

Urban Geography

University of Hawai'i at Mānoa

Online Fall 2020

24 August – 18 December

Quick Course Info

Course Number	GEO 421 (CRN: 79910)
UH Focus designation	WI
Instructor	Jacob Henry
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Do I need to buy books? No, everything is on Lulima.
Meeting Times Online, asynchronous. There is no Zoom component

Total Course Points	1000
Grading Scale	90=A, 80=B, 70=C, 60=D, 59=F
Extra credit	Yes, 3 percentage points

What You'll Be Doing

See the appendices for directions.

Pre-Course Survey 10 points	Quick online survey about motivations for enrolling <i>Due end of Week 1</i>
City Reports (x3) 420 points	2,000 word reports on three cities <i>Due end of Week 7; Week 13; and Week 16</i>
Lulima Discussions & Replies (x15): 570 points	400-word, minimum responses to prompts in the Lulima Forum <i>Posts due Friday, replies due Monday</i>

Stuff Happens Cards

You have 3 “**stuff happens (SH)**” cards which allow you to submit something late, no questions asked, no penalty. Before the assignment is due, please send an email notifying me that you'd like to use a card. In the email, you should tell me when you plan to submit the work. All assignments using SH extensions must be submitted by December 16.

Course Overview

<u>Week</u>	<u>Date</u>	<u>Theme</u>	<u>To-Dos</u>	<u>Due</u>
Week 1	Aug 24 – 30	Cities as People	Lulima Post #1 Pre-Course Survey	Aug 28 Aug 30
Week 2	Aug 31 – Sep 6	American Apartheid	Replies Lulima Post #2	Aug 31 Sept 4
Week 3	Sept 7 – 13	Post-Industry	Replies Lulima Post #3	Sept 7 Sept 11
Week 4	Sept 14- 20	Urban Frontiers	Replies Lulima Post #4	Sept 14 Sept 18

Week 5	Sept 21 – 27	Suburbia	Replies Laulima Post #5	Sept 21 Sept 25
Week 6	Sep 28 – Oct 4	Global Cities	Replies Laulima Post #6	Sept 28 Oct 2
Week 7	Oct 5 - 11	Postcolonial Theory	Replies Laulima Post #7 City Report #1	Oct 5 Oct 9 Oct 11
Week 8	Oct 12 – 18	Political Ecology	Replies Laulima Post #8	Oct 12 Oct 16
Week 9	Oct 19 – 25	Political Geography	Replies Laulima Post #9	Oct 19 Oct 23
Week 10	Oct 26 – Nov 1	Purgatory	Replies Laulima Post #10	Oct 26 Oct 30
Week 11	Nov 2 – 8	Trashed	Replies Laulima Post #11	Nov 2 Nov 6
Week 12	Nov 9 -15	Playground	Replies Laulima Post #12	Nov 9 Nov 13
Week 13	Nov 16- 22	Tenochtitlan	Replies Laulima Post #13 City Report #2	Nov 16 Nov 20 Nov 22
Week 14	Nov 23 -29	<i>Holiday</i>	Replies <i>Take a Break</i>	Nov 23
Week 15	Nov 30 – Dec 6	Cities as Struggle	Laulima Post #14	Dec 4
Week 16	Dec 7 – 13	Choose Your Own Readings	Replies Laulima Post #15 City Report #3	Dec 7 Dec 11 Dec 13
Exams Week	Dec 14 – 20		Replies Last SH Card Day	Dec 14 Dec 16

Course Outline

I suggest that you read the readings in the order I've listed them here.

Week 1. Introduction: Cities as People

This week's readings focus on the city as a lived space. In this class, we will be reading urban *social* geography. While structures and layouts are part of the story, the city is—at the end of the day—people. The readings begin with Madanipour's snapshots from Tehran. From a city that is oft vilified and caricatured in Western media, he reminds us that a diversity of experiences shape the city. As we will see throughout the course, class power is central to the spatial organization of the city and this is evident in Madanipour's snapshots. The next essay is a classic excerpt from the renowned urbanist Jane Jacobs. Writing from Brooklyn, Jacobs believes in the value of eyes on the street rather than formalized systems of design. In her defence of bustling sidewalks, she argues that cities only function because of publicly social people. The final reading by De Boeck on Kinshasa in DR Congo also engages the relationship between people and

the built environment. The question of whether the city is built structure or people becomes even starker in Kinshasa where the infrastructure, electricity, and services are more fluid than the residents.

