

**Urban Geography
Geography 241-01
Macalester College**



Architectural Rendering for “Highland Bridge” a new neighborhood-scale project for the redevelopment of the Ford Plant site in the Highland Neighborhood of St. Paul. Source: [MPR News](#).

Professor Dan Trudeau (he/him)
104e Carnegie Hall

Fall 2023
Carnegie 06A
MWF 3:30 – 4:30 pm

Phone: 651-696-6872
Email: trudeau@macalester.edu

Office Drop-in Times:
Mon 1:15 – 2:15 pm
Tues 10 – 11 am
Wed 10:45 – 11:45 am
Fri 1:15 – 2:15 pm
and by appointment.

Teaching assistants

Corgan Archuleta (carchule@macalester.edu)

Brian Pryzby (bpryzby@macalester.edu)

Office Hours & Location TBD

Office Hours & Location TBD

Table of Contents

COURSE DESCRIPTION	3
LEARNING GOALS	3
POLICIES & COLLEGE RESOURCES.....	4
Class format and expectations	4
A note about our class.....	4
Leaving campus	4
One out-of-class event	4
Moodle	4
Communication.....	5
Office Drop-in Time	5
How to show up for drop-in hours.....	5
Why I am teaching this course.....	6
Inclusivity	6
Accommodations	6
Public Health Expectations	6
Attendance	7
Participation	7
Academic Honesty	7
Use of Artificial Intelligence	7
COLLEGE RESOURCES	8
Personal health and well-being	8
Title IX Concerns.....	8
Academic Excellence.....	8
CURRICULUM.....	8
Text	8
Additional Readings.....	9
Assignments	9
Low-Stakes Assignments - 250 points.....	9
High Stakes Projects - 600 points	9
Quizzes - 100 points.....	10
Participation – 50 points	10
Changes.....	10
Deadlines.....	10
Grades	10
References for Assigned Readings	11
COURSE SCHEDULE.....	13

COURSE DESCRIPTION

This course introduces you to the interdisciplinary study of cities and emphasizes a geographical lens. The central point of the course is to examine how the built environment of cities are shaped by human activity and how, in turn, urban life is shaped by the built environment. The course focuses on American cities and Minneapolis-St. Paul in particular. This course takes advantage of Macalester's location by immersing you to the urban environment of the Twin Cities and connecting you to its history, landscapes, communities, and institutions through case studies, field study exercises, and visits with experts working in organizations and institutions in the local community. This course engages experiential learning through visits to off-campus sites, which you will complete independently. Urban Geography will demand a lot from you, but it should be a lot of fun and offer a formative learning experience, not only about cities, but about the discipline of geography, the liberal arts, and even yourself.

LEARNING GOALS

Through full participation in the work of this course you will:

- (1) develop your critical thinking skills and strategies, particularly as these pertain to “reading” the urban landscape and thinking geographically about urbanization (the process of developing cities) and urbanism (the experience of being in cities);
- (2) expand your understanding of critical issues, trends, and relationships that shape the urban experience and build environments of cities in the United States, both past and present;
- (3) deepen your awareness of the Twin Cities;
- (4) grow in your ability to articulate ideas through writing, speaking, and creating;
- (5) build and benefit from a collaborative learning environment; and
- (6) engage in self-reflection as a way to integrate learning.

By the end of this course, I expect you will be able to:

- Apply theories and concepts in Urban Geography to better understand specific sites and situations;
- Use a landscape approach to ask and begin to answer original questions about urbanization and urbanism;
- Explain some of the foundational relationships that affect urbanization and urbanism in North America;
- Demonstrate engaged learning through inclusive participation in class, small + large group discussions, and collaborative projects; and
- Integrate knowledge from the experiential learning activities in the course to deepen understanding of the ideas, theories, and content in Urban Geography as well as your own interests and values.

We pursue these goals in a number of ways, including interacting with course content, working on assignments, and supporting and challenging each other in this work. There are multiple principles, norms, and expectations that help to ensure that our engagement rests on an inclusive and supportive foundation.

POLICIES & COLLEGE RESOURCES

Class format and expectations

Our meetings will include a mix of discussions, group and individual learning activities, and presentations. Your regular attendance, preparation, and full participation are necessary to sustain an optimal environment for learning. I therefore expect you to have completed all readings and assignments before coming to class and be prepared to talk about them in detail.

