Class Location: Engelhard 201
Class Meeting Times: Tuesdays 2:30-5:20 pm
Professor: Dr. Eva Giloi
Office Hours: by arrangement
Email: evagiloi@newark.rutgers.edu

Course Description
As a discipline, urban geography draws on a broad range of scholarly fields in the social sciences and humanities to examine how spatial processes, embodiments, mobility, and affect shape the built environment. While urban geographers approach these questions from a variety of angles, in this course we will focus on the symbolic creation of cities as places of meaning, of socio-spatial inclusion and exclusion, of everyday life and spatial experience. In this course, we will engage with these theories and concepts from three angles. We will discuss landmark works on how cities are conceived and experienced, including texts by Michel de Certeau (strategies and tactics), Kevin Lynch (legibility), Pierre Bourdieu (habitus), Henri Lefebvre (rhythmanalysis), and Gernot Böhme (atmospheres). We will also tie those theories in with more recent elaborations on how cities and their inhabitants’ situational identities are delineated through thresholds, marginality, hegemony, phenomenology, sound environments, mapping, embodiment, and more. Finally, we will examine specific case studies in which scholars have applied these concepts to real-world examples in global cities.

Whenever I teach this course, I include an overarching ‘key theme’ that accompanies us throughout the semester, linked to the public arts and history project Newark Rhythms: http://newarkrhythms.org/. In 2020, the theme was ‘urban thresholds,’ the basic definition of which can be found at: http://newarkrhythms.org/themes/rhythm3/research-abstracts-1. While urban thresholds will still make an appearance this semester, I will be placing more emphasis on the theme of ‘anti-legibility’ as part of the Labyrinth + Grid exhibition project, slated for completion in early 2023. Students in this course are invited to participate in that exhibition, if they are interested, specifically in the Encyclopedia of Illegibility. Canvas Unit 4, on Mapping, is directly oriented towards this project, with several weeks covering the topic of the illegibility of experience and how to map the unmappable. I will give a more detailed explanation of this project on the first day of class.

Learning Outcomes
In this course, students should expect the following outcomes:
-- an introduction to the fields of Urban Geography, the Urban Humanities, and the ‘spatial turn’ in historical scholarship, viewed from multiple theoretical approaches;
-- an engagement with classic texts in the field as well as cutting-edge current scholarship;
-- a review of the conceptual frameworks and methodological techniques used by scholars in these fields;
-- an overview of case studies to help guide and inspire their own scholarship;
-- opportunities to apply various methodologies to real life situations and to try out different conceptual techniques in practice.
Course Requirements

There are four graded components to the course, described in more detail further below:

1. **Seminar discussion** participation;

2. **Weekly reading notes** due before the seminar;

3. **Virtual field notes** in which students apply concepts in praxis, in a creative and free-form manner;

4. **Final written essay**, with a choice between three different types of essay prompts.

Grade Composition

1. **Seminar discussion** = 15% of course grade
   This grade is cumulative for the entire semester
   Includes weekly participation + two 10 min. presentations

2. **Weekly reading notes** = 20% of course grade
   1-2 page minimum, but can be longer if you’re inspired
   Top 10 of the 13 weekly notes are counted

3. **Virtual field notes** = 20% of course grade
   2 out of a choice of 5
   Each is worth 10%
   These should be around 3 pages long (but can be longer)

3. **Final essay** = 45% of course grade
   1 essay out of a choice of 3 essay genres
   Due Dec. 23, 11:59 pm

Detailed Description of the Course Work

1. **Seminar Discussion**

   This grade will be cumulative at the end of the semester: I will not be grading each individual course session but will be giving a grade covering your participation in class as a whole to cover the entire semester.

   There are two components to the seminar discussion grade.

   The first component is the weekly, informal seminar discussion. Students who participate regularly will do well fulfilling this component.

   The second component are 10-minute presentations of the readings that students will give two times during the semester. Students can sign up for their choice of two weeks on Canvas; up to two students can present per week. The presentations should be about 10 minutes long, and can go up to 15 minutes max. The idea is not to restate what the readings say, but rather to pick out those ideas or themes that you find interesting (or problematic), explain why they are interesting (or problematic), talk about how they fit with
other texts we’ve read, etc. The presentations are meant to give you the opportunity to kick-start the conversation for that week, rather than having to give a full review of all of the readings.

2. Weekly notes

The weekly notes are meant to provide talking points for the discussions and are due the Monday night before that week’s seminar. The idea behind the notes is that you focus on a few specific issues in the readings for that week so that I know where your interests lie and we have a basis for discussion. In your notes you should focus above all on a topic that you would like to discuss because you find it significant, useful to your work, annoying, confusing, misguided, etc.