Madanipour, Ali. 2015. “**Urban Lives: Stories from Tehran.**” In *Cities of the Global South Reader*, edited by F. Miraftab and N. Kudva, 9–20. New York: Routledge.

Jacobs, Jane. 2011. “**The Uses of Sidewalks: Safety.**” In *The City Reader*, edited by R. T. LeGates and F. Stout, 5th ed., 105–9. New York: Routledge.

De Boeck, Filip and Marie-Françoise Plissart. 2015. “**Kinshasa and Its (Im)material Infrastructure.**” In *Cities of the Global South Reader*, edited by F. Miraftab and N. Kudva, 188–191. New York: Routledge.

Part 1: Urban America

In this section, we re-examine the politics of cities, power, class, and race in the United States

Week 2. American Apartheid

The word *apartheid*—Afrikaans for ‘apartness’—is generally associated with South Africa from the 1950s-1994 when Black Africans were forcefully evicted from the cities in order to ensure wealth accumulated in the pockets of whites. Increasingly, however, scholars have understood American (that is, U.S.) society to also be one of racialized apartheid. 2020 has witnessed massive protests for racial justice. To fully understand these movements, it’s important to understand the history of racist American urban policy which continues to this day. Ehrman-Solberg’s talk is on racial housing covenants which preceded formalized state-based urban racism. These agreements written into leases helped to shape segregated cities. The *Race—Power of an Illusion* segment meticulously outlines the official government policies of redlining and blockbusting which ensured that Black Americans would be excluded from the wealth-building innovation of suburbia. Alexander’s chapter describes the “War on Drugs” which hollowed out many cities. Coates’ famous and approachable *Atlantic* article synthesizes the main themes of this week. He writes about Black Chicago residents’ struggle against a racist housing system and national structure, contextualizing the struggle from slavery to present day. A quick skim of the racial dot map which visualizes racialized segregation in contemporary America will verify that the era of apartheid is hardly over. Davis moves beyond racial apartheid, arguing that privatization is creating fortress spaces of wealth. The apartness is never just race, but also class.

Ehrman-Solberg, Kevin. 2018. “**The Geography of Inequality.**” Presented at the TEDx, Minneapolis, August. [15 minutes]

Smith, Llewellyn M. 2003. “Excerpt from: The House We Live In.” *Race—The Power of an Illusion*. California Newsreel. [35 minutes]

Alexander, Michelle. 2012. “**The Lockdown**” in *The New Jim Crow: Mass Incarceration in the Age of Colorblindness*. 58-94. New York: New Press.

Coates, Ta-Nehisi. 2014. “**The Case for Reparations.**” *The Atlantic*, June.

Martin-Anderson, Brandon, and Eric Fischer. 2013. “**The Racial Dot Map.**” University of Virginia.

Davis, Mike. 2011. “**Fortress L.A.**” In *The City Reader*, edited by R. T. LeGates and F. Stout, 5th ed., 195–201. New York: Routledge.

Week 3. Narratives of Post-Industry

This is the first of two weeks in which we’ll be reading a short book on the cultural representations of a quintessential American city—Detroit. The first half of book analyzes how narratives of Detroit have become synonymous with decline. Kinney adopts a ‘cultural studies’ approach by critiquing and analysing diverse ‘texts’ including internet message boards and photography. This weeks’ chapters focus on the cultural representations of post-industrial decline—a narrative which has rocked many older, colder American cities and also ties into old American fables.

Kinney, Rebecca J. 2016. ***Beautiful Wasteland: The Rise of Detroit as America's Postindustrial Frontier***. Minneapolis: University of Minnesota Press.

