### Academic Dishonesty

Academic dishonesty consists of plagiarism, cheating, fabrication and falsification, multiple submission of the same work, misuse of academic materials, and complicity in the academic dishonesty other others. Academic dishonesty will not be tolerated.

In accordance with AIU policies and good practices in higher education, acts of academic dishonesty such as plagiarism, cheating, forgery (on a paper, examination, test, or other assignment) may result in the failure of the course. An act of academic dishonesty during the final examination, or assignment in lieu of the final examination, may result in failure of all courses registered in the relevant academic term. Cases of academic dishonesty will be reported to the Office of Student Records for relevant action.

### Attendance

Learning is an ongoing process; one that builds upon previously acquired insights and skills. Consistent and engaged attendance is vital for success in this course. I reserve the right to deal with exceptional or extended absences on a case-by-case basis.

### Special Needs

If you require accommodations, please alert me of your needs on the first day of class so that I can work with you and the administration to meet them.

### Civility & Classroom Decorum

Learning is a participatory process; therefore student contribution to class is important. This course is based on forum discussions. Disagreement is part of all scholarly debate. Colleagues can disagree *and* maintain respect for each other and one another's views. I insist that we strive to learn from the differences that manifest while debating the merit of theoretical and empirical evidence by maintaining an atmosphere of civility during forums.

## SCHEDULE

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### Foundations

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April 9	Lecture - Introductions
April 11	Lecture - The Social Production of Space

### City Planning

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April 16	Lecture - An Introduction to City Planning
April 18	Lecture - City Planning & Its Discontents

**Residential Relocation**


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April 23      Lecture - Neighborhood Change, Neighborhood Stability  
 April 25      Lecture - Residential Preference & Racism  
 May 7        Lecture - The Deferment of the American Dream

**Housing the Poor**


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May 9        Lecture - Housing Policy & Practice in the United States  
 May 14      Lecture - From Ghettos to Public Housing  
 May 16      Lecture - From Housing Projects to HOPE VI  
 May 21      Lecture - On Contract, Vouchers & Inclusionary Zoning

**Neighborhood Character**


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May 23      Lecture - Denver: *After the Ban*  
 May 28      Lecture - Denver: *Viva la Raza*  
 May 30      Lecture - St. Louis: *Splintering Urbanism*  
 June 4       Lecture - Southern California: *Relentless Exclusion*  
 June 6       Lecture - New Orleans & Harlem: *All That Jazz*  
 June 11      Lecture - The Bronx: *The Birth of Hip Hop*

**Poverty and Profit in the American City**


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June 13      Webinar - *Evicted*  
 June 18      Webinar - *Evicted*  
 June 20      Webinar - *Evicted*  
 June 25      Webinar - *Evicted*  
 June 27      Webinar - *Evicted*  
 July 2       Webinar - *Evicted*  
 July 4       Webinar - *Evicted*  
 July 9       Webinar - *Evicted*  
 July 11      Webinar - *Evicted*  
 July 16      Webinar - *Evicted*

July 18      Course Epilogue  
 July 22-25    **Oral Final Examination**