

Life in a Global City
First Year Seminar in Critical Inquiry
IDPT 101-15
Fall 2006
Tuesday and Thursday 9:30 – 10:50 am
Morgan 301

Prof. Katie Holt
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Office Hours: Wednesday 9:30-11:00, Thursday 1:30-2:30, and by appointment.

Course Description:

In 1800, only three percent of the world's population lived in urban areas; today, the total is more than half. Over four hundred cities have populations of more than one million people, most of them in the "developing" world. How has this sudden urbanization transformed life in cities like Chicago, Rio de Janeiro, Lagos, Beijing, Tokyo, Mumbai, Jakarta, and Mexico City? This seminar will explore the daily interactions between people and their built environments worldwide as expressed in literature, music, film, architecture, and government reports. Questions for discussion include the development of ancient cities, representations of the city in art, the contestation of urban spaces, the incorporation of racial minorities, urban flight and the development of elite residential enclaves, rebuilding cities after disasters, and visions for the city of the future.

Course Objectives:

At the end of the semester, you should be able to:

1. Demonstrate familiarity with campus resources crucial for your academic success, including the library, the Writing Center, and online resources.
2. Frame an oral or written argument using primary and secondary sources as evidence.
3. Read critically and evaluate divergent interpretations of urban history.
4. Organize, present, and communicate your own reactions to readings, images, and films in class discussions and in short response papers.
5. Design and execute a research project investigating the global city of your choice.

Readings to Purchase:

Gary Bridge and Sophie Watson, eds. *The Blackwell City Reader* (Blackwell Publishing 2002)
Dolores Hayden. *A Field Guide to Sprawl* (W.W. Norton 2006)
Robert Neuwirth. *Shadow Cities* (Routledge, 2006)
Suketu Mehta. *Maximum City: Bombay Lost and Found* (Vintage 2004)
Diana Hacker. *A Pocket Style Manual* (St. Martin's Press 2004)

These books are also on reserve in Gault Library.

Other required readings will be posted on Woodle. You will also read additional books and articles relevant to your research project.

Films:

We will watch six films this semester outside of class. Attendance is required. If you have a valid excuse not to attend any showing and need to make arrangements to view a film separately, please let me know as soon as possible.

<i>Metropolis</i>	Tuesday, September 5
<i>Orfeu</i>	Tuesday, September 26
<i>Do the Right Thing</i>	Tuesday, October 3
<i>La Ciudad</i>	Thursday, October 19
<i>Lost in Translation</i>	Tuesday, November 7
<i>Blade Runner</i>	Tuesday, November 14

All films will be screened at 7:00 pm in the Bechtel room (Lower 1 at the north end of Andrews Library).

The Wooster Forum: *Piety and Heresy: Conforming to and Transcending One's Culture*

The Wooster Forum draws together the entire campus community to hear speakers addressing a common theme. This year's participants are author Azar Nafisi, performer DJ Spooky, Florida State University Professor Michael Ruse, and *New York Times* columnist David Brooks.

You are **required** to attend DJ Spooky's performance "Rebirth of a Nation" on Thursday, September 28th at 7:30 p.m. in McGaw Chapel.

Course Requirements:

- Professionalism: attendance at all classes, promptness, courtesy, preparedness
- Attentive reading of all assignments
- Active participation in class discussions
- Conscientious and respectful critiques of your fellow students' work
- Preparation of discussion questions
- Short response paragraphs and writing exercises
- Quizzes
- Annotated bibliography
- Two short formal papers
- Collaborative Landscapes project
- Research Project

Grading:

- Professionalism and Participation: can raise or lower your grade by up to two steps (from a B to an A-; or from a B to a C+)
- Response Papers, Homework, Quizzes: 15 %
- Peer Feedback: 5 %
- Two short (1250-1750 word) papers: 20% (10 % each)
- Annotated Bibliography: 5 %
- Paper Revision: 10 %
- Landscapes Project Blog: 15 %
- Research Presentation: 10 %
- Research Paper: 20 %

Major projects:

This is just a basic outline of the major projects for this class and will be supplemented by handouts, grading rubrics, and class discussion. All assignments are due during the first five minutes of class on the date listed on the syllabus.