Introduction: Building a Beautiful Wasteland

1. *It's Turned into a Race Thing: White Innocence and the Old Neighborhood*
2. *Picturing Ruin and Possibility: The Rise of the Postindustrial Frontier*

Week 4. Gentrification and Urban Frontiers

The second half of Kinney's book highlights some moments which signify Detroit's 'rise.' The conceptual work positioning the city as empty allows for a new creative class to fill the void. Here, Kinney reviews a Superbowl ad, documentaries, and the buzz about a Whole Foods to re-think gentrification. She further develops the idea that gentrification is the new frontier.

Kinney, Rebecca J. 2016. ***Beautiful Wasteland: The Rise of Detroit as America's Postindustrial Frontier***. Minneapolis: University of Minnesota Press.

3. *Fanning the Embers: Branding Detroit as a Phoenix Rising*
4. *Flickers of the American Dream: Filming Possibility in Decline*
5. *Feeding Detroit's Rise: Provisions for Urban Pioneers*
6. *Conclusion: The Strait: a Tale of Two Cities*

Week 5. Suburbia

There's a lot to dislike about American suburbia. Kunstler's talk gives us a good laugh at suburbia's expense. He rails against the trend toward public spaces that simply aren't worth caring about. Cookie-cutter, endless development exurbs represent, for him, the lack of imagination which beguiles America's present. Kunstler's approach represents what we might term the mainstream sneer at suburbia. But it is perhaps just cartoonish as the 'nature' he laments. Orfield tries to complicate this narrative. Based on big data analyses, he asks us to think of suburbia as a diverse place. The overarching argument for 'metropolitcs' (regional governance) arises from the fact that suburbs are often very different from one another and certainly not a homogenous whole. Rachel Heiman is an anthropologist who spent the 90s studying a New Jersey suburban community she calls Danboro. The two chapters from her book allow us to shift the gaze from asking *what* suburbia is to *who* suburbia is. Chapter 2 expands Kinney's work on ex-Detroiters. The post-Brooklyn identity helps us understand why (white) people living in a perfectly good city would move to the 'burbs. Heiman also focuses on the cultures which develop in white suburban spaces. In Chapter 5, especially, thinks about how SUVs induce a feeling of security whilst actually being quite dangerous. SUVs—the vehicle of 90s suburbia—become a symbol of class anxiety and privatized citizenship.

Kunstler, James Howard. 2004. "The Ghastly Tragedy of the Suburbs." Presented at the TED2004, Monterey, February. [20 minutes]

Orfield, Myron. 2011. "Metropolitcs." In *City Reader*, edited by R.T. LeGates and F. Stout, 5th ed., 296–314. New York: Routledge.

Heiman, Rachel. 2015. ***Driving After Class: Anxious Times in an American Suburb***. Oakland: University of California Press.

2. *Being Post-Brooklyn*
5. *Vehicles for Rugged Entitlement*

Part 2: Theorizing the City

In this section, we review different perspectives/theories/lenses through which to think about and understand cities.

Week 6. Mapping Global Cities

While the idea of 'global cities' has become widespread, the term originated as an academic concept in the 90s and early 00s. Saskia Sassen is one of the most recognized thinkers on the topic of global cities. She argues globalization has produced central and nodal cities. London, New York, and Tokyo feature prominently in her analysis as global cities. In her

chapter, she argues that telecommunications have only made these global cities more powerful. For Sassen, the map of cities from which to theorize is clearly hierarchical. Jennifer Robinson disagrees. While she recognizes the value of 'global cities' research, she finds this to be a reductive way of thinking. It prioritizes a few characteristics (mostly related to transnational capital), ignoring all the other cultural features of cities. Instead, she proposes that all cities are 'ordinary' in an effort to better capture the diversity of urban processes. Brenner and Keil first review some of the background on the global city approach, and then present new avenues of research which are responsive to the critiques.