In sum, I expect that you do your best to stay current with course readings and assignments. This means completing readings, assignments, and field study activities by their stated deadlines and showing up on time to class meetings, prepared for the day's tasks. I will communicate detailed steps for completing these activities in Moodle, the college's learning management software.

A note about our class

Leaving campus

The assignments in this course require you to leave campus and explore the Twin Cities. Be sure to factor travel time into your work on these assignments. All locations are accessible by public transportation. As a student, you have no-cost access to a Universal Pass, giving you unlimited rides on Metro Transit busses and trains. You may also reach most locations by bicycle. If you do not own one, you can check out a bicycle from the library. However you decide to travel, you will need to plan ahead to complete the field assignments in a timely fashion.

As you leave campus, be sure to think and act in ways that support your safety. Travel with classmates whenever possible. If you encounter a situation that feels unsafe, prioritize your well-being. Before you depart, tell someone where you're going and when you expect to return and what to do if you do not check in with them by the appointed time.

One out-of-class event

We will take a self-guided tour of Mill City Museum, located in the historic Minneapolis Riverfront area. This tour is scheduled for September 23rd, from 9:30am – 12:30 pm. Travel and tickets for this fieldtrip will be arranged for you. **This event is optional, but strongly encouraged.**

Moodle

Moodle will serve as a virtual home for our class. I will post copies of the syllabus and assignments on Moodle and use its announcement forum. Any post to the announcement forum will also be sent to your e-mail. Following the schedule outlined in this syllabus, there is a link to a separate page for each class day, which lists relevant activities, including resources to review and tasks to complete. All assignments are turned in via Moodle. Feedback is shared via Moodle as well. I will do my best to remind you of tasks and assignments during our meetings. That said, a best practice will be checking our course Moodle page regularly each day to see any announcements and review tasks to complete so that you are prepared for the day's activities.

Communication

I will make regular announcements to our class when we meet and through Moodle. You may reply to announcements issued through Moodle, however these replies are sent to everyone in the class by default. Take care using this feature.

For one-on-one communication, I invite you to contact me via email or schedule a time during my office hours. I will also be available for 10-15 minutes after our in-person meetings. This will enable casual or impromptu conversations.

Please allow for a 24-hour response time to your email messages during the week and 48-hour for messages sent on the weekend. Generally speaking, I plan to reply to email messages during my office hours.

Office Drop-in Time

Drop-in time or Drop-in Hours are when you're welcome to drop by my office in 104e Carnegie Hall. No appointment is necessary, but I do recommend that you make one. You can sign up by navigating to my Google calendar:

<https://calendar.google.com/calendar/selfsched?sstoken=UUdZZm5wZURDYXBhfGRIZmF1bHR8ZjQ5MjlmNTdmMTAzYmU1ZDlhODkxYmZjODQ0Yzc3ZWU>

Think of “drop-in hours” as an extension of our class. These offer an opportunity to work through something challenging or perplexing and/or a chance to share connections, realizations, and excitement about the course or related material. We can also use them for academic advising and to get to know each other better. Above all, I understand that coming to drop-in hours is an act of trust. I pledge to respect you and earn your trust through careful listening and compassionate support.

My drop-in hours will be held in Carnegie 104e. We can also arrange to meet via Zoom instead, but we will have to communicate in advance to make this happen. Drop-in times for Fall semester are scheduled for Mondays, 1:15 – 2:15 pm; Tuesdays 10 – 11 am; Wednesdays 10:45 – 11:45 am; Fridays 1:15 – 2:15 pm; and by appointment. There are no Drop-in Times on September 8 and October 20 and I will not hold office drop-in times during the Fall and Thanksgiving breaks. If the scheduled times do not work for you, don't hesitate to contact (via email or otherwise) and we can make an appointment for an alternative time.

How to show up for drop-in hours

Make an appointment for a specific time by navigating to my google calendar:

https://docs.google.com/document/d/1D260a0Arw5Jrfeh9V8dohURcWv9_LJc4Kw5hu92hLyo/edit?usp=sharing

or scan here →



Why I am teaching this course

My passion for exploring cities is driven by a curiosity for understanding why the built environment appears a certain way and how people interact with it as well as how these arrangements could be different. From the perspective of a concerned citizen, I think cities are incredibly important because they are expressions of our collective interests and values and form through the distribution of material resources. Therefore, I think it's important to be able to understand how cities form and operate in order to shape them and our futures. My scholarship in this area focuses on housing access, pedestrian-oriented urban design, and incorporating justice-oriented frameworks into urban planning.