Research Project

This project should demonstrate your mastery of several goals of FYS at the College of Wooster: the ability to execute a research project of your own design supported by primary and secondary sources. We will break this project into multiple steps with chances for revision and refinement during the course of the semester. A few initial dates:

You must select your city by Tuesday, September 12.

Two sample research annotations by Thursday, September 21.

Submit a preliminary research practicum by Thursday, October 19.

Final annotated bibliography due Tuesday, October 3 (5% of your grade).

Multi-media presentation on your research during the last two weeks of class.

Research Paper due Thursday, December 7.

Landscape Project

Working in small groups, you will create blogs chronicling your vision of urban life in Wooster.

Final blog due November 21.

Compare & Contrast Paper: Carlos Diegues' *Orfeu* and Robert Neuwirth's *Shadow Cities*

Your purpose in this 1250-1750 word paper is to examine though comparisons and contrasts how each source treats the issue of life in Rio de Janeiro's *favelas*. What is the central message of each source? How does the medium affect the impact?

Due Thursday, October 12.

Argumentative Paper

Film critic David B. Clarke argues that "the city has undeniably been shaped by the cinematic form, just as cinema owes much of its nature to the historical development of the city." Do you agree? Why or why not? Write a short paper (1250-1750 words) supporting your argument with concrete examples from the course material and/or your personal research. Note: If you come across another theorist's work you would prefer to address for this assignment, please come see me in advance with your alternative proposal.

Due Thursday, October 26.

Paper Revision

You will undertake a major revision of your choice of your Compare & Contrast Paper or Argumentative Paper, taking into account comments made by your professor and peers, as well as during your mandatory consultation with the Writing Center.

Schedule a Writing Center consultation before Tuesday, November 7.

Final revision, including all drafts, feedback, a one-page revision memo, and a Word document tracking changes between your first and final drafts due Tuesday, November 14.

Other Assignments:

Response Paragraphs and Forum Postings

Studies suggest that short, frequent writing assignments are key tools for student learning. First Year Seminars are writing intensive, so you should expect to do at least one short piece of writing every week in addition to our larger papers. These submissions are opportunities to demonstrate your understanding of the course readings, gather your thoughts before our meetings, and improve your writing skills. They are informal in tone, but please check over your writing for clarity, spelling, and grammatical errors.

Depending on the assignment, you will post your paragraphs under the “Assignments” section or as a “Forum” discussion thread posting in Woodle: <https://woodle.wooster.edu/> Short response papers are graded as check plus (excellent), check (good), check minus (needs improvement), and zero (inadequate).

Peer Feedback

Feedback from a wide variety of readers is an essential part of writing, but this process is only useful when reviewers read attentively and make constructive comments. You will be graded not only on your own drafts, but the quality of feedback you give your peers.

Attendance and Participation

Your active participation in class activities and discussion are crucial to the success of the course. You are expected to come to class fully prepared to discuss the day’s readings; this includes bringing copies of your reading assignments so that you can support your ideas with specific examples, as well as your notes and questions on the material. Every day you need to prepare at least three questions you’d like to discuss in seminar.

You will be graded on the *quality* of your contributions to our class discussions. Simply attending class without any further involvement will result in a grade of “C” or “Satisfactory.” Occasional pop-quizzes will reward those keeping up with the reading. If you have to miss class because of illness or some other valid emergency, please let me know in advance.

Unexcused absences will have a severe impact on your final grade.

Some weeks you will be asked to evaluate your preparation for class and participation in classroom discussions by filling out a participation rubric. This is a chance for you to reflect on your involvement in the class, and to let me know how you feel you are doing. I take your personal assessment very seriously.