Sassen, Saskia. 2000. "**Place and Production in the Global Economy.**" in *Cities in a World Economy*. 2nd ed. 1-9. Thousand Oaks: Pine Forge Press.

Robinson, Jennifer. 2015. "**World Cities, or a World of Ordinary Cities?**" in *Cities of the Global South Reader*, edited by F. Miraftab and N. Kudva, 66–72. New York: Routledge.

Brenner, Neil, and Roger Keil. 2011. "**From Global Cities to Globalized Urbanization.**" in *The City Reader*, edited by Richard T LeGates and Frederic Stout, 5th ed., 599–608. New York: Routledge.

Week 7. Postcolonial Insights

Postcolonial theory, broadly speaking, reassesses the world by centering colonization, imperialism, and the resistance to it. Jennifer Robinson is back this week. She argues that much early urban scholarship split the world's cities along two axes: modernity and development. These are both colonial innovations which have ultimately hindered analysis. Patel spends a good part of her chapter defining 'Eurocentrism.' She then argues that Eurocentric ideologies have framed the debate on cities—this typically means universalizing Global North experiences. Finally, the well-known anthropologist Aihwa Ong lodges a postcolonial critique of the global cities ranking approach as well as a subfield of postcolonial theory, subaltern studies. She then—in introducing her edited volume—provides some concrete examples of how cities in Europe and North America no longer need to serve as reference points within urban theory.

Robinson, Jennifer. 2006. "**Introduction: Post-Colonialising Urban Studies**" in *Ordinary Cities: Between Modernity and Development*. 1-12. London: Routledge.

Patel, Sujata. 2014. "**Is There a 'South' Perspective to 'Urban Studies'?**" In *The Routledge Handbook on Cities of the Global South*, edited by S. Parnell and S. Oldfield, 37–47. London: Routledge.

Ong, Aihwa. 2011. "**Introduction: Worlding Cities, or the Art of Being Global.**" In *Worlding Cities: Asian Experiments and the Art of Being Global*, edited by Ananya Roy and Aihwa Ong, 1–26. Malden: Wiley-Blackwell.

Week 8. Political Ecology

Political ecology approaches understand the natural environment as culturally constructed and political. Though most people understand urban environmental space to be influenced by societal choices, political ecologists argue that all our lived environment is shaped by capitalism and politics. This week, we turn the political ecology lens onto cities. Glaeser makes the case that cities are, in fact, much greener than suburbia and rural areas. Though a strong romanticism for the rural idyllic exists in popular culture, the higher density and better public transit in cities leads to lower emissions of harmful greenhouse gasses. The greenest future might be an urban future, but rampant inequality complicates this narrative. Hardoy and Satterthwaite's article reminds us that the poor suffer the most from 'natural' disasters. Additionally, the meta-conversation about global warming with its decades-long time span can seem hollow the urban poor who struggle to even survive this month when living in terrible conditions. "Environmentalism" must include plans to reduce inequality and shape better urban environments. Mike Davis agrees. His chapter can be read in stark contrast to Glaeser. While Glaeser's image of 'the city' is Manhattan or the Chicago Loop, Davis' reading includes the majority of global urbanites who live in shanties. If Glaeser provides an idea of what urban ecologies can be, Davis provides a more accurate picture of what they currently are.

Glaeser, Edward L. 2012. "**Is There Anything Greener than Blacktop?**" in *Triumph of the City*. 199-222. New York: Penguin Books

Hardoy, Jorge E., and David Satterthwaite. 2015. "Environmental Problems of Third World Cities: A Global Issue Ignored?" In *Cities of the Global South Reader*, edited by F. Miraftab and N. Kudva, 155–59. New York: Routledge.

Davis, Mike. 2006. "Slum Ecology" in *Planet of Slums*. 121-150. New York: Verso.