Inclusivity

I am committed to providing a safe and equitable learning environment that welcomes and supports everybody. We as learners and teachers all bring various experiences and life contexts to this course. These differences will emerge in class and be part of what we negotiate and benefit from as a developing community.

I acknowledge that academic institutions have evolved within a historical context that privileges certain students over others and certain perspectives and knowledges over others. In this classroom, I will do my best to be aware of how these inequities may manifest.

I hope you will feel comfortable coming to me to express any concerns or suggestions; this is an iterative process that requires the collaboration of all. Indeed, I resolutely believe that the work of anti-racism is essential to inclusion. Furthermore, this work is an ongoing process in which we must strive to understand and unpack inherited assumptions and create more emancipatory and egalitarian practices so that we might dismantle systems of oppression and exclusion wherever we encounter them.

Accommodations

I am committed to ensuring access to course content for all students. If you have a disability, please meet with me early in the term to discuss your accommodation plan. If you have not yet obtained a plan or are unsure if you have a disability that requires accommodation, please contact Disability Services: disabilityservices@macalester.edu, or call 651-696-6974.

Public Health Expectations

When we are in class together on campus, we will follow the [Mac Stays Safer Community Commitment](#).

If you do not feel well, please do not come to class. This includes if you are experiencing common cold symptoms. If you miss class, we can make arrangements to cover missed material, activities, and assignment deadlines.

Attendance

Being there plays an essential role in learning. I expect you to attend all scheduled class meetings. Attendance will be important not only for your learning, but also for our ability to build a community together and maintain a sense of connection and commitment to one another. Your presence in class matters.

I recognize that there are unavoidable circumstances that sometimes make it impossible for you to attend class. If you will not be in class for any reason, it is your responsibility to inform me via email. It is also your responsibility to make up work you missed in your absence.

If you anticipate missing a scheduled class, for instance for religious observance, please let me know as soon as possible and before the add/drop period so that we can plan to accommodate the absence.

Accumulating more than five absences during the semester will negatively impact your grade.

Participation

In our first meetings, we will work together to generate a set of shared norms and expectations that ground how we participate and interact with each other. The norms we generate will reflect our unique situation, but will be grounded in principles of mutual respect, inclusion, and maintaining a focus on learning. We may need to revisit these norms and expectations and adjust them according to how our interactions unfold. These will be recorded and made available through Moodle.

Academic Honesty

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. This includes Artificial Intelligence tools like Chat GPT and Google Bard. 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 of Students and may result in suspension or even dismissal from the college. Please see me if you have questions about what counts as plagiarism.

Use of Artificial Intelligence

In this course, you may use AI tools (such as Bard or ChatGPT) to help you generate ideas and to brainstorm. However, you should note that the material generated by these tools may be inaccurate, incomplete, or otherwise problematic. Beware that overuse of AI may stifle your own independent thinking and creativity, and use any tools (for generating text, code, video, audio, images, or translation) wisely and carefully.

You may not submit any work generated by an AI program as your own. If you include material—including both *ideas* and *language*—generated by an AI program, it should be cited like any other reference material, both in this course and at Macalester College in general. If you have any questions, please feel free to contact me.

COLLEGE RESOURCES

Personal health and well-being

Here at Macalester, you are encouraged to make your well-being a priority throughout this semester and your career. In fact, research shows that health and wellness are integral to sustainability! Investing time into taking care of yourself will help you engage more fully in your academic experience. It is important to acknowledge any stressors you may be facing, which can be mental, emotional, physical, cultural, financial, etc., and how they can have an impact on your academic experience. I encourage you to remember that sleeping, moving your body, and connecting with others can be strategies to help you be resilient. If you are having difficulties maintaining your well-being, please don't hesitate to contact me and/or find support from other resources, including those listed on the Hamre Center for Health and Wellness: macalester.edu/healthandwellness

Title IX Concerns

Macalester is committed to providing a safe and open learning and living environment for all students, staff, and faculty. If you (or someone you know) has experienced any form of sexual misconduct, including sexual assault, dating or domestic violence, or stalking, please know that you are not alone, and that help and support are available.

It is my role as a professor to make sure our learning environment is as safe as possible for everyone in our community. *I am a mandatory Title IX reporter*. This means that I can serve as a resource for you, but I am required by law to report any violations, including sexual assault, to the Title IX office. For a list of confidential resources, see the Title IX office's [support resources page](#). For more information about Title IX, see Macalester's [Title IX website](#).