Course Policies:

Communication

I will be sending out announcements over email, so you are responsible for checking your Wooster account. We will also make extensive use of Woodle as a means of communication. You will post your response paragraphs there, we will have discussion forums on class themes, and I will use it to present supplemental materials: links to websites about urban history, research resources, class handouts, and images from our discussions as well as many of the required readings for class.

Please come see me during my office hours if you have any questions. Email is fine for quick clarifications or to set appointments, but I've found that more substantive discussions – questions about writing assignments, your research interests, your class performance – are better left to face-to-face discussions. I have also set aside a day near the middle of the semester to discuss your individual progress in FYS and any questions that may arise.

Absences

Please let me know as far in advance as possible if you need to miss any classes for college sponsored extra-curricular activities. It is your responsibility to make arrangements ahead of time to make up your work. If you choose to miss multiple classes it will have a severe effect on your ability to do well in the course.

Multiple unexcused absences will significantly lower your final grade.

The Writing Center

During the fall semester Kauke 126 will be open on Mondays from 7-10 p.m. as a writing lab exclusively for first-year students. It will be a place where students can work with a peer tutor from the Writing Center or use the computers in Kauke 126. No appointment is necessary. I encourage you all to take advantage of this wonderful resource for your assignments, and it will be a requirement for your paper revision.

Academic Integrity

The College's understanding and expectations in regard to issues of academic honesty are fully articulated in the *Code of Academic Integrity* as published in the **Scot's Key** and form an essential part of the implicit contract between the student and the College. The Code provides a framework at Wooster to help students develop their own personal integrity.

While you are a student at this college, you will be treated as adults. You are expected to know and abide by the rules of the institution as described in the **Scot's Key** and **The Handbook of Selected College Policies** <http://www.wooster.edu/policies>. Particular attention should be directed to the appropriate use of materials available on-line through the Internet. It is important that you read and understand the ethical use of information: <http://www.wooster.edu/library/sciref/Tutor/Ethics/ethics.html>. Whether intentional or not, improper use of materials can be considered a violation of academic honesty. One of our writing workshops will be devoted to proper paraphrasing and the citation of other authors' work to help clarify these issues further.

Cheating in any of your academic work is a serious breach of the Code of Academic Integrity and is grounds for an F for the entire course. Such violations include turning in another person's work as your own, copying from any source without proper citation, going beyond what is allowed in a group project, fabricating excuses and lying in connection with your academic work. You will be held responsible for your actions. Depending on the severity of the offense, you will receive a failing grade for the assignment or a failing grade for the course. If you are unsure as to what is permissible, always consult me first. (note: In the spirit of promoting proper citation, this Academic Integrity Statement was provided by Dean Garg's office for my inclusion in the syllabus.)

Accommodations

All necessary accommodations will be made for students in this course with learning disabilities. Please register with Pam Rose, Director of the Learning Center (prose@wooster.edu) and let me know as soon as possible so we can discuss how to shape the class requirements to best fit your needs. All discussions will remain confidential.

Late Work

Part of your college education is learning how to manage your time so as to meet the multiple demands of your academic and social commitments. Turning in late work gives you an unfair advantage over your colleagues who worked hard to meet the assigned deadline. Late work will be marked down for each day that it is late.

Schedule of Class Topics & Readings:

Note: All papers and readings should be completed **before class** on the day they are listed. **Woodle Forum** postings are due 24 hours before the next class meeting. For example, the posting listed on September 7th is due by Wednesday, September 6th at 9:30 am.

This syllabus is a work in progress and may change over the course of the semester. Any additional assignments – Forum postings, homework – will be announced in class. Starred readings* are available as PDFs on Woodle; CR refers to the Blackwell *City Reader*.