Week 9. Political Geography

Political geographers are interested in how states and governance conjure territory and hinder mobility. James C. Scott's chapter begins with the architectural modernism of the planner Le Corbusier. Le Corbusier believed that certain design choices could lead to almost utopic results. He wanted urban design to have power over people and enable a paternalistic kind of governance. Scott then turns his attention to Brasilia, one of a handful of planned post-independence capitals. The city's modernist design was supposed to enable control of the population, however, that was thwarted by some fairly foreseeable events. Finally, Scott brings us back to Jane Jacobs, speaking admirably of her more human-centered ideas of living. Anthony King's piece explores how colonial regimes used urban space to bring territory under governance. He describes the complexities that make and re-make 'colonial cities.' Lastly, Doevenspeck provides an ethnographic account of cross-border activity between Goma in Congo and Gisenyi in Rwanda. Political geographers are interested in the ways borders both restrict movement but also create opportunity. He details how people in both cities use the border to their advantage, in ways that challenge state power.

Scott, James C. 1998. "The High-Modernist City: An Experiment and a Critique." in *Seeing Like a State: How Certain Schemes to Improve the Human Condition Have Failed*. 103-146. New Haven: Yale University Press.

King, Anthony D. 2015. "Colonialism and Urban Development" in *Cities of the Global South Reader*, edited by F. Miraftab and N. Kudva, 29–39. New York: Routledge.

Doevenspeck, Martin. 2011. "Constructing the Border from Below: Narratives from the Congolese–Rwandan State Boundary." *Political Geography* 30 (3): 129–42.

Part 3: Connectivity

In this section, we look at urban life thematically. Accounts from around the world show that cities are often ordinary and social problems are connected between the meta-geographies of North and South.

Week 10. Purgatory

Purgatory is a place of unpleasant in-betweenness. For many residents of cities, all over the world, urban space is a purgatory which traps them, limiting their opportunities and brutally oppressing their humanity. Renowned sociologist Wacquant provides the concept of 'advanced marginality' to understand those who the urban system has thrown out. Wacquant is primarily thinking from North America and Europe; however, Davis expands similar arguments to the global slums. Davis specifically attacks those who argue that the "informal economy" is going to counter advanced marginality. Anthropologist Philippe Bourgois brings us back to the US in an ethnography of 1980s Harlem. He shows how people involved in the drug trade have been forced out of 'mainstream' economic life. Finally, Ngai speaks to how China's internal migration restrictions encourage young women to migrate to spaces of production where—like in purgatory—they cannot stay and have no future.

Wacquant, Loïc J. D. 1996. "The Rise of Advanced Marginality: Notes on Its Nature and Implications." *Acta Sociologica* 39 (2): 121–39.

Davis, Mike. 2006. "A Surplus Humanity" in *Planet of Slums*. 174-198. New York: Verso.

Bourgois, Philippe. 2002. "Understanding Inner-City Poverty: Resistance and Self-Destruction under U.S. Apartheid." In *Exotic No More: Anthropology on the Front Lines*, edited by Jeremy MacClancy, 15–32. Chicago: University of Chicago Press.

Ngai, Pun. 2005. "Becoming *Dagongmei*: The Politics of Identity and Difference." in *Made in China*. Durham: Duke University Press.

Week 11. Trashed

Cities produce a lot of trash. While for many of us, the trash disappears without a second thought, for many urban residents the festering, toxic, rank waste becomes a focal point of intense politics. This week we examine the trash politics in the small city of Iqaluit in the Canadian high-arctic and Dakar, Senegal's bustling equatorial capital. Hird and Zahara conceptualize a dump site and trash within a politics of settler colonialism. Fredericks builds on the argument of trash-as-politics by exploring how a youth movement (Set/Setal) for participatory neighborhood politics was co-opted by neoliberal regimes. The next chapter examines how the trash problem was approached by NGOs which engaged a politics of 'women's empowerment' and 'traditional values' to spectacular failure.

Hird, Myra J, and Alexander Zahara. 2017. "The Arctic Wastes." In *Anthropocene Feminism*, edited by Richard Grusin, 121–45. Minneapolis: University of Minnesota Press.

Fredericks, Rosalind. 2018. *Garbage Citizenship: Vital Infrastructures of Labor in Dakar, Senegal*. Durham: Duke University Press.