Academic Excellence

Support with writing projects is available through the Macalester Academic Excellence ([MAX](#)) Center. I consider the MAX Center to be a fantastic complement to *any* course you take at college as its mission is to support your ongoing growth and development as a critical thinker, reader, and writer. Whenever you want to boost your skills and abilities, I fully recommend connecting with the helpful and supportive folks at the MAX Center.

CURRICULUM

Text

There is one required text for this course. It is available for purchase through the campus bookstore and may be available at lower-cost through a retailer like thriftbook.com. A copy is also on course reserve at the Library for a 4-hour check out.

- Kaplan, D., Holloway, S., and Wheeler, J. (2014). *Urban Geography*, 3rd edition. Hoboken, NJ: John Wiley and Sons. (Hereinafter referred to as "Text.")

Additional Readings

In addition to the text, we will be reading a number of articles from peer-reviewed journals as well as the popular press. This format allows us to explore a variety of writing styles, perspectives, and case studies. These readings are referenced in the schedule by last name of the author. These are available 24 hours a day through our course Moodle page. Let me know if you have any problems accessing this material in a timely manner.

Assignments

Your grade in the course will be based on performance in the following assignments (I will provide detailed instructions and grading criteria for each one at an appropriate time). 1000 points total:

Low-Stakes Assignments - 250 points

Field Study. In addition to assigned readings, this course asks you to go out into the urban landscape of the Twin Cities to see examples first-hand, reflect on what you see vis-à-vis the text and assigned readings, and ask original questions. In effect, the field assignment reflects the notion that the urban landscape represents another kind of “text” that you will need to study. The itinerary for the field assignment also coincides with the High-stakes projects described below. Your engagement with the Field Study will support four instances of reflection, which you will complete in-class on specific days:

- Reflection 1 – due October 4th [50 points]
- Reflection 2 – due October 30th [50 points]
- Reflection 3 – due November 27th [50 points]
- Final Reflection – due December 20th [100 points]

Low-stakes assignments will not be graded and you will earn the points based on completing the assignment.

High Stakes Projects - 600 points

There are three projects that engage critical thinking skills through our study of cities. These projects are informed directly by your experiences with the field study assignment. Project work must be submitted via Moodle. Due dates and assignments values are as follows:

- Project 1 – Reading the Urban Landscape – due October 2nd [200 points]
- Project 2 – Remaking St. Paul – due October 25th [200 points]
- Project 3 – Development without Displacement? – due November 20th [200 points]

High-stakes projects will be graded according to a rubric, which will be included with each project description.

Quizzes - 100 points

There are two quizzes in the course, each intended to support your comprehension and grasp of the material in different parts of the course.

- Quiz 1 – October 18th [50 points]
- Quiz 2 – December 11th [50 points]

The quizzes will include a mix of multiple-choice and short answer questions. Partial credit will be possible.

Participation – 50 points

Our meetings will regularly involve small group activities as well as discussion of assigned readings. These provide an opportunity for you to clarify uncertainties and synthesize your understanding of concepts and ideas presented in the lectures and readings. Participation in these activities thus present important learning opportunities in the class. You will of course need to be present to participate, and therefore participation grades are contingent upon attending class. Not counting excused absences, participation grades will be determined as follows:

50 points: 0 – 2 absences
40 points: 3 – 5 absences
25 points: 6 – 7 absences
10 points: 8 – 10 absences
0 points: 11 or more absences

Changes

As the term 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's scheduled assignments, you must communicate this to me no later than Wednesday, September 13th so that we can discuss appropriate accommodations.

Grades

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>Satisfactory</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)	