Week 1: Introduction and Historical Context

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| Tuesday, August 29 | <i>Introduction and Course Overview</i> |
| Read: | Review Nafisi's <i>Reading Lolita in Tebran</i> |
| Assignment: | Edit your Woodle profile.
Nafisi terms. |
| Thursday, August 31 | <i>The City in History</i> |
| Read: | Excerpt from Timothy Corrigan <i>A Short Guide to Writing about Film</i> *
Lewis Mumford "What Is a City?"*
Louis Wirth "Urbanism as a Way of Life"* |
| Assignment: | Short paper (250-500 words, 1-2 pages) responding to Azar Nafisi's <i>Reading Lolita in Tebran</i> . What character did you find most disturbing, and why? Email to me as a Word attachment by Friday at noon. |

Week 2: Urban Problems, Urban Delights

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| Tuesday, September 5 | <i>The City in History part II: Literary Depictions of Urban Life</i> |
| Read: | Jeri Johnson "Literary Geography: Joyce, Woolf and the City" (CR-7)
James Joyce "Two Gallants" (CR - 10)
Virginia Woolf from <i>Mrs. Dalloway</i> (CR - 11)
Marguerite Duras from <i>The Sea Wall</i> (CR - 12) |
| Movie: | <i>Metropolis</i> (1926) 7:00 pm, Bechtel room, Gault Library L1 |

Thursday, September 7 *Early Twentieth-Century Visions of the City*
Read: Le Corbusier from *The City of Tomorrow and its Planning* (CR – 2)
M. Christine Boyer from *Dreaming the Rational City* (CR – 4)
Richard Sennett “The Classic Schools of Urban Studies – An Introduction”^{*}
Assignment: Woodle Forum posting: Compare and contrast the visions of urban life presented in Metropolis and Le Corbusier.

Week 3: Politics and the Allocation of Space

Tuesday, September 12 *Does Architecture Shape Behavior, or Behavior Shape Architecture?*
Blogging Presentation by Janet Russell and Jon Breitenbucher
Read: Dolores Hayden *A Field Guide to Sprawl*
Assignment: Post a few paragraphs to our Woodle Forum describing which city you’d like to research, what questions interest you, and why. This is a threaded discussion – feel free to comment on your classmates’ postings.

Thursday, September 14 *How Do We See Cities?*
Read: Kevin Lynch from *The Image of the City* (CR – 3)
Catherine Vance Yeh “Representing the City: Shanghai and its Maps”^{*}
Assignment: Citing Sources homework due.

Week 4: The Shape of Modern Cities: Squatter Settlements

Tuesday, September 19 *Library Resources Presentation with Margo Warner Curl*
Class will meet in McCreight Lab on the L1 floor of Gault Library. Come prepared to do some preliminary investigation for your research project.
Read: Start reading Neuwirth *Shadow Cities*

Thursday, September 21 *Squatter Settlements*
Read: Neuwirth *Shadow Cities* 1-173
Assignment: Bring two annotations of sources for your research project to class.

Week 5: Who Rules the Urban Landscape?

Tuesday, September 26 *Workshop on Blogging*
Class location TBA.
Read: Continue Neuwirth *Shadow Cities*
“Orpheus” *Encyclopædia Britannica*^{*}
Assignment: Each Landscape Project group must have at least three photos with accompanying text saved to their Novell space.
Movie: *Orfeu* (1999) 7:00 pm, Bechtel room, Gault Library L1

Thursday, September 28 *Life in the Urban Periphery*
 Read: Finish Neuwirth *Shadow Cities*
 Everett Carter “Cultural History Written with Lighting: The
 Significance of *The Birth of a Nation* (1915)”*
 Assignment: Provide online feedback on how to improve the content of at least
 three Landscape Project images posted by other groups. What are
 the strengths and weaknesses of their blogs?
Wooster Forum: DJ Spooky 7:30 McGaw Chapel
 Attendance is mandatory.