2. *Vital Infrastructures of Labour*
3. *Technology of Community*

Week 12. Playground

For many—especially the rich—the city is a playground. It is a space of tourism, spectacle, and leisure. This week, we study how recreation takes place in the city. Wynn's ethnographic study of urban walking tourism in New York shows how tourism narratives take hold and remake space. Steinbrink provides a history of another side of urban tourism—slumming. There is an interesting contrast between essentially the same kind of tour that Wynn describes, but slumming is also imbued with more dramatic power relations. Shin and Li describe even more power directed at the poor in the name of spectacle. They interview residents of Beijing whose rights to the city were curtailed for the Olympics. While many of the residents seem high on Olympic fever, the authors wonder how long the harmony will last.

Wynn, Jonathan R. 2010. "City Tour Guides: Urban Alchemists at Work." *City & Community* 9 (2): 145–64.

Steinbrink, Malte. 2012. "'We Did the Slum!' – Urban Poverty Tourism in Historical Perspective." *Tourism Geographies* 14 (2): 213–34.

Shin, Hyun Bang, and Bingqin Li. 2013. "Whose Games? The Costs of Being 'Olympic Citizens' in Beijing." *Environment and Urbanization* 25 (2): 559–76.

Week 13. A Pre-Colombian City

Next week, we go on break to celebrate Thanksgiving, a holiday with intense cultural symbolics. At its most basic, the Thanksgiving mythos celebrates the initial European conquest in the Americas which led to the nation states we know today. *Terra nullius*—empty space—was central to European conquest. Of course, we know (and they knew at the time) that the Americas weren't actually empty. In recognition of this fact, we will spend this week learning about a city which preceded the colonizers. Known today as Mexico City, Tenochtitlan, was the high-tech urban center of the Aztec empire. Rojas reviews the archeological record to tell us a bit about how the city functioned and what everyday life was like for residents.

Rojas, José Luis de. 2012. *Tenochtitlan: Capital of the Aztec Empire*. Gainesville: University Press of Florida.

4. *The Construction of a Metropolis*
5. *A Visit to Tenochtitlan*
7. *Activities of the Tenochca*
8. *The Life of the Tenochca*

Week 14. On Break

Enjoy some time off. Nothing due this week.

Part 4: Rebel Cities

In this section, we think about how cities must be part of the struggle for more socially just and equitable worlds.

Week 15. Cities as Struggle

David Harvey is one of the best-known critical geographers. He is *the* expert on Marx and Marxist writings and has devoted his life to the study of class exploitation and the geographies of global capitalism. This week we are reading three chapters (though the last two are very short) from his book *Rebel Cities*, which explores the potential of urban spaces to challenge classic worker-based movements. For Harvey, anti-capitalist movements and cities have a symbiotic relationship. He piles on example after example to show how cities must be taken seriously to counter the rampant accumulation of the capitalist class.

Harvey, David. 2012. *Rebel Cities: From the Right to the City to the Urban Revolution*. New York: Verso.

5. *Reclaiming the City for Anti-Capitalist Struggle*

6. *London 2011: Feral Capitalism Hits the Streets*

7. *#OWS: The Party of Wall Street Meets Its Nemesis*

Week 16. Choose Your Own Readings

What topic in urban geography do you think is missing from this class?! Think of a topic, a theoretical approach, or a regional interest that you think was underserved by my reading list. In this last week of the course, you have the opportunity to select two journal articles to read. You'll write up a discussion post per usual on the readings you've selected. Your readings need to be full articles from academic journals or two chapters from a scholarly book. So, basically, what we've been reading. You can use the UH library website (<http://manoa.hawaii.edu/library/>) or services like Google Scholar to locate these articles. Pick something interesting and enjoy!