Reading notes are assigned for 13 weeks, but I will include only the top 10 grades in the final grade. This means that you can have skip up to three weeks without it affecting your grade. There won’t be any other make-up opportunities for missing notes, though, and they won’t count if they are handed in late.

Each week I will provide some informal notes on the Canvas instructions page to give you context for the readings and the notes. I will also suggest some things I would like to discuss so that you can think about those topics in advance.

3. Virtual field notes

These notes are meant to provide opportunities for application of theory to praxis, as you will be asked to apply concepts from a given week’s texts to your local experiences. These answers can be free-form, free association, fluid and creative – they should not be formal essays, but rather field notes as you try out some of the concepts to see how they might inspire your scholarly work. The goals: to see how well certain theories work when applied in practice; to allow you to try out different concepts and how to apply them to specific examples in case you want to use these methodologies in your work; to give me a chance to see how the idea of the Urban Humanities can be developed more fully.

You will need to complete two field notes out of a choice of five. The five choices are based on the themes of rhythm analysis; atmospheres; urban thresholds; sound environments; and legibility/anti-legibility. The field notes for any one of these themes will be due a week after the seminar in which we discuss the conceptual theme. The dates are listed on the syllabus below.

4. Final essay

For the final essay, you will have a choice of three different types of essays. The page length varies between 10-15 pages, double-spaced, with the length dependent to some extent on the type of essay you write. That is to say: each type of essay will have a minimum page length, but you can always write more: I do not penalize students for writing beyond the recommended page limit if they feel inspired!

The three choices of essay genre include:
1. A traditional essay reviewing methodologies and themes discussed in the course;
2. A detailed, conceptual description of your work on the illegibility project, if you choose to participate in that project;
3. An independent research essay, tying original research to the readings in the course.

The exact instructions and description of expectations for each option will be posted on Canvas.

The essay is due Dec. 23, 11:59 pm
A Final Note: Expectations for Readings

My goal is to give you a rich array of texts for you to enjoy, to contemplate as examples of different methodological approaches, to have as reference points for your research now and in the future, and of course to give us material to discuss in seminar. I also realize, though, that sometimes we need to prioritize how we read texts. With that in mind, while you’re expected to be responsible for all the course materials for each week, this ‘responsibility’ covers a range of reading strategies, from in-depth contemplation of subjects you find most compelling, to skimming and summarizing others to absorb the main points of argument. In a nutshell: I tried to pick texts that are interesting enough that you will want to read and discuss them, but I understand that you may at times need to prioritize how much attention you can give to any one text. While you should aim to have a general grasp of all the readings, you should focus your weekly comments more narrowly on those aspects that you find most compelling. What I am hoping for, above all, is for you to think about some of the texts in depth to give substance to our discussion.

Grading Rubric:

A:         Outstanding
A-:        Outstanding, with one or two areas of improvement
B+:        Very good
B:         Good
B-:        Good overall, with some significant weaknesses
C+:        Satisfactory, with some potential for improvement
C:         Satisfactory, but needs significant development
C-:        Barely satisfactory
D:         Poor: overwhelming flaws
F:         Failing: doesn’t complete assignment

Reading List

Many of the readings listed in the syllabus are pdfs that you can access on Canvas. The required books can be purchased through the Rutgers Bookstore or on-line. One book is available electronically through the Rutgers library website, which you can access by setting up an account with Ebook Central (see below). And for another book, I have multiple used copies that I can lend to students (see below).

The required books include:

-- Tim Cresswell, Place: A Short Introduction (ISBN: 978-0470655627) = this book is available on Ebook Central through Rutgers Library
-- Mark Monmonier, How to Lie with Maps (ISBN: 978-0226435923)
-- Janet Abrams and Peter Hall, Else/where Mapping: New Cartographies of Networks and Territories (ISBN: 978-0972969628) = this is a beautiful catalogue, so you may want to purchase it; but I also have multiple used copies and am happy to lend those to students for the semester – and if you participate in the ‘illegibility’ project, then you can keep it as a souvenir!
Disabilities

Rutgers University welcomes students with disabilities into all of the University's educational programs. In order to receive consideration for reasonable accommodations, a student with a disability must contact the appropriate disability services office at the campus where you are officially enrolled. For the full Accommodation and Support statement, see the Addendum at the end of this syllabus.

Policy on Academic Integrity (Cheating and Plagiarism):

Rutgers University treats cheating and plagiarism as serious offenses. Cheating is both a moral and an ethical offense. It violates both your own integrity and the ethics of group commitment: when you cut corners and cheat, you undermine those students who took the time to work on the assignment honestly. As a standard minimum penalty, students who are suspected of cheating or plagiarism are reported to the Office of Academic Integrity. Pending investigation, further penalties can include failure of the course, disciplinary probation, and a formal warning that further cheating will be grounds for expulsion from the University.