References for Assigned Readings

- A Field Guide to Public Spaces* (No Date). [webpage]. Available online: <https://publicspaces.guide/>
- Bishop, B. (2008). *The Big Sort*. Houghton Mifflin Company: Boston.
- Center for Culture, History, and the Environment Place-Based Workshop (No Date). *Reading an Urban Landscape*. Available online: <http://nelson.wisc.edu/che/events/place-based-workshops/2009/project/index.php>
- Cosgrove, D. (1989). Geography is everywhere: culture and symbolism in human landscapes. In *Horizons in Human Geography*, eds. D. Gregory and Walford, pp. 118-135. Totowa, NJ: Barnes and Noble Books.
- Glaeser, E., and Ratti, C. (2023). 26 Empire State Buildings could fit into New York's empty Office Space. That's a Sign. *New York Times*, May 10. Available online: <https://www.nytimes.com/interactive/2023/05/10/opinion/nyc-office-vacancy-playground-city.html>
- Goetz, E., Lewis, B., Damiano, A., Calhoun, M. (2019). *The Diversity of Gentrification: Multiple Forms of Gentrification in Minneapolis and St. Paul*. Center of Urban and Regional Affairs. Available online: <https://gentrification.umn.edu/>
- Hutson, M. (2017). We live here too: Incorporating Residents' Voices in Mitigating the Negative Impacts of Gentrification. A Shared Future: Fostering Communities of Inclusion in an Era of Inequality. Harvard Joint Center for Housing Studies. Available online: https://www.jchs.harvard.edu/sites/default/files/a_shared_future_we_live_here_too_0.pdf
- Knox, P., McCarthy, L. (2012). *Urbanization: an introduction to urban geography*, 3rd Edition. Pearson Prentice Hall and Pearson Education, Inc.: New Jersey.
- Lewis, P. (2003). The monument and the bungalow. In Wilson, C., Groth, P. (eds.) *Everyday America*, pp. 85 – 108. The University of California Press: Berkeley.
- Mapping Mapping Prejudice (No Date). *Mapping Prejudice*. [Webpage]. <https://mappingprejudice.umn.edu/>
- McAlester, V., McAlester, L. (2005). *A field guide to American houses*. Alfred A. Knopf: New York.
- Meinig, D. (1979). The beholding eye: ten versions of the same scene. In Meinig, D., ed., *The interpretation of ordinary landscapes*, pp. 33-48, New York: Oxford University Press.
- Mitchell, D. (2008). New Axioms for Reading the Landscape: Paying Attention to Political Economy and Social Justice. In: Wescoat, J.L., Johnston, D.M. (eds) *Political Economies of Landscape Change*. The GeoJournal Library, vol 89. Springer: Dordrecht.
- Nickrand, J. (2015). Minneapolis's white lie. *The Atlantic*, February 21. Available online: <http://www.theatlantic.com/business/archive/2015/02/minneapolis-white-lie/385702/>
- Samuels, A. (2016). Segregation in paradise. *The Atlantic*, July 12. Available online: <http://www.theatlantic.com/business/archive/2016/07/twin-cities-segregation/490970/>
- Sze, J. and Yeampierre, E. (2018). "Just transition and just green enough: climate justice, economic development and community resistance. In Curran, Winifred and Hamilton, Trina, eds., *Just Green Enough*, pp. 61-73, Routledge: London.
- Thompson, D. (2015). The miracle of Minneapolis. *The Atlantic*, March. Available online: <http://www.theatlantic.com/magazine/archive/2015/03/the-miracle-of-minneapolis/384975/>

- Tuhus-Dubrow, Rebecca (2014). Pretty park, affordable rent: making neighborhoods “Just Green Enough.” *Next City*, July 15. Available online: <https://nextcity.org/urbanist-news/entry/gentrification-green-neighborhoods-just-green-enough>
- Walljasper, J. (2018). How an ambitious Minnesota eco-project became a density battleground. *BloombergCityLab*, June 26. Available online: <https://www.bloomberg.com/news/articles/2018-06-26/a-st-paul-auto-plant-will-become-a-green-neighborhood>
- Webster, M., and Corey, M. (2021). How the Twin Cities housing rules keep the metro segregated. *Star Tribune*, August 7.
- Williams, B. (2022). The economics of ethnic enclaves. *Minnesota Public Radio* [podcast] Episode 9, July 14. Available online: <https://www.mprnews.org/episode/2022/07/14/ep-9-the-economics-of-ethnic-enclaves>
- Vox. 2022. In defense of the “gentrification building.” [video] Available online: <https://www.youtube.com/watch?v=cEsC5hNfPU4>