Your Selected Reading # 1

Your Selected Reading # 2

The Other Stuff

The Syllabus	It is subject to change. If something changes, I'll send you an email.
Emailing	I'm pretty good with email. However, I do get 24 hours to respond, but in most cases, I'll respond much quicker. I am currently based at the University of Namibia, which is 12 hours ahead of Honolulu, so I thank you in advance for your patience with middle-of-the-night emails. Feel free to call me "Jacob" or "Professor Henry" in our emails.
Course Description	<p>The course covers the, "origins, functions, and internal structures of cities. Problems of urban settlement, growth, decay, adaptation and planning in different cultural and historical settings. Dynamics of urban land use and role of policies and perceptions in shaping towns and cities."</p> <p>This section of 421 is a human geography course which focuses primarily on the social geography and cultural studies of urban life.</p>
Plagiarizing	Don't do it. The best way to not plagiarize? Cite furiously! It's on you to know what plagiarism is, but I'm always happy to answer questions about it.

Zotero

If aren't using Zotero for citation management, I'd suggest you look into it. It's a free, open access program that many professors use to automate bibliographies and citations. <https://www.zotero.org/>

APPENDIX 1: City Reports

Points: 3 reports x 140 points = 420 points
Due: Week 7; Week 13; and Week 16
Length: 2,000 words, excluding references
Submission: Submit as a Word document via the Assignments Tab

You will report on three cities during this course. For each report, you will select a city from the designated region.

Report 1: North America, Europe, Australia/New Zealand

Report 2: Africa

Report 3: Asia-Pacific, South America

The city reports are not research papers, *per se*. This is report writing, *not* essay writing. While you will need to do research on the cities, you will not need to have thesis statements or arguments.

You should only use popular sources for your reports. This includes reputable news articles (especially local newspapers, but not tabloids), TV broadcasts, magazines, YouTube videos, fiction, short stories, documentaries, websites, government reports, and yes, Wikipedia. You do *not* need to use scholarly articles or books for this report. Photos are welcome.

The reports should have the following sections:

History of the City (how did the city come to be?)

Geography of the City (how is the city spread over space? How are space and power related here?)

Social Issue #1

Social Issue #2

Representation Abroad (how is the city represented in media regionally and internationally?)

References

The two social issues should come from engaging with local sources. What are problems or challenges the city is facing? You should use more than one source to research these social problems—just because one newspaper article says there's a problem, doesn't mean it's actually so. Try to avoid issues that outsiders classify as problems, focusing mainly on what residents in the city consider to be its social problems.

I do not care which referencing style you use (i.e. APA, MLA, Chicago, etc.), just keep it consistent. You should have in-text citations [*"The city was founded in 1890 after local polities were consolidated (Farshad 2001)"*] and also a reference list at the end.

APPENDIX 2: Laulima Discussion Board

Points: 15 posts x 38 points = 570 points
Due: Throughout
Length: 400-word posts, and two roughly 100-word reply to two peers
Submission: Submit and comment on the weekly Forum board

Like most online classes, this course requires you to discuss and reflect on the readings on a Forum board. You are also responsible for **commenting on two** posts for each topic. If someone comments on your post, you should reply to them as well. Posts are due on Friday and comments are due the following Monday

Your main post should:

- Be at least 400 words
- Engage with the discussion prompt, even if you eventually move away from it
- Make a point, not just a summary
- Have some personality (write in an active voice, not like a textbook. Use humor, show frustration, etc.)
- Utilize all the readings in a thorough way (I'm assessing whether you did the readings)
- Make connections between this weeks' readings and previous readings
- Be checked for grammar and spelling and be coherent

Your replies should:

- Be civil, professional, intellectual, especially when you are challenging the original author
- Respond to the content of the main post
- Build on ("yes, and") or disagree with (and explain why) the main post
- Be about 100 words. However, a substantial yet shorter post will earn more points than a long but vacuous one.

More or less the grading criteria:

- A Higher-level, critical thinking, multiple connections to specific concepts in both main post & reply
- B Makes some specific connections to course material, but could go deeper
- C Makes only a minimal amount of connection to course material
- D Post and peer response were made, but little evidence that course material was read
- F No post/ incoherent post / no reply OR wild speculation, little connection to the material