The University’s Academic Integrity policy can be found at: http://academicintegrity.rutgers.edu

For more information on the university’s Academic Integrity policies, see the Addendum at the end of this syllabus.

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Schedule of Classes

Canvas Unit 1: Introductions

Week 1: Tues., Sept. 6: Intro to Course = Producing Place + Siting Rutgers Newark

Week 2: Tues., Sept. 13: Space and Place

Book:

Canvas Unit 2: Rhythms, Legibility, Strategies, Tactics, Atmospheres, Habitus, Hegemony

Week 3: Tues., Sept. 20: Rhythmanalysis

Book:

Pdf on Canvas:
-- Ryan Moore, “The Beat of the City: Lefebvre and Rhythmanalysis” (2013)
** Virtual Field Notes 1: Rhythmanalysis = due 11:59 pm, Sept. 26
   See prompt on Canvas.

** Week 4: Tues., Sept. 27: Direction and Subversion

Pdfs on Canvas:

Book:
-- Kevin Lynch, *The Image of the City* (1960)

** Week 5: Tues., Oct. 4: Habitus and Hegemony

Pdfs on Canvas:
-- Pierre Bourdieu, excerpts from *Outline of a Theory of Practice* (French, 1972; English, 1977):
   -- “Structures, habitus and practices” (78-95)
   -- “Doxa, orthodoxy, heterodoxy” (159-171)
-- Eva Giloi, “Cultural Tourism and Royal Tours: Possession and Place-Making” (2022)

** Week 6: Tues., Oct. 11: Atmospheres

Pdfs on Canvas:
-- Michael Minkenberg, “A City of the People, by the People, for the People? Democracy and Capital-Building in Washington DC, Ottawa, Canberra, and Brasilia” (2014)

** Virtual Field Notes 2: Atmospheres = due 11:59 pm, Oct. 17
   See prompt on Canvas.

Canvas Unit 3: Sound Environments

** Week 7: Tues., Oct. 18: Sonic-spatial Tactics

Pdfs on Canvas:
-- Hillel Schwartz, “Inner and Outer Sancta: Earplugs and Hospitals” (2012)
Week 8: Tues., Oct. 25: Andrew Demirjian = Echoes of Liberation = Sound Art Event

Pdfs on Canvas:
-- Andrew Demirjian, “Imagining a Borderless Future” (2021)
-- Alina Nazmeeva, “The City in the Age of Remix” (2021)

** Virtual Field Notes 3: Sound Environments = due 11:59 pm, Oct. 31
   See prompt on Canvas.

Canvas Unit 4: Mapping the Unmappable

Week 9: Tues., Nov. 1: Walking the Grid

Book:
-- Mark Monmonier, How to Lie with Maps (2018 third edition if possible, but earlier editions ok too)

Pdf on Canvas:

Week 10: Tues., Nov. 8: Histories of Mapping

Book:

Pdf on Canvas:

** Virtual Field Notes 4: Legibility vs. Anti-Legibility = due 11:59 pm, Nov. 14
   See prompt on Canvas.

Week 11: Tues., Nov. 15: Knowing Cities: Aesthetics and Data

Book:

NB: Tues., Nov. 22 = no class due to Thanksgiving change of designation day

Canvas Unit 5: Framing Cities

Week 12: Tues., Nov. 29: Cities as Genres

Books:
-- Judith Walkowitz, City of Dreadful Delight (1992)
-- Mary Rizzo, Come and Be Shocked: Baltimore beyond John Waters and The Wire (2020)
** Virtual Field Notes 5: Urban Thresholds = due 11:59 pm, Dec. 5.  
See prompt on Canvas.

**Week 13:** Tues., Dec. 6: Cities as Nature = Prof. Rachel Mundy

**Pdfs on Canvas:**
-- Readings TBA

**Week 14:** Tues., Dec. 13: Cities as Networks

**Pdfs on Canvas:**
-- Nigel Thrift, “Driving in the City,” from Automobilities (2005)

**Final essay:** due Dec. 23, 11:59 pm. See choice of paper prompts on Canvas.

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**Addendum**

☐ Academic Integrity:

As an academic community dedicated to the creation, dissemination, and application of knowledge, Rutgers University is committed to fostering an intellectual and ethical environment based on the principles of academic integrity. Academic integrity is essential to the success of the University’s educational and research missions, and violations of academic integrity constitute serious offenses against the entire academic community. The entire Academic Integrity Policy can be found here: http://academicintegrity.rutgers.edu/

Your health and well-being matter, and Rutgers has put in place a number of resources that are intended to help students through the challenges that might emerge during these times. Information on many of these resources appears below. Please let me know immediately if you are experiencing circumstances that are negatively impacting your academic performance. I also strongly encourage you to contact your academic advisor.