Week 6: The Architecture of Fear

Tuesday, October 3 *Architectural Responses to Fear*
 Read: Mike Davis from *City of Quartz* (CR - 35)
 Ira Katznelson from *City Trenches: Urban Politics and the Patterning of*
 Class in the US (CR – 27)

Annotated Bibliography due

Movie: *Do the Right Thing* (1989) 7:00 pm, Bechtel room, Gault Library L1

Thursday, October 5 *Urban Conflicts*
 Read: William Julius Wilson “From Institutional to Jobless Ghettos”*
 L. Bremner “Reinventing the Johannesburg Inner City” (CR - 22)
 Assignment: Forum posting: To what extent is Spike Lee’s vision of racial and
 ethnic tensions a product of its time? What would this movie look
 like if filmed in 2006?

Week 7: Sex and the City

Tuesday, October 10 *Gender and Urban Spaces*
 Read: Sophie Watson “City A/genders (CR – 31)
 Dolores Hayden “What Would a Non-Sexist City Be Like?”*

Thursday, October 12 *The Landmarks of Colonialism*
 Read: Anthony D. King from *Urbanism, Colonialism, and the World* (CR – 54)
 Jane M. Jacobs *Edge of Empire: Postcolonialism and the City* (CR – 56)
Compare and Contrast Paper due. Submit your paper to TurnItIn and bring a
 copy to class for peer review.

Week 8: Transnationalism

Tuesday, October 17 NO CLASS – Fall Break

Thursday, October 19 *Mid-Semester: Pausing and Taking Stock*
 Assignment: Woodle posting - self assessment
Movie: *La Ciudad* (1998) 7:00 pm, Bechtel room, Gault Library L1

Week 9: Urban Spaces as Melting Pots?

- Tuesday, October 24 *Who is the "Public" in Public Spaces?*
Read: Neil Smith "After Tompkins Square Park: Degentrification and the Revanchist City" (CR – 30)
Setha M. Low "Spatializing Culture: The Social Construction of Public Space in Costa Rica" (CR – 38)
Rosalyn Deutsche from *Evictions: Art and Spatial Politics* (CR - 43)
- Thursday, October 26 *Doubly alienated? Immigrants in Global Cities*
Read: Saskia Sassen from *Globalization and Its Discontents* (CR – 18)
George Gmelch "A West Indian Life in Britain"*
Argumentative Paper due: Submit to Turnitin and bring a copy to class for peer review.

Week 10: Maximum City: A Memoir of Bombay

- Tuesday, October 31 *Corruption and Urban Life*
Read: Start Metha *Maximum City*
Assignment: Wooster Forum posting
- Thursday, November 2
Read: Finish *Maximum City*
Assignment: Complete "Guidelines for your Research Abstract" Worksheet and bring to class.

Week 11: Personal Relationships in Modern Cities

- Tuesday, November 7 *In the City, Do You Ever Know Your Neighbor?*
Read: Jane Jacobs from *The Death and Life of Great American Cities* (CR - 37)
Movie: *Lost in Translation* (2003) 7:00 pm, Bechtel room, Gault Library L1
- Thursday, November 9 *Two Visions of Tokyo*
Read: Mariko Hayashi "One Year Later"*
Assignment: One page critical review of *Lost in Translation*

Week 12: Utopian Visions

- Tuesday, November 14 *Planners' Attempts to "Fix" Cities*
Read: James Holston from *The Modernist City: An Anthropological Critique of Brasília* (CR – 53)
Juan Antonio Zapatel "Regarding the Superquadra: An Interview with Lucio Costa"*
Revision Project due. Bring all drafts, peer critiques, and a Word printout tracking changes.
Movie: *Bladerunner* (1982) 7:00 pm, Bechtel room, Gault Library L1

Thursday, November 16 *Cities of the Future?*
Read: W. J. Mitchell from *City of Bits: Space, Place, and the Infobahn* (CR – 6)
David Clark “The Future Urban World”*
Robert Venturi *Learning from Las Vegas**

Week 13: Wooster: The City around Us

Tuesday, November 21 *The Allocation of Urban Space in Wooster*
Final Landscape Project Blog due: presentation and discussion in class.

Thursday, November 23 NO CLASS - Thanksgiving

Week 14 & 15: Student Research Presentations

Final Research Paper due at the beginning of class December 7.