COURSE SCHEDULE

Wk	Day	Topic	Readings	Assignment
1	Sept 6 (W)	Introduction		Read the syllabus
	Sept 8 (F)	The landscape approach to Urban Geography	1) Cosgrove 2) Meinig	
		<u>I. Building American Urban Landscapes</u>		
2	Sept 11 (M)	Transportation and urban form	Knox and McCarthy	
	Sept 13 (W)	Reading landscapes – phases of development	Lewis	Project 1 assigned – Reading the Urban Landscape
	Sept 15 (F)	Architecture walking tour	McAlester & McAlester	
3	Sept 18 (M)	Urban form in the American Urban Landscape	1) Glaeser and Ratti 2) Vox	
	Sept 20 (W)	Urban Origins & Urbanization	Text Ch 1	
	Sept 22 (F)	<i>No Class – work on the field study</i>		
	Sept 23 (S)	Trip to Mill City Museum	Walljasper	
4	Sept 25 (M)	<i>No Class – work on the field study</i>		
	Sept 27 (W)	Urbanization of the Twin Cities	Text Ch 2: 45-58	
	Sept 29 (F)	Minneapolis in the American Urban System	Text Ch 3: 61-71	Field Study Part 1 complete
5	Oct 2 (M)	Reading the Urban Landscape		Project 1 due

Wk	Day	Topic	Readings	Assignment
5	Oct 4 (W)	Legacy landscapes and beyond Reflection 1 in class	Center for Culture, History, and Environment essay	Reflection 1 in class
	Oct 6 (F)	Central Place Theory Simulation	Text Ch 3: 72-85 Text Ch 4: 103-113	
		<u>II. The Economic Landscape</u>		
6	Oct 9 (M)	Urban fortunes: the rise, fall, and rise of University Ave.	Text Ch 5	Project 2 assigned – Remaking St. Paul
	Oct 11 (W)	City as a Growth Machine & circuits of capital & Researching the economic landscapes of cities	Text Ch 6: 159-166 Mitchell	
	Oct 13 (F)	The impact of mega-projects on city economies	Sze/Burns/Propheter /or Ahlfeldt	
7	Oct 16 (M)	Catalyzing investment on the green line – Stadium as solution?	Text Ch 6: 142-159	
	Oct 18 (W)	Quiz 1		
	Oct 20 (F)	Time for Group work on Project 2		
8	Oct 23 (M)	<i>No Class – work on the field study</i>		Field Study Part 2 complete
	Oct 25 (W)	Reflections on the circuits of capital in re-making University		Project 2 due
	Oct 27 (F)	<i>Fall break</i>		

Wk	Day	Topic	Readings	Assignment
<u>III. The Social Landscape</u>				
9	Oct 30 (M)	From the ‘Minneapolis Miracle’ to ‘Trouble in paradise’ Reflection 2 – in-class	1) Thompson 2) Nickrand 3) Semuels	Reflection 2 – in-class Project 3 assigned – Development without Displacement?
	Nov 1 (W)	Disinvestment and the city	Text Ch 8	
	Nov 3 (F)	Gentrification and Revitalization	Hutson	
10	Nov 6 (M)	Brownfield Redevelopment: Just Green Enough?	Tuhus-Dubrow Sze & Yeampierre	
	Nov 8 (W)	Potential and Pitfalls of Urban Creative Districts	TBD	
	Nov 10 (F)	<i>No Class – work on the field study</i>		
11	Nov 13 (M)	Housing opportunities and racial disparities	Text Ch 9 Webster and Corey	
	Nov 15 (W)	Revitalization and regeneration strategies – Mixed income housing	Gentrification in Minneapolis & St. Paul	
	Nov 17 (F)	Congregation and Segregation	Text Ch 10, & Box 10.3 Untangled Roots	Field Study Part 3 complete
12	Nov 20 (M)	Development without Displacement?		Project 3 due
	Nov 22 (W)	<i>Thanksgiving break</i>		
	Nov 24 (F)	<i>Thanksgiving break</i>		

Wk	Day	Topic	Readings	Assignment
		<u>IV. The political landscape</u>		
13	Nov 27 (M)	Reflection 3		Reflection 3 in class
	Nov 29 (W)	Metropolitan fragmentation & the Big Sort	Bishop	
	Dec 1 (F)	Beyond the Big Sort? Regional Government	Text Ch 11	
14	Dec 4 (M)	Making the case for planning – Cities and Wicked Problems	Text Ch 12	
	Dec 6 (W)	Making the case for planning – a conversation with Erin Daly ‘14		
	Dec 8 (F)	Power, planning, and public engagement – a simulation		
15	Dec 11 (M)	Quiz 2		
	Dec 13 (W)	Planning and the future of cities – toward a new urbanism?		
	Dec 20 (W)	<i>No class meeting</i>		Final Reflection by 12:30 pm