☐ Accommodation and Support Statement:

Rutgers University Newark (RU-N) is committed to the creation of an inclusive and safe learning environment for all students. RU-N has identified the following resources to further the mission of access and support:

- **Absences:** All students are responsible for timely notification of their instructor regarding any expected absences. The Division of Student Affairs can provide assistance for absences related to religious observance, emergency or unavoidable conflict (illness, personal or family emergency, etc.) Students should refer to the University’s Course Attendance policy (10.2.7), for complete
expectations and responsibilities. The office can be contacted at: (973) 353-5063 or deanofstudents@newark.rutgers.edu.

• **Disabilities:** The Office of Disability Services (ODS) works with students with medical, physical, and/or mental conditions who encounter disabling barriers in order to determine reasonable and appropriate accommodations for access. Students who have completed the process with ODS and have approved accommodations are provided a Letter of Accommodation (LOA) specific to each course. To initiate accommodations for their course students must both provide the LOA to and have a conversation with the course instructor about the accommodations. More information can be found at ods.rutgers.edu. Contact ODS: (973) 353-5375 or ods@newark.rutgers.edu.

• **Temporary Conditions/Injuries:** The Division of Student Affairs can assist students who are experiencing a temporary condition or injury (broken or sprained limbs, concussions, or recovery from surgery). Students experiencing a temporary condition or injury should submit a request for assistance at: https://temporaryconditions.rutgers.edu.

• **Pregnancy:** The Office of Title IX and ADA Compliance is available to assist students with any concerns or potential accommodations related to pregnancy. Students may contact the office at (973) 353-1906 or TitleIX@newark.rutgers.edu.

• **Gender or Sex-Based Discrimination or Harassment:** The Office of Title IX and ADA Compliance can assist students experiencing any form of gender or sex-based discrimination or harassment, including sexual assault, sexual harassment, relationship violence, or stalking. Students can report an incident to the office at: (973) 353-1906 or TitleIX@newark.rutgers.edu. Incidents may also be reported by using: tinyurl.com/RUNReportingForm. For more information, students should refer to the University’s Title IX Policy and Grievance Procedures located at https://uec.rutgers.edu/wp-content/uploads/60-1-33-current-1.pdf.

• **Interpersonal Violence:** The Office for Violence Prevention and Victim Assistance (VPVA) can provide any student with confidential support. The office does not have a reporting obligation to Title IX. Students can contact the office by calling (973) 353-1918 or emailing run.vpva@rutgers.edu. There is also a confidential text-based helpline available to students; students can text (973) 339-0734 for support. Students do not need to be a victim/survivor of violence; any student can receive services, information and support.

• **Crisis and Concerns:** The Campus Awareness Response and Education (CARE) Team works with students in crisis to develop a plan of support plan and address personal situations that might impact their academic performance. Connect with the CARE Team by using the following link: tinyurl.com/RUNCARE or emailing careteam@rutgers.edu.

• **Stress, Worry, or Concerns about Well-Being:** The Counseling Center has confidential therapists available to support students. Students should reach out to the Counseling Center to schedule an appointment: counseling@newark.rutgers.edu or (973) 353-5805. If students are not quite ready to make an appointment with a therapist but are interested in self-help, check out Sanvello for an easy, web-based approach to self-care and support. Visit https://my.rutgers.edu/, click on Sanvello: Wellness @ RUN, and log in with your netid to begin your journey toward wellness.

• **Emergencies:** Call 911 or contact Rutgers University Police Department (RUPD) at (973) 353-5111.
Learning Resources:

- Rutgers Learning Center (tutoring services):
  Tutoring available in a variety of math, science, technology, and business courses. Contact the Learning Center to determine whether tutoring is available for a specific course.
  Room 140, Bradley Hall (973) 353-5608
  learning.center@newark.rutgers.edu
  https://sasn.rutgers.edu/student-support/tutoring-academic-support/learning-center

- Writing Center (tutoring and writing workshops)
  (973) 353-5847
  nwc@rutgers.edu
  https://sasn.rutgers.edu/student-support/tutoring-academic-support/writing-center

Technology/Internet Resources for Students:

- https://myrun.newark.rutgers.edu/covid-technology-resources
- https://mytech.newark.rutgers.edu/